

Incorporating ActivInspire Software in the Classroom

Final Project LT-716

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Spring 2011

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Introduction

The Madison Central School District has spent approximately \$13,500 on software that utilizes student hand-held answering devices since 2008. Of that amount, \$5500 was spent for the Madison Middle School faculty to share and use in their classes. The Middle School faculty received their new “clicker systems” in December of the 2010-2011 school year. Since the faculty has received the new systems they have had the opportunity to participate in approximately three hours worth of professional development. Not all of the faculty members were able to attend the full amount of time that was offered. There was a two hour workshop led by the district’s technology supervisor and additionally there was one school day when someone with more experience with clickers was available to answer questions, and the faculty was asked to stop in when they had available time. The goal of this project would be to create an instructional design for a teacher workshop on clicker use. Cotton Koch, the principal of the Middle School would like to see teachers use the clickers as a formative evaluation tool, because they provide a quick snap shot of how well the entire class comprehends what is being taught. He also believes the software could help a teacher determine the pacing of the class and how much content the students are able to process at a time.

This document will provide an overview of the projected design, including the specific project definition; a description of the audience, product, and delivery strategies; and the projected timeline and budget.

Project Definition

The goal of this project is to create a professional development workshop for implementing the Active Inspire “clicker” technology into the Madison Middle School curricula. The workshop would cover a spectrum of material ranging from basic operating of software to specific design uses and lesson ideas.

The audience for this instructional design is the faculty of the Madison Central School District Middle School. They have just received new software that incorporates the use of hand-held answering devices. They have had approximately 3 hours of professional development time available to them to become oriented with the new software. The faulty

range from 1- 35 years of experience in teaching and are all moderately to very comfortable using technology in their classrooms. After being surveyed, the faculty has a range of feelings about using clickers and incorporating them into their curricula. Some are excited about using them and learning more, and some are hesitant about the new software and how it will fit into their current lesson plans. The survey results also show that the majority of the faculty does use technology at least weekly in their classrooms.

The design will include tutorials for basic set up and use of software, will include Frequently Asked Questions about the software, will provide some troubleshooting help with the software, will provide lesson ideas, and examples of lessons, and provide the faculty a forum for sharing ideas and tips with each other.

The design would be delivered in a workshop setting. The instructor would use the software to demonstrate step by step process for multiple uses of the software, such as creating a new “flip chart”, writing quizzes, using the assessment tools, using the reporting tools, saving projects, tailoring the software to individual courses, etc. The workshop would also provide opportunities for faculty to ask questions, share ideas, and collaborate on projects.

In order to complete the design, research about the product will have to be done; materials will have to be gathered; and sample “clicker” lessons, presentations, and assessments will have to be created.

The deliverable product would include a presentation with step by step instructions for creating various projects, frequently asked questions, and a troubleshooting guide. The packet would also include links to the software sites, and examples of projects and lesson plans. There would also be a companion packet that would provide a hard copy of the material presented in the presentation. Time would also be provided for the learners to get into groups (most likely with people with similar content areas) and explore the site, help each other create lesson plans, and brainstorm.

Schedule and Budget

The timeline for the project is about six weeks. The project must be ready to present on April 29th, 2011. There will be three reviews/revisions of the design before it is

ultimately ready to present, so each phase of the design will take about one week with a two week timeline at the end for final revisions and adjustments. The first phase of the design will be ready on March 20th, 2011. The second phase of the design will be ready by April 3rd (?). The third and final phase of the project will be ready April 17th (?) and the final presentation, including all deliverables, will be ready April 29th.

In terms of budget, there will be very little cost. The cost for printing the hard copies of the presentation will be calculated once the count of learners is determined.

Executive Summary

The teachers at Madison Middle School have just received \$5500 worth of ActivInspire software. This software allows the teacher to teach via an interactive hand-held student response system. The goal of the workshop is to help the learners become comfortable with the technology so that they may use it for formative assessment and content delivery in their curricula. The workshop will incorporate large-group and small group instruction and allow the learners an opportunity to use the software and create their own instructional items for use in their content areas. The learners range in experience teaching, using technology, and using the specific software. The workshop will cover basic instruction in using the software, troubleshooting tips, and a brainstorming session to help learners come up with ideas for incorporating the software in their classes.

Learning Need

Although the teachers at the Madison Middle School have had their software for about three months, they have not had ample time or opportunity to explore the software or incorporate the software into their curricula. The school has only three sets of hand-held “clicker” devices, and therefore the faculty must share the devices. Each teacher has the software installed on their personal work laptop, but the faculty must coordinate and schedule usage of the clickers. The principal of the school would like to see his faculty using the software and devices as a formative assessment tool and would also like to see the teachers incorporate them into their individual curricula. The teachers range in motivation to use the software, so opportunities to become comfortable with and to work with the software are also important.

Instructional Goals

The instructional goals of this half-day workshop are to instruct teachers who are new to the ActivInspire software on its use, to brainstorm ideas for incorporating the software into individual curricula, and to allow the faculty time to work with and navigate through the software.

Audience Definition

The faculty at the Madison Middle School range in teaching experience from 1 to 35 years of teaching. Each teacher has experience using technology in the classroom, but there is a range in experience using ActivInspire technology in their individual classes. Although some of the teachers feel more comfortable with the technology than others, none of the teachers has had more than a few months of time working with the software. All of the teachers are located in the same building, although some work part-time at the Madison High School and do not have access to the technology for their high school classes. The audience is almost equally dispersed between women and men, and is homogeneous in terms of ethnicity.

Delivery Environment

The instruction for this project will be delivered synchronously in a work-shop setting with all participants working together, first in a large-group instructional setting and then in a small group instructional setting. The instruction will finish back in the large group setting so that all participants can come back together and share the progress they made in their individual small groups.

General Outcomes

After participating in this workshop, learners will be able to navigate through the ActivInspire software. They will be able to create flip charts, quizzes, and lesson plans for their individual content areas.

Assessment Strategies

Assessment will take place at the end of the workshop in a large group environment. Each group will be responsible for creating a lesson plan, a flip chart and an assessment with the ActivInspire software. The groups will then share the products that they have created with the rest of the large group. The large group will have the opportunity to ask questions of the individual small groups as well as make comments and critique the work of their peers.

Content Organization

The workshop will begin with a brief presentation of the ActivInspire software. The presentation will include sample lesson plans, flip charts, and assessments that highlight what the software is capable of and how it can be used. The presentation will continue with a step-by-step tutorial that takes the learners through the basic processes of creating the various items the teachers will incorporate into their lesson plans. The presentation will include a handout which the learners can use to help them go through each step. The handout will also later serve as a troubleshooting guide. The next phase of content delivery will be accomplished by dividing the learners into small groups based on their specific content areas. Each group will collaborate and create three items: a lesson plan, a flip-chart, and an assessment for the lesson. The last phase of content delivery will bring the groups back together to share what they have learned and created.

Content Sources

The content will come from multiple sources. It will come from the ActivInspire website, from the design team, and lastly from instructors who have had significant experience with the software. The research will include locating and organizing content that will be beneficial for this beginner's training. The ActivInspire website URL is: <http://www.prometheanworld.com/server.php?show=nav.16874>.

Instructional Strategies

The workshop will incorporate large-group instruction, small-group instruction, and authentic learning. The learners will create their own products and include them in their authentic learning environments. Demonstration, practice, and feedback will all be vital aspects of instruction. Learners will have opportunities to ask questions, brainstorm, and critique each others' work.

Standards

The instruction will adhere to the technology standards set up by the Madison Central School District as well as the National Education Standards.

Media

In order for the workshop to be successful there are specific media needs that must be met. A projector must be available for both the instructor and the learners to use. Each learner will provide their work laptop in order to create their individual products. Each laptop must have the ActivInspire software installed. Wireless internet must also be available for access to the ActivInspire website.

Evaluation and Testing Plans

In order to evaluate the design, a third party review team will review the presentation and the accompanying handout. The reviewers will provide feedback on the deliverables and communicate that feedback with the designer. Once this feedback is received, the design will be revised. The review team will consist of one content specialist and one novice who has not worked with the ActivInspire technology before.

Treatment

Content Chunk	Treatment Ideas
1. Introduction	Pass out hand-held devices and ask learners to participate in a “quiz”, (a pre-test of the material to be presented), which is projected on screen. Have learners explore the hand-held devices and point out features. Pass out packets.
2. Objectives	Slide with objectives will be projected for learners.
3. Demonstration of ActivInspire course tools	Presentation of a sample flip chart, quiz, and lesson plan will be projected.
4. Tour of ActivInspire website	ActivInspire website will be projected so that learners can be taken on a “virtual tour” of the website. Areas of interest will be pointed out. http://www.prometheanworld.com/server.php?show=nav.16874
5. Small group practice	Learners will be divided into groups based on their content areas. Each group will come up with a flip chart, a quiz, and a sample lesson plan to be shared with the large group. This will provide the learners with practice navigating the software and the opportunity to brainstorm.
6. Large group demonstrations	The learners will come back together into the large group and demonstrate via projector what their group has created. The members of the large group can ask questions and make constructive comments about each of the groups’ products.
7. Question & answer session	The learners will have the opportunity to ask any questions they may have about the lesson. Learners who have used the

	ActivInspire software will also have the opportunity to share ideas and tips they have come across when using the ActivInspire software in their classrooms.
8. Review	The learners will take a second “quiz” which will assess what they have learned about the ActivInspire software.

User Scenario

Karen sits down at the table and receives a packet of information. She also logs into her computer and opens up the ActivInspire software on her computer. When the demonstration begins, she is handed a hand-held student response system, “clicker”, and turns it on. She listens as the instructor gives a brief introduction to the workshop and explains how to use the clickers. She then sees a “quiz”, (a pre-test of the material to be presented), and answers each question with her clicker. Once all of the learners have finished the quiz, the results of the quiz are projected on the screen and Karen is able to see how she scored and how her scores compare to those of the other learners.

Karen is then presented with a slide which lists the objectives of the workshop. The instructor begins the presentation by projecting a sample lesson plan, flip chart, and quiz which have been created with the ActivInspire software. Karen is able to learn about features of the software as the instructor goes through each sample and points out how the software can be effectively used in a classroom.

Karen is then asked to log into the ActivInspire website on her computer and follow along with the instructor as the group goes on a “virtual tour” of the website. Karen is able to navigate through the various tabs on the webpage with the instructor. Karen asks a question about one of the tabs and the instructor answers her question. Karen bookmarks the website for future use.

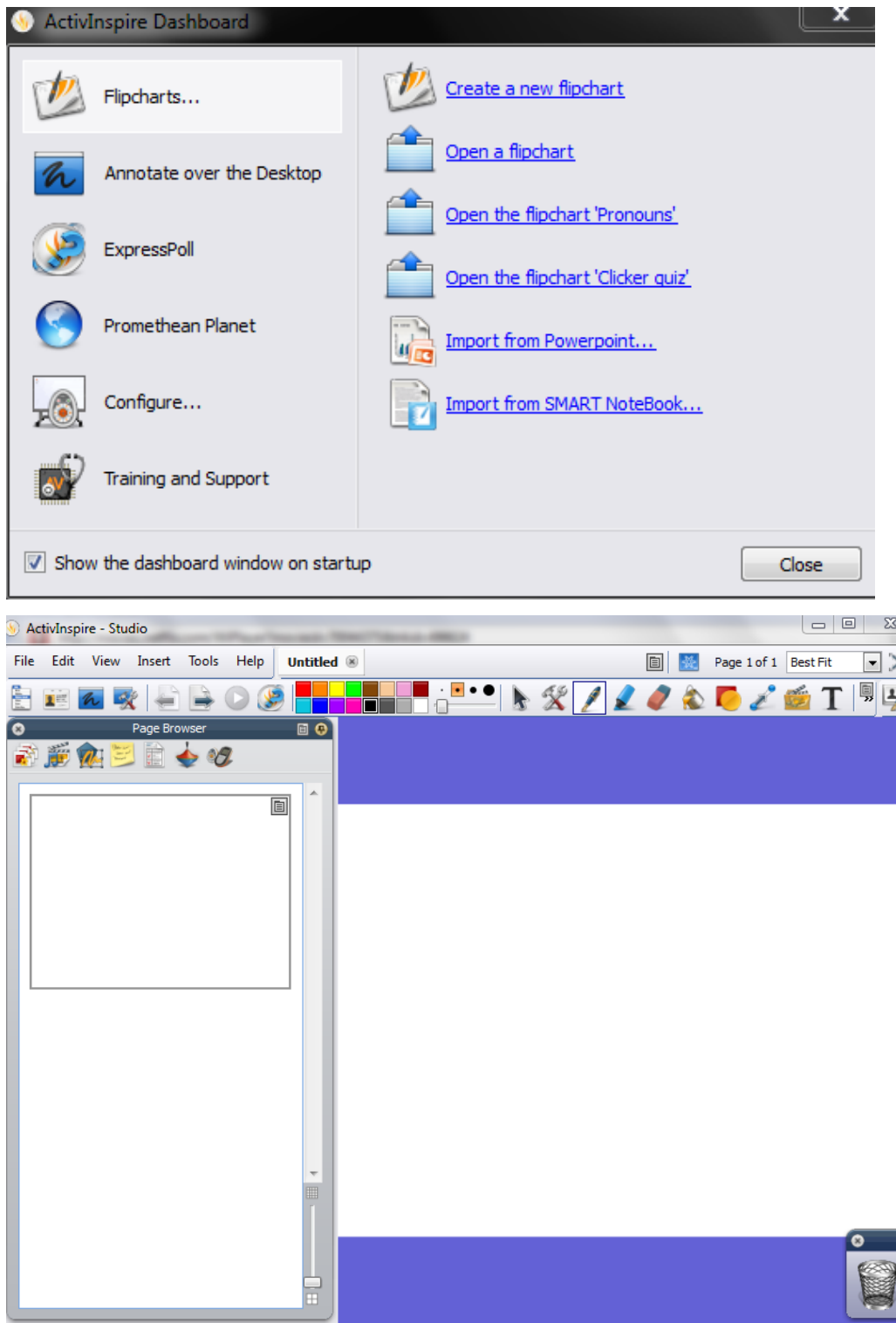
After the virtual tour, Karen is placed in a small group with other learners who teach similar content. Each group must brainstorm and create a sample lesson plan, a flip chart, and an assessment for their content area. Karen works with her group to come up with ideas. After brainstorming, the group divides up the assignment and each member begins to work on their specific task. Karen checks in with her group often and asks many questions. She also continues to contribute ideas and make comments on the project as it comes along. After 30 minutes, each group is asked for a progress report. Karen reports to the instructor that their group would like an additional 5-10 minutes to finish up their products. After the small groups have finished their work, they are asked to rejoin the others and re-form the large group.

Each small group is asked to project their products and share with the large group. Karen takes control of the projector with her computer and projects the sample lesson plan her group has created. She explains the goals and objectives of the lesson plan and demonstrates provides an overview of how the software will be used to deliver the lesson. The instructor asks the large group to make constructive comments and to ask questions. Another learner asks Karen a question and she answers the question with the aid of her group. After Karen has presented her groups' lesson plan, the rest of her group presents the other products they have created. Karen is then able to see what the other groups have come up with and ask questions and make comments.

Once the small groups have finished their presentations, the learners have the opportunity to ask questions of the instructor and share their experiences with the software. Karen listens as some of the other learners ask questions of the instructor. She takes notes as other learners share some of the ways that they have used the software in their classes. The instructor then points out the troubleshooting guide in the packet she has passed out and asks for any final questions.

When the question and answer session is over, Karen is again asked to take a quiz using the hand-held clicker. The quiz covers the material that has been presented in class. Karen answers all of the questions correctly. After the quiz, the results are projected onto the screen and the group is able to see how they did. After a brief conclusion, the instructor dismisses the learners. Karen chats with some of the other learners and exchanges some ideas for upcoming lessons she has planned.

Templates



ActivInspire Menu and Flip Chart template

Requirement Specifications

- Handouts: Font – Times New Roman, 14 font
- Program needed – Microsoft Word, Internet Explorer, Mozilla Firefox, or compatible browser

Description of Media Assets Needed

- Epson projector and Epson NS Connection Ver.2.40
- Windows Explorer
- ActivInspire software
- Microsoft Office Word 2007
- Kyocera VM printer

Paper Prototype

Active Inspire/ Active Expressions

Different ways to use Active Inspire software and Active Expressions clickers:

Formative assessment	Summative assessment	Quick review
Present information	Show videos	Show songs
Notes presentation	Problem of the day	student interaction
Introduction of material	review game	fun!

Beginning a quiz/chart/ review~ Open Active Inspire software from START menu.

START a new chart:

1. Go to file
2. Select new flipchart
3. Go to Insert- new question
4. Choose type of question and click next
5. Type question and click next
6. Choose correct answer/ type in correct answer
7. Decide if you want to set time limit for answering
8. Click on finish
9. For next, new question, click “next page” icon on tool bar and begin again
10. Look for green “play” button- this means you are ready show this slide/project

To Open a previously made/saved chart:

1. Open Active Inspire on your computer
2. Find folder or location of saved chart
3. You will need to push the green “play” button to allow students to respond to your question(s)

Insert a self paced question:

1. Open new flipchart (File- Open)
2. Insert
3. Go to edit
4. Select “self paced question”
5. Type in question
6. Choose answer and select one as correct
7. Repeat as needed by selecting “insert” again from right side panel. Create new questions/answers
8. Can change number of responses, choices, types of questions, order of questions, ability to retry, etc.

Student use:

1. Must push the green arrow button on the task bar before students can use the active expression clickers. **(Be sure students have their expressions on before you press the play button or they may not have enough time to answer the questions if it's a timed test/quiz.)**
2. Push the red “stop” button to see results of student responses

To edit a question on current page:

1. Go to Edit tab
2. Scroll down to “question on current page” option
3. Make change on selected slide

Promethean Plant (Prometheanplanet.com) or under HELP button on Active Inspire

1. Register (it's free)
2. Choose “resources tab”
3. Select/search by grade level, age, content
4. Download information or preview and save to your files
5. Choose Open- will open in Active Inspire

6. Can modify to use as you wish once saved/downloaded
 - a. Add text box/text
 - b. Add picture
 - c. Delete current information
 - d. Add question for Active Expressions
 - e. Move picture/text

Put info on Excel

1. View tab
2. Open browsers (Ctrl B)
3. Maximize results browser
4. Export
5. Click and save and it will bring it up

Notes browsers

1. Add notes by clicking notes browser (Ctrl B)
2. Select Control V- type information for each page to remind you what your plans were for the page.
3. This will help when you plan to use the flip chart/quiz for years to come, or if other teachers will use the same chart/quiz

Insert Videos:

1. Must convert the video through Zamzar (to save for future use)
2. Imbed into flip chart
3. Insert- link- file- save in flipchart

Presentation Prototype

The screenshot shows the Promethean Planet website homepage. At the top, there is a navigation menu with links for Home, My Planet, Community, Resources, Professional Development, Store, and Support. A search bar is located below the menu, and a shopping cart icon shows 0 items for \$0.00. The main content area features a large heading 'You're Here!' and a sub-heading 'Welcome to Promethean Planet.' Below this, there are several promotional sections: 'Your Source for Convenient Professional Development', 'Downloadable Teaching Resources, Interactive Community Features', 'Planet Guide', and 'Fast'. A 'Take a Tour' section is also visible, featuring a video player and a 'View Video Now' link.

Link to video tour of website: <http://www.prometheanplanet.com/en/professional-development/getting-started/get-started-with-planet/promethean-planet-overview-video.aspx>



Free Online LRS Course

Increase your knowledge of using ActivExpression, ActiVote or ActivEngage to create enhanced Learner Response (LRS) question sets, with the FREE, ActivLearning LRS course.

NEW Learner Response System (LRS) Course for ActivInspire 1.5

This course covers ActivExpression, ActiVote, and ActivEngage. The interactive tutorials will take you through the step-by-step process of registering devices, creating questions in the brand new Question Manager, using the enhanced Self-Paced Learning feature and evaluating results.

About the Course

Participants on this course will learn to:

- Register devices/clients
- Assign students to devices/clients
- Use the Express Poll
- Use the Question Manager
- Use the Self-Paced Learning feature

Enroll Now

- [ActivInspire 1.5 users](#)
- [Users of earlier versions of ActivInspire](#)

Online Level 1 Skills Course

This course covers the main features of ActivInspire in more detail, including some of the advanced features of the software. This course leads to the award of an ActivInspire Core Skills Certificate and optionally, an Advanced Skills Certificate.

Participants of this course will learn how to:

- Create lessons using resources and shapes
- Work with text
- Work with pages
- Use presentation tools
- Use the Internet with flipcharts
- Incorporate Advanced Skills including containers, restrictors and actions

Purchase Online Course

- [ActivInspire Primary Skills Course](#)
- [ActivInspire Studio Skills Course](#)
- [ActivPrimary Version 3 Advanced Skills](#)
- [ActivStudio Version 3 Advanced Skills](#)

Face-to-Face Level 1 Skills Workshops

Essential for those who want to create innovative, interesting and interactive lessons using either ActivInspire or Version 3 software.

This face-to-face workshop includes all the modules of the Core Skills component of the online courses, the difference being it is delivered by an accredited Promethean trainer with teaching experience.

Certification is available through the online assessments and is free when booking the face-to-face course. Topics covered in this course include:

- Getting started
- Using resources
- Working with text
- Working with pages

More Information

- [Learn more about Promethean Academy](#)

Face-to-Face Level 1 Advanced Skills Workshop

The Advanced Skills face to face workshop includes all the advanced skills components of the online course. However, this workshop offers a more in-depth study and practical application of the software in a classroom situation.

Delivered by accredited Promethean trainers with an education background, the interactive workshop explores ways to develop customised lessons and resources using the advanced features of either ActivInspire or Version 3 software.

Key benefits include practical hands-on experience of using your software with the ActivBoard and guidance in using the software to deliver lessons embedded within the existing curriculum.

Topics covered in this course include:

- Settings and customisation
- Desktop annotation & using with other applications
- Using properties
- Using containers
- Using restrictors
- Using actions
- Using the sound and screen recorder
- Multimedia

More Information

- [Learn more about Promethean Academy](#)

Classroom Management



Attendance Underwater

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[Lessons](#) [Resource Packs](#) [Weblinks](#) [Themes](#)

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Classroom Management

Classroom management techniques from Planet members.



Creating an Organized ActivClassroom

Brenda Parker shares her ideas with the Planet!

Featured Resource Pack



This resource pack includes 18 template pages that you can use in your classro...

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Featured Theme



Back to school teaching resources and ideas for your classroom.

[Back to School Theme](#)

Featured Flipcharts



Spring Lunch Count

This flipchart can be used to take lunch count by the students.



Spring Daffodil Attendance

Students use this one-page flipchart when they enter the room to indicate that...

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Jenny Alvey

Jenny finds that adding self-paced assessments make a lesson out of this world.



Amy Mallory

Amy Mallory uses self-paced questions with her ActivExpressions.

[View All Teacher Features](#)

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Thought Leadership Webcast Series

Join us for the K-12 Thought Leadership Webcast Series, brought to you by Promethean and Cisco. Our latest webcast features part 3 of a series from Dr. Robert Marzano, in which he shares with us key ideas from his study about the ActivClassroom and student achievement.



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The ActivClassroom and Student Achievement



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Latest Teacher Features



Jenny Alvey

Jenny finds that adding self-paced assessments make a lesson out of this world.



Amy Mallory

Amy Mallory uses self-paced questions with her ActivExpressions.

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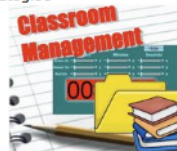
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Ideas for managing students and activities in your ActivClassroom.

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Heritage - Student Achievement

Students who know their heritage perform better in school, have higher self esteem

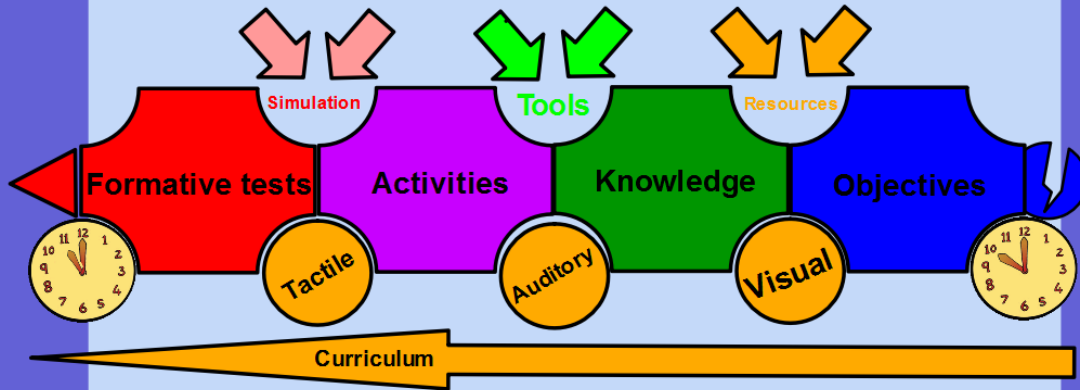
Latest Research Findings

Read about the effects of the ActivClassroom on student achievement.



Interactive Lessons Planning Train

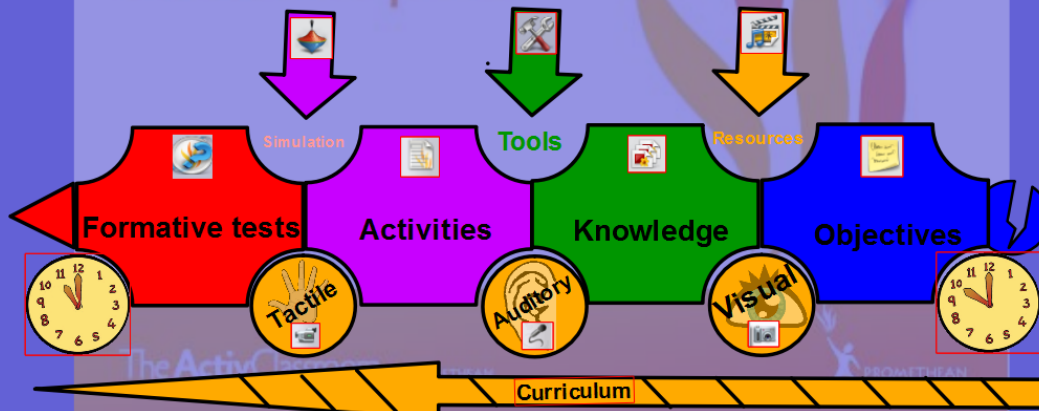
The objective of this lesson is to apply educational concepts by using ActivInspire and how to apply learning styles through interactive tools on the content of the lesson considering multiple intelligence's of the students and applying activities and formative assessments

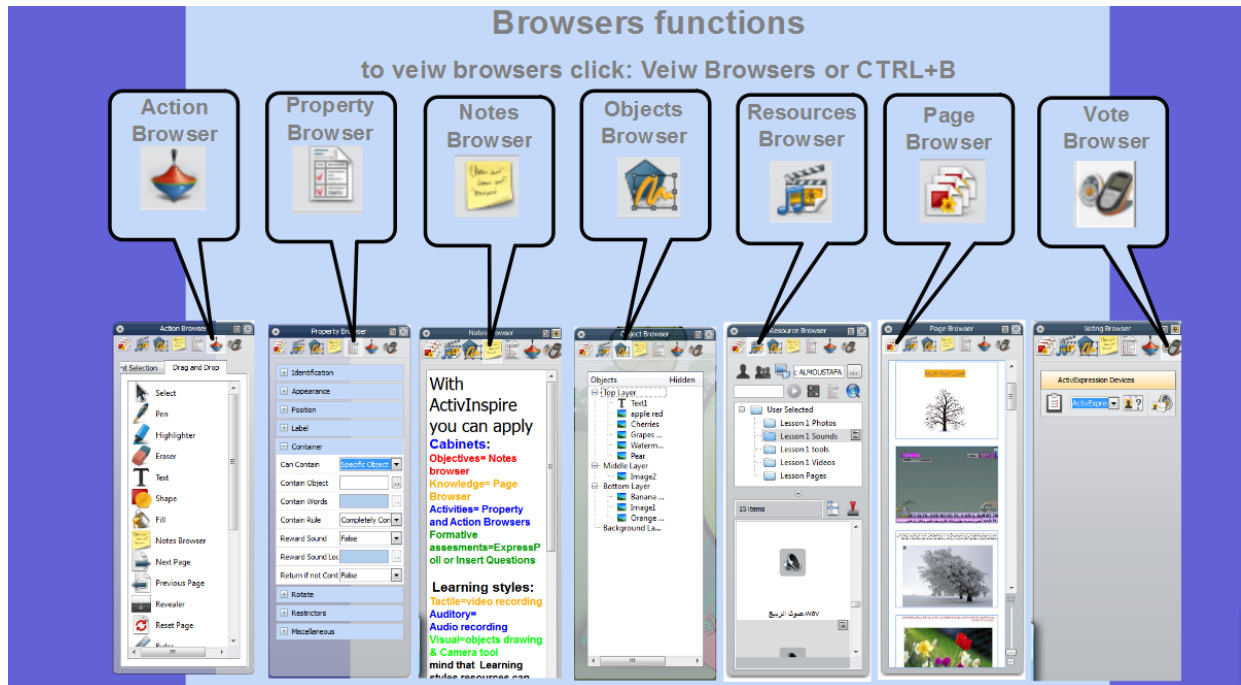


Interactive Lessons Planning Train

Where it applies using ActivInspire ?

ActivInspire





(From ActivInspire Website)

Evaluation Plan for Field Test

In preparation for the upcoming professional development training on the ActivInspire software, and in order to ensure that the material is appropriate for both the lesson goals and objectives for the instructional design, I will be conducting a field test of the material during the 3rd week of April. The field trial will involve three randomly-selected faculty members from the Madison Central School District Middle School.

Time Frame

The field test will take place on the 20th of April.

Participants

From a list of the 21 faculty that will participate in the professional development workshop, I will randomly select 3 participants to take part in the field trial. Each of the 3 selected participants will be notified with the time and date of the field trial as well as an explanation of the training, the requirements for the training, and the time-frame for completing the training. The participants will also be notified that taking part in the field test will satisfy the requirement for the professional development workshop.

Pretrial Package

Each of the selected participants will receive a package the week before the trial. The package will include an explanation of the trial, a survey about their experience with and expectations of the ActivInspire software, and a copy of the pre-test. Participants must respond and complete the package by April 6th. If no response is received the participant will be contacted on April 7th. Any participant that does not respond or complete the material by April 8th will be replaced by an alternate randomly-selected participant.

Trial Procedures

The 3 participants will all meet at the Middle School on April 20th at 1pm. They will participate in the two hour workshop and complete the training. I will be conducting the training just as I would for the actual training.

Post Trial Procedure

Two weeks following the trial, each of the participants will receive an email with a link to an online survey. The survey will gauge the participants' attitudes toward the training. They will be asked specifically whether the how effective each aspect of the training was, how their attitudes about ActivInspire changed due to the training, and whether or not they have successfully implemented the software into their curriculum.

Compiling Results

Once we have received the results of the surveys, I will compile the answers and report the results, along with recommendations for changes by May 20th.

Post Trial Survey

Trial date: _____

How effective were the following components of the training in helping your understanding of the ActivInspire software and its possible applications in your classroom?

Not Used	Preparation Area	Not Effective	Limited Effectiveness	Somewhat Effective	Very Effective
---------------------	-------------------------	--------------------------	----------------------------------	-------------------------------	-----------------------

- Online Resources
- Lecture and presentation
- Hands-on training
- Supplementary packet
- Large group discussion
- Collaboration with fellow teachers in small groups
- What components of the

5. training were most effective? In what way?

6. What changes in the training would make it more effective?

7. In what ways (if any) do you think your use of the ActivInspire technology might be different as a result of this training?

- How important is collaboration and
8. professional development to you in beginning to use new this new technology?



Formative Evaluation Results

The results of the survey are as follows:

	Not Effective	Limited Effectiveness	Somewhat Effective	Very Effective
Online Resources				
Lecture and Presentation				
Hands-On Training				
Supplementary Packet				
Large Group Discussion				
Collaboration				

What components of the training were most effective? In what way? (I made up the results)

-“I liked that we were able to create sample ideas using the software and share them with each other.”

-“I liked going on the virtual tour of the website. I hadn’t checked out all of the links and I now have a better idea of where to go when I need to find something.”

-“I thought that the question and answer session was the most effective. Other people thought of questions that I might not have asked.”

What changes in the training would make it more effective?

-“I think that if I had been part of the larger group, I may have gotten a few more ideas.”

-“I would have liked a little more time to create the products.”

-“I think the training would be more effective with more time to explore the hand-held clickers.”

In what ways (if any) do you think your use of the ActivInspire technology might be different as a result of this training?

-“I have already started incorporating some of the ideas that I learned from the training into my science class.”

-“I have decided to use the software for formative assessments in my math class. I will give a review quiz at the beginning of each class.”

-“I have started putting together flip charts for many of my lessons.”

How important is collaboration and professional development to you in beginning to use new this new technology?

-“Very. I think we need time to work with new technologies before we are asked to begin using them.”

-“I like having time set aside to learn about new software. I never have time during normal school hours for developing new technology use.”

-“It is important to feel supported by the administration and staff whenever new changes take place.”

Suggested Revisions

	Survey Result	Revision Suggestion	Reason for revision

Based on the survey results, the following recommendations for changes will be presented to the client. (I made up the revisions.)

1. The timeframe for the workshop should increase by two hours, for a total of a four hour workshop.
2. The presentation should include more sample lesson plans and ideas.
3. The supplementary packet should include a more thorough troubleshooting guide.
4. The learners should have more time to explore and experiment with the hand-held devices.

Post Workshop Survey

Trial date: _____

How effective were the following components of the training in helping your understanding of the ActivInspire software and its possible applications in your classroom?

Not Used	Preparation Area	Not Effective	Limited Effectiveness	Somewhat Effective	Very Effective
---------------------	-------------------------	--------------------------	----------------------------------	-------------------------------	-----------------------

- | | | | | | |
|-------------------------------------|---|--------------------------|--|--|--|
| <input checked="" type="checkbox"/> | Online Resources | <input type="checkbox"/> | | | |
| | Lecture and presentation | | | | |
| | Hands-on training | | | | |
| | Supplementary packet | | | | |
| | Large group discussion | | | | |
| | Collaboration with fellow
teachers in small groups | | | | |
| | What components of the | | | | |

5. training were most effective? In what way?


6. What changes in the

training would make it more effective?

In what ways (if any) do you think your use of the

7. ActivInspire technology might be different as a result of this training?

- How important is collaboration and
- 8.** professional development to you in beginning to use new this new technology?



Workshop Evaluation Results

The results of the survey are as follows:

	Not Effective	Limited Effectiveness	Somewhat Effective	Very Effective
Online Resources				
Lecture and Presentation				
Hands-On Training				
Supplementary Packet				
Large Group Discussion				
Collaboration				

What components of the training were most effective? In what way?

What changes in the training would make it more effective?

In what ways (if any) do you think your use of the ActivInspire technology might be different as a result of this training?

How important is collaboration and professional development to you in beginning to use new this new technology?

Agenda for Debriefing Meeting:

1. Introduce all attendees.
2. Summarize initial needs analysis and project definition.
3. Review development of instructional material.
4. Introduce suggestions for improvement.
5. Conclude meeting.

Notes from Debriefing Meeting

The debriefing meeting took place on June 30th at the Middle School Library. The following people were present: Dr. Cotton Koch (Middle School Principal), Vince Schaefer (Madison Central Superintendent), and Anne Elisa Brown (Instructional Designer).

The meeting began with a summary of the preliminary needs analysis and project definition. The original needs analysis stated a need to: “to instruct teachers who are new to the ActivInspire software on its use, to brainstorm ideas for incorporating the software into individual curricula, and to allow the faculty time to work with and navigate through the software.” The original project definition stated that the instruction would “begin with a brief presentation of the ActivInspire software. The presentation will include sample lesson plans, flip charts, and assessments that highlight what the software is capable of and how it can be used. The presentation will continue with a step-by-step tutorial that takes the learners through the basic processes of creating the various items the teachers will incorporate into their lesson plans. The presentation will include a handout which the learners can use to help them go through each step. The handout will also later serve as a troubleshooting guide. The next phase of content delivery will be accomplished by dividing the learners into small groups based on their specific content areas. Each group will collaborate and create three items: a lesson plan, a flip-chart, and an assessment for the

lesson. The last phase of content delivery will bring the groups back together to share what they have learned and created.”

After the meeting participants reviewed the initial learning needs and definition of the lesson, the development of the instructional material was reviewed. The participants went through each aspect of the process step by step, beginning with the design process, continuing on to the demonstration, development, review, and presentation steps. As the group went through each step, aspects of the process which were successful were pointed out and aspects of the process which may be improved were pointed out.

The following suggestions for improvement were made:

1. For future projects, Mr. Koch would like to include the entire faculty for the district including elementary and high school faculty in order to create a more universal technology base. This would also allow for more opportunity for collaboration among the district staff.
2. Although communication was effective, it was decided that bi-weekly face-to-face meetings would be a more effective means of communication than email. This way, the rest of the team would have the opportunity to communicate in real-time.
3. It was also decided that for future projects, a larger trial group would be more effective.

Cost Index

The development costs for the workshop are as follows:

Instructional Designer Salary:

30 hours (at \$25.00 per hour) = \$750

Duplicating Fees:

21 students (at \$2.00 per student) = \$42

Instructional Materials

Lesson Plan:

1. Pass out hand-held devices. After giving the learners time to explore the hand-held devices, ask the learners to participate in a “quiz”, (a pre-test of the material to be presented), which is projected on screen. Have learners explore the hand-held devices and point out features. Pass out packets. (30 minutes)
2. Project slide with objectives for learners. (5 minutes)
3. Project presentation of a sample flip chart, quiz, and lesson. (30 minutes)
4. Project ActivInspire website
<http://www.prometheanworld.com/server.php?show=nav.16874>
and take learners on a “virtual tour” of the website. Point out areas of interest. (20 minutes)
5. Divide learners into groups based on their content areas. Each group should come up with a flip chart, a quiz, and a sample lesson plan to be shared with the large group. This will provide the learners with practice navigating the software and the opportunity to brainstorm. (60 minutes)
6. Have the learners come back together into the large group to demonstrate via projector what their group has created. The members of the large group can ask questions and make constructive comments about each of the groups’ products. (45 minutes)
7. Give the learners the opportunity to ask any questions they may have about the lesson. Learners who have used the ActivInspire software should also have the opportunity to share ideas and tips they have come across when using the ActivInspire software in their classrooms. (50 minutes)

Pre-test:

The ActivInspire software will allow me to:

- A Create lesson plans for my class
- B Create presentations for my class
- C Create assessments for my class
- D All of the above
- E None of the above
- F Answers B and C



Likert Scale

These questions will help you rate something on a scale.
Use the arrows on each side to select your answer and press send.

How confident are you with using the ActivExpressions?



The Activinspire website features lesson plans and ideas for many content areas.

- A True
- B False
- C Don't Know



Would your students like to use this technology to participate in lessons?



A



B



C

Don't Know



Yes/No



Activtips are a fun way to learn about teaching strategies in an Activclassroom.



A

True

B

False



True/False

Put each of these in the order of importance for your class.

- A Giving formative reviews
- B Presenting interesting lessons
- C Allowing the students opportunities for interactive learning
- D Giving summative assessments



Sort in
Order

Number Input Questions

You can type number answers to questions too!

How old are you?



Use the number keys to type your answer and press send.



Active Inspire/ Active Expressions User Guide: (Packet)

Different ways to use Active Inspire software and Active Expressions clickers:

Formative assessment	Summative assessment	Quick review
Present information	Show videos	Show songs
Notes presentation	Problem of the day	student interaction
Introduction of material	review game	fun!

Beginning a quiz/chart/ review~ Open Active Inspire software from START menu.

START a new chart:

11. Go to file
12. Select new flipchart
13. Go to Insert- new question
14. Choose type of question and click next
15. Type question and click next
16. Choose correct answer/ type in correct answer
17. Decide if you want to set time limit for answering
18. Click on finish
19. For next, new question, click “next page” icon on tool bar and begin again
20. Look for green “play” button- this means you are ready show this slide/project

To Open a previously made/saved chart:

4. Open Active Inspire on your computer
5. Find folder or location of saved chart
6. You will need to push the green “play” button to allow students to respond to your question(s)

Insert a self paced question:

9. Open new flipchart (File- Open)

10. Insert
11. Go to edit
12. Select “self paced question”
13. Type in question
14. Choose answer and select one as correct
15. Repeat as needed by selecting “insert” again from right side panel. Create new questions/answers
16. Can change number of responses, choices, types of questions, order of questions, ability to retry, etc.

Student use:

6. Must push the green arrow button on the task bar before students can use the active expression clickers. **(Be sure students have their expressions on before you press the play button or they may not have enough time to answer the questions if it's a timed test/quiz.)**
7. Push the red “stop” button to see results of student responses

To edit a question on current page:

4. Go to Edit tab
5. Scroll down to “question on current page” option
6. Make change on selected slide

Promethean Plant (Prometheanplanet.com) or under HELP button on Active Inspire

7. Register (it's free)
8. Choose “resources tab”
9. Select/search by grade level, age, content
10. Download information or preview and save to your files
11. Choose Open- will open in Active Inspire
12. Can modify to use as you wish once saved/downloaded
 - a. Add text box/text

- b. Add picture
- c. Delete current information
- d. Add question for Active Expressions
- e. Move picture/text

Put info on Excel

- 3. View tab
- 4. Open browsers (Ctrl B)
- 8. Maximize results browser
- 9. Export
- 10. Click and save and it will bring it up

Notes browsers

- 4. Add notes by clicking notes browser (Ctrl B)
- 5. Select Control V- type information for each page to remind you what your plans were for the page.
- 6. This will help when you plan to use the flip chart/quiz for years to come, or if other teachers will use the same chart/quiz

Insert Videos:

- 4. Must convert the video through Zamzar (to save for future use)
- 5. Imbed into flip chart
- 6. Insert- link- file- save in flipchart

Adding a Background:

- 1. Choose edit
- 2. Choose color
- 3. Save to selected color
- 4. Choose/copy to slides
- 5. **OR** download backgrounds through promethean planet resources tab
- 6. Save downloads to file (my resources tab under resource browser)

7. Open my resources background folder
8. Drag background onto question/slide

Add clipart

1. Promethean plant
2. Browse for clipart
3. Find what you would like
4. Save to desktop
5. Open up active expressions
6. Save to "my resources"

To take text and enter to Venn Diagram:

1. Click and select "word seed" (It is in the upper right hand corner of the results graph)
2. can click and drag information in to Venn Diagram
3. To make the Venn Diagram- add shapes (ovals) from clip art.
4. Change density of each oval (pull density lever to left) -looks like a sun.

To find voting browser:

1. click on "View" tab
2. Browser
3. Results
4. Export

Math Facts:

1. Insert self paced questions
2. Generate
3. Choose multiplication
4. Choose # of questions
5. Click insert to put in slide
6. Next- want to select same # of correct answers as there are # of questions

7. Can set time to limit how long they have to complete self paced problems

Revealer:

1. Allows you to reveal information only as you need it
2. Can pull from side, behind a picture, or move down black screen to reveal the info
(This can be found under the Tools on your menu bar)

Removing clickers not in use-

1. Click on the number of the clicker not in use- should cross off w/ a line
2. Program will not have to wait for those clickers!

To check results of response:

1. Go to voting browser (Ctrl B)
2. Open results browser
3. Export to excel
4. Name your file and choose where you want to save it
5. Can use information for assessment, grade, etc.

ActivInspire Tour

Link to video tour of website: <http://www.prometheanplanet.com/en/professional-development/getting-started/get-started-with-planet/promethean-planet-overview-video.aspx>

The screenshot shows the Promethean Planet website homepage. At the top, there is a navigation menu with links for Home, My Planet, Community, Resources, Professional Development, Store, and Support. A search bar is located below the menu, and a shopping cart icon shows 0 items for \$0.00. The main content area features a large heading 'You're Here!' and a sub-heading 'Welcome to Promethean Planet.' Below this, there are several promotional sections: 'Your Source for Convenient Professional Development', 'Downloadable Teaching Resources, Interactive Community Features', 'Planet Guide', and 'Fast'. A 'Take a Tour' section is also visible, featuring a video player icon and a 'View Video Now' link.

Promethean Planet
The World's Largest Interactive Whiteboard Community

Home My Planet Community Resources Professional Development Store Support

Keywords, Subject, Publisher Search Resources Search Advanced Search

Home Professional Development Getting Started Get Started with Planet

Welcome to Promethean Planet

You're Here!
Welcome to Promethean Planet.
Learn more about the features...

Take a Tour
See the features of Promethean Planet in action.
[View Video Now](#)

Your Source for Convenient Professional Development
Flexible course options from **ActivLearning**. Improve your ActivInspire and Learner Response System skills with online or face-to-face workshops from **ActivLearning**.
Learn by example. Monthly Teacher Feature videos showcase outstanding ActivClassroom.

Downloadable Teaching Resources, Interactive Community Features
Search thousands of teaching resources with ease. Quickly find your favorite **resources** using keywords and filters by subject, age, country and more.
Dedicated subject feature pages. Check out our key subject feature pages and find links to everything you

Planet Guide
Find your way around Planet with FAQ's and lots more.

Fast
Navigate with one-click

Online Level 1 Skills Course

This course covers the main features of ActivInspire in more detail, including some of the advanced features of the software. This course leads to the award of an ActivInspire Core Skills Certificate and optionally, an Advanced Skills Certificate.

Participants of this course will learn how to:

- Create lessons using resources and shapes
- Work with text
- Work with pages
- Use presentation tools
- Use the Internet with flipcharts
- Incorporate Advanced Skills including containers, restrictors and actions

Purchase Online Course

- [ActivInspire Primary Skills Course](#)
- [ActivInspire Studio Skills Course](#)
- [ActivPrimary Version 3 Advanced Skills](#)
- [ActivStudio Version 3 Advanced Skills](#)

Face-to-Face Level 1 Skills Workshops

Essential for those who want to create innovative, interesting and interactive lessons using either ActivInspire or Version 3 software.

This face -to-face workshop includes all the modules of the Core Skills component of the online courses, the difference being it is delivered by an accredited Promethean trainer with teaching experience.

Certification is available through the online assessments and is free when booking the face-to-face course. Topics covered in this course include:

- Getting started
- Using resources
- Working with text
- Working with pages

More Information

- [Learn more about Promethean Academy](#)

Face-to-Face Level 1 Advanced Skills Workshop

The Advanced Skills face to face workshop includes all the advanced skills components of the online course. However, this workshop offers a more in-depth study and practical application of the software in a classroom situation.

Delivered by accredited Promethean trainers with an education background, the interactive workshop explores ways to develop customised lessons and resources using the advanced features of either ActivInspire or Version 3 software.

Key benefits include practical hands-on experience of using your software with the ActivBoard and guidance in using the software to deliver lessons embedded within the existing curriculum.

Topics covered in this course include:

- Settings and customisation
- Desktop annotation & using with other applications
- Using properties
- Using containers
- Using restrictors
- Using actions
- Using the sound and screen recorder
- Multimedia

More Information

- [Learn more about Promethean Academy](#)



Free Online LRS Course

Increase your knowledge of using ActivExpression, ActiVote or ActivEngage to create enhanced Learner Response (LRS) question sets, with the FREE, ActivLearning LRS course.

NEW Learner Response System (LRS) Course for ActivInspire 1.5

This course covers ActivExpression, ActiVote, and ActivEngage. The interactive tutorials will take you through the step-by-step process of registering devices, creating questions in the brand new Question Manager, using the enhanced Self-Paced Learning feature and evaluating results.

About the Course

Participants on this course will learn to:

- Register devices/clients
- Assign students to devices/clients
- Use the Express Poll
- Use the Question Manager
- Use the Self-Paced Learning feature

Enroll Now

- [ActivInspire 1.5 users](#)
- [Users of earlier versions of ActivInspire](#)

Classroom Management



Attendance Underwater

[Find out more](#)

Success Stories

[Classroom Management](#)
Classroom management techniques from Planet members.

[Creating an Organized ActivClassroom](#)
Brenda Parker shares her ideas with the Planet!









Lessons

Resource Packs

Weblinks

Themes


Featured Resource Pack



This resource pack includes 18 template pages that you can use in your classro...

[Download Resource Pack](#)


Featured Theme




Back to school teaching resources and ideas for your classroom.

[Back to School Theme](#)

Featured Flipcharts



[Spring Lunch Count](#)
This flipchart can be used to take lunch count by the students.



[Spring Daffodil Attendance](#)
Students use this one-page flipchart when they enter the room to indicate that...

Latest Teacher Features



[Jenny Alvey](#)
Jenny finds that adding self-paced assessments make a lesson out of this world.



[Amy Mallory](#)
Amy Mallory uses self-paced questions with her ActivExpressions.

[View All Teacher Features](#)

Best Practice: Thought Leadership Webcast Series



Thought Leadership Webcast Series

Join us for the K-12 Thought Leadership Webcast Series, brought to you by Promethean and Cisco. Our latest webcast features part 3 of a series from Dr. Robert Marzano, in which he shares with us key ideas from his study about the ActivClassroom and student achievement.



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The ActivClassroom and Student Achievement



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Student-centered learning, 21st Century learning environments

Latest Teacher Features



[Jenny Alvey](#)
Jenny finds that adding self-paced assessments make a lesson out of this world.



[Amy Mallory](#)
Amy Mallory uses self-paced questions with her ActivExpressions.

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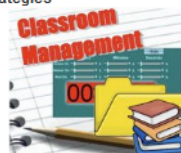
Designing Outstanding Lessons



Build a better flipchart in six simple steps.

[Get the Fundamentals](#)

Classroom Management Strategies



Ideas for managing students and activities in your ActivClassroom.

[Review the Strategies](#)

Latest News and Research

[Download Research & Case Studies](#)
Download the latest research findings and success stories.

[Heritage - Student Achievement](#)
Students who know their heritage perform better in school, have higher self esteem

[Latest Research Findings](#)
Read about the effects of the ActivClassroom on student achievement.

Home > Professional Development > ActivTips



ActivTips

Welcome to ActivTips! Here you'll find short video tutorials on how to complete a variety of functions in ActivInspire, from creating containers to working with Magic Ink.

Watch the ActivTips video here, or download it to your iPod by subscribing to our podcast. After the video, be sure to download the associated flipchart so you can practice your newly acquired skills.

Simply do a keyword search for ActivTips in the Resources section and you'll see a listing of all the ActivTips flipcharts available for free download. Download your flipchart, and you've got a handy supplement to your video!

ActivInspire
Version 3 Tips
Primary
Secondary

Set Square Part

Learn the basics of the set square tool in ActivInspire. Explore sizing, moving, and

[PLAY](#)

Magic Revealers -

Put your skills to work and make your very own magic revealers!

[PLAY](#)

Magic Revealers -

Establish a basic knowledge of the tools needed to make a magic

[PLAY](#)

Magic Revealers -

Explore practical classroom examples that

00:00 / 00:00

ActivTips Podcast

[Add to iTunes](#)
Access Activtips videos via iTunes. Subscribe to the podcast feed.

Flipchart Fundamentals

[Flipchart Fundamentals](#)
Build a better flipchart in six simple steps.

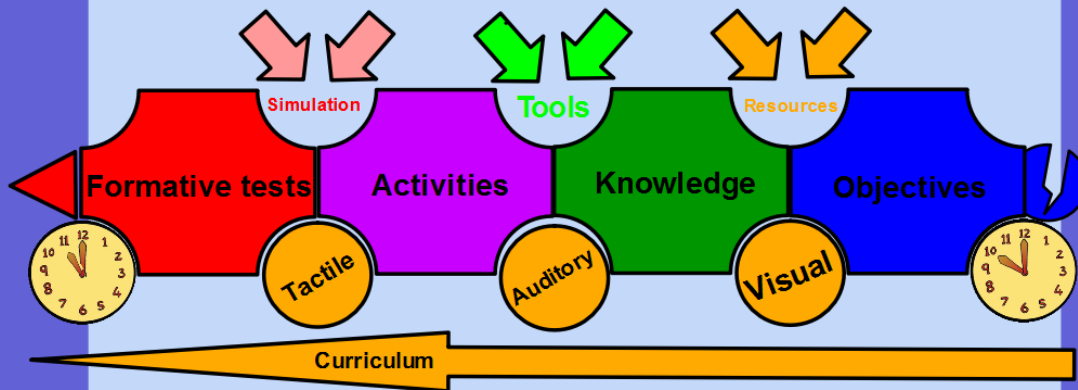
Top Teaching Tips

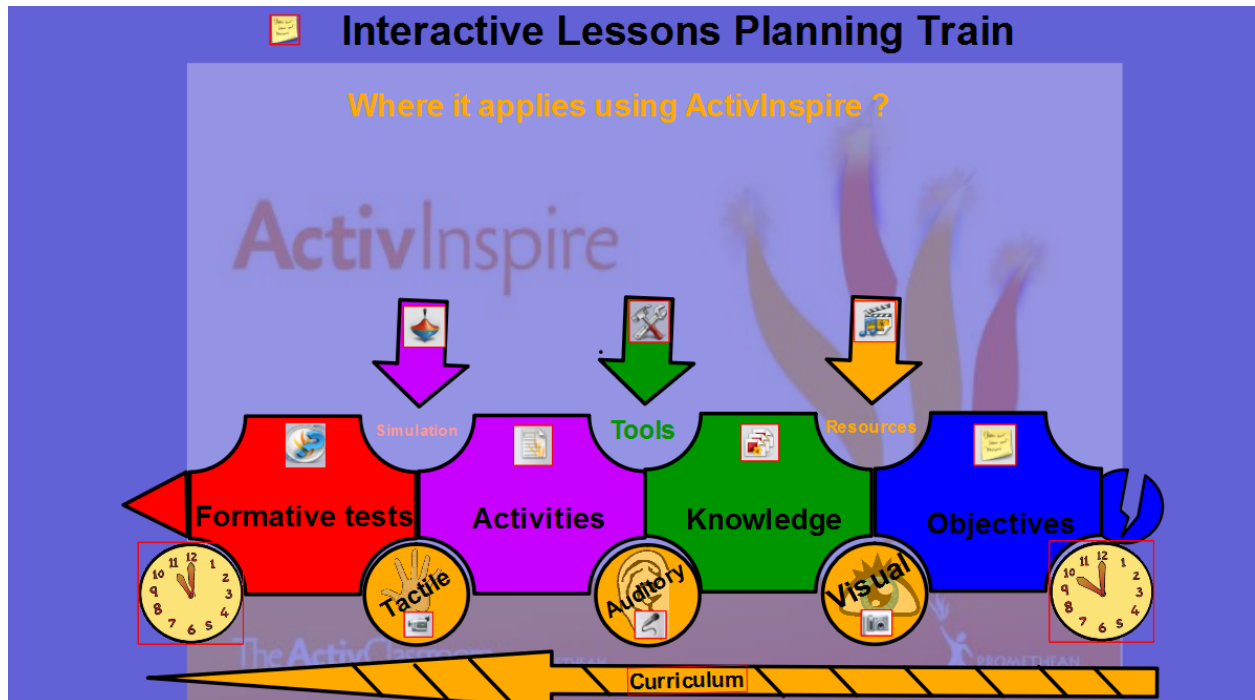
[Top Teaching Tips](#) (2551kb pdf)



Interactive Lessons Planning Train

The objective of this lesson is to apply educational concepts by using ActivInspire and how to apply learning styles through interactive tools on the content of the lesson considering multiple intelligence's of the students and applying activities and formative assessments





Browsers functions

to view browsers click: View Browsers or CTRL+B

Action Browser

Property Browser

Notes Browser

Objects Browser

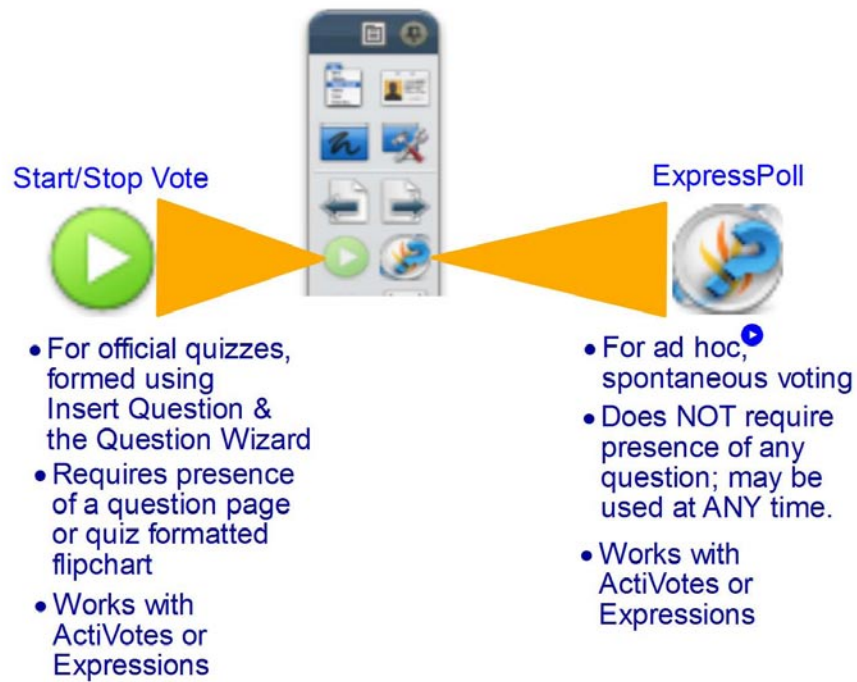
Resources Browser

Page Browser

Vote Browser

(From ActivInspire Website)

Clicker Tutorial (for presentation /packet)



- For official quizzes, formed using Insert Question & the Question Wizard
- Requires presence of a question page or quiz formatted flipchart
- Works with ActiVotes or Expressions

- For ad hoc, spontaneous voting
- Does NOT require presence of any question; may be used at ANY time.
- Works with ActiVotes or Expressions



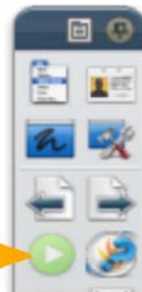
- All of the above



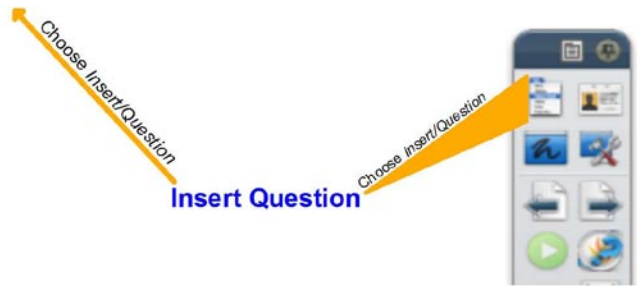
- Multiple Choice
- Yes/No, T/F



Start/Stop Vote



- For official quizzes, formed using Insert Question & the Question Wizard
- Requires presence of a question page or quiz formatted flipchart
- Works with ActiVotes or Expressions



Build single Question page or whole flipcharts using the Insert Question & the Question Wizard

Insert Question Wizard

Choose a question type
Choose a question type from below and then hit **Next** to choose a design

				ABC	123
Multiple Choice	Sort In Order	Yes/No/True/False	Likert Scale	Text Entry	Number Entry

Choose the number of options:

Insert a new question page
 Add question to the current page

Insert Question Wizard

Choose a question type
Choose a question type from below and then hit **Next** to choose a design

Multiple Choice
 Sort In Order
 Yes/No/True/False
 Likert Scale
 Text Entry
 Number Entry

Choose the number of options: 6

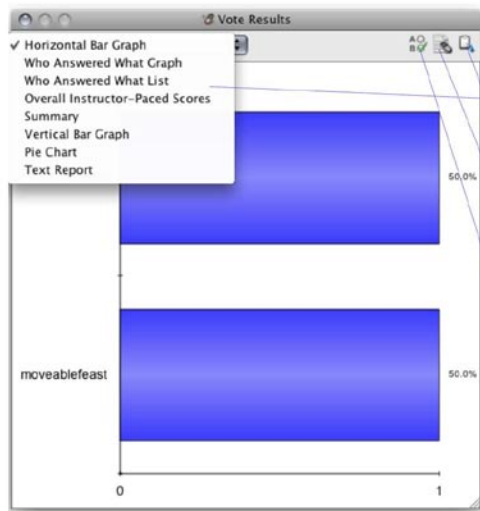
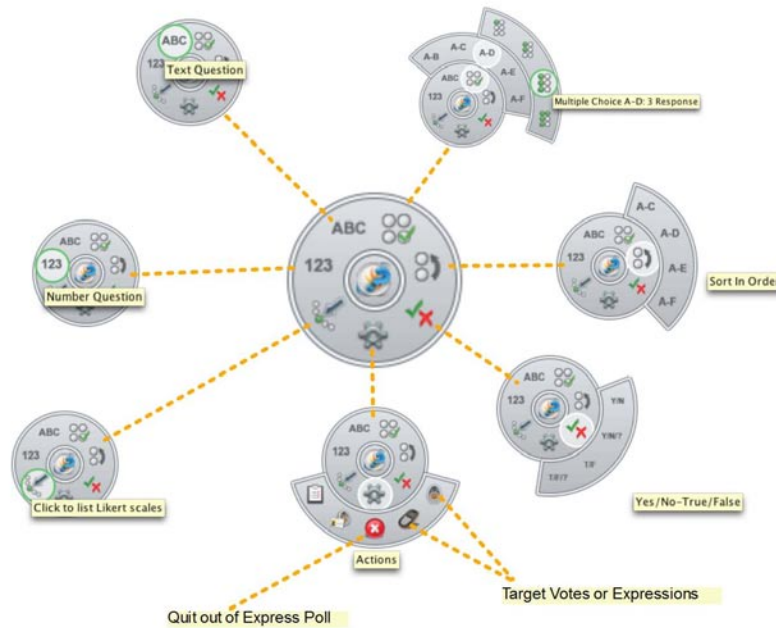
Insert a new question page
 Add question to the current page

Next > Finish Cancel

- Move through the Question Wizard, one question, page at a time.
- Mix in as many different question types as you like, including follow-up Likert Scales
- Includes options to choose correct answers, change answers, multiple responses and question-out times.
- Expressions will display the question type appropriately on-screen.




- For ad hoc, spontaneous voting
- Does NOT require presence of any question; may be used at ANY time.
- Works with ActiVotes or Expressions



Vote Results

- View results 7 different ways, including options to track percentage correct, response times and individualized information.
- Paste chosen result format to page.
- When choosing Text response, use word seed to copy responses to flipchart page as text objects.
- Choose to show correct answers after voting.



View Browser

ActivExpression Devices

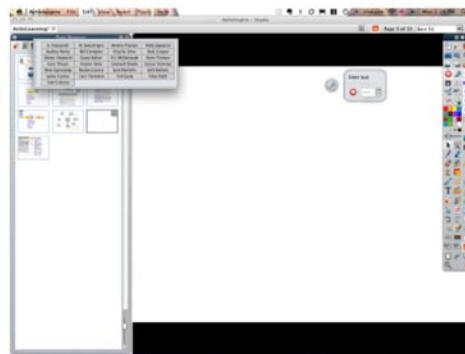
A. Fonzarelli	Al Sweazingen	Amelie Poulain
Andy Sipowicz	Audrey Horne	Bill Compton
Charlie Utter	Jale Cooper	Donna Herward
Claus Biltz	Mr. Zonough	Henry Truesen
Krzysz Thrice	Keyser Soze	Leonard Smallis
Lucius Vorenus	Nino Quincamp	Laylan Givens
Szm Merlotte	Seth Bullock	Sylvia Coscas
Tara Thornton	Tim Gann	Titus Julio
Tom Colicchio		

Results Browser ActivLearning

Settings

- View named Devices registered to ActivHub
- Create student rosters to assign to Expressions/Votes
- Select to target Votes or Expressions
- Toggle on anonymous voting
- View all historical results of voting occurring on the page or quiz
- Choose to whether to use assigned devices only
- Choose to show results after voting

Question...?



(From ActivInspire Website)

Tools Tutorial

ActivPen

- Controls your computer as you draw on the Activboard
- Pen Nib works as left mouse button
- Light gray button on the barrel works as right mouse button



Right-Click Button


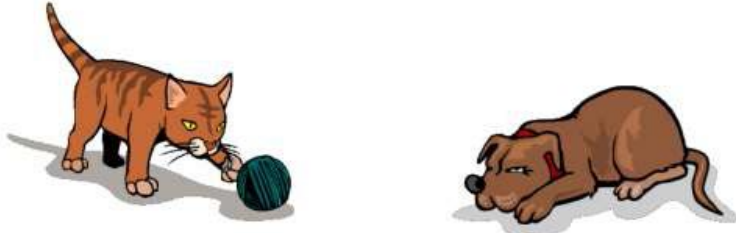
Pen Nib

PROMETHEAN ACTIVBOARD

Marquee Select Tool

To select objects and move them around the board, use the Marquee Select tool.

Click on an image or line of text. Pick-up boxes will appear around it, showing that you have selected that object.




PROMETHEAN ACTIVBOARD



Pen Tool

To write on the board, use the Pen tool. Remember to be firm and keep some pressure while writing with the Activpen.

To change the pen color, choose a color from the palette:



To change the pen width, click on the preset thickness of your choice (the dots) or use the slider :

PROMETHEAN ACTIVBOARD


Highlighter Tool

Use the highlighter tool to highlight and emphasize keywords and concepts on your flipchart. Simply click on the highlighter tool, then select a color and highlighter size.


Mount Rushmore National Memorial

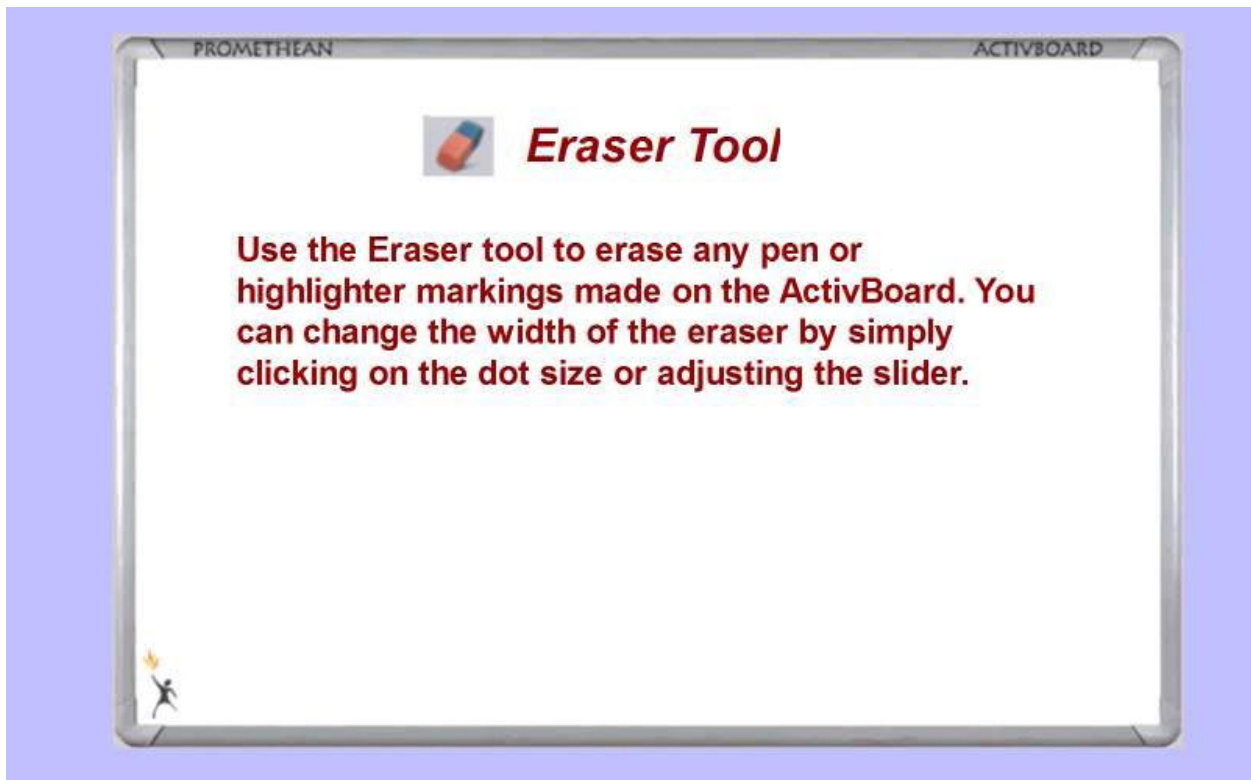
memorial, South Dakota, United States

Main




colossal sculpture in the **Black Hills** of southwestern **South Dakota**, U.S. It lies about 25 miles (40 km) southwest of **Rapid City**. Huge representations of the heads of Presidents **George Washington**, **Thomas Jefferson**, **Theodore Roosevelt**, and **Abraham Lincoln**, each about 60 feet (18 metres) tall, are carved in granite on the southeast side of [Mount Rushmore](#) to symbolize the first 150 years of the **United States**. The four heads represent, respectively, the nation's independence, democratic process, leadership in world affairs, and equality. The memorial, which covers 2 square miles (5 square km), was first suggested by state historian Doane Robinson. It was designated a **national memorial** in 1925 and dedicated in 1927. Work began that year under American sculptor **Gutzon Borglum** and was finished in 1941, after six and






PROMETHEAN ACTIVBOARD

 ***Eraser Tool***

Use the Eraser tool to erase any pen or highlighter markings made on the ActivBoard. You can change the width of the eraser by simply clicking on the dot size or adjusting the slider.




PROMETHEAN ACTIVBOARD

 **Magic Ink Tool**

The Magic Ink tool creates a transparent object that allows you to see through anything that entered the top layer before it did.




PROMETHEAN ACTIVBOARD


 **Undo/Redo Tool**

The undo tool allows a user to undo the last action. Actions can be repeatedly undone to the last time the flipchart was saved.

The redo tool reverses the Undo tool's action.

 **Reset Page Tool**

The Reset Page tool resets the page back to its original setting.




PROMETHEAN ACTIVBOARD

Clear Tool

The Clear tool clears categories of things from the page. To clear handwriting, highlighting, and any magic-inked areas, choose **Clear Annotations from the menu.**




You can also delete by selecting the text or object that you want deleted, then either clicking or dragging to the flipchart trash bin.



PROMETHEAN ACTIVBOARD

Text Tool



The Text tool allows you to type text onto the ActivBoard. Simply click on the Text tool, then click on the area of the board where you want the text to start. A text box will appear. Begin typing your text.


You may format your text by selecting the menu items found at the top of your window. (Note: Text may be typed by either using your computer keyboard or the on-screen keyboard.)

PROMETHEAN ACTIVBOARD

Shape Tool

The shape tool allows you to draw pre-defined shapes, lines, and speech bubbles.

Click on the shape tool. The shape library will appear. Select your shape, then your fill color found on the shape library. Select your outline color on the main toolbox. Select your fill color, if desired, on the small pallet above the shapes. Click and drag to create your shape.




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Toolstore

Tools can be added to your main toolbar by going to your Main Menu > View > Customize.



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Dual User Capabilities

- 2 users at once
- separate tool bar
- 2 different pen colors
- Allows collaboration @ the board





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Desktop Annotate

Allows you to browse your computer, launch applications and use ActivInspire's tools to create and manipulate annotations and other objects. The objects you create in your flipchart are an overlay of the desktop, they will not remain on your desktop when you close the desktop flipchart.

If you save the flipchart, it will not include a picture of your desktop.



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Desktop Tools

Desktop tools are a collection of commonly used ActivInspire tools which you may find useful when working in other applications, on occasions where you might not necessarily require the full facilities offered by Desktop Annotate.



Browsers



Page Browser - view and organize pages of your flipchart

Resource Browser - access your personal and shared resource library to add backgrounds, images, sounds, etc. to your pages

Object Browser - view the layers in which objects and images have been placed on your page

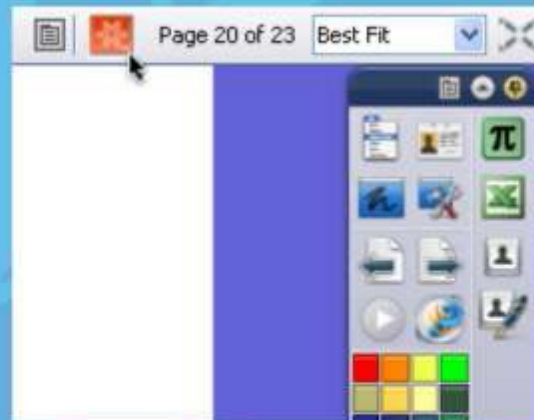
Notes Browser - add your own notes and comments to a flipchart, helping to make it easier to share and reuse

Property Browser - see all of the properties of an object at a glance. It's a powerful tool for quickly adding interactivity to your lessons.

Action Browser - helps you to quickly associate an action with an object, so that when you or someone else selects the object, the action that you have associated with the object will happen.

Voting Browser - helps you manage all aspects of registering your ActivSlate, ActiVote and ActivExpression devices, running your voting sessions, as well as recording, storing and browsing the results of such sessions.

Design Mode



Click the Design Mode button to enter or exit it. While in Design Mode, hidden objects are revealed, you can edit locked objects, and you can edit action objects without initiating the actions.

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ActivLearning

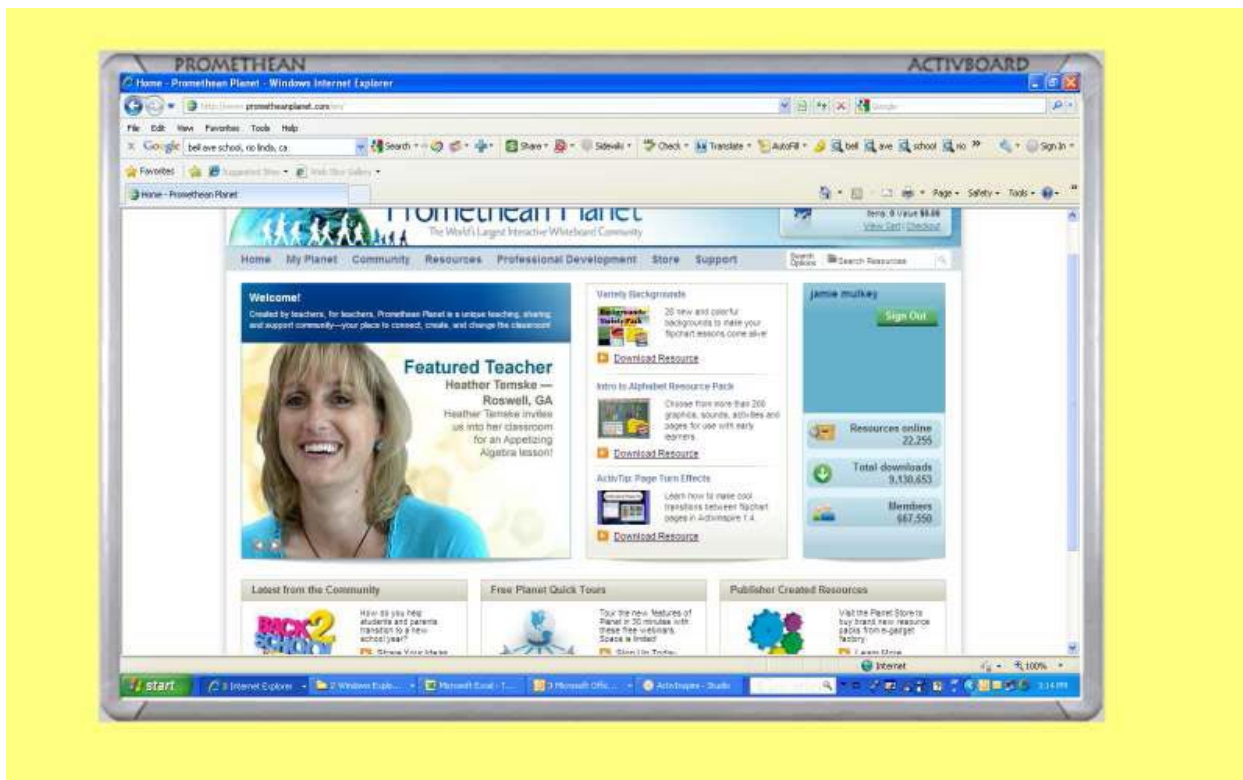
www.prometheanlearning.com/us
WELCOME TO PROMETHEAN LEARNING



An Introduction to ActivInspire...

Access Promethean's professional development courses by clicking on the Professional Development link, then selecting ActivLearning.





Additional Resources

Help menus accessible through Help->Contents or F1

The screenshot displays the ActivInspire software interface. A help menu is open on the left side, listing various topics such as 'Welcome to ActivInspire', 'What's new in a nutshell', 'Before you begin', 'A tour of ActivInspire', 'First steps with ActivInspire', 'More about ActivInspire', 'Using Learner Response Systems', 'Reference', 'More info', and 'Copyrights and Trademarks'. The main content area shows the 'Welcome to ActivInspire' screen, which includes a list of features and capabilities. A promotional image for 'ActivSoftware Inspire Edition' is visible on the right side of the screen.

Home > Welcome to ActivInspire

Welcome to ActivInspire

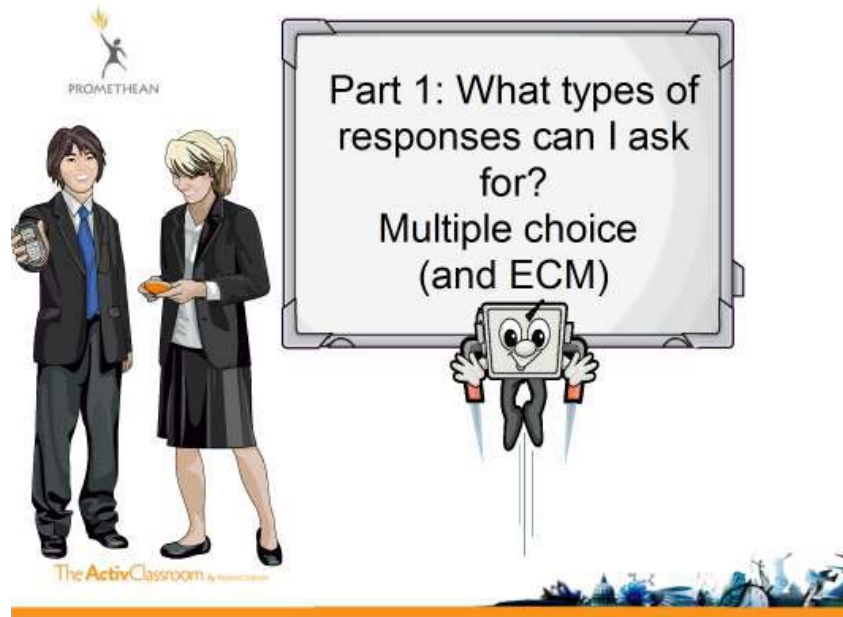
ActivInspire is the new teaching and learning software for computers and interactive whiteboards from Promethean

With ActivInspire you can

- Teach as with a traditional chalkboard, vary the pace of your presentations and deliver practical training sessions.
- Write and draw, then erase, just as you normally would.
- Save your pages as a flipchart file, then retrieve them for use with a different class, or in another classroom.
- Add pictures, movies and sounds to your lesson's flipchart pages.
- Quickly structure your lesson content and timing to match your lesson plan.
- Add text, for example from Microsoft Word[®], or directly from the Internet. ActivInspire can even recognize your writing and convert it to text.
- Use Learner Response Systems - ask your students questions, or display prepared questions in your flipcharts. Students can vote or text answers on ActivVote and ActivExpression devices and the results can be displayed in different formats.
- Quickly adapt your flipcharts in response to results from your class, or in line with syllabus requirements.

(From ActivInspire Website)

Question Tutorial



What's my sign?
Response category: multiple choice

144 ? 12 = 12

Answer

A + B - C × D ÷



Its or it's?

Response category: multiple choice

Why did the elephant wear red socks?



- A *it's*
B *its*



Because

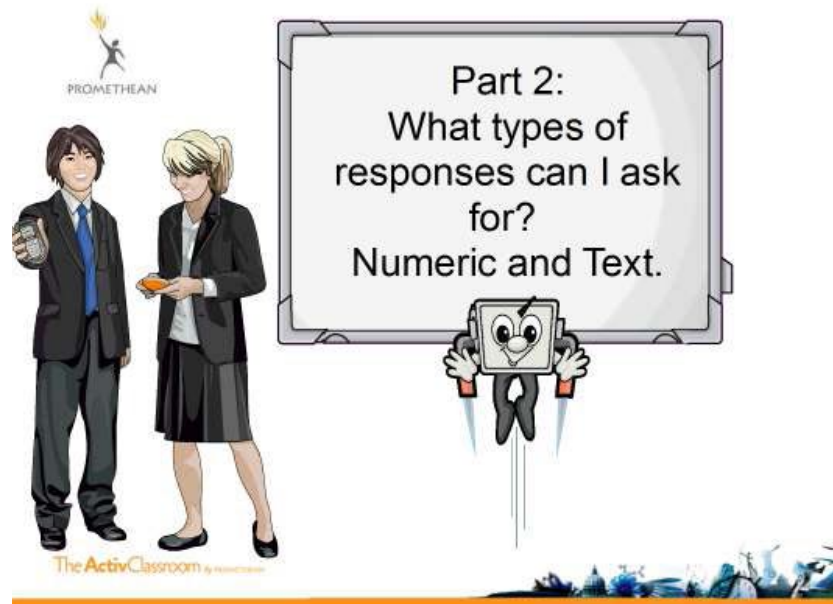
yellow ones
were in the
wash!

ANSWER

Which of these angles
have been measured correctly?



A 90°	B 30°	C 60°
D 100°	E 45°	F 160°



Balancing sums
Response category: numeric input

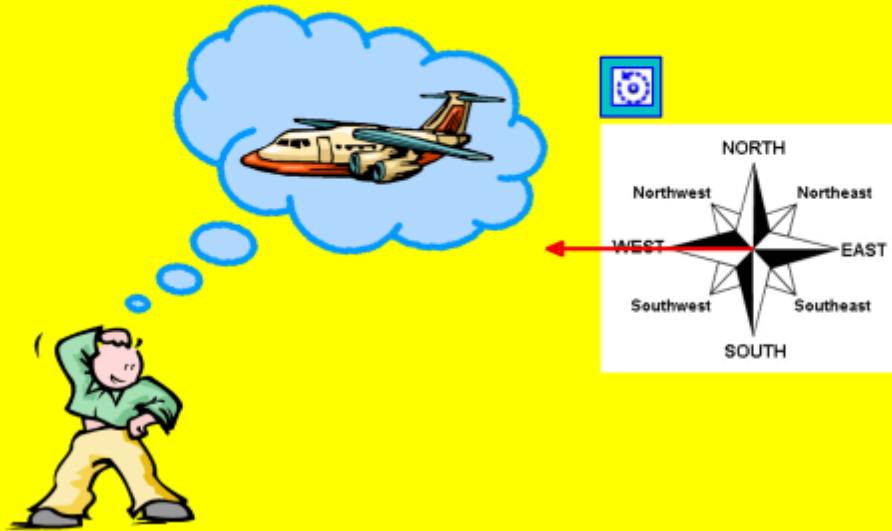
4×5

$2 \times ?$

Answer

The interface features a balance scale on a green base. On the left pan, a red character with a blue spiral on its head is speaking the equation 4×5 . On the right pan, a green character with a green spiral on its head is speaking the equation $2 \times ?$. A pink button labeled 'Answer' is located in the bottom right corner of the game area.

A plane is flying due West, changes direction twice, first is 270 clockwise followed by 45 anticlockwise ?



The student _____ into the classroom.



~~came~~ ~~walked~~



Text in a good descriptive verb.




3. I sold my truck to **Gus** and Merdine.




A Subject Pronoun **B** Object Pronoun **C** Possessive Pronoun





PROMETHEAN





Part 3: What types of responses can I ask for?
Sorting, Likert,
Yes/No, True False




The ActivClassroom by 





page notes 


Put these angles in order from smallest to largest 

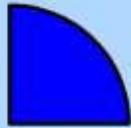




Sort in Order

A 

B 


C 


D 


 **The lifecycle of a fish** 


Response category: sort in order and likert


Start with 'F'


A 

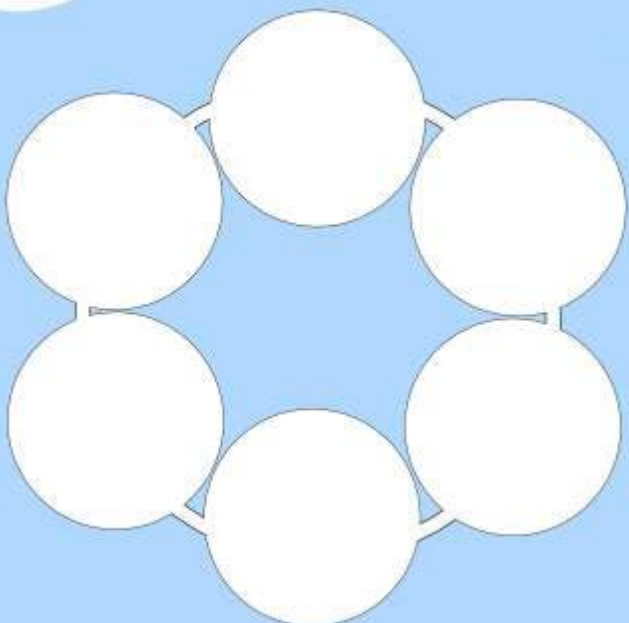
B 

C 

D 

E 

F 





Would your students like to use this technology to participate in lessons?



A



B



C

Don't Know



Yes/No



Activtips are a fun way to learn about teaching strategies in an Activclassroom.



A

True

B

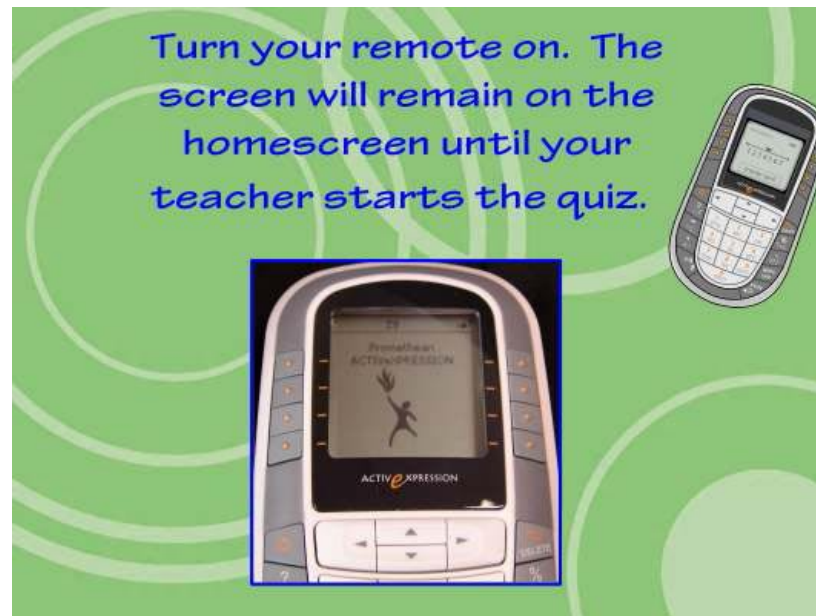
False



True/False

(From ActivInspire Website)

Taking a Quiz Tutorial



- When the quiz is started the first question will appear on your ActivExpression screen.
- The first screen contains the question along with the answer choices. You will not answer from this screen. Read the question carefully and decide on an answer.
- When you are ready to answer, press the answer button

Tells you what question number you are on


Click here when you are ready to answer

Click here to see the rest of the answer options

- When you have decided on an answer and have pressed the answer button you should come up with this screen.
- Once you are sure about your answer choice, press the button next to the letter. Once you choose an answer on this screen you may not go back or change your answer.

Tells you what question number you are on

Click here if you need to see the question again



The image shows a handheld device screen with a question interface. At the top, there are three small circular icons. Below them are four large buttons labeled A, B, C, and D. The word "Question" is displayed in the center of the screen. At the bottom, the text "ACTIVeXPRESSION" is visible. Two yellow arrows point to the top icons and the button next to the letter 'A'.

(From ActivInspire Website)

Reflective Journal

Chapter 8: Define Phase

A. Progress

I am doing pretty well with this phase so far. For me, the hardest thing has been deciding exactly how to define my presentation. I know I want it to be as interactive as possible; I am just not exactly sure how to achieve that. I think I know what I want to do; I will just have to get it all down on paper and see what it looks like.

B. Issues

I am hoping that all of the teachers I surveyed respond promptly to my survey. Without that data, I will not be able to complete the assignment.

C. Questions

Do I need to include anything about assumptions and risks? Do I need to include anything about out-of-scope requests?

D. Design Decisions

I would like to give the learners an opportunity to use the clickers themselves and to also use the software.

E. Evolution of Ideas

I would like the learners to not only discuss ideas for using the software in small groups, but also have the large group come together and discuss ideas that everyone can use.

F. Received Feedback from “client”

Anne Elisa, he didn't really say anything about including the assumptions and risks or the out-of-scope requests, so for this assignment, you may not need to include them. Your proposal looks really good. It seems that as I read everyone else's proposal it give me more ideas for changes to my own that ideas to give to you. As a little tiny thing, you have the proposal written in 3rd person, but in the last sentence of the last paragraph in the Project Defintion section, you go to 1st person (I highlighted it in blue). Probably doesn't make any difference, but...

So far it looks like your right on track with what he wants and what the book lays out on 190. Your proposal is very detailed and basically provides us with everything you would need to know in order to create this project!

*Anne, you have great ideas and are well prepared! I'd really like to see how this turns out and just how many teachers you can get to use these devices. It's a shame because we have 2 sets at our school and you'd think MS/HS teachers would be fighting over them. Instead, me being a 4th grade teacher and the 1st grade teacher are the only two that integrate them into the classroom. Maybe it was the presentation that didn't grab them or the fact that they just didn't get enough or the right training. I like the fact that you are very precise with your information. I think you have great expectations!!

is to create an instructional design find another phrase – something like “professional development opportunity, or workshop or just delete the phrase.

G. Changes made/not made as a result of feedback.

The phrase “instructional design” was replaced with the phrase “professional development workshop”.

Chapter 9: Design Phase

A. Progress

I feel like I am on the right track. I have a pretty good idea of how I imagine the workshop to go. I am progressing through each aspect of the assignment with ease.

B. Issues

I have to decide where to get the content. I think that I can find a lot of what I will need on the ActivInspire website, but I will have to create some of my own items.

C. Questions

How long should the workshop be? How much time is sufficient for each aspect of the workshop? I don't want to give them too much time, but I also want to make sure they have sufficient time to explore the software and the hardware. Who will I be able to get to review the lesson externally?

D. Design Decisions

I will have the learners who have used the ActivInspire software share some of their ideas and experiences with the software.

E. Evolution of Ideas

F. Received Feedback from "client"

Is this workshop just a one-meeting workshop? How long do you estimate it will be? I did find one typo in the audience definition section, I highlighted it. I've used something like this before, but never had enough access to get really good with it. How are the teachers going to schedule using it in class. Though I guess that is not necessarily something you have to address in this workshop. Otherwise it looks good to me.

Looks really good...I did not have too many comments, looks like you covered all of the necessary steps, good job!

I really like this summary, very specific. Anne, excellent job so far! I really like how detailed you are. I currently use the "clickers" in the classroom. I have yet to figure out how to actually make a "quiz". I do individual question reviews, but cannot get an overall score from a flip chart I create. What am I not doing? Anyway, good work!!

OK - You are off to a good start. You will need to provide much more detail in the upcoming sections.

G. Changes made/not made as a result of feedback.

Chapter 10: Demonstrate Phase

A. Progress

Not sure if I am on the right track anymore. I will email Dr. Versteeg and a couple of group members and see what they think. Maybe I can get a little help with this step.

B. Issues

My paper prototype should cover as much as possible. How much is too much?

C. Questions

My project does not include too much technology. How do I make the specifications template? How intricate should my templates be?

D. Design Decisions

I have decided to increase the workshop time from 2 to 4 hours. After reflecting on the lesson, I feel that 2 hours is not enough time for the learners to get comfortable with the software. I don't want to leave people feeling frazzled or confused.

E. Evolution of Ideas

F. Received Feedback from "client"

The templates - When I skimmed that section in the book, I understood that to be an outline of the "lesson" that the instructors could use. They describe as the pattern of the lesson. I think you could include the screen shots you have, but what is the lesson outline? What is the order of things. Of course they focus mostly on computer based projects, but yours is more of a presentation/classroom based - though using computers as visual aids. So I would think that should be more of an outline of the lesson plan - I looked at the last paragraph on page 225 (and the first half of the paragraph I found to be the most useful).

I did look at yours. I am totally impressed! You put a lot of effort into it and I think you are well on your way to a very successful presentations! It bothers me a bit that we take so much time on this project yet they are only worth 10pts!! Looks great though!

I looked through your document and everything looked great so far. The templates look good so far, but like you said you could add more to them. I was in the same situation, I was not really sure of what to all put for them. I did really like your step by step directions for using the product. Overall, again everything looks right on track!

Good job of developing the outline and start of your production documents. Remember that all documents will need to be fully developed for the final project.

G. Changes made/not made as a result of feedback.

I added more to the treatment to cover specific items of the lesson plan. I tried to be as specific as I could.

Chapter 11: Develop and Deliver Phase

A. Progress

I am having a lot of luck finding resources to use for my workshop. The ActivInspire website has a lot of things I can use. I am also creating my own “pre-test” to use at the beginning of the presentation.

B. Issues

I am having a little trouble learning how to make the presentation! I will need to get a handle on this before I teach it to others!!

C. Questions

Do I have to have everything done for this assignment or will I have time to keep working before the final project is due?

D. Design Decisions

I have decided to include a post-trial survey that can be used as the post-workshop survey. That way, the same information is gathered each time. I will be able to use the information to revise the lesson for future use.

E. Evolution of Ideas**F. Received Feedback from “client”**

I looked through your document and everything looked great so far. The templates look good so far, but like you said you could add more to them. I was in the same situation, I was not really sure of what to all put for them. I did really like your step by step directions for using the product. Overall, again everything looks right on track!

I finally had time to sit down and look through your stuff. It looks good to me. I like the information you made up. The farther into this we get the harder is to come up with things to say, especially after looking at your earlier. The assignments are so long I get lost looking at my own and making sure it's all there. But looks like you got everything; the only thing I really came up with was maybe putting brief captions on the screen shots in pts. 2 and 4. You said they were parts of the website but just looking through the document and not being at the workshop, it might be good to have some information about what you're looking at - ie. What are you going to highlight on that page, what section of the website is it, what can it be used for/in, etc.

Once again, a lot of work and time put into this project. Anyway your work looks fantastic!

Good work. You have a great start on developing all your materials for your project.

G. Changes made/not made as a result of feedback.

I decided to add captions to some of the templates in order to point out the areas of interest that should be given special attention.