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Topic	Extraction of Metals

Desk top Sharing- A Time Saver

Computer-based technologies offer powerful new ways to provide students with direct experience in the classroom curriculum. I will like to voice my experience about a lesson conducted in two class room simultaneously with the help of **desktop sharing**.

The lesson was conducted in two consecutive sessions of 50 mins each.

Session 1

Collaborative learning is the need of the hour to develop interpersonal and intrapersonal intelligence. As the lesson was to be conducted **in two different classrooms simultaneously** by only one teacher the students had to be highly motivated to participate sincerely and do constructive work even in the absence of a teacher. The motivations arranged for them were Dairy Milk Chocolates and the students had to earn maximum of them for the group and of course the activity was indeed an interesting one.

They could win these chocolates by completing the task in time; maintaining discipline (this was to be decided and controlled by noise meter which is a simple paper semicircle with a pointer), by giving a best presentation and effectively answering the question posed to them.

Giving Instructions (5Mins)

The class were briefed about the technique to be used (I was present in VIII A, VIII B could hear me) and the activity to be conducted.

Grouping (5 mins)

Each class was divided into four groups of five each two groups had six students using random grouping techniques using coloured cards. For VIII A and B a leader was appointed to do the needful and help maintain discipline.

VIII A Groups -Red, Blue, Green, Purple

VIII B Groups - Orange, Pink, Brown, White

Each group was given a laptop.

Task allotted

Red and Orange	Iron extraction
Blue and Pink	Zinc and lead extraction
Green and Brown	Aluminum extraction
Purple and white	Copper refining

Introduction to the lesson (5 Mins)-

To provide conceptual foundation and spark interest I began the class by tapping student's previous knowledge on the reactivity series of metals using a simple **drag and drop activity** using the **interactive board**. One member from each group had to come out and arrange any element in the series and the remaining were arranged by the leaders. Another drag and drop activity for definition of oxidation and reduction was also conducted

Activity 1 (35 mins)

Instruction given and briefing about use of mind map soft ware (5 mins)

Students had the knowledge of oxidation and reduction and were well versed with chemical reactions. A pot of words was given to the learners as a hand out, they had to use these words from that pot and find a method to extract the metal given to them. This they would present in the form of a mind map using the mind map soft ware. The work had to be saved on the server in a folder named 'Extraction – 8AB'. A power point presentation on a general concept of extraction of metals was a reference provided to the students on the desktop of their lap top. The time given to them was 30 mins. I went round providing guidance and motivating them and helping them with the **mind map soft ware**. I did go to 8 B also.

Session 2

Presentation of work by each group (40 mins)

Desk top sharing facilitated the work of each group to be viewed by all students of both the class. Each group got 4 mins for presentation. While this session was on all lap tops shut down. And the work was accessed from the server. This was followed by a question answer session which helped clarify doubts; if questions were not answered satisfactorily I helped and added on to the concept. The lesson was summarized by the leaders. The earned incentive was given to the groups.

Worksheets of structured question were given as a home assignment.

Some believe that technology cannot replace a teacher and some says that technology will replace a teacher but desk top sharing has found a middle path where the teacher may not be physically present but her voice, teaching strategy used, handling students answers and answering their queries is possible. I

adopted this strategy as the chemistry teacher for VIII B was on leave and I was asked to take over. Undoubtedly it saved time but most important was that the portion did not suffer when a teacher was absent. No longer had the school to arrange proxy periods in which the student couldn't do any constructive work. The lesson took a form of an inter class competition and hence I had no problem regarding discipline. The very fact that friends from the other class would get to view their presentation and work added on to their enthusiasm. It was a novelty for them which also added to the effectiveness of the lesson. Using a new software mind map rather than a regular format of a power point also motivated them, and of course the chocolates were also tempting. Moreover **the lesson incorporated Multiple Learning Strategies**. This Technology-enhanced lesson and activity represent a variety of learning strategies that include active learning strategies, constructive learning strategies and cooperative learning strategies. The lesson was purely student centric and therefore was a great success. Many more such sessions was conducted not only by me but by other teachers and students benefited from the expertise of different teachers. It was a very beneficial experience.