

## Using this manual as teacher trainer

*This chapter contains some advises on how to use this manual in teacher training. It is pointed out that this manual only contains a first orientation and hopefully has raised awareness of the different aspect that need to be considered when integrating the Web in education.*

Now that you have experienced a number of Web related assignments you have made a first step towards orienting yourself on this new technological medium. Through the reflections you probably raised many questions for which answers could not be found in this manual. If that is the case the purpose of this manual has been reached. In the following sections the authors would like to share their experiences and offer some perspectives on aspects that need to be considered when trying to systematically integrate the use of WWW in education

### Some experiences from the authors



The authors of this manual were involved in developing assignments and doing courses with teachers. In the following sections some of the lessons that were learned are shortly described.

#### **Cross curricular value of integrating WWW in education**

As pointed out earlier in this manual, one of the probably most apparent benefits of introducing the Web in education is that pupils become aware of what the Web can offer to them in their personal life as well as with regard to educational matters. Once they have acquired basic skills in searching and processing information and constructing answers to authentic questions, they can play a useful role in (virtual) teams that work on real-life problems that need to be tackled via a multidisciplinary approach. In order to prepare pupils for such roles they need to have opportunities to exercise first a lot in rather protected environments where much subject-related and technical support is available. This typically is the case in many schools, where the

teachers are the subject experts and where increasingly also technical aid is available. By integrating the Web in their lessons, each teacher contributes a small part to making students acquainted with the digital highway. Therefore, for teachers it is important to be aware that although the integration of the Web may not immediately result in great added value for their own subject, it can have rather big cross-curricular benefits.

#### **WWW and innovative didactics**

Most teachers who start introducing the Web probably are used to applying traditional methods of teaching, namely working with whole classes at the same time in one room, where pupils are confronted with a mixture of lectures and exercises. One often can observe that these teachers want to give the Web a place in their existing teaching style. When using the Web these teachers are inclined to go with the whole class to a computer room where students are working on their Web related assignments. Quite often it appears that, when working this way, it is virtually impossible to really integrate WWW in the lessons, simply because in many schools there are only one or two computer rooms available. Confronted with this problem many teachers give up or once in a while do a Web based assignment as a kind of marginal activity that does not have many implications for the lessons. Therefore one may wonder if Web based teaching and learning can be combined with traditional lessons methods. In the opinion of the authors it can, but we hurry to add that in the end pupils must become competent in finding their own way through the information jungle at the Internet. This amongst other can be realized by increasingly confronting them with challenging assignments and letting them experience how easily one can get lost (in small dead-end valleys) and showing them strategies of how to get back on the main road again.



### **Advices on how to use this manual in teacher training**

Although this manual currently still is in an experimental form, we expect that chapters 1-3 ultimately could be useful in teacher training. These chapters can be applied by you with student-teachers in almost the same way as you have applied them during this evaluation session.

In case you want to use the current version already in your teaching practice, we would like to offer the following advices:

#### **First do a small pilot**

#### **Make sure you have enough alternative assignments**

