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September 2014 Vol - 2 Issue- 9

TEACHERS AND STUDENTS PERCEPTION TOWARDS USE OF INTERACTIVE WHITE BOARD: A STUDY

Ms. Sushma H.B¹

¹Research Scholar, Department of Studies and Research in Education, Gulbarga University,
Gulbarga, Karnataka, India.

ABSTRACT

The study attempts to evaluate the teachers and students perceptions towards instruction and learning using interactive white board (IWB) by conducting a study at Yadgir. 51 samples were taken from students and teachers. The results show that teachers think their lesson becomes more effective and interactive with IWB and helps students learn and comprehend the concepts easier and faster and makes course enjoyable. Further it is found that students believe they enjoy learning when teacher uses IWB and give them opportunity to learn new things and increase their motivational level with added attention and interest.

KEYWORDS: Integrating technology, Information and communication technology, Interactive white board.

INTRODUCTION

Current, information and communication scenario, educational institutions have tried to provide students with better learning environment by equipping them with latest innovative technologies. Such effort has enabled use of various assistive technologies, such as computers and internet in their

classrooms, this process is called integration of information and communication technologies ICT (Hsu, 2010). Interactive white board is one such technology and a part of ICT integration process. It is asserted that IWBs can enhance the functionality of existing ICT such as computers and projectors by adding

interactivity to these media that makes it distinct from traditional PowerPoint presentation (Hall & Higgins, 2005). IWB allows teachers and students to freely interact with technology in a manner unlike earlier, when it was not possible. The touch sensitive board allows users to interact directly with applications without having to be physically before the computer which is projecting the image onto the board (Beeland, 2002, p.2). IWB technology facilitates, enhanced social interaction (Türel & Demirli, 2010). Reformed learning environments—teachers may facilitated student’s involvement, interaction, and collaboration (Smith et al., 2005) and drew the learners’ attention (Türel, 2010). Facilitating learning and remembering using visual media (Türel, 2010). Enlarged computer touch screen. Interactions can be recorded and saved—Acrobat (PDF) document, PowerPoint slides, or record whole lecture as a movie file. Successful instruction may be a result of various IWB features along with sound instructional strategies (Brown, 2003; Glover et al., 2007). Teachers can deliver a variety of strategies and techniques into practice, using IWBs by considering the characteristics in the learning context, including students’ needs and interests, with technical facilities (Türel, 2010).

SIGNIFICANCE OF THE STUDY

IWB is significantly an advanced guiding and dependable tool for revolutionised and instructionalised technology at various learning levels. IWB technologies has greater benefits and positive effects on students learning, as successful instruction may be a result of various IWB features along with sound instructional strategies. The rationale of going for IWB is that the teachers can effectively plan and implement a variety of strategies and techniques into practice. (Türel, 2010) and can use pictures for discussion and brainstorming, collaborative

writing, shared reading, peer-teaching, and collaborative problem solving (BECTA, 2006). Mistakes in the materials can be corrected immediately (Beauchamp & Parkinson, 2005).

Some of the studies at international level carried out on IWB are, (Türel & Demirli, 2010) found that IWB helps in highlighting, coloring, or annotating important content. (Levy, 2002; Smith et al., 2005) found that with IWB one can flip back and forth to review previous content providing reviewing techniques better understanding. (Türel, 2010) with IWB one can hide and reveal, drag and drop, and matching items activities. (Bell, 2002) believed one can touch and feel the material—good for tactile learners. (Smith, 2008) found IWB can accommodate lower ability and special needs—zoom feature for visually impaired students. (Beauchamp & Parkinson, 2005) according to them one can find hidden part of a picture with spotlight or screen-shade. However in the Indian context, very few articles appeared. Hence in the era of emergence of smart classes in School education, this study occupies significance.

LITERATURE REVIEW

Ball (2003) says lessons using an IWB are “easier to understand”. Copper (2003) finds that teacher were more positive in their positions because the IWB enabled them to teach more effectively. Glover et al (2005) find evidence by analyzing 55 video-recorded classroom lessons and suggests students are aware of three key benefits of lessons taught with the aid of IWBS *Bright and clear presentation of material.*Stepped learning and the ability to recall earlier material.*Rapid responses to interactive examples so that learning is reinforced or revisited. Greenwell (2002) states, “students’ retention of the skills taught has been excellent”. Latham (2002)

reports that 84 percent of teachers polled felt more effective in their course planning and preparation when an IWB was introduced in their classroom. Levy P. (2002) "increases enjoyment and motivation, greater opportunities for participation and collaboration, developing student's personal and social skills. Smith H (2001) students are able to cope with more complexes as a result of clearer, more efficient and more dynamic presentation. Towlson (2003) pointed to the practical advantage of notebook software in conjunction with a computer and an IWB, "Had a child arrived late to the lesson, after the initial introduction, the teacher would still have a copy of what that child had missed."

OBJECTIVES

The objectives of the study are

- ★ To understand the teachers perceptions towards instruction using IWB.
- ★ To know the students perceptions towards learning using IWB.
- ★ To identify any gap between teachers and students perceptions towards using IWB

DISCUSSION

Table-01 Teachers' Perceptions Towards Instruction Using IWB

(A) Instructional Effects of IWB Use In Terms Of Teaching

SL NO	STATEMENT	PERCENTAGE OF RESPONDENT
01	I think the lessons become more effective with IWB	100%
02	IWB facilitates the classroom management for me	80%
03	IWB helps my lessons be more interactive	80%
04	IWB facilitates discussions on the content in class	80%
05	IWB provides advantages to me make course content more visual	90%
06	IWB helps me to use the computer and projector more effectively than before	80%

Above table reveals 100% of teachers think their lessons becomes more effective with IWB. 90% of the teachers say IWB provides advantages in making their course content more visual, and 80% of teachers say IWB

METHOD

A survey was conducted

SAMPLE

For collecting the requisite data from teachers and students of Don Bosco English Medium High School, Yadgir was selected.

TOOL

The data was collected from teachers and students by administering questionnaire on "Teachers' perceptions towards instruction using IWB." And "Students' perceptions towards learning using IWB".

PROCEDURE

For the present study the researcher visited Don Bosco English Medium High School Yadgir, the only school which uses IWB for teaching and learning. Standardized questionnaire for both teachers and students were given, and next day it was collected back and based on the responses, analysis was carried out and positive percentage was tabulated.

facilitates classroom management and discussion on the content in class and helps their lessons to be more interactive and also helps them to use computer and projector more effectively than before.

(B) Instructional Effects of IWB Use in terms of Learning

SL NO	STATEMENT	PERCENTAGE OF RESPONDENT
01	I believe using an IWB helps my students learning	100%
02	Using an IWB makes it easier for my students to remember what they learned in class	80%
03	My students learn faster when I teach with an IWB	80%
04	Using an IWB helps students to learn concepts easier	90%

Above table reveals 100% of teachers believe using IWB has helped their students learning. 90% of teachers say IWB helps their students to learn concepts and comprehend easier. 80% of them say teaching with IWB make their students easier to learn the concepts and remember what they have learnt in class.

(C) Motivational Effects of IWB use in terms of Teachers

SL NO	STATEMENT	PERCENTAGE OF RESPONDENT
01	I enjoy teaching with an IWB	70%
02	I noticed my IWB skills are improving day by day	80%
03	Learning how to use an IWB is essential to me	80%
04	IWB makes my course more enjoyable	70%

Above table reveals 80% of the teachers felt learning how to use IWB is essential and noticed their IWB skills are improving. 70% of the teachers say IWB makes their course more enjoyable and they enjoy teaching with IWB.

(D) Motivational Effects of IWB use in terms of Students

SL NO	STATEMENT	PERCENTAGE OF RESPONDENT
01	Using IWB increases my students' interest in class	80%
02	My students focus on my lesson more when I use an IWB	80%
03	IWB increases my students' motivation towards the courses	80%

Above table reveals 80% of teachers say using IWB in class has motivated their students towards the course by increasing their interest and are more focused on their lesson.

(E) Usability of IWB

SL NO	STATEMENT	PERCENTAGE OF RESPONDENT
01	IWB can be used in all kinds of courses	80%
02	IWB can be used with various instructional methods and techniques	100%
03	Frequency of IWB use (Frequently)	90%
04	Duration of weekly IWB use (Less than 5 hours)	80%

The above table reveals 100% of teachers agree that IWB can be used with various instructional method and techniques and 90% of them use IWB frequently. 80% of them agree that IWB can be used for all kinds of courses but use less than five hours in a week.

Table-02 Students' Perception Towards Learning Using IWB

SL NO	STATEMENT	PERCENTAGE OF RESPONDENT
01	I enjoy learning when the teacher uses an IWB	96%
02	I concentrate better in class when an IWB is used to deliver instruction	73%
03	I can learn many things when my teacher uses an IWB	88%
04	IWB makes the lesson more interesting , demonstrative and not so boring	90%
05	I know that using IWB gives me opportunity to learn many more new things	96%
06	We can learn a lot with IWB, I think it is useful and sometimes we use it in groups	77%
07	Using of IWB makes the studies easier	86%
08	IWB increases our motivation level, helps in understanding the lesson better by paying more attention	92%
09	IWB helps to develop our knowledge a lot	86%
10	It is easy, simple, quick and joyful to use IWB	82%
11	It is easy to correct mistakes, it is more interesting and enjoyable than an average lesson, the materials can be used again and again and with the help of the pictures, sound effects and crosswords the lessons are more fun	74%
12	It is important to do my best in studies	80%
13	I believe that it is important for me to learn how to use an IWB	78%

Above table reveals 96% of students enjoy learning when teacher uses IWB and also say it gives opportunity to learn many more things. 92% Of the students say IWB increases their motivational level and helps in understanding the lesson better by paying more attention. 90% of them agree IWB makes the lesson more interesting, demonstrative and not boring. 88% Of students say they learn many things when teacher uses IWB. 86% of students agree that IWB makes their studies easier and helps in developing more knowledge. 82% of students say it is easy, simple, quick and joyful to use IWB. 80% of them say IWB is important to do best in their studies. 78% of them believe that it is important for them to learn how to use an IWB. 77% of students agree they use IWB in groups. And 74% of them agree it is easy to correct mistakes and with the help of pictures, sound effects and crosswords lessons are more fun. 73% of them agrees they concentrate better in class when an IWB is used to deliver instruction.

CONCLUSION

After analysing the data it is noticed that the use of IWB enhances the teachers' and students' perceptions towards instruction and learning. IWB can be implemented in the schools and there by instructional process can be evaluated. As learners are motivated by this, students would be eager to use IWB and it increases the standard of education they receive. Which augment reception and the process of "refer, recall and recollect" gets easy and paves way to quick accessibility to teaching material and learning process. In the back ward region of Hyderabad -Karnataka, on personal visits to the schools Don Bosco of Yadgir districts, it is found that only one school is using smart class technology. Although results are positive and both teachers and students are found to be happy with the performance of IWB, but still efforts are to be made to improve the acquaintance and usage to be improve the teaching and learning skills.

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