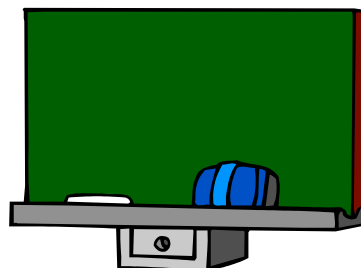


Electronic Whiteboard Peer Conferencing



★ What you Need:

- Electronic whiteboard and students who can use it.

Moving into my one-hour writing block, I opened the *shared piece of explanation writing* that we had been working on as a class. Projected onto the whiteboard for all to see, we discussed in reference to our plan, how to go about completing the piece. To look back at our plan I simply used my finger to select the pre-opened file from the tab at the bottom of our giant screen. Students typed in suggestions that are approved by the majority and myself. Once satisfied that the class understood how to complete the evaluation section of their own explanation pieces, I set them to work.

After completing their tasks, students seek a conference with me to correct mistakes and assist with changes before starting on a good copy. In the past, conferencing was one of my pet hates; a line of impatient students; work filled with obvious mistakes that students could have corrected themselves; students who made little to no attempt at following their plan. Now though, it is a pleasure. Michael was the first student that needed my assistance. Apt for rushing his work Michael, showed me less than half of what was expected. Following our procedure, Michael scanned his draft book and saved the image. He then projected the image onto the whiteboard as I gathered a group of students who were nearly ready for conferencing. Using the Smartboard Markers in place of the red pen, a one-on-one conference became a seven-on-one conference. As I scribed over the top of Michael's work with digital ink, the others contributed ideas and made suggestions as to what Michael could add. Whilst I guided the development of Michael's piece, those who had gathered around, benefited by comparing their own progress and making changes to errors similar to Michael's. At the press of a button, Michael's edited work was printed and the process of scanning a student's writing and editing it with another group, continued throughout the session. On other occasions my students were capable of working with each other to conference and edit their own work with minimal assistance from me.

This is an extract from the 2005 chapter written by
Caleb Peterson of Kambrya College titled: 'A Technology-Infused Curriculum'
in B. Comber, and B. Kambler (Eds) *Turn-Around-Pedagogies*, PETA Publishers.