

## Using an Interactive whiteboard, the Intranet and a Moodle online learning space for teaching Japanese at Woodcroft Primary school, South Australia

Cecily Wright is a specialist Japanese teacher at Woodcroft Primary School in South Australia where she teaches P-7 classes. Her classroom is alive with books, pictures, artefacts and student work representing the language and culture of Japan.



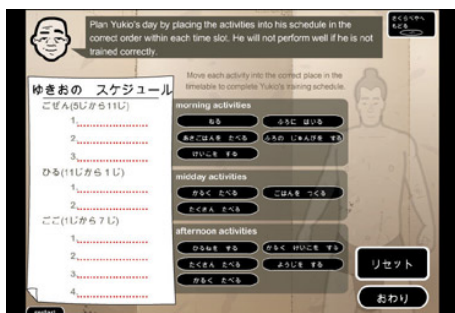
Cecily has also been a long-term, keen user of ICT in her classes – drawing on CDs containing learning activities, games and songs, and the internet, to engage her students. Until now these activities have been projected from her desktop computer to a screen.

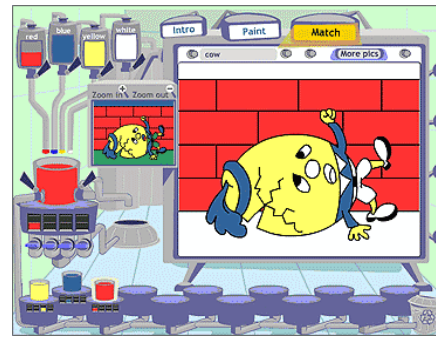
This year Cecily has been one of the teachers selected at Woodcroft to have an interactive whiteboard (IWB) for her classroom. Throughout the year she has been trialling different ways of using it as a teaching tool, and as a vehicle for student learning.

The interactive whiteboard is the only permanent computer access in Cecily's classroom. When more computer access is needed she arranges for the bank of 20 mobile laptops to be brought to the classroom. According to Cecily, using the IWB for teacher introduction of new ideas and concepts, and more importantly for students using it individually, in pairs or small groups and demonstrating and talking about their learning to the rest of the class, has proven to be a real asset to her Japanese curriculum.



Specially selected TLF learning objects are among the digital resources integrated into comprehensive units of work designed for appropriate learner levels. Learning objects include the Japanese versions of Kite kit, Dressing up and Train a sumo wrestler. Moreover, when exploring the range of TLF content, Cecily discovered a Science learning object - *Mixing colours* – which she was easily able to adapt for teaching colours in Japanese.





## Organising curriculum materials online

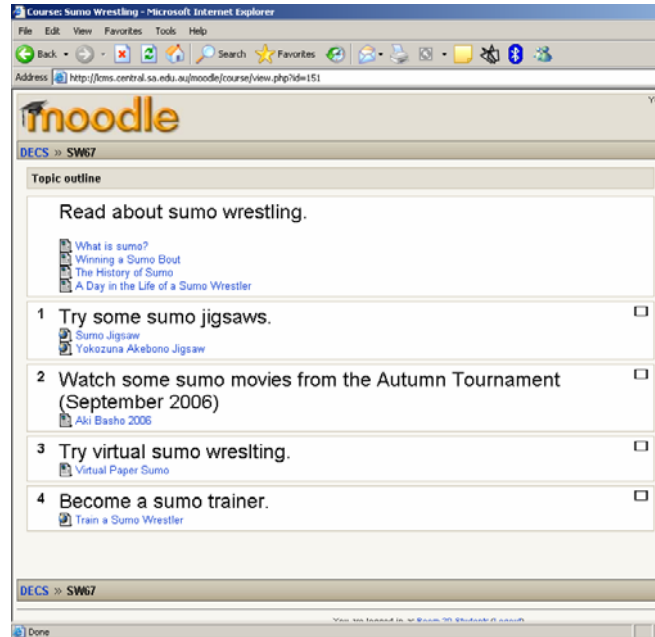


With the assistance of the school technical support, Cecily has organised all of her digital teaching and learning materials for Japanese by year level or topic into her class page on Woodcroft's school Intranet. On one site she has organised her teaching resources for ready access in class when using the interactive whiteboard.

In addition, Cecily has an ever growing comprehensive list of links about Japan and Japanese language and culture that students can access anywhere. These include TLF learning objects; links to websites; video clips; puzzles, songs, pictures and worksheets.



This year too Cecily has also been experimenting with the use of the Moodle learning management system for the presentation of resources and activities to support particular year levels and topics. For example a site has been established for a Sumo wrestling topic for Grade 6. These students have ready access to all resources, instructions and worksheets from the Moodle site associated with the topic. The students find it easy and enjoyable to locate the activities and to work through them at their own pace.



Organising materials in this way enables both Cecily and the students to easily locate and use what is needed for a particular lesson or activity. Technology is a seamless part of everyday teaching and learning in these classes, supporting all the other more traditional activities familiar to a language learning environment.

Cecily believes the combination of the IWB, the Intranet, and now the opportunities Moodle provides, enables her to use the digital environment for presenting more flexible, engaging, and accessible learning activities and to better cater for the varied needs and abilities of the students in her Japanese classes.