Interactive whiteboards adoption role play

ABSTRACT
This sequence is a role play about the adoption of interactive whiteboards in a typical secondary school. Students in this sequence take on one of four roles ("Pro Teacher", "Con Teacher", School Management and Students) to consider issues associated with the adoption of interactive whiteboards.

KEYWORDS
Interactive whiteboards; Technology adoption; Learning Design; Debate

CONTACT
James Dalziel, Macquarie E-Learning Centre Of Excellence (MELCOE), Macquarie University
james@melcoe.mq.edu.au

DESCRIPTION
This sequence is a role play about the adoption of interactive whiteboards in a typical secondary school. Students in this sequence take on one of four roles ("Pro Teacher", "Con Teacher", School Management and Students) to consider issues associated with the adoption of interactive whiteboards.

AUDIENCE/GROUP SIZE
Trainee Teachers, Professional Development for educators

FACILITATOR ISSUES
Requires LAMS experience

LEARNING OPPORTUNITIES
Students take on one of four roles in a typical school environment, work in small groups with others of the same role to prepare their arguments, and then participate in a discussion forum for all students to argue the pros and cons of the proposed rollout of Interactive Whiteboards. The role play concludes with each student voting on whether the rollout should proceed, followed by a number of reflective tasks about their participation in the scenario, and its implications for their own teaching.

TIME AND SETTING
It is recommended for use over one or more weeks with student participation on a regular basis during this time. Typically fully online and asynchronous, but some parts could be conducted synchronously and/or in a computer lab if desired.

RESOURCES
Students require Learner accounts on a LAMS server with access to the role play sequence. The Facilitator requires Author/Monitor accounts on a LAMS server, and launches the role play sequences with students from Monitor. The role play sequence can be downloaded from http://www.lamscommunity.org/lamscentral/sequence?seq%5fid=690433

PROCESS
Step 1-4: Introduce role play; scenario; tasks; roles
Step 5: Break students into role groups (pro teachers, con teachers, school management, students)
Step 6: Reflect on own role in private journal
Step 7: Shared Q&A about ideas within role group
Step 8: Forum about ideas within role group
Step 9: Main role play (all roles together in Forum to discuss)
Step 10: Vote on whether roll out should proceed or not
Step 11-13: Reflect on role play experience & strengths/weaknesses

ASSESSMENT
There is no summative assessment required for this sequence, although a reflective essay could easily be added at the end if required. Typically the Facilitator would use the tracking features available in the LAMS Monitoring area for formative feedback.

REUSABILITY
The role play is designed to be adapted for other similar topics, such as use of other emerging technologies (eg, mobile devices, laptops, etc) in a typical school environment.

REFERENCES AND LINKS

Figure 1: LAMS Authoring view of role play sequence