

**ZMATH 2013d.00860**

**McQuillan, Kimberley; Northcote, Maria; Beamish, Peter**

**What matters most when students and teachers use interactive whiteboards in mathematics classrooms?**

Aust. Prim. Math. Classr. 17, No. 4, 3-7 (2012).

Summary: Teachers are encouraged to immerse their students in rich and engaging learning environments. One teaching tool that can facilitate the creation of rich learning environments is the interactive whiteboard (IWB). When teaching mathematics, the varied representational aspects of IWBs can be used to assist students in achieving specific learning outcomes. IWBs can be used to represent mathematical shapes, activities and processes. This article considers what matters most to the students and teachers who use IWBs, drawing from a study of how IWBs were used in two primary schools. This study has identified that the pedagogical uses of IWBs do impact on student attitudes towards them. This study has also concluded that teachers' attitudes towards IWBs are generally positive and can be linked to how IWBs are used in the classroom. The way in which teachers use and implement IWBs in the classroom affects the extent to which students are engaged in the lesson. IWBs can be used to engage students in learning but teachers should mix up student-centred and teacher-centred approaches in short periods of time, thereby facilitating student interaction and high engagement levels in the mathematics classroom. (ERIC)

*Classification:* U50 C20

*Keywords:* teacher effectiveness; student attitudes; computer assisted instruction; educational technology; teaching methods; interaction; gender differences; teachers' attitudes; computer software; learner engagement; interactive whiteboards

<http://www.aamt.edu.au/Webshop/Entire-catalogue/Australian-Primary-Mathematics-Classroom>