



Effects of Interactive Whiteboard (IWB) in the Classroom, Experimental Research in Primary School

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Abstract

Concerning new technologies, we live in a time characterized by constant improvements and updates in schools. The Interactive Whiteboard (IWB) can be considered a tool for education which promotes the development of skills and multiple intelligences. In recent years, the Italian Government has funded technology in educational institutions across Italy with an aim to widen resources as well as enhancing the learning experience for students, through a project called "The Interactive School".

The introduction of the IWB, in schools has been met with differing opinions amongst the teaching community. Many teachers have welcomed this technology with great enthusiasm whilst others believe that this is a fad within the industry and consider it a distraction to their profession.

The hypotheses of research stems from the curiosity about some questions raised by the teachers against the introduction of the IWB in their schools. These questions are about the potentiality of the use of the IWB to enhance the learning process and meet different cognitive styles as well as possible positive changes in terms of motivation, involvement, independency, concentration, attitudes towards the school environment, attributes and metacognition. In order to answer these questions an experimental research has been conducted in a primary school in Trentino.

The constructivist approach and the cooperative learning (CL) methodology has been applied in the theoretical framework of this study.

The results of the study showed that the use of the IWB in a constructivist frame can enhance the leaning process and influence learning styles as well as increase students' motivation.