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Students and Teachers Attitudes on Using Smart Board Technology in Different Classes

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Abstract

Individuals' attitudes with technology present (show) index of the materials consumed. During most of the twenty-first century, technology has enhanced enormously. Students' and their teachers' attitudes are fatal in the operative and dynamic use of technology. This current study's purpose was to resolve the attitudes of students' and their teachers' while using technology in classrooms. The study group contains students from grades 6 to 8 and their teachers. This adjectival study is a quantitative research method (Karasar, 2005). The data obtained were evaluated by using a 3-point Likert type questionnaire prepared by the researcher. Frequencies and percentages were used in the analyses.

Keywords: Smart board, technology, Attitudes.

Actitudes de estudiantes y docentes sobre el uso de la tecnología Smart Board en diferentes clases

Resumen

Actitudes de los individuos con tecnología presente (mostrar) índice de los materiales consumidos. Durante la mayor parte del siglo XXI, la tecnología ha mejorado enormemente. Las actitudes de los estudiantes y sus maestros son fatales en el uso operativo y dinámico de la tecnología. El propósito de este estudio actual era resolver las actitudes de los estudiantes y sus maestros mientras usaban la tecnología en las aulas. El grupo de estudio contiene estudiantes de los grados 6 a 8 y sus maestros. Este estudio adjetivo es un método de investigación cuantitativo (Karasar, 2005). Los datos obtenidos se evaluaron mediante un cuestionario tipo Likert de 3 puntos preparado por el investigador. Se utilizaron frecuencias y porcentajes en los análisis.

Palabras clave: Tablero inteligente, tecnología, actitudes.

1. INTRODUCTION

Throughout the time, technology has become a fundamental part of our daily routine. It influences men, women, the elderly and even kids, where approaching a great amount of information is easily possible. English students at this point are no longer interested in the traditional methods of teaching such as textbooks, papers, flashcards, and black or white boards. The use of modern media in teaching different classes is considered to bring effective learning, courses

based on smart boards provide conveniences to the education process, therefore, modern teachers should operate student's motivation to learn and discuss the influences technology has on inclusionary education. Several studies (Balta & Duran, 2015; Campbell & Martin, 2010) examine that the use of technology in class stimulates students and increases their motivation for the lesson.

Smart boards are known as an educational tool of the educational situation that give students and their teachers the chance to experience their skills, repeat, interact with knowledge.

Smart boards present many solutions like presentations, observing songs and, also the chance to review the shown points on the board later (Smith et al. 2005). Smart board are a valuable instrument of presentations that can be the alternative to conventional and recent classroom supplies (like blackboards, flipcharts, maps, images, graphs, books, calculators and players).

As clarified by Levy (2002), smart boards have the feature of introducing learning materials and information, demonstrating notions and opinions, therefore, they support this process by grab student's attention, stimulate their motivation and satisfy their needs for learning.

According to Cunningham et al. (2003), it is the visual nature of the Smart Board that keeps students alert as everyone in the classroom becomes more attentive watching the acts. Smith (2000), reports that 78 percent of students observed were motivated by an interactive Smart Board and experience increased understanding of the subject of different classes when it was shown visually on a Smart Board instead

of a simple explanation. Smart Board promotes class discussion and improves students' explanation and motivation skills. Students' and their teachers' ability to react, transfer and record and other aspects like sounds, videos, and animations, colors, images and support different kinds of learning styles, apply more fun to learning, enhance interactions and enrich the environment, as it is quite important to take in consideration the importance of all students needs in the classrooms. Technology advocates the need for forked learning approaches, assisting to create a sense of community as well as a meaningful experience Futurelab. (2009). Students' engagement and motivation will enhance throughout the use of technology and technology-supported learning environments.

Shams (2015) executed a study entitled "Iranian Teachers' Attitudes towards the Use of Interactive Whiteboards in English Language Teaching Classrooms". This research aimed to discover teachers' beliefs about using IWBs in teaching English. One hundred and seventy-four English teachers participated from grades six to eleven. Via a questionnaire, the data was collected. The questionnaire consisted of 22 questions and it had four major themes: motivation effects, the usability of IWB, pedagogical effects, frequency of IWB use. The results showed that English teachers hold positive opinions towards utilizing IWBs inside classes. Almost 70% of the teachers strongly believed that using IWB helped their communication with the students. In addition, they reported that their skills in using IWB were increased.

İstifçi, Keser, Serpil, Akkaya Önal, Alan, Türkyılmaz (2018) explored in their study the attitudes of English teachers and students on the impact of using smart boards in teaching and learning a foreign language. Six English teachers and 266 students were chosen as a sample during the year 2016-2017. Both qualitative and quantitative methods were used to collect the data. Likert-type questions and interviews were utilized. The teachers and 23 students underwent interviews. The questions concentrated on the strengths and weaknesses of interactive whiteboards. The results revealed the participants' responses as positive comments. The majority of English teachers and students emphasized that utilizing the smart board is more enjoyable, effective and motivating. Some of the research findings on smart boards reveal that, when used duly, they increase student's satisfaction to learn using them, increase time efficiency during class, help teachers preserve students' interest and motivation.

Al-Faki, I. M., & Khamis, A. H. (2014). This study explored the difficulties that teachers when they use the smart board in English language classes. Although, the interactive smart board is easy to use, difficulties occur when teachers use it. While it offers great opportunities for teacher education, breaking the traditional method of teachers, and enabling individualized training opportunities. This study stresses the difficulties; which teachers face in the classrooms while teaching different subjects. Those difficulties are categorized into four groups. These are teachers', school management', technical assistant and students' aspects. Each factor entails several challenges. The findings of the study have revealed that there are many challenges

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16 that teachers face when using the interactive whiteboard.

Smart boards have many features and functions such as recording and play back touch feature, save and print, writing and deletion, download and drag, colors, animation, corrections, and so many others which lead teachers to use different teaching methods.

Significance of the Study:

The significant of this study emerges from the widely available using of multimedia inside the English classroom, a great moving from traditional ways and technique of teaching arises. Smart board is one of these methods which facilitates learning

As mentioned earlier, smart boards have placed to be common in Jordan education schools. Whereas, each technological instrument has both positive and negative. This current study discusses students' and teachers' attitudes by using smart boards in classes. Evaluating the success attitudes was decisive. The current study was carried out at a school that used smart board's technology for 5th, 6th together with 7th graders and their teachers. The study discusses only smart boards.

Questions of the Study:

This study sought answers to the following questions:

What are the students' attitudes about smart boards technology used in different classes?

What are the teachers' attitudes about smart boards technology used in different classes?

2. METHODOLOGY

2.1. Sample of the Study

The researcher utilizes and quantitative research design, in collecting and analyzing the data. The study group consists of 6th, 7th, and 8th graders from a school that has been using smart boards during the 2018/2019 school year, as well as their teachers. The classification of the students by grade level and gender is shown below in Table 1.

Table 1: Classification of students by grade level and gender

Gender			Grade Level	n	%
	n	%	6	65	35.5
Girls	100	54.6	7	68	37.15
Boys	83	45.4	8	50	27.35
Total	183	100	Total	183	100.0

The total of the sample, 54.6 % were girls and 45.4% were boys. 35.5% were 6th graders, 37.15% were 7th graders and 27.35% were 8th graders. The classification of the teachers by gender and subject area is presented below in Table 2.

Table 2: Classification of teachers by gender and different classes

Gender	n	%	Different classes	n	%
Female	12	60	English	5	25.0

male	8	40	Science	5	25.0
			social science	3	15.0
			Mathematics	7	35.0

The total of teachers in the study group, 60.0 % were female and 40.0 % were male, 25.0% were English teachers, 25.0% were Sciences, 15,0% were Social Studies, 35.0% were Mathematics.

2.2. Data Analysis

Students and their teachers' data were acquired by using a Likert type scale with 20 items developed by Beeland (2002). The scale is made up of a 4-point with the following: 1: Completely Disagree, 2: Disagree, 3: Agree and 4: Completely Agree. Test reliability was measured by using the Cronbach Alpha test. The statistic calculated the internal consist of the questionnaire by calculating the coefficient stability.

3. RESULTS and DISCUSSION

The findings the first question and its discussion:

1) What are the students' attitudes about smart boards technology used in different classes?

Student's attitudes about smart board use were calculated and the results are present in Table 4.

Table 4: Students attitudes about smart board's technology used in their classes

	\bar{X}	sd
Learning with smart boards is enjoyable	3.76	.60
I dislike learning through smart boards *	3.31	.46
Technology use helps with employment	3.89	.58
Concentration is better when smart boards are used during education	3.91	.59
Using more time for studying if teacher's user smart boards more often	3.56	.55
learning how to use technology increases the chance of learning new things	3.59	.65
When teachers use smart boards, learning new things becomes more possible	3.85	.60
Courses taught using smart boards are enjoyable	3.99	.75
The more teachers use smart board technology, the more enjoyable classes become	3.66	.54
Using smart boards is edgy *	1.97	.53
Using smart boards is not nerve- wrecking	3.48	.61
Less time to study using technology *	3.67	.61
Using smart boards is pretty hard *	1.97	.90

Thinking about using smart boards is terrifying *	1.96	.46
Learning from books is more efficient than from smart boards*	2.92	.62
Learning how to use smart boards is important in my point of view	3.97	.67
Using smart boards is comfortable	3.88	.48
Using smart boards is enjoyable	3.97	.53
Learning through smart boards takes long time *	3.78	.59
Using smart boards is no longer concerned for me	4.01	.29
Total	3.46	.58

* Items 2, 9, 11, 12, 13, 14 and 19 are not positive

It can be noticed that students in different classes involve the use of smart boards technology as they have chosen the alternative “Completely Agree ($X = 3.46$, $sd=0.58$)”. The items for which the students chose “Agree” and “Completely Agree” were: “Learning with smart boards is enjoyable”, “Technology use helps with employment”, “Concentration is better when smart boards are used during education”, “Using more time for studying if teacher’s user smart boards more often”, and “Courses taught using smart boards are enjoyable.” Students chose “Agree” for smart boards encouraging participation, using smart boards is comfortable, and using time efficiently. Overall, they seem to recognize that smart board facilitates learning and makes it easier to find a good career.

These findings reveal that students are accepted learning through smart board's technology. Most students state that they enjoyed the smart board feature. They also said that learning through smart boards is helpful.

Most students said that smart boards regarding the area of time organization revealed that lessons are taught in a more planned and organized way which are directed to preferable learning and that their teachers come to class well prepared and organized an interesting class where they can learn best. Some of the students said that videos for time to time did not load and wasted their time, the lighting conditions, and some students also mentioned possible technological problems.

In sum, students stated that they found different subjects more easily with a smart board due to effective teachers used various resources to keep students engaged on the tasks in most lessons, by providing immediate feedback to students' learning and by illustrating concepts and activities in a clear and visual approach.

However, one student replied that he could not be able to learn with a smart board and that using it was led to some problems and a loss of time.

The findings the second question and its discussion:

2) What are the teachers' attitudes about smart board's technology in their classes?

Teachers' attitudes on the topic were also examined and the results are given below in Table 5.

Table 5: Teachers attitudes on their smart board practice

Smart boards...	\bar{X}	Ss
helps in time efficiency	3.79	.64
more interested and motivating	4.22	.61
classes become more interesting	3.99	.56
helps having more time for students	3.44	.63
using audiovisual tools make topics more understandable	4.16	.58
not very different from regular boards*	2.64	.69
classes become more systematic and planned	4.64	.51
hard to use *	2.51	.49
managing a class becomes harder*	2.66	.46
materials development needs more time and effort *	3.72	.44
when overused, students interest reduces *	3.66	.46
conceive the learning environment and bring tangible learning	4.51	.57
increase efficiency in using computers and projectors	4.02	.45
increases students participation in class	3.79	.40
learning becomes better	3.98	.45
helping in having different instructional criteria	3.68	.65
time consuming*	3.52	.53
classes become enjoyable	4.14	.56

not preferable for all subjects*	4.29	.56
time wasting if technical problem acquired *	4.05	.61
Total	3.77	.63

* Items 6, 8, 9, 10, 11, 17, 19 and 20 are not positive.

It can be noticed that teachers select between “undecided” and “agree” ($X = 3.77$, $ss=0.63$). Those items that were marked as “Agree” and “Completely Agree” were: “more interested and motivating”, “conceive the learning environment and bring tangible learning”, “make students understand better with audiovisual materials”, and “classes become more systematic and planned”. However, teachers also explain that smart boards were not acceptable for every subject and that they led to time loss when technical problems occur. The answers of teachers are listed below.

Every one of the teachers in the current study stressed that smart boards increased student motivation, encouraging them to participate, efficient use of time, and effective.

But similar to any technological system, it is very delicate and not simple for every staff member to handle, software difficulties and problems may also occur when smart board systems are used.

Teachers reveal these problems as technical problems; it can sometimes take time to solve these problems, which leads to confusion in class and a waste of time, as well. So to solve these difficulties is to urge teachers to use the smart boards in teaching different classes and holding workshops to train teachers on how to use this new technology, and support from the school administration is necessary to

achieve the progress integration in different classes. In order to overcome these difficulties, it is suggested that applied training from experts on using smart boards should be provided to teachers.

4. CONCLUSION

Many in the pedagogy field declare that technology is helpful, meaningful and necessary for schools to perform successfully. Whereby, many teachers are unwilling to make the change, and many students are not motivated to give it a try.

The findings behind the study uncover the characteristics of the effective use of smart boards through the attitudes and perceptions of students and teachers, who actively integrated smart boards with learning in their school environment. This study also uncovered the importance of the smart board for modern education. The findings also revealed that the smart board can be used in different academic areas, and made their attitudes towards learning more positive. Overall, smart boards were satisfactorily accepted as a significant feasible technology for learning and motivation by users. It was the door to add more attraction, fun to the lesson, as much as making the lesson more helpful. Technology plays a positive (favorable) role in modern education, although the study also uncovers negative thoughts and attitudes by some teachers and students for using smart boards in the class. As discussed, regardless of technical issues and time needed to prepare materials, smart boards are with no doubt an applicable

educational solution to attract students' motivation and interest, add efficiency to the lesson and support teachers.

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