

Course Title: Be SMART, SMART Boards in the Classroom, Beyond the Basics

1 Credit Face-to-Face Course

Nov. 9 2011 Wednesday 4:15 – 7:30

Nov. 19, 2011 Saturday 8:30 – 3:30

Nov 16, 2011 Wednesday 4:14 – 7:30

Description:

Participants in this one-day, two-evening course will expand their knowledge of SMART Board and the SMART Notebook software by creating engaging lessons. On day one participants will: learn about hide and reveal activities, how to use the recorder, Learn to customize the my Content area, Explore some peripheral devices such as SMART Slate, SMART document camera, SMART response system and Symposium and Explore additional resources including those from www.exchange.smart.com and cesa3itasc.pbworks.com. During the two evening participants will explore the practice teaching lessons that they have created, peer-review each others lessons and critique lessons downloaded from SMART's website.

Objectives:

Participants will:

- Be aware of all operations of the Smart board
- Be able to use the Smart board Version 10 Notebook software
- Be able to work with Ink Aware applications
- Become familiar with the resources available from Smarttech.com
- Be aware of the resource available in the Notebook gallery, including the toolkit
- Be aware of various methods of creating hide-and-reveal activities
- Attend all classes and actively participate in discussions and activities
- Develop three lessons they can use in their classroom
- Teach the lesson they created to their peers using a SMART Board

Wisconsin Standards:

This class will address Wisconsin Teacher Standards #1, #2, #3, #4, #6, #7 and #8.

Outline of Content:

Participants will use a minimum of 15 hours face-to-face instructional time to explore SMART Board operations, Notebook software, lesson creation, and lesson presentation using a SMART Board. Participation in activities during instructional time will assist participants in understanding the capabilities of the SMART Board and the Notebook software. By creating and teaching the lessons they created to their peers, they will become more familiar with the SMART Board as a teaching tool. By peer reviewing each others lessons they will reflect on the pedagogy of using a SMART Board in the classroom.

The first day of this we will review the SMART notebook software. We will explore new topics including hide and reveal activities, My Content and the recorder. Links to online resources and lessons will be provided. Participants will be expected to create a lesson in Notebook software that incorporates a variety of the features of the Notebook software. At the beginning of each of the two evening sessions, participants will be divided into job-alike groups and will take turns teaching their lessons. Peers will then offer a constructive critique on presentation style and lesson content based on a rubric. Also during these evening sessions we will explore peripheral hardware including SMART Slate, SMART document camera, SMART response system and Symposium.

Methodology:

Instruction will consist of discussion, demonstration, hands-on, individualized instruction, peer-review and discussion.

Assignments and Requirements:

- Attend all classes
- Participate in all activities
- Review and download on-line lessons in their curricular area
- Develop three lessons using the SMART Notebook software
- Teach two of those lessons to their peers
- Participate in the constructive critique of their peers

Grading/Methods of Evaluation:

A: All assignments completed with excellent quality

- All three lessons are completed with excellent quality and contained the required elements
- Daily activities are professionally completed
- Peer constructive critique is done in a thoughtful and professional manner
- Participants attends all class sessions and contributes actively in all discussions

B: 90% of assignments completed: assignment of above average quality

- All three lessons are completed with above average quality and contained the required elements
- Daily activities are professionally completed
- Peer constructive critique is done in a thoughtful and professional manner
- Participants attends all class sessions and contributes actively in all discussions

C: 80% of assignments are completed; assignment of average quality

- Two lessons are completed with average quality and contained the required elements
- Daily activities are professionally completed
- Peer constructive critique is done in a thoughtful and professional manner
- Participants attends all class sessions and contributes actively in all discussions

F: Work is not completed or quality is below C level