

The Interactive Whiteboard for EFL in France: A Technological Innovation Framework
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 Livechat Transcript
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Digital Literacies In and Beyond the L2 Classroom: A Hybrid Symposium on Research and Practice
 CERCLL, University of Arizona

[08.10.14 16:52]	CERCLL:	Welcome! Please join this presenter at 10am PDT/1pm EDT on 10/8 for Q and A.
[08.10.14 17:02]	whyshona:	Hello :-)
[08.10.14 17:02]	mura:	hi shona
[08.10.14 17:03]	whyshona:	Mura Nava? Small world :-)
[08.10.14 17:03]	mura:	:) just curious about syn discussion
[08.10.14 17:03]	mura:	sync
[08.10.14 17:05]	whyshona:	I'm not sure I'm doing this right. I see 5 people on the chat. Can you all see this?
[08.10.14 17:05]	Chantelle:	Hi Shona. I really enjoyed your presentation, in part, but not only because this is a technology that I have never thought about .
[08.10.14 17:05]	Chantelle:	I can see you.
[08.10.14 17:06]	whyshona:	OK great.
[08.10.14 17:06]	Chantelle:	I was wondering if you see connections between IWB and other digital practices.
[08.10.14 17:06]	whyshona:	@Chantelle you mean you never thought about the IWB?
[08.10.14 17:07]	whyshona:	Yes, I think the IWB can be a stepping stone to other digital practices
[08.10.14 17:08]	whyshona:	Hennessy & London have done a lot of metastudies showing for example that when the UK adopted the IWB wholesale it may not have changed teaching practice, but it certainly moved everyone over to digital resources
[08.10.14 17:08]	kristenmichelso:	Hi Shona and All, I can see this, needed a second to also learn how to actively participate.
[08.10.14 17:08]	whyshona:	Great - welcome :-)
[08.10.14 17:09]	whyshona:	I guess we're expected to figure this out quick, since we're all about digital literacy :-)
[08.10.14 17:10]	kristenmichelso:	Indeed!
[08.10.14 17:10]	kristenmichelso:	I wanted to tell you I am very impressed with your study and greatly appreciate all of the dimensions of technology use, and dimensions and continua of professional teacher development that you present. Based on your findings that the more "autonomous" teachers, i.e. those who had their own goals from the start, are the ones who adapt the technologies

		more comprehensively, what would you propose, or have you already implemented, in terms of professional development activities that might help foster interest by those who may not have their own goals from the start?
[08.10.14 17:11]	whyshona:	Ah, that's a great question!
[08.10.14 17:11]	whyshona:	I'm a teacher educator, so spend quite a lot of time training pre- and in-service teachers, who of course have varying levels of motivation
[08.10.14 17:12]	Chantelle:	@shona Yes. I think in part, because the IWB is not very prevalent at institutions of higher learning here. Your multidimensional analysis seems to show that maybe we should rethink that.
[08.10.14 17:12]	whyshona:	And if you look at technology acceptance models, like Davis 1989 for example, you can argue for ease of use and/or benefit of use
[08.10.14 17:13]	whyshona:	In the past I tried to convince teachers edtech is easy, so they should try it
[08.10.14 17:13]	mura:	in my experience tech use derives from class needs wonder what extent introducing tech like iwbs conflicts with this?
[08.10.14 17:13]	whyshona:	But now I think it's better to stress what you can do with the technology, and sometimes even why this would be a good idea
[08.10.14 17:13]	whyshona:	And I think this may have longer-term benefits
[08.10.14 17:14]	whyshona:	@mura if tech use derives from teaching needs then you can never reach the teachers who see no need for change
[08.10.14 17:15]	mura:	maybe and maybe it just takes longer rather than not reaching people?
[08.10.14 17:15]	whyshona:	And my not-so-hidden agenda is to use technology as a trojan horse to change let's say less effective practice
[08.10.14 17:16]	whyshona:	Back to @Chantelle - I'm not sure I'd want to argue the IWB is a silver bullet that can fix all our woes
[08.10.14 17:16]	kristenmichelso:	@shona I appreciate the Davis reference - I was not familiar with this model and it seems very useful.
[08.10.14 17:16]	whyshona:	But I have found it can open up the classroom and help teachers bring outside resources in
[08.10.14 17:17]	whyshona:	And this kind of change can get teachers thinking more about their practice and teaching goals
[08.10.14 17:18]	Chantelle:	@Shona. Definitely not :) but I really appreciate the statement that preceded my tag - as a "trojan horse" maybe something like the IWB could be used to help teachers to reflect on their own classroom practices as well.
[08.10.14 17:19]	whyshona:	In my study a number of the teachers said just the opportunity to watch other teachers was helpful, without even our input in discussion of practice

[08.10.14 17:19]	whyshona:	@Chantelle indeed. One of my teachers also made a revealing comment at the end of the project
[08.10.14 17:20]	Jon:	Hi Shona, wonderful presentation! My question is, what sorts of reflection activities, if any, did you have the teachers do? Did you try to encourage the goal-setting that you found led to the most integrated uses?
[08.10.14 17:20]	whyshona:	She said "we didn't go into the project expecting to analyse our practice"
[08.10.14 17:20]	whyshona:	I guess she thought she'd get tech tips. But in the end the group of teachers had really interesting and deep exchanges about how they taught and how they wanted to teach
[08.10.14 17:21]	whyshona:	@Jon thanks!
[08.10.14 17:22]	whyshona:	Regarding reflective activities, our teachers weren't enrolled in a formal programme and the official goal of our iTILT project was to collect examples of practice, so the reflective part was secondary to that
[08.10.14 17:23]	whyshona:	But we did VSR interviews after class filming, and we got the 9 teachers (all different schools, different ed levels) together at three different points over the 2 years to watch clips, fill out little questionnaires and then discuss their answers F2F
[08.10.14 17:24]	whyshona:	So officially we were just observing their teaching and maybe facilitating their meeting of their own goals, but not necessarily pushing for change. Or trying not to :-)
[08.10.14 17:24]	Jon:	do you think that going through the 'practical' and 'pedagogical' stages are necessary before a teacher can reach the 'reflection' stage?
[08.10.14 17:26]	whyshona:	I guess so. If you don't have access to the technology, you can't learn to use it. If you haven't tried different ways of using its features, you can't assess its affordances. And even then you may resist reflecting on your own practice because ... change is painful, I guess
[08.10.14 17:27]	whyshona:	But I think this kind of project can perhaps hurry people through the stages and encourage them to reflect
[08.10.14 17:28]	Jon:	did you find that people approached it first as a regular white/black/chalkboard?
[08.10.14 17:28]	kristenmichelso:	On the lines of change being painful (and slow) do you have any plans to follow up with these teachers sometime in the future to see how time has affected their adoption and/or reflection on their IWB use?
[08.10.14 17:29]	whyshona:	Pretty much. There are a few frameworks out there (Beauchamp 2004, for example) that start that way. We had one teacher who never actually used the IWB software, just used it as a projector with a pen
[08.10.14 17:29]	whyshona:	@kristenmichelso Yes and no!
[08.10.14 17:30]	whyshona:	We have one project where we are intervening more, working with videoconferencing via the

		IWB for English as a lingua franca with young learners in France and Germany
[08.10.14 17:30]	whyshona:	In the VC project we try to support the teachers in designing and implementing task-based activities
[08.10.14 17:31]	whyshona:	And for the other teachers, things are often a little unstable in the French school system - people move to other areas or schools and may not have IWB access
[08.10.14 17:32]	whyshona:	But one of my conclusions from this project is that it's good to work with teachers who are particularly motivated, and then have the motivation go from them to their immediate circle of peers, rather than an outside teacher educator trying to involve everyone
[08.10.14 17:33]	whyshona:	We tried to get a community of practice going by creating a circle on Google+ and inviting the teachers to post videos and links
[08.10.14 17:34]	whyshona:	And participation was quite varied. But to my surprise quite a number of teachers talked up the project in their own schools and started helping their colleagues get started with the IWB, drawing on their experience in the project
[08.10.14 17:34]	whyshona:	Sorry, I'm monologuing here. Maybe you have questions?
[08.10.14 17:34]	kristenmichelso:	I'm reading along with great interest...
[08.10.14 17:35]	Chantelle:	Same here.
[08.10.14 17:36]	kristenmichelso:	... your finding about how communities of practice has been an effective space in order to encourage others (professional peers) is very interesting and compelling.
[08.10.14 17:37]	whyshona:	Yes, I was in two minds about it. We had a Google group that spontaneously gelled after a F2F training with another group, and I thought I could create a similar space for this project.
[08.10.14 17:37]	whyshona:	But it might have been too much for some participants, and when I went back to Lave & Wenger it's true that the informal side is much emphasised.
[08.10.14 17:38]	Jon:	Shona, did you find that teachers responded to student engagement with the tool?
[08.10.14 17:38]	whyshona:	@Jon yes!
[08.10.14 17:38]	kristenmichelso:	I'm collaborating on a project involving the professional development of TAs and their adoption of literacy-based teaching approaches (both conceptually and in praxis) and one of the hopes is that this can occur through development of community of practice (which we can "inspire" through specific pedagogical interventions.
[08.10.14 17:39]	whyshona:	We gave them a video diary prompt that asked "what surprised you most about the IWB?" and several said the level of motivation it generated among learners, even after months of use.
[08.10.14 17:39]	kristenmichelso:	In a way, it is a similar challenge trying to inspire appropriating of something new.
[08.10.14 17:40]	whyshona:	@kristenmichelso yes and part of the difficulty is to give enough guidance to get teachers started, and not so much as to smother individual initiative

[08.10.14 17:40]	kristenmichelso:	Very interesting point about the importance of leaving space for the informal side.
[08.10.14 17:41]	whyshona:	A bit like working with the IWB, where inspired users combine a clear structure and space to respond flexibly to spontaneous questions as they arise
[08.10.14 17:43]	whyshona:	So should I deduce that there's not much IWB use for language teaching/training at US universities?
[08.10.14 17:44]	Jon:	I hope you will be publishing about your project, it will be an excellent addition to the literature, especially, I think, because of the innovative and applicable frameworks you've developed
[08.10.14 17:44]	kristenmichelso:	Speaking for myself I had never heard of the IWB until this summer.
[08.10.14 17:44]	kristenmichelso:	was going to ask
[08.10.14 17:44]	whyshona:	@Jon funny you should mention that. Book coming out with Palgrave :-)
[08.10.14 17:45]	kristenmichelso:	how widespread its use is in Europe?
[08.10.14 17:45]	Chantelle:	@shona what's the title, so we can look for it?
[08.10.14 17:45]	whyshona:	We ran into something of a keyword problem publishing on the IWB - reviewers quite often have strong (negative) views about this technology, and many feel its time has come and gone
[08.10.14 17:46]	whyshona:	Implementing and researching innovation in language teaching. Hayo Reinders' series on New Language Teaching and Learning Environments
[08.10.14 17:46]	Jon:	I think it's potentially the next evolution of chalkboards
[08.10.14 17:47]	whyshona:	IWB use in Europe is quite variable. Higher in northern Europe (UK, the Netherlands), lower in France, Spain, Italy
[08.10.14 17:48]	Jon:	it's quite interesting how it combines physical classroom dynamics with technology, I think it can potentially challenge those who believe that the future of technology-mediated teaching is all online
[08.10.14 17:48]	whyshona:	I linked to the Avvisati et al report in response to a comment at the bottom of the page. It was a review of the Italian digital strategy for education, but has a great appendix by Hennessy & London on the IWB in education in general (not just languages). Open access, link below
[08.10.14 17:49]	whyshona:	@Jon indeed. Our iTILT project partners have papers called the iWB a "hub" or "dashboard" for orchestrating audiovisual resources in and outside the class, but also for bringing together different devices.
[08.10.14 17:49]	whyshona:	IWB manufacturers need to be sure not to miss the boat on software
[08.10.14 17:51]	kristenmichelso:	Great - thanks for signaling that reference.
[08.10.14 17:51]	whyshona:	And one fun thing about the IWB is that the person using it is not actually best placed to see what is going on. People further away have a better view, meaning that the power is shared,

		and communication is inevitable ("no, not that one, to the right")
[08.10.14 17:52]	Jon:	we were just discussing in my class how technology can disadvantage kinesthetic learning styles and that the importance of non-mediated embodiment as an experiential means of learning is being overlooked in discussions of technology for L2 learning
[08.10.14 17:53]	whyshona:	Aha. I work a lot with young learners and their teachers who love the IWB because their kids can move around and make big movements
[08.10.14 17:53]	Jon:	teachers know that TPR and immersion work
[08.10.14 17:54]	whyshona:	Right. And if you have 25 eight year olds you know you can't just drill and kill
[08.10.14 17:56]	Jon:	I'm off--thanks for the chat, Shona, i'm looking forward to reading more of your work on this
[08.10.14 17:56]	whyshona:	Thanks for dropping by @Jon and for setting up this great platform for exchange :-)
[08.10.14 17:57]	whyshona:	Merica - I see your name. You made it after class?
[08.10.14 17:58]	kristenmichelso:	Talking about kinesthetic learning... my adult students (French L2) have often expressed that the technology mediated assignments have taken away from "writing" (i.e. in a physical way). I can see how IWB integrates technology and body in an important way.
[08.10.14 17:59]	whyshona:	Yes. When you write on it you have to put more energy that you would with a whiteboard pen.
[08.10.14 17:59]	kristenmichelso:	I really enjoyed your presentation Shona and second Jon in looking forward to your book. Thanks for this opportunity to dialogue with you!
[08.10.14 18:00]	whyshona:	And then you can highlight, annotate, move pieces of text around, and I think that helps people reflect
[08.10.14 18:00]	whyshona:	Thank you for coming along - this is my first live chat and I found it really stimulating.
[08.10.14 18:00]	kristenmichelso:	Aha - the tactile is so important.
[08.10.14 18:00]	kristenmichelso:	My first live chat in this format as well. ;-)
[08.10.14 18:01]	kristenmichelso:	Hope to "see" you again.
[08.10.14 18:01]	whyshona:	Well, I guess I should be heading off. Dinner time over here in France :-)
[08.10.14 18:01]	whyshona:	Thanks for your input - see you Twitter perhaps?
[08.10.14 18:04]	kristenmichelso:	Bon appétit! We will have better luck at a future conference - I only scrambled to sign up for twitter 5 minutes into this session just to be able to participate. But maybe I will consider tweeting more after this. :-)
[08.10.14 18:07]	kristenmichelso:	Bye for now, and thank you again for a stimulating presentation and conversation!
[08.10.14 18:07]	mura:	thanks shona just catching up on chat as was at dinner
[08.10.14 18:10]	MericaMcNeil:	I was just catching up on reading the chat messages before joining in, but I see time for this live chat seems to be over.

[08.10.14 18:10]	MericaMcNeil:	Ah, the pragmatics of SCMC :)
[08.10.14 18:13]	MericaMcNeil:	Does anybody know if there is a designated hashtag for this Symposium on Twitter?