



## **Teachers Opinions on the Use of Interactive White Boards in Classrooms in the United Arab Emirates**

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### **Abstract**

The implementation of ICT tools in Education is typically tempered with discussion regarding their efficiency from both a cost-value and pedagogic perspective. In order to assess the effect of Interactive White Boards (IWB's) on the teaching and learning environment a questionnaire was circulated to English and Mathematic teachers studying on a Masters in Education programme in the United Arab Emirates (UAE). Results revealed that the majority of surveyed teachers received no formal training on how to use IWB's and were 'self-taught'. While all teachers perceived IWB to be of great importance to their teaching, Mathematic teachers were found to spend more time preparing for IWB lessons and allowed their students to use the IWB more than English teachers. Mathematic teachers were found to display greater levels of self-perceived confidence in their ICT skills a finding that may provide some insight into some of the observed questionnaire differences between Mathematic and English teachers. All surveyed teachers commented on the IWB's ability to facilitate 'whole group teaching'. Concerns regarding the provision of pedagogically driven IWB training for teachers are discussed.