Case Study: Efficiency of Blended Learning in SMART Board Training for Teachers

Lucie Rohlíková, University of West Bohemia, Pilsen, Czech Republic
Jana Vějvodová, University of West Bohemia, Pilsen, Czech Republic
Ondřej Rohlík, University of West Bohemia, Pilsen, Czech Republic

ABSTRACT

The paper focuses on using ICT in teacher training to instruct them about using ICT in class. Several ESF projects aimed at enhancing teachers’ pedagogical ICT competence in the Czech Republic build effective blended learning programmes. The aim of this paper is to share Czech experience from the course How to use a SMART Board in a classroom. Our course is based on pedagogical principles of experiential learning. With this technique, the participants obtain new knowledge and skills through a practical activity. Attention is paid to online communication through discussion forums, which brings many advantages including the participants working on problems with one another. Thus, learners were offered the opportunity not only to reflect on their own work, but also on the work of their peers, which over time led to increased learning. Finally, we introduce the results of the survey from which we obtain data for the course evaluation.

Keywords: Asynchronous Online Communication, Blended Learning, Experiential Learning, Learning By Doing, On-Line Course, SMART Board, SMART Notebook, Teacher Training

1. INTRODUCTION

The Institute of Lifelong Learning of the University of West Bohemia conducts or participates in several ESF projects. These are aimed at enhancing teachers’ competence in using information and communication technology in class purposefully.

The target groups include teachers at elementary and secondary schools and higher education institutions. However, among participants are instructors at various types of educational institutions as well. The projects serve the needs of teachers from various regions of the Czech Republic.

The teacher training in using the SMART Board is an integral part of all these projects. There are special courses to develop competencies to use SMART Board in the classroom and there are other courses which are oriented...
towards integration of multiple learning technologies—in this case SMART Board is a partial (but important) theme.

The course “How to use a SMART Board in a classroom” is designed to train teachers to use the interactive SMART Board tool efficiently in teaching the subjects they are qualified in. Over the course of six weeks, the participants work through three skill levels. These include beginners, intermediate and advanced users. At the end of the on-line course, they are able to prepare a lesson using the interactive board. The board integrates various teaching resources, interactive exercises and diverse methods.

2. COURSE DESIGN

The training is organized as six-week-long blended learning that takes form of on-line courses with kick-off and wrap-up face-to-face tutorials.

Before distance learning in on-line courses, participants complete an introductory tutorial. The tutorial provides students with instructions about:

- Technical requirements for participation in the course
- Enrolling on the course
- Method of communication with the tutor and other participants
- Procedure for submitting assignment
- Ways to obtain their evaluation
- Rules for studying the course
- Conditions for successful completion of the course.

The whole six-week distance study ends with the final tutorial. In this tutorial, the course participants present specific results of their coursework. These include teaching materials prepared using SMART Notebook software. They will also discuss their work with the tutor and other participants.

Students complete the on-line course in an LMS environment. At the introductory tutorial, however, they also receive an off-line interactive multimedia e-book and a textbook.

The course consists of five chapters:

- Introduction to SMART Board
- SMART Notebook 10 software
- SMART Notebook—working with objects,
- SMART Notebook—galleries,
- Method of preparation and sources of ready-made materials

The course contains the total of seventeen study articles. The intention was to guide students away from passive reading toward other course activities. These include two self-tests, four exercises, one final assignment and six discussion forums. The course contains in total one hundred and forty-eight figures and photographs, twenty-one video sequences and twenty sample files generated in SMART Notebook software. Five video sequences in the first chapter show the author of the on-line course at work: by the interactive board, explaining its features. The other sixteen videos are tutorials explaining the navigation of the SMART Notebook 10 software step-by-step. The study articles contain links to useful resources, such as digital shared repositories with a number of files generated in SMART Notebook software. Teachers can use these ready-made files in their own lessons or for inspiration in preparing their own materials.
Related Content

Byzantine Fault-Tolerant Architecture in Cloud Data Management
[www.igi-global.com/article/byzantine-fault-tolerant-architecture-in-cloud-data-management/170505?camid=4v1a](www.igi-global.com/article/byzantine-fault-tolerant-architecture-in-cloud-data-management/170505?camid=4v1a)

Clustering Obsolete Computers to Reduce E-Waste
[www.igi-global.com/chapter/clustering-obsolete-computers-reduce-waste/65000?camid=4v1a](www.igi-global.com/chapter/clustering-obsolete-computers-reduce-waste/65000?camid=4v1a)

Investigating the Associated Factors of Trust on Online Transactions
[www.igi-global.com/article/investigating-the-associated-factors-of-trust-on-online-transactions/117881?camid=4v1a](www.igi-global.com/article/investigating-the-associated-factors-of-trust-on-online-transactions/117881?camid=4v1a)
Technology-Related Trust Issues in Inter-Organizational Business Relations
www.igi-global.com/chapter/technology-related-trust-issues-inter/52144?camid=4v1a