Interactive Whiteboard Use: Changes in Teacher Pedagogy in Reading Instruction in the Primary Grades

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Interactive Whiteboard (IWB) use is increasing in Canadian classrooms accompanied by numerous claims of benefits for pedagogy and learning. The purpose of this study was to examine how IWBs are integrated into reading instruction in the primary grades (K-3), how their use enhances or alters teacher pedagogy and practices, and supports curricular technology integration mandates. Four teachers who taught in mainstream primary classrooms and were frequent IWB users participated in this four-month study. Eight English Language Arts lessons were observed per teacher. Data sources included interviews, observational data, logs, reflective journal responses, and training materials. Quantitative data on duration and frequency of activities with and without IWB use were analyzed to compare teacher and student use, the content of reading instruction, and the interactivity of activities. IWBs were in active use for approximately 50% of instructional time. The most frequent uses were guided practice, information provision, and questioning. Students engaged in paper-based literacy practices such as worksheet completion and shared and independent reading. The type and duration of students’ IWB use varied between and among classrooms. Paper-
Students and teachers strongly preferred to use interactive whiteboards in the classroom. Using an IWB led to a faster pace of instruction. Using IWBs led to increased student engagement, primarily because of the visual aspects of the interactive whiteboards. In these schools which were equipped within the scope of FATIH project, all students from the four last-grade classrooms of the primary school (8th grade) and the four first-grade classrooms of the high school were taken as samples. The survey has been applied on one primary school (98 students, 4 classes) and one high school (104 students, 4 classes) classes of which are equipped with IWB. Interactive whiteboards support many different learning styles and are used in a variety of learning environments, including those catering to students with hearing and visual impairments. Research also indicates that notes taken on an interactive whiteboard can play a key role in the student review process, leading to higher levels of student attendance. Active learning learners actively engage in the learning process through reading, writing, discussion, analysis, synthesis and evaluation, rather than passively absorbing instruction (e.g., lecture model of instruction). Interactive teaching is all about instructing the students in a way they are actively involved with their learning process. There are different ways to create an involvement like this. Most of the time it’s through. 3 Effective interactive teaching strategies to encourage speech in your classroom. First, I want to put some activities in the spotlight. The following interactive student activities are three of the most effective ways to encourage more speech in your classroom. 1. Think, pair and share. Set a problem or a question around a certain topic, and pair up your students. Give each pair of students enough time so they can reach a proper conclusion, and permit the kids to share their conclusion in their voice.
pace of instruction. Using IWBs led to increased student engagement, primarily because of the visual aspects of the interactive whiteboards. Are there any differences between the primary grade students’ viewpoints and high grade students’ viewpoints about using IWBs?

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