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TheELMOVisualiserP30wastestedinChemistrylessons

It was used during a period of practical exercise in a 12th grade standard level Chemistry course in which the pupils solved individualized tasks that they presented to their classmates by means of a camera.

In a 10th grade class there followed a self-study phase lasting several hours in which the pupils prepared their own process and result portfolios. Subsequently, there was a discussion of key curricular content based on selected copies, again using the camera system.

In the standard level Chemistry course using the camera "only" gained some time compared to the customary methods (blackboard, OHP) that are used when routine exercises are presented.

I particularly noticed added pedagogical value in the 10th grade. Therefore, in the final discussion I quite deliberately showed overhead transparencies that I had not prepared, but when viewing the pupils' portfolios I specifically selected copies highlighting key aspects. The attention and involvement of the pupils were noticeably higher, as henceforth they could learn from material they had prepared themselves. In this way the respective authors received recognition from the entire study group. Any corrections or additions that became necessary could be inserted straight into the work.

Since it has now been possible to purchase a beamer for the chemistry department, we are intending to make greater use of the camera in routine activities.

I expect a positive boost in motivation, if, as was the case in the 10th grade, pupils' work in its original state, i.e. from the schoolbook, becomes a basis for discussion.

Another goal is to project suitable experiments which will potentially enable assays to be miniaturized.

We have not yet gone about cooperating using a PC, but it also opens interesting perspectives, that can be tackled as soon as the enabling technology exists.