

Mal Lee

Considering the IWB Developments in their Holistic Context – in Schools and Education Authorities, Historically and Globally

We are witnessing a historic revolution in the instructional technologies used in the world's classrooms. Virtually overnight interactive whiteboards, when implemented wisely are not only fundamentally changing the teaching materials used, but are acting as a catalyst to shift teaching and schools from a paper-based to digital operational mode.

The intention is examine at a macro level the global use of interactive whiteboards (IWBs), and the associated digital instructional technologies in their holistic context, and the factors behind their impact.

The plan is to reflect on the profound changes that have occurred in the whole class use of digital instructional technologies in the 2000s, and to identify the major human and technological variables needing to be addressed at the school and authority level if the undoubted potential of digital technology is to enhance the quality, appropriateness, effectiveness and efficiency of schooling.

Consideration will be given to the variables not only at play within the classroom, but throughout the school, within the students' homes and the educational authority. These include the fundamental importance of achieving total teacher usage, ongoing professional development, having 'digitally literate' school and education authority leaders, providing appropriate finance and using wise holistic implementation plans, as well as providing the requisite teaching tools, infrastructure and support if one is to capitalize on the 'IWB revolution'.

Niel McLean

Interactive Whiteboards: tools for learners; tools for teachers

There has been significant adoption of interactive whiteboards (IWB) in UK classrooms with 73% of teachers reporting that they use an IWB regularly in lessons. This contrasts with the take up of other technologies such as learning platforms where the rate of adoption has been much slower. At the same time the huge growth in learners' personal access to technology has not been reflected in the adoption of more 'personalised' e-enabled pedagogies, with little focus in the classroom on the use of technology to support learners' development of higher-order thinking skills.

The aim is to unpick the pedagogical, management and leadership issues that underpin the more transformative uses of technology, in order to set an agenda that moves beyond seeing the IWB as primarily a presentational medium, to one which supports deeper learning through modelling and dialogue. The context will be the 'whole school' approach to the use of technology that builds on learners' access to technology outside the classroom.