Technology in Education

Interactive Whiteboards: Perceptions and Experiences

– A Case Study

Veena G R, M.Sc.,PGDHE.,M.Phil.,CIG.,PGDDE.,

HOD - Mathematics, Faculty member – TOK,

TISB

[veena@tisb.ac.in](mailto:veena@tisb.ac.in)

**Executive Summary**

Interactive Whiteboards (IWBs) were introduced at TISB (The International School Bangalore) to revolutionize the educational landscape, to transform classrooms into dynamic and engaging learning environments in 2018. This research delves into the perceptions and experiences of teachers and students regarding IWBs at an international school named TISB situated in Bangalore, Karnataka, in India, through an in-depth analysis of classroom observations, responses for Likert scale questionnaire and interviews with 126 sample respondents, of which 24 were teachers and 102 were students. The study sheds light on the common benefits, impact of IWBs on student engagement, interest, motivation, and comfort with technology.

Microsoft® Excel for Mac Version 16.81(24011420) was used for data analysis and the findings reveal a consistent and statistically significant positive impact of IWBs on student engagement. Students who experienced IWB-based instruction showed higher levels of involvement and participation in classroom activities. However, the influence of IWBs on interest, motivation, and comfort with technology proved more nuanced, with no significant differences seen. These results underscore the importance of considering several factors, such as teaching methods and subject matter, when evaluating the overall impact of IWB on student experiences.

Thus, micro studies of this kind would contribute to the existing literature by emphasizing the multifaceted nature of technology's influence on education. Educators and policy makers can utilize these findings to tailor their approaches to effectively leverage IWBs and enhance student learning outcomes.