PROMETHEAN BOARD TRAINING

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PROJECT

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PROMETHEAN BOARD TRAINING

A Project

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Department of Teacher Education
Abstract

of

PROMETHEAN BOARD TRAINING

by

Brent Thomas Fancher

This project addressed the lack of training for teachers who use Promethean Boards in their classrooms. Although many school districts have professional development programs, often there is little to no follow up training for new technologies in the classroom. Through ongoing professional development that specifically targets ongoing Promethean Board training, school districts can have expert Promethean Board users.

The research revealed that students are learning differently than in the past and since Promethean Board technology is rather new and ever-changing, ongoing training specific to this technology, needs to be implemented for it to be effective.

The project adds to current training available and also supplements current users of Promethean Boards. The project is a simple training module that allows users to develop their skills at their own pace. They are able to build their skills through scaffolded learning over a period of time that allows ongoing training. These training
modules follow research that points to scaffolded learning as an effective and useful tool in professional development.

__________________________, Committee Chair
Rita M. Johnson, Ed.D.

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Date
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Chapter 1

INTRODUCTION

“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.”

Bill Gates

Purpose of the Project

As one walks around elementary school campuses within the San Juan Unified School District, one may come to the realization that San Juan teachers are not effectively using Promethean Boards to the endless possibilities that they possess. Currently, the norm rather than the minority is to use them as a “glorified whiteboard.” This is a waste for a technology tool that can be as engaging as the best book a student will ever read.

The purpose of this project is to develop useful, relevant, and engaging Promethean Board workshop modules that will extend an educator’s knowledge of using Promethean Boards in conjunction with daily lessons. These workshops will be developed to meet the varying needs of educators at different learning levels. They will be based on a scaffolding core that allows for differing levels of learning.

Problem

In an era where technology use in the classroom is ever increasing, educators are not receiving the type of technology training they need. Interactive White Boards
are one of the fastest growing technologies in the classroom. Interactive White Board use to support curriculum is growing as well.

The Promethean board, a type of Interactive White Board, has an online community and a way to develop personalized lessons. The Promethean Board is a very versatile tool for use in the classroom that is engaging. Training to use the Promethean board is often given when the board is first introduced. The problem lies within the type of professional development that is given to users of Promethean Boards before, during, and after its use. School districts tend to give one option or the bare minimum support when it comes to Promethean Board training.

This in turn develops problems that arise with Promethean board use in the classroom with respect to teachers who use them. Since educators that are being trained to use Promethean Boards are at varying levels of experience, the result is educators who either become proficient or stay basic with Promethean Boards. Teachers will either change their style of teaching to integrate the Promethean Boards or deny the opportunity all together. This event creates groups that may become hesitant to include these technologies in the classroom.

Education has been altered by the breathtakingly rapid technological advancements of the last 10 years, and just like the rest of the world, many educators look at those advancements with a mixture of excitement and doubt (Blankenship, 2010). Undoubtedly, if this training were offered in a more direct and useful way, the uncertainties would subside.
Significance of the Project

The importance of technology in the classroom has been increasing over the years. Promethean Boards have become a tool to use in the classroom in conjunction with everyday lessons to enhance the learning environment of the student. Students have changed radically. Today’s students are no longer the people the educational system was designed to teach (Prensky, 2001). Students expect more interaction in the classroom and less skill and drill type lectures. Students of today are born with technology rather than being “plugged in” later on in the classroom. More than ever, students need to be interactive in their learning.

Promethean Boards offer high interaction in the classroom that students can relate to and use on a daily basis. This interaction can reach all levels of students including groups that are difficult to include in lessons. Promethean Boards offer visual learning along with lessons for English Language Learners, while special education students can use the assistive technology built into the Promethean Board to help them in learning. While the Promethean Board brings an amazing amount of positives to the table for these select groups, all groups can benefit from the use of Promethean Boards in the classroom with respect to interaction.

Limitations

This project was written to supplement the current training offered for Promethean Boards in California Schools, specifically in the San Juan Unified School District for grades K-6. This project is limited because it is written for school districts
such as San Juan where Promethean Board Training is lacking. Also, not all schools have Promethean Boards, so not all teachers will be interested in the training modules.

The scope of this project is also limited to elementary schools only. Elementary school teachers already have unrealistic expectations placed upon them and more training can seem to be a burden to them.

Definition of Terms

*Constructivism*: a theory of knowledge that argues humans generate knowledge and meaning from their experiences.

*Interactive White Boards*: or IWBs for short, are large interactive displays mounted on a wall that connects to a computer and a projector. A projector then projects the computer's desktop onto the board's surface, where users can control the computer using a pen, or other manipulative device.

*Promethean Board*: A type of Interactive White Board that has an online community (see Figure 1). Promethean Boards will be used interchangeably with IWBs, Activeboard, and Promethean Interactive Whiteboard.

*Teacher/manager model*: is a teaching model that embraces aspects of all five categories of teaching models; integration models, developmental models, interactive process models and collaborative models.
Organization of the Project

Chapter 1 contains the introduction, purpose of the project and the problem faced significance of the project, definition of terms and the organization of the project.

Chapter 2 contains the review of literature. This section consists of a background of technology in the classroom past and present. In addition it contains a definition of Promethean Board technology plus the positives and negatives of its use. Also contained in this chapter is the definition of a digital learner and the interactive environment. The problem that arises with the professional development given to the teachers who have Promethean Boards, and an alternative professional development to alleviate this problem are also included.
Chapter 3 contains the methodology of the project with information for implementation of the training modules.

Chapter 4 contains the summary, limitations, recommendations, and conclusion of the project.

The Appendix contains sample daily schedules of the two modules that will be given. Also included in the appendix is module one that will be given over a two-day period. This module will include both beginner lessons as well as advanced lessons. Module two is included as well and will follow the same format as module one.

The final section is the bibliography of references that were used in the project.
Chapter 2

REVIEW OF LITERATURE

Technology in the Classroom

Technology in the classroom has been a main component of the educational movement in the United States over the past 10 years. The U.S. Department of Education has made technology a priority by including it in the No Child Left Behind Act, NCLB (U.S. Department of Education, 2004a). With the extra push from NCLB, the use of technology has become a mainstay in today’s classroom. The Department of Education saying that technology can help improve education by individualizing student’s needs, equipping teachers with technology, empowering the public with more current data, giving teachers deeper resources and engaging students in new ways, is a strong position (U.S. Department of Education, 2004b). However, their statement implies a strategy but does little to back it. To understand where educators are today one must look at technology use in the classroom in the past.

The blackboard found its way into the classroom in 1801 and has had an overwhelming impact on teaching for the last 200 years (Betcher & Lee, 2009). The teacher would stand in front of the blackboard and teach lessons directly to the students, by modeling how to do the work, with the students then practicing what they saw. This type of direct instruction, called the teacher/manager model, was very popular.

When technology integration in the classroom first began to take off with the use of the personal computer in the mid to late 1980s, computer use built upon the
direct instruction model. In 1982, the Apple II Personal Computer was introduced as an educational tool that allowed for more interesting variations of the basic chalkboard approach to teaching. However, even though computers were becoming accepted in the education, they were not an instant success in the classroom nor widely viewed as an educational tool.

This view began to change in the late 1980s and early 1990s technology leaped into the classroom, and more computers became available for student use. Students could now use computers to supplement their learning, teachers could use computers alongside students, and most notably, the Internet and World Wide Web were created. With the Internet came an influx of information that changed the way students learn and teachers educate. Students began to use technology consistently in the classroom, and became proficient in its use through exposure at school and at home.

Computer-based technologies are changing the way students learn in the classroom. By increasing students’ active involvement in the learning process through the use of computer based technologies, student engagement and motivation for learning grows. Activities that include problem-solving, data analysis, and evaluation of presented material tend to raise the level of understanding that is higher than the level created with more conventional, direct instruction (Roschelle, Pea, Hoadley, Gordin, & Means, 2002). Computer-based technologies are more adept at supporting this new active student learning and technological engagement.

Student engagement in the classroom has long been a key component of increasing student learning. If technology can increase engagement in the classroom,
then the classrooms need to catch up to the technology. Whether the classroom is using technology or not, students use technology daily in their lives. In a 2007 study, three fourths of teachers said that they used computers daily in the classroom, but further analysis showed that the computer was hardly used in the actual instruction of material (Franklin, 2007). This eventually led to the increased integration of technology in schools in the last decade. Students began to grow up surrounded by technology. As students began to grow up with technology in their classroom throughout their school careers they became known as digital natives, unlike their teachers who were viewed as digital immigrants (Prensky, 2001).

An example of a digital native is a student who can use several types of technologies such as cell phones, email, computers, digital media, and social networks. An example of a digital immigrant is a teacher who has trouble using email and printing out documents using a computer. Some of the digital immigrant teachers will grow to become comfortable with technology while others will resist its use in the classroom. Presently, teachers hold both affection and distrust for technology in the classroom. They hold affection because technology is exciting and innovative, distrust because they feel challenged by the intricacies of the technology. They are also fearful of having problem arise while trying to implement technology in the classroom. Time spent trying to troubleshoot technology problems is time lost teaching, especially if an expert is not locally available to help.
Promethean Board Technology

One specific technology that causes affection and distrust is the Interactive Whiteboard. However with proper training and support, the Interactive Whiteboards can be to the classroom what the black board was to the classroom 200 years ago, a revolutionary teaching tool (Betcher & Lee, 2009).

One type of Interactive Whiteboard (IWB) in particular is the Promethean ActivBoard. It is a large interactive display in the front of the classroom that combines the simplicity of a whiteboard, the power of a computer and front projection. It engages students with vivid images, video, and audio. The ActivBoard interactive whiteboard enables anything that can be seen or done on a computer screen to be projected onto an interactive whiteboard. Promethean ActivBoards offer interactive whiteboard solutions, using ground-breaking technology to promote learning (Promethean, n.d.).

The Promethean Board is a computer whiteboard that can be used by teachers to not only supplement curriculum, but also to engage students in learning with visuals, media, and interactive materials. This technology comes with an online facilitator. Promethean Planet is a website developed to share creativity with the other members of the Promethean World. Educators can log in and share or download content from the website. This content includes flipcharts, lessons, themes, and supplemental curriculum that are already in place. For example, if a teacher was looking for a lesson on multiplying decimals, there may be 10-20 flipcharts that others have developed that s/he could download and use. Educators can also upload flipcharts
they have created to share with others as well. These resources cover all subjects from mathematics to drama and chemistry.

With an introduction of technology in the classroom such as the Promethean Board, there are primary positives and negatives to its integration. A major advantage for the use of Promethean Boards in the classroom is that they are different than any other technology previously used in the classroom. In *The Interactive Whiteboard Revolution* (2009), Betcher and Lee affirm why interactive whiteboards are so different than previous technologies. They are a new type of technology that has been designed specifically for teachers to use in the classroom. Unlike other technologies that were designed for consumer use, the Promethean Boards are designed strictly for the classroom. Until now, schools were considered a secondary market to these types of technologies. Since IWBs are specifically designed for teachers, they can be used in everyday teaching. Also, IWBs are easily purchased and installed and can be used instantly by educators and students. The IWBs can be used in conjunction with all teaching styles, whole class teaching as well as small groups. It also can tie other technologies into the classroom, extending the technological power of these technologies (Betcher & Lee).

The strength of Betcher and Lee’s (2009) argument of why IWBs are such a positive in the classroom to both teachers and students lends potency to the fact that this technology can connect with new digital learners. Digital learners have a yearning to be involved at all times interactively. The only negative impact that an IWB can have in the classroom is when it is not used interactively or to engage the students. A
teacher may use the IWB just to show something visually with no interaction. With little or no interaction between the IWB and the students, the IWB becomes nothing more than a digital chalkboard, or a “glorified white board.”

As stated previously, students are looking to be engaged in the classroom. Students of today’s classroom are integrated and plugged in. IWBs can be the vehicle that takes these students from being disengaged to engaged. The Promethean Board is a prime example of an IWB that is both engaging and interactive through its use of imagery and its response system.

Interactive Classroom Environment and the Digital Learner

Promethean Boards provide an interactive environment that fosters excitement for learning and the possibility for a wider variety of students to be reached. Students have developed a more interactive approach to learning. Students are yearning for an active learning environment. For example, Promethean Boards use clickers to answer questions called “Active Votes.”

Each student has a hand held electronic remote type clicker that they can use to answer questions on the Promethean Board. Since there is a direct participation on the students’ part, they are actively involved in the lesson and usually having fun. If the activity is designed not only to learn but also to be fun, then the students are more likely to find them more interesting and beneficial (Bruff, 2009). Students today are looking for the clicker classroom rather than the direct instruction classroom.

“Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach” (Prensky, 2001, p. 1). Students
of today are interested in technology and want to use it in the classroom, not only because it is readily available but also because they have used it their entire lives. This inherent trait allows them to quickly assimilate technology unlike their educator counterparts. If teachers are not able to assimilate technology as fast as the students they are teaching then there will be a gap in technology knowledge between them.

Is Training the Problem?

Technology in the classroom is growing in our classrooms of tomorrow, but it takes five to six years for teachers to accumulate enough expertise to use technology in ways advocated by constructivist reform efforts (Marcinkiewicz, 1993). Jean Piaget, the Swiss psychologist and philosopher may have defined the term constructivism but this researcher believes that David Jonassen (1996) describes constructivism in an educational setting more completely.

Jonassen (1996) defines constructivism, from the educational perspective, as learners producing and constructing their own personal knowledge. He distinguishes this from instructivism whereby the learner is the passive receiver of knowledge, as in the traditional educational model. The use of Promethean Boards in the classrooms falls within the spectrum of constructivist learning as students are actively involved in the learning process and are constructing their own meaning of the content through their use of the Promethean Boards.

Even though Promethean Boards are an integral part of a technology classroom, teachers are not fully utilizing them. Although there are several barriers for not utilizing Promethean Boards, one resounding reason comes forth; the training is
either lacking, not available, or there is no ongoing training. According to a survey completed by the Department of Accountability and Research TUSDStats, 22.4% of teachers surveyed said that more training on the Promethean Board would be appreciated and 15.7% reported that they never use their boards, one of the reasons being, not enough in-depth training (Langdon-Pollock, 2008).

Why do teachers feel that the training they receive to operate and integrate Promethean Boards is insufficient? The answer lies within the initial and ongoing training. The necessary and appropriate professional development to enable teachers to successfully integrate technological applications in their teaching is sorely lacking in many cases (Tai & Wilson, 2003). Professional development is not offered in extensive sessions or in an ongoing manner.

Training that is provided by school districts often overshoot the levels of its trainees. Training for Promethean Boards does not reach all levels of competency; instead it is more of a one-size-fits-all type of instruction. A result of the Department of Accountability and Research TUSDStats survey on Promethean Boards, recommended that training be provided at different times throughout the year, different times of day, with varying skill levels in mind. Also, the recommendation was made to create a technology support specialist position that would cater to Promethean Board users only, so that problems and support could be accessed easily (Langdon-Pollock, 2008).
Professional Development and Teacher Change

Promethean Boards are a technology that is becoming a fixture in technology savvy classrooms and as a result teachers need to be fully trained to use them in the classroom effectively. Teachers are not technology professionals. If they were, there would not be such a need for professional development dedicated to technology training. Teachers would be able to assimilate technology quickly and become proficient with its use almost instantly. Sadly, this is not the case and as a result, intensive technology training is needed.

To create a program where users of Promethean Boards are receiving the appropriate training for their level of expertise, the training regimen needs to be scaffolded in a way that is not a one-size-fits-all, but can still encompass all learners. To scaffold the training, it needs to be broken down into not only levels of expertise, but also needs to be broken down by pace of the workshops with adequate free time given to explore the possibilities of the Promethean Boards.

Experts will have to be present to afford the learners the opportunity to ask pertinent questions. The experts should be prepared to provide specific technical and instructional support to teachers, which are exceedingly vital to professional development (Ronnkvist, Dexter, & Anderson, 2000). Scaffolding the workshops gives the opportunity for all persons being trained to succeed rather than sink by the “one size fits all method.” Educators know all students learn differently and they differentiate lessons accordingly to accommodate different learning styles. Why would
it be any different when applying the same assumptions to professional development for teachers?

Since not every person integrates with technology in the same way, the goal should be to get educators from basic to proficient when training them to use Promethean Boards. However to simply stop there would be doing them an injustice; the training needs to continue until the person is an expert. Training needs to be ongoing throughout the year with updates if necessary. The training needs to develop “Promethean Experts” who can be a resource at their sites for other Promethean Board users to foster teacher change.

Conclusion

Technology has become a pillar of the classroom rather than an afterthought. Classrooms are filled with technologies that did not exist 5-10 years ago and educators are looking for ways to use them effectively. These technologies need to be user friendly and heavily interactive, like the Promethean Board.

Promethean Boards offer a different approach to learning. Using an engaging and interactive tool gives the teacher an advantage with their tech-savvy students. Promethean Boards present an engaging teaching style that caters to the digital native’s learning style. The bottom line is that digital natives and teachers are far apart in terms of what they know about technology. Training is the secret part of the formula for success to get educators to use Promethean Boards effectively. To be
successful with Promethean Boards in the classroom, training needs to be provided at
the very beginning of the learning curve and needs to be ongoing until the person is an
expert in Promethean technology.
Chapter 3

METHODOLOGY

These training modules are in response to the growing need for Promethean Board professional development in the San Juan Unified School District. The modules will deliver carefully scaffolded, ongoing, long-term Promethean Board professional development. The sections titled setting, participants, instruments, design and procedure will explain the method employed to develop these modules.

Setting

The training for both modules will be based in a classroom on an elementary campus that has unlimited access to Promethean Boards. Both modules will be based in a classroom setting with each participant being able to work on their own laptop computer, employing the Promethean technology. Although there will only be one Promethean Board in the classroom, all teachers will be able to learn Promethean skills, develop flipcharts and have hands-on experience.

Several expert Promethean users who use Promethean Boards in their classrooms daily will be on hand to assist in the training. Each expert will be exceptionally knowledgeable and will have been trained to run the modules. Each expert will lead a level-based group in instruction and will be a resource as the modules carry on.
Participants

The participants in the module will be mainly K-6 teachers, however, students will benefit indirectly as well. Teachers will participate in the initial training modules and then will continue to receive support through further professional development from expert teachers.

Instruments

To implement this project, the trainings need to be headed by a Promethean Expert, someone who is proficient in Promethean Board technology. Working alongside the experts will be educators who are proficient as well and are experts at their school sites. These secondary experts will be able to lead small, leveled group learning that is so important to the modules.

The modules contain two days of training to meet the needs of varying skill levels and learning styles. Each module is then broken up even further by having teachers leveled into groups in which they are learning at the same pace as their peers. To further the training, smaller modules will be given throughout the year as follow-ups to earlier training modules. At any time, experts at the school sites will be made available to trainees to answer questions that they may have.

Each module will be given over a two-day period. The first day will be dedicated to basic Promethean Board use and some hands-on time will be given. Throughout the day, the gradual release model will be used so that maximum time exploring the software and technology can be given. Lessons and activities will increase in difficulty on the second day of the module. Groups will once again be
leveled and instruction will be given based on the completion of the previous day’s lessons. Once again, hands on time will be given to allow for maximum participation.

The second training module will be given approximately four weeks after the first module and will contain the same format, but will be scaffolded from previous trainings. After the two initial modules, ongoing training will be offered throughout the year. The training sessions included in these modules are based on current Promethean Board theory and are either extensions of Promethean training or new trainings all together, however they do also offer hands on time.

Design

The training modules are for K-6 teachers in the San Juan Unified School District, but can be used for other districts using the Promethean Boards if applicable. The working structure of the training module is based on the scaffolding approach to learning in which different people learn in different ways and have varying skill levels. These modules for teachers are scaffolded to bridge previous experiences to newly obtained knowledge. The scaffold approach is used so that a variety of skill levels can be taught at the same time with an experienced, knowledgeable staff.

The need for the training modules is based on increasing technology use in the classroom and the ongoing dilemma of engaging students during lessons. This project will reach not only teachers that are new at Promethean Board use but also teachers who want to have ongoing professional development as well.
Procedure

The more trained the educator is, the more likely that s/he will be competent using technology in the classroom. The Promethean Board training module was developed in response to the lack of current training offered through the San Juan Unified School District in Northern California. It incorporates the initial ideas that students today are different learners than in the past and teachers need to be well prepared in technology use to meet those needs (Prensky, 2001).

Having been trained both online through the Promethean Website, and through trainings offered by San Juan Unified School District, this researcher looked at the current training structure and decided it needed significant changes. After assessing both the online and district trainings, this researcher discovered that there was very little follow up to previous trainings and even less time during training for hands-on time. Also, because of time constraints, teachers leave the training program without finishing the modules. It is little wonder that these teachers do not have confidence in their skills and are reluctant to use the technology on their own.
Chapter 4

SUMMARY AND LIMITATIONS

Technology in the classroom is a part of the daily life of a student, is ever changing, and is being introduced into the classroom at a rapid rate. Students of today are nothing like the students of previous years. Students today have used technology throughout their K-6 school years. Technology has transformed them from direct instruction learners into digital learners, or more appropriately Digital Natives (Prensky, 2001).

“Technology is transforming society, and schools do not have a choice as to whether they will incorporate technology but rather how well they use it to enhance learning” (North Central Regional Educational Laboratory & Illinois State Board of Education, 1995). The Promethean Board is one of these technologies, which its success depends greatly on how you use it. Teachers need to be well prepared and trained as experts in Promethean Technology to be successful with Promethean technology in the classroom. Training for Promethean Boards that can cover a wide range of different learning styles, curves, and experience will most benefit teachers who need the training.

While these trainings will benefit K-6 teachers in the San Juan School District, they will not benefit everyone. The Scope of this project is limited to K-6 teachers in the San Juan Unified School District and other districts where training for Promethean Boards is lacking. Also, those schools that do not have Promethean Boards will not benefit from these training modules.
Recommendations

Since most district trainings that are offered for Promethean Boards use the one size fits all approach, modified trainings are needed to provide more in-depth support for teachers who are using Promethean Boards in their classrooms. These training modules were developed from the idea that teachers need scaffolded training that can bridge the learning gaps of teachers and fulfill the need for more in depth training.

Since students have become more involved in the digital world, teachers need to be competent as well with technologies that they use in the classroom. Promethean trainers who will be using these training modules need to keep in mind that not all teachers learn the same way. Trainers are encouraged to evaluate the modules and modify or differentiate as needed to fulfill the training needs of the teachers. Trainers are also encouraged to add their own portions to the modules as long as it follows the scaffolded approach and builds upon the trainee’s skills.

Conclusion

Today, as never before, technology in the classroom is a vital part of the learning experience in K-6 schools. Because technology continues to play an increasing role in the modern world, integrating technology into the classroom can better prepare students to succeed in a technology volatile world. Teachers who participate in using technology in the classroom on a daily basis need to be competent in using it. When the training is lacking, the teacher’s ability to use the technology and transfer knowledge to the students may suffer as well.
Specifically, in the San Juan Unified School District, training for technologies such as Promethean Boards is lacking. With such an emphasis placed on technology in the classroom, this area is deemed deficient. Teachers need to have the opportunity to be able to go to trainings that will allow them to grow their skills based on previous knowledge and have time allotted to explore the new skills that they have obtained. If teachers are given this opportunity, they will be better prepared for the ever-changing society of today and the Digital Natives they now teach.
APPENDIX

Promethean Board Training Modules 1 and 2
Promethean Board Training Modules 1 & 2

The goal of the two Promethean Board training modules will be to get teachers comfortable with using the promethean boards, give them a good base set of skills that they can use immediately, and to further their training with the modules as well as ongoing training. The training modules will reach a wide range of teachers at different learning levels, through differentiated instruction and scaffolded learning.

Each module will be based on leveled learning and each trainee will accumulate skills through scaffolded learning and step up to each level of proficiency within the modules. Their training will then continue as needed throughout the school year by smaller modules and experts who will be placed at school sites.
**Brief Summary of Training Module 1**

This training module is to be used in conjunction with the online Promethean Board training offered online. Before beginning this training module, persons taking this course should have completed or at least attempted the basic skills course offered online for the Promethean Board software. Trainees will be divided into two groups: beginners and intermediates. Beginners are classified as persons new to Promethean Boards and have at least attempted the online training. Intermediate trainees are classified as persons who have competed the online training and have some use of the Promethean Board. After completion of the first module, trainees can then continue on to the second training module.
Promethean Board Training Module 1, Day 1, 4 Hours Total

Lessons that will be covered on Day 1

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<th>Intermediate Lessons</th>
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<td>1. Flipchart Creation</td>
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<tr>
<td>8. Wrap Up and Questions</td>
<td>8. Wrap Up and Questions</td>
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</tbody>
</table>

Beginner lessons will be listed first followed by intermediate lessons.
Day 1 Module 1, Beginner Lessons

Module: 1

Group Level: Beginner

Lesson Title: What makes an engaging classroom and what is an active classroom?

Objective:

To gain an understanding of what an engaging classroom looks like and what an active classroom looks like and its components.

Assessment:

Trainees will be assessed visually and through question and answer.

Lesson:

An engaging classroom has five key components; tailors lessons to suit the needs of the students, can support a wide variety of learning styles and uses interaction in the classroom. Also, an engaging classroom brings the subjects to life with the use of visual, audio and makes learning fun.

An active classroom has several key components; an interactive whiteboard, interactive whiteboard software and pen, projector, and often also has an interactive device, such as an Activevote clicker to answer questions on the board. All of these components keep the students engaged and directly involved in the lessons on the Promethean Board.
Module: 1

Group Level: Beginner

Lesson Title: Brief look at Hardware Components

Objective:

The objective of this lesson is to look at the basic hardware components that are involved with Promethean Board technology and software.

Assessment:

Assessment of the lesson will be based on trainee participation in the lesson as well as the trainees being able to identify these components.

Lesson:

This lesson is piggybacked off of the first Beginner lesson; engaging classroom. Trainees will be shown the basic components of the Promethean Board that are necessary to run it as well as how they are integrated into the system and their uses. Things to be shown are as follows:

- **Activboard**- displays the information from the computer screen that can be manipulated by the user.

- **Power Cord**- 15’ DC Power cord that powers the Promethean Board.

- **USB cable**- 15’ USB cable connects the Promethean Board to the Computer with the Promethean Software.

- **Activpen**- Allows you to control your computer as you write or draw on the Activboard. Pen tip works like a mouse click and the orange button works like a control click on a mouse.
• Computer with Promethean Software- A PC or laptop with Promethean Board software such as Activinspire or Activstudio.
Module: 1

Group Level: Beginner

Lesson Title: Setting Up Your Promethean Board

Objective:

The objective of this lesson is to learn how to calibrate your Promethean Board so that it will work properly for what you need it to do.

Assessment:

Assessment of this lesson will be based on the ability of the trainee to calibrate their Promethean Board by participation and a visual check of their progress.

Lesson:

The Promethean Board then needs to be calibrated. Having the board calibrated assures that everywhere on the board that is touched by the activpen is accurate. There are two ways to calibrate the Promethean Board, through the software and through the board itself.

To calibrate the Promethean Board through the software, open the Activstudio software, click on active menu, and then calibrate Activboard. To calibrate the board through the board itself, hold the activpen to the orange glowing Promethean light on the board until it turns the board white with a crosshair on the upper left corner. Touch the pen to this spot then another will appear in the upper left corner. Touch the pen to this spot and then one will appear in the lower left corner, then the lower right corner. After these four points on the board are touched with the activpen, another point will
appear in the left side in the middle and this point needs to be pressed as well. The Promethean Board is now calibrated and ready for use.
Module: 1

Group Level: Beginner

Lesson Title: Basic Skills Review

Objective:

Trainees will cover the basic skills needed to set up their profile and prepare to create a flipchart.

Assessment:

Once again, assessment will be based on participation and through visual determination that the trainee has mastered the components of the lesson.

Lesson:

When the software first loads up, a profile needs to be created for the trainee. Although most of the information is already pre-filled, the user must choose a level. For beginners, the level that will be chosen is foundation level. This is the basic level use for beginners. This first window that shows up allows the user to choose what they would like to do, create a new flipchart, create a flipchart quiz, open an existing flipchart, and so forth. This first window that opens will be discussed in detail.
Module: 1

Group Level: Beginner

Lesson Title: Introduction to Flipcharts

Objective:

Trainees will be able to understand some of the basic capabilities of the flipcharts and how they can be used in the classroom.

Assessment:

Since this is a basic introduction to flipcharts, only use will be assessed. The lesson will be assessed by visual checks of the flipchart use by the trainees.

Lesson:

Trainees will open several pre-made flipcharts on their laptop computers. Each flipchart will show different tools being used and how they are manipulated in the flipcharts. This is a discovery time lesson that allows the trainees time to explore the flipcharts before they actually start making them. They will be able to develop questions they may have about things that they see and use in the flipcharts. These questions will be answered later on in the free time lesson.
Module: 1

Group Level: Beginner

Lesson Title: Basic Flipchart Creation

Objective:

The object of this lesson is to develop flipcharts that can be used in the classroom with basic functionality.

Assessment:

Assessment will be based on active participation in the lesson as well as the flipcharts that are developed by the trainees.

Lesson:

Trainees will go through the process of creating easy to use flipcharts with basic skills.

1. From the dashboard, select new/open tab and select new flipchart.

2. Select new flipchart, new, then screen size, and choose appropriate screen size.

3. You will be taken to the flipchart window where you can explore the toolbox to create items like text and shapes; also you will be able to use pencil and eraser type tools with several different colors.
Module: 1
Group Level: Beginner
Lesson Title: Free Time

Objective:

This time will allow trainees to develop their own flipcharts through the skills that they have acquired through the first 6 lessons. This time is allotted for them to ask questions that they may have and the experts will be available as resources to assist as well.

Assessment:

The trainees will develop a flipchart by following directions that encompass the skills that they have learned throughout the day.

Lesson:

Trainees will be given directions to develop a preconceived flipchart. After developing the flipchart, trainees will be allowed to explore the Promethean software and create flipcharts. They will be given complete access to the software and experts will be available to answer questions about developing flipcharts. If they have any questions from the previous lessons about creating flipcharts, they can be answered in this lesson.
Day 1 Module 1, Intermediate Lessons

Module: 1

Group Level: Intermediate

Lesson Title: Flipchart Creation

Objective:

The object of this lesson is to develop flipcharts that can be used in the classroom with basic functionality.

Assessment:

Assessment will be based on active participation in the lesson as well as the flipcharts that are developed by the trainees.

Lesson:

Trainees will go through the process to create an easy to use flipchart with basic skills.

1. From the dashboard, select new/open tab and select new flipchart.

2. Select new flipchart, new, then screen size, and choose appropriate screen size.

3. You will be taken to the flipchart window where you can explore the toolbox to create items like text and shapes; also you will be able to use pencil and eraser type tools with several different colors.
Module: 1

Group Level: Intermediate

Lesson Title: Layers of Flipcharts

Objective:

Trainees will be able to develop flipchart layers that can be manipulated for use in multilayer flipcharts.

Assessment:

Assessment will be made based on the trainee’s ability to create flipcharts with multiple layers. A visual assessment will be made.

Lesson:

Trainees will use the previous lesson on starting a flipchart to create a new flip chart. After a flipchart has been created through the previous lesson, the trainees will then add layers to the flipchart. Layer 1 (bottom layer) will be the background layer. This layer will always be the same when a background is inserted from the library or from a file. This layer stays underneath all other layers. The middle layer holds images, lines, text, and shapes and can be written over.

The upper layer contains annotations. These are any and all types of writing and manipulating of the flipchart after it has been created. This layer can be erased without disturbing the other two layers. If saved previously, this flipchart is considered to be like a template and the upper layer is the layer that can be changed.
Module: 1

Group Level: Intermediate

Lesson Title: Tool Store

Objective:

Trainees will be introduced to the tool store and how to place tools into their Promethean main toolbox to use during flipchart creation.

Assessment:

Assessment will be made through visual check and lessons being created.

Lesson:

Intermediate trainees will be given a brief overview of the main toolbox that they use for flipchart creation. Although the toolbox already has several tools such as a pen, eraser, fill, colors, text, highlighter and more; there are several other tools that you can add as well.

To add tools to your main toolbox, go to customize, then tool store. The tool store window will open and you can then drag and drop tools from the tool store to your main toolbox. Included in the tool store are standard tools, power tools, presentation tools, pen modifier tools and much more. Each tool can be placed in your main toolbox in any position that you wish and tool buttons can be moved and customized.
Module: 1

Group Level: Intermediate

Lesson: Free Time

Objective:

This free time will allow trainees to develop their own flipcharts through the skills that they have acquired through the days previous lessons. This time is allotted for them to ask questions that they may have and the experts will be available as resources to assist as well.

Assessment:

The trainees will develop a flipchart by following directions that encompass the skills that they have learned throughout the day.

Lesson:

Trainees will be given directions to develop a preconceived flipchart. After developing the flipchart, trainees will be allowed to explore the Promethean software and create flipcharts. They will be given complete access to the software and experts will be available to answer questions about developing flipcharts. If they have any questions from the previous lessons about creating flipcharts, they can be answered in this lesson.
Module: 1

Group Level: Intermediate

Lesson Title: Tool Box Editing/Customizing

Objective:

Trainees will be able to edit their toolbox and customize it to their needs.

Assessment:

Assessment will be made by visually checking to see if the trainees have grasped the concept of the lesson.

Lesson:

To customize your main toolbox, go to main menu, preferences, choose toolboxes. In this window you can customize your toolbox to fit your needs or style. You will be able to choose to what items you can see when your flipchart is open. You will also be able to toggle on and off whether you would like your toolbox to be transparent or even if you would like your toolbox to collapse when not in use.
Module: 1

Group Level: Intermediate

Lesson Title: Flipchart Objects

Objective:

Trainees will be able to insert, move, rotate, resize, and select objects within the flipcharts.

Assessment:

Experts walking around the room after the lesson has been given will make assessment visually.

Lesson:

Each object has a pickup box around it that allows the object to be moved, rotated, resized, and selected. Each object pickup box can be moved by two means. The hand box allows the object to be moved when clicked and held. The checkered box allows the object to be freely moved, the rotate button allow the object to be rotated. The pickup box also has two boxes that allow the object to be resized both regularly and by keeping aspect ratio as well.
Module: 1

Group Level: Intermediate

Lesson: Free Time

Objective:

This free time will allow trainees to develop their own flipcharts through the skills that they have acquired through the days previous lessons. This time is allotted for them to ask questions that they may have and the experts will be available as resources to assist as well.

Assessment:

The trainees will develop a flipchart by following directions that encompass the skills that they have learned throughout the day.

Lesson:

Trainees will be given directions to develop a preconceived flipchart. After developing the flipchart, trainees will be allowed to explore the Promethean software and create flipcharts. They will be given complete access to the software and experts will be available to answer questions about developing flipcharts. If they have any questions from the previous lessons about creating flipcharts, they can be answered in this lesson.
End of Day Activity - Wrap Up and Questions

At the end of the training session, the last portion will be given to the trainees for further questions and a wrap up of the day’s lessons for each group. At this time, they will be given the opportunity to ask any enrichment questions that they may have about the software and hardware. Also, a preview of the next day’s lessons will be given.
Promethean Board Training Module 1, Day 2, 4 Hours Total

Lessons that will be covered on Day 2

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<tr>
<td>Wrap Up and Questions</td>
<td>Wrap Up and Questions</td>
</tr>
</tbody>
</table>
Day 2 Module 1, Beginner Lessons

Module: 1

Group Level: Beginner

Lesson Title: Flipchart Creation

Objective:

The object of this lesson is to develop flipcharts that can be used in the classroom with basic functionality.

Assessment:

Assessment will be based on active participation in the lesson as well as the flipcharts that are developed by the trainees.

Lesson:

Trainees will go through the process to create an easy to use flipchart with basic skills.

1. From the dashboard, select new/open tab and select new flipchart.

2. Select new flipchart, new, then screen size, and choose appropriate screen size.

3. You will be taken to the flipchart window where you can explore the toolbox to create items like text and shapes; also you will be able to use pencil and eraser type tools with several different colors.
Module: 1

Group Level: Beginner

Lesson Title: Layers of Flipcharts

Objective:

Trainees will be able to develop flipchart layers that can be manipulated for use in multilayer flipcharts.

Assessment:

Assessment will be made based on the trainee’s ability to create flipcharts with multiple layers. A visual assessment will be made.

Lesson:

Trainees will use the previous lesson on starting a flipchart to create a new flip chart. After a flipchart has been created through the previous lesson, the trainees will then add layers to the flipchart. Layer 1 (bottom layer) will be the background layer. This layer will always be the same when a background is inserted from the library or from a file. This layer stays underneath all other layers. The middle layer holds images, lines, text, and shapes and can be written over.

The upper layer contains annotations. These are any and all types of writing and manipulating of the flipchart after it has been created. This layer can be erased without disturbing the other two layers. If saved previously, this flipchart is considered to be like a template and the upper layer is the layer that can be changed.
Module: 1
Group Level: Beginner
Lesson Title: Tool Store

Objective:

Trainees will be introduced to the tool store and how to place tools into their Promethean main toolbox to use during flipchart creation.

Assessment:

Assessment will be made through visual check and lessons being created.

Lesson:

Intermediate trainees will be given a brief overview of the main toolbox that they use for flipchart creation. Although the toolbox already has several tools such as a pen, eraser, fill, colors, text, highlighter and more; there are several other tools that you can add as well.

To add tools to your main toolbox, go to customize, then tool store. The tool store window will open and you can then drag and drop tools from the tool store to your main toolbox. Included in the tool store are standard tools, power tools, presentation tools, pen modifier tools and much more. Each tool can be placed in your main toolbox in any position that you wish and tool buttons can be moved and customized.
Module: 1
Group Level: Beginner
Lesson: Free Time

Objective:

This free time will allow trainees to develop their own flipcharts through the skills that they have acquired through the days previous lessons. This time is allotted for them to ask questions that they may have and the experts will be available as resources to assist as well.

Assessment:

The trainees will develop a flipchart by following directions that encompass the skills that they have learned throughout the day.

Lesson:

Trainees will be given directions to develop a preconceived flipchart. After developing the flipchart, trainees will be allowed to explore the Promethean software and create flipcharts. They will be given complete access to the software and experts will be available to answer questions about developing flipcharts. If they have any questions from the previous lessons about creating flipcharts, they can be answered in this lesson.
Module: 1

Group Level: Beginner

Lesson Title: Tool Box Editing/Customizing

Objective:

Trainees will be able to edit their toolbox and customize it to their needs.

Assessment:

Assessment will be made by visually checking to see if the trainees have grasped the concept of the lesson.

Lesson:

To customize your main toolbox, go to main menu, preferences, choose toolboxes. In this window you can customize your toolbox to fit your needs or style. You will be able to choose to what items you can see when your flipchart is open. You will also be able to toggle on and off whether you would like your toolbox to be transparent or even if you would like your toolbox to collapse when not in use.
Module: 1

Group Level: Beginner

Lesson Title: Flipchart Objects

Objective:

Trainees will be able to insert, move, rotate, resize, and select objects within the flipcharts.

Assessment:

Experts walking around the room after the lesson has been given will make assessment visually.

Lesson:

Each object has a pickup box around it that allows the object to be moved, rotated, resized, and selected. Each object pickup box can be moved by two means. The hand box allows the object to be moved when clicked and held. The checkered box allows the object to be freely moved, the rotate button allow the object to be rotated. The pickup box also has two boxes that allow the object to be resized both regularly and by keeping aspect ratio as well.
Module: 1

Group Level: Beginner

Lesson: Free Time

Objective:

This free time will allow trainees to develop their own flipcharts through the skills that they have acquired through the days previous lessons. This time is allotted for them to ask questions that they may have and the experts will be available as resources to assist as well.

Assessment:

The trainees will develop a flipchart by following directions that encompass the skills that they have learned throughout the day.

Lesson:

Trainees will be given directions to develop a preconceived flipchart. After developing the flipchart, trainees will be allowed to explore the Promethean software and create flipcharts. They will be given complete access to the software and experts will be available to answer questions about developing flipcharts. If they have any questions from the previous lessons about creating flipcharts, they can be answered in this lesson.
Day 2 Module 1, Intermediate Lessons

Module: 1

Group Level: Intermediate

Lesson Title: Resource Library

Objective:

To integrate resources from the resource library into flipcharts and to explore the resource library.

Assessment:

Assessment will be made through a visual check of the trainees’ progress of using the resource library with flipcharts that they have already developed.

Lesson:

Open a flipchart from the resource library. Choose from either my resources or shared resources. The flipchart category tab will need to be selected. Several thumbnails for flipcharts will be displayed. Choose the one that you would like to open. This allows the user to open premade flipcharts from your library.

With a flipchart open, you can now open the resource library and search objects in the library itself. Users will have the option to either double-click the items or drag and drop them onto their flipcharts either through shared resources or personal resources tabs. Near the top of the resource library tab, users can search for items by clicking on the magnifying glass icon. There is also an advanced search option that allows the user to specify where to search. Users can search for pictures, borders, shapes, audio, video, and even backgrounds to insert into their flipcharts.
Module: 1

Group Level: Intermediate

Lesson Title: Manipulating Items on the Page

Objective:

The object of this lesson is to identify and use several different ways that users can manipulate items on the flipchart pages.

Assessment:

Assessment will be made by visually inspecting the trainees’ use of items on the page and how they manipulate those objects.

Lesson:

Items on flipchart pages can be manipulated in several different ways. This lesson will cover how to manipulate items with color, resizing, object orders, translucency, drag, drop, mirror, and even flip. These manipulations can be completed by either using the mouse click method, the main toolbox or the drop down menus.
Module: 1

Group Level: Intermediate

Lesson Title: Editing Pages

Objective:

The objective of this lesson is to learn how to edit pages using the tools available in the main toolbox.

Assessment:

A visual assessment will be made by looking at the flipchart pages that the trainees are editing by using the sidebar selector box.

Lesson:

The sidebar selector box allows the user to move pages within the flipchart forward or backwards using arrows. The user can immediately jump to a page using the page selector icon as well. The page organizer icon allows the user to visually see the pages as tiles on a screen and they can be moved and reordered as needed.
Module: 1

Group Level: Intermediate

Lesson: Free Time

Objective:

This free time will allow trainees to develop their own flipcharts through the skills that they have acquired through the days previous lessons. This time is allotted for them to ask questions that they may have and the experts will be available as resources to assist as well.

Assessment:

The trainees will develop a flipchart by following directions that encompass the skills that they have learned throughout the day.

Lesson:

Trainees will be given directions to develop a preconceived flipchart. After developing the flipchart, trainees will be allowed to explore the Promethean software and create flipcharts. They will be given complete access to the software and experts will be available to answer questions about developing flipcharts. If they have any questions from the previous lessons about creating flipcharts, they can be answered in this
Module: 1

Group Level: Intermediate

Lesson Title: Focus Tools

Objective:

The objective of this lesson is to learn how to use the focus tools that are in turn used to focus students’ attention.

Assessment:

Assessment will be made visually by having the trainees develop their own flipchart that uses a variety of focus tools.

Lesson:

Focus tools consist of the spotlight tool; reveal tool and the zoom tool. All of the focus tools can be found under the tools menu. The reveal tool allows the user to hover the mouse icon over the flipchart page and with a held click and drag down the page is then revealed like a roll up window blind. Also, with a held click, the zoom tool will allow the user to zoom in a flipchart page to see information up close. The spotlight tool is used like a flashlight and can uncover items that need to be seen in the flipchart pages. Each of these tools also has settings that can be changed as well.
Module: 1

Group Level: Intermediate

Lesson Title: Manipulating Focus Tools

Objective:

The objective of this lesson is for trainees to learn how to customize and manipulate focus tools.

Assessment:

Assessment will be made by looking at the flipcharts that are created by the trainees that show how they have customized and uses their flipchart focus tools.

Lesson:

Focus tools can be customized in the Activstudio preferences window. Customizations that can be made are transparency levels, zoom speeds, size of spotlight, etc. After customizing the focus tools, trainees will learn to manipulate the focus tools and develop their own flipchart that uses focus tools.
Module: 1

Group Level: Intermediate

Lesson: Free Time

Objective:

This free time will allow trainees to develop their own flipcharts through the skills that they have acquired through the days previous lessons. This time is allotted for them to ask questions that they may have and the experts will be available as resources to assist as well.

Assessment:

The trainees will develop a flipchart by following directions that encompass the skills that they have learned throughout the day.

Lesson:

Trainees will be given directions to develop a preconceived flipchart. After developing the flipchart, trainees will be allowed to explore the Promethean software and create flipcharts. They will be given complete access to the software and experts will be available to answer questions about developing flipcharts. If they have any questions from the previous lessons about creating flipcharts, they can be answered in this
End of Day Activity - Wrap Up and Questions

At the end of the training session, the last portion will be given to the trainees for further questions and a wrap up of the last two day’s lessons for each group. At this time, they will be given the opportunity to ask any enrichment questions that they may have about the software and hardware. Also, a preview of the next module’s lessons will be given.
**Brief Summary of Promethean Board Training Module 2**

This training module is to be given after meeting the first training module requirements. Before beginning this training module, persons taking this course should have completed the basic skills course offered online for the Promethean Board software. As in the first module, trainees will be divided into two groups, but as intermediates and proficient. Intermediates are classified as persons who have completed the online course and module 1. Proficient trainees are classified as persons who have competed the online training, module 1 and have significant Promethean Board experience. After completion of the second module, trainees can then continue to receive ongoing training throughout the year.

The following Module schedules contain topics that may be covered over the second two days of the training. As with the previous module the topics are scaffolded, meaning they follow the previous lessons that were taught. These topics are only suggestions and it is up to the expert trainers to decide if the topics are too advanced or basic for the groups that they will be with. Each expert has the luxury of changing the topics to meet the needs of the incoming groups for training as they see fit.
Promethean Board Training Module 2, Day 1, 4 Hours Total

Lessons that will be covered on Day 1

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<td>8. Wrap Up and Questions</td>
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### Promethean Board Training Module 2, Day 2, 4 Hours Total

Lessons that will be covered on Day 2

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