

## **The SHARE Process and ICT-supported Learning**

Based on the work of Bambino (2002), Easton (2002), and Killion & Roy (2009), the SHARE process is designed to encourage teachers to learn from each other. In this resource, the process is applied to teacher sharing as it relates to Ict-supported learning. The key steps in the SHARE process are as follows:

- ❖ **Select a relevant teaching-learning activity to be shared**
- ❖ **Highlight the key aspects of the experience**
- ❖ **Ask clarifying questions**
- ❖ **Reflect on the experience**
- ❖ **Evaluate the lessons learned**

Let us consider each of the above steps in the sharing process:

### **Select a relevant experience to share:**

The presenter selects a meaningful teaching or learning experience to share related to the use of ICT-supported learning

- ❖ At first, it is important to share successful experiences
- ❖ Some potential topics include:
  - ✓ Using PowerPoint in class
  - ✓ Using a You Tube video
  - ✓ Introducing flip camera use to students
  - ✓ Organizing students into groups
  - ✓ Introducing the use of Voice Thread

### **Highlight the key aspects:**

The presenter briefly explains:

- ❖ the purpose of the session
- ❖ the teaching-learning process,
- ❖ the ICT tools used, and
- ❖ results that were obtained

Highlighting other important aspects:

- ❖ What special techniques were used?
- ❖ How did the students respond?
- ❖ What surprised you?
- ❖ How did you feel? etc.

### **Ask clarifying questions**

Group members ask questions to fully understand the activity so they can respond to it

- ❖ “How were the students organized?”
- ❖ “How familiar were they with the topic?”
- ❖ “How long had the participants been learning about the topic?”
- ❖ “Were you interrupted or pressed for time?”
- ❖ “How were students used to help other students?”
- ❖ “Did you have technical problems?” etc.

### **Reflect on the teaching or learning activity:**

Group members reflect on and react to the presenter’s ideas on the activity by commenting on its strengths, posing questions about it, and making suggestions

- ❖ Be specific about the aspects of the activity that were positive –
- ❖ “I liked the way you . . .”
- ❖ “Why did you organize the groups that way?”
- ❖ “Did you ever try . . .”

N.B. Try to give more warm than cool feedback!

### **Evaluate the lessons learned:**

After the group feedback, the presenter summarizes the lessons learned

- ❖ “I was interested in the point you made, I never thought about it that way . . .”
- ❖ “I appreciated the suggestion you made, I will try it the next time I teach this topic”
- ❖ “I got some great ‘gold nuggets’ from your comments, they have got me really thinking”

### **References**

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