



Developing a Collaborative Use of the Interactive White Board by K-2 Students: an Action-research

¹Raby Carole, ²Annie Charron, ³Martine Peters

^{1,2}University of Quebec in Montreal (Canada), ³Université du Québec en Outaouais (Canada)

Abstract

There is a growing body of research on the use of the interactive whiteboards (IWB) in the elementary classrooms. Benefits of the IWB on learning seem to vary according to the ways teachers integrate it in their classroom. Many studies show that the implementation of IWB in the classrooms can reinforce teacher-centered practices, at least initially. But, some research shows that the learning benefits of interactive whiteboard are dependent on students interacting with the board themselves, rather than observing the teacher or another student doing so and that this interaction is particularly valuable when learning strategies are discussed with the whole class.

Since 2011, interactive whiteboards (IWB) are progressively being implemented in all of Quebec's (Canada) elementary schools, as a new technology to improve teaching and learning. Through a three-year action-research project, ten kindergarten to grade 2 teachers, with four pedagogical consultants and three researchers have worked together to develop, experiment and study how the IWB could be used by young students (K-2) themselves in a collaborative manner. Through classroom observations, collective video sequence analysis, and reflective journals, this research aims to study the change in pedagogical practices of teachers and its impact on student engagement and learning. After two years, the results show a change in the teaching practices from a teacher-centered to a more-student centered approach, which has implication on students' engagement in their learning.