Chapter 31

Learning in the Primary School Classroom using the Interactive Whiteboard

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ABSTRACT

The Interactive Whiteboard (IWB) is a recent innovation and with it has come a renewed discussion of the nature of interactions in the primary school classroom. In this chapter the interactive affordances of the IWB, where users can physically manipulate two-dimensional objects on the board, are discussed. In focusing on this aspect, the types of resources used via the board are examined as are the multimodal features. In considering the nature of interactions between participants whilst using the IWB, interactions between teachers and students and between students and students are discussed. There is a focus on the ability for the IWB to support dialogic interactions in a more student-centered classroom. In examining interactions through the IWB, the way boards can be used to connect students to content, such as Web sites, is explored. In focusing on interactions with other participants the use of video conferencing is discussed.

INTRODUCTION

Over the last decade, the Interactive Whiteboard (IWB), which is classified as an interactive whole-class technology, has become increasingly common in many classrooms in the developed world. The use of the IWB impacts on the level of interactivity that occurs in the classroom. This notion of interactivity can be considered in a number of different ways.

First, there is interactivity of the board, where students and teachers are able to physically manipulate two dimensional representations of objects. Secondly is the interactivity of participants in the classroom when using the IWB. Here interactions can be between teachers-to-students and students-
Learning in the Primary School Classroom using the Interactive Whiteboard

to-students. Lastly, there are interactions of content and people which can be mediated via the boards. This level of interactivity includes access to websites as well as to students and experts via video conferencing technologies.

This chapter focuses on primary school classrooms where the IWB has been incorporated into learning and how the IWB can be used to support interactivity. In focusing on interactivity, research is drawn on that has been conducted by the author as well as the research of others.

BACKGROUND

The first IWB were produced and sold for use in the business world. By the late 1990s the educational uses of the boards were realised and they started to be installed in some classrooms. It was not until the turn of the century that the IWB made large inroads into the classroom; this was due in part to affordability. For example, in the UK the sales of IWBs rose over 3 years from 27375 to 99 848 in 2005 (Futuresource, 2009) and now has 70% of classrooms installed with IWBs. Denmark and the Netherlands have 40-42% of their classrooms installed with IWBs whilst Australia, the USA, Mexico and Ireland have just under 30% (Lee, 2010).

Along with the affordability of the IWBs, another important factor in the rapid uptake of the IWBs was the acceptance by teachers as pointed out by British Educational Communications and Technology Agency (BECTA) (2007):

BECTA defines an IWB as “a large, touch-sensitive board which is connected to a digital projector and a computer. The projector displays the image from the computer screen on the board. The computer can then be controlled by touching the board, either directly or with a special pen” (2003). The board is multipurpose as it can be used in a similar way to a whiteboard and serves as a screen projector, a sound system, and a visualiser, to name only a few of the functions. The board, via the computer can connect to writing tools like Word and through the use a keyboard, allows writing to be constructed in a whole class or group setting.

The interactive aspect of the board means that participants can use pens or with some boards their fingers to manipulate objects on the board. Lessons can be downloaded from the internet which can then be used in their original form or be modified to suit the needs of the teacher and students. Lessons can also be created from scratch.

Originally, only one person could use the board at any one time. New IWBs are now being produced that allows two and three users to interact with the board together which creates new opportunities for both whole class and group work.

INTERACTIVITY OF THE BOARD

The IWB comes with a range of inbuilt tools that allow users to interact with them in a number of different ways. The board has many of the func-