

UNO
DOS
TRES



3 TIPS FOR
EFFECTIVE USE
OF
TECHNOLOGY
IN ALL
LESSONS



to really get away from him, of course, they'd been raising his son for nearly 12 years. But Conrad had also never forgiven him.

Kai wasn't sure she had either, but that word quietly, in a place she didn't look at often.

If it had been Tolly, or Mark, or one of the later members of the cycle, she might have had a chance. Keeping Conrad with her. He had never, after all, been the most noble, most wise knight of the cycle bunch, by his own admission. *(Additional information required)*

But it was Vlad, greatest of noble knights, and Finn and Smitty, who showed up at their cozy dinner. They saw the two men armed for battle, great swords and a wooden dagger blade hanging over his shoulder, and they'd told him, "They're disturbing our world." Finn spoke to her sister to Conrad. "We have to stop them." "LA," Smitty added. "There's a *(Additional information required)*, claiming to own the place."

Technically, the Riders were not. Not that she had did not think that of Luce. She didn't bother waiting for breath.

01

Non-destructive annotations

Non-destructive annotations enable you to correct, mark or emphasise student work without their written work being affected

Wireless display of a mobile device to the main display enables teachers to move around the room supporting focus and student participation

02

Mobile delivery

Teacher View

Student View

3) Complete Anu's method.

$$\begin{array}{r} 2 \\ 3 \overline{) 6} \\ \underline{6} \\ 0 \end{array}$$

$$\begin{array}{r} 1 \\ 4 \overline{) 8} \\ \underline{4} \\ 4 \end{array}$$

$$\begin{array}{r} 2 + 1 \\ 4 \overline{) 12} \quad \underline{8} \quad \underline{4} \\ 12 \quad 12 \quad 12 \end{array}$$

03

LOOPED MODELLING

Recording modelling using a screen recorder tool can facilitate a looped video. Students can see the steps taken to complete the task continually.



to really get away from him. Of course, they'd been raising his son for nearly 12 years. But Conrad had also never forgiven him.

Kai wasn't sure she had either, but that bowed quietly, in a place she didn't look at often.

If it had been Tolly, or Mark, or one of the later members of the circle, she might have had a chance. Keeping Conrad with her. He had never, after all, been the most noble, most wise Knight of the cy-Lure bunch, by his own admission. *(Additional information required)*

But it was Vlad, greatest of Noble Knights, and Finn and Smitty, who showed up at their only opportunity. The two men aimed for battle, great swords and dagger blades hanging over his shoulder, and he did to him. "They're disturbing our world," Finn said. "Other soldiers to Conrad. We have to stop them."

"LA," Smitty added. "There's a *(Additional information required)* in it, claiming to own the place."

Technically, the Return was not. Not that she had did not think that of Lu. She didn't bother washing her hands.

01 Non-destructive annotations

Non-destructive annotations enable you to correct, mark or emphasise student work without their written work being affected

Teachers using touch screen mobile devices that have rear facing cameras are best suited but the most efficient workflow.

1. Use the camera application to capture an image of the students work (if working in PowerPoint you can use the insert/ image/ photo or capture option to capture an image directly onto a slide)
2. Insert the image into the PowerPoint, OneNote or use annotation tools in the photos app in iOS
3. Use the tools within the application to highlight, draw or annotate over the students work
4. Mirroring the device to the main screen can be done prior to or post making the annotations during mini plenaries



Wireless display of a mobile device to the main display enables teachers to move around the room supporting focus and student participation

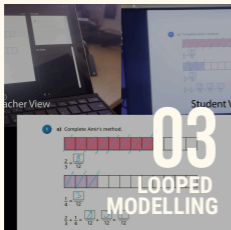


Sections of lessons lend themselves well to the practitioner being able to move away from the front of the classroom.

Effective for:

1. Unrestricted view of the main screen during modelling and instruction
2. Behaviour support: promoting focus for those who could be distracted through teacher movement
3. Student interaction with the main content can be done from their seat rather than them moving to the front
4. When teachers are seated with students the focus of all is on the content at the front

Building in this practice as a regular routine will enable students to benefit most avoiding extraneous cognitive load



Recording modelling using a screen recorder tool can facilitate a looped video. Students can see the steps taken to complete the task continually.

Looped modelling is most effective in practice when used within the PowerPoint application on a Windows device but can also be achieved using the screen recorder feature in iOS. Steps below are for use in PowerPoint:

1. Insert a slide into the deck prior to the lesson ready for your modelling
2. Use presenter mode in PowerPoint to display slides with screen in extend mode
3. Use three fingers to swipe up and select the editing view of your presentation. (Students will see the display slide without interruption)
4. Go to record, select screen record (choose an area of your slide if preferred).
5. Click record then commence annotating
6. Summon the hidden controls at the top of the screen to stop the recording
7. Click the video, select playback/loop until stopped then advance to this slide in presenter mode