Including the Interactive White Board in a Classroom

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Interactive White Board in an Elementary Classroom
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Research Question
How can I 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 students’ 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.

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.

Figure 1. Focus based on 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).

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.