Apr 14th, 9:00 AM - 10:00 AM

Including the Interactive White Board in a Classroom

Andrew Werkema
Illinois Wesleyan University

Leah Nillas, Faculty Advisor
Illinois Wesleyan University

Follow this and additional works at: http://digitalcommons.iwu.edu/jwprc

Interactive White Board in an Elementary Classroom

Andrew Werkema and Leah A. Nillas*
Educational Studies, Illinois Wesleyan University

Research Question

How can I an integrate Interactive White Board (IWB) into an elementary school classroom?

Literature Review

- Teachers who are not trained with the IWB have a tendency to not use the IWB in a way that furthers student 's learning (Lerman & Zevenbergen, 2008).
- The IWB can speed up lessons and provide students with a more visual learning experience (Bush, Priest, Coe, et al., 2004).
- "The IWB allowed students to watch peer leaders prompt and perform the appropriate behaviors which made the ownership of those behaviors much more enticing" (Blanton & Helms-Breazeale 2000,)

Methodology

- 23 first grade students from urban areas participated in this study.
- I analyzed lesson plans, teacher journals and students work to investigate the ways I integrated IWB using Mishra and Koehler's (2006) TPACK framework.

Pedagogy: Teachers need understanding of how students learn, general classroom management skills, lesson planning, and student assessment.

Technology: Teachers must have an understanding of technology and know when to use it.

Content: Teachers must have knowledge of concepts, theories, ideas, organizational frameworks, knowledge of evidence and proof (Shulman, 1986).

Figure 1. Focus based on TPACK Framework

Data Analysis

- Technology: I analyzed how I used the IWB in teaching concepts.
- Pedagogy: I examined how the use of IWB defined my pedagogy.
- Content: I reviewed how IWB facilitated in meeting learning objectives.
- I focused on the relationship between *Technology* and *Pedagogy.*

Results

- IWB allowed me to view online sources, access online curriculum materials, provide interactive materials, document students or teacher work, create positive learning experiences, model , and create opportunities for students to be active learners.
- By looking at my teacher journals I found that when students interacted with the IWB it allowed them to show their knowledge to the class.
- I found by looking at students work, that students work was often neater and better met the objectives I had set when IWB was used in a lesson.

Conclusion

- My study, much like other research of this type, has found the IWB affected all aspects of a teacher's pedagogy.
- Future research should include more classrooms and a wider variety of teachers participating.
- Teachers should be trained with IWB before conducting a study to examine what the IWB can do in experienced hands.