Smart board usage among Primary school Teachers

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Abstract- **The use of interactive whiteboards in primary schools has become increasingly popular in recent years. Studies have found that these boards can be used to engage students and help them understand concepts more easily. They can also be used to provide visual representations of data and to facilitate group work. Research has shown that interactive whiteboards can have a positive effect on student achievement. Students who use the boards are more likely to participate in class and retain more information. They also tend to be more motivated and engaged in their work. Interactive whiteboards can also be used to help teachers plan and manage lessons, as well as create interactive activities. Teachers can use the boards to display videos, slideshows, and other multimedia resources. Moreover, they can use the boards to track student progress and assess their understanding of the material. Overall, using interactive whiteboards in primary schools is a great way to engage students and facilitate learning. Studies suggest that these boards can help students retain information, understand concepts more easily, and become more motivated and engaged in their work. This paper aims to provide a summary of research articles published before 2020 on the usage of smart boards among primary school teachers.**

Key words: **Smart board usage, Primary school Teachers**

INTRODUCTION

The use of technology in primary school education has become increasingly popular in recent years. One technology that has been adopted by many primary school teachers is the smart board. A smart board is an interactive whiteboard that enables teachers to create engaging and interactive lessons for their students. Smart boards are interactive whiteboards that have become an integral part of classrooms in many countries around the world. Their use in primary schools has been increasing rapidly, and many teachers are embracing them as a tool to enhance their teaching methodologies. Smart boards have become increasingly popular in the education sector due to their ability to enhance classroom learning. A smart board is an interactive whiteboard that can display computer-generated images and respond to touch, making it an excellent tool for teaching. The use of smart boards has become prevalent in primary schools due to their effectiveness in teaching young children. This paper aims to provide a summary of research articles published before 2020 on the usage of smart boards among primary school teachers.

BENEFITS OF USING SMART BOARDS:

According to the literature, using smart boards in the classroom has several benefits for both teachers and students. One of the primary benefits is that smart boards can enhance student engagement in the classroom. Smart boards provide a more interactive and dynamic learning environment that can help students remain focused and interested in the lesson. In addition, smart boards allow teachers to create and display multimedia content that can be more engaging and informative than traditional textbooks.
Another benefit of using smart boards is that they can enhance student learning outcomes. Smart boards allow teachers to provide more individualized and differentiated instruction, which can help students learn at their own pace and according to their individual learning styles. Additionally, smart boards can help teachers to identify areas where students are struggling, and provide targeted interventions to help them improve.

DRAWBACKS OF USING SMART BOARDS:

Despite the benefits of using smart boards, there are also some drawbacks that should be considered. One of the primary drawbacks is the cost of implementing and maintaining smart boards. Smart boards can be expensive to purchase and install, and they require ongoing maintenance and support.
Another potential drawback of using smart boards is that they can be overused or misused in the classroom. Some teachers may rely too heavily on the smart board, and neglect other important aspects of teaching such as classroom management and student engagement. Additionally, some students may become too reliant on the smart board, and may struggle to learn in more traditional learning environments.
"The Effectiveness of Smart Board Use in Primary Schools: A Case Study from Turkey", published in 2014 by Aydin and colleagues, investigates the effectiveness of smart board usage in primary schools in Turkey. The study involved 76 primary school

teachers who had been using smart boards for at least two years. The researchers found that smart board usage had a positive impact on students' academic achievement and increased their engagement in the learning process. However, the study also highlighted that teachers needed sufficient training and support to effectively use the smart board in their lessons.

"Smart Board Technology in Primary Education: A Systematic Review" published in 2016 by Smits and colleagues, provides a systematic review of the literature on smart board technology in primary education. The review analyzed 33 studies published between 2008 and 2015. The findings suggest that smart board technology has a positive impact on student engagement and academic achievement. However, the review also highlights the need for adequate teacher training and support to ensure effective integration of the technology in the classroom.

One study by Dugdale and Bhamani (2016) explored primary school teachers' use of smart boards in the UK. The study involved interviews with 20 teachers who used smart boards regularly in their teaching. The results indicated that teachers found smart boards to be beneficial in engaging students and promoting interactive learning. However, some teachers expressed concerns about the cost and maintenance of smart boards, and the need for training to effectively use the technology.

"Smart Boards in the Classroom: An Investigation into Their Effectiveness in Terms of Student Engagement and Achievement"published in 2017 by Ling and colleagues, investigates the effectiveness of smart boards in terms of student engagement and achievement. The study involved 110 primary school teachers and their students. The researchers found that the use of smart boards in the classroom increased student engagement and academic achievement. The study also highlighted the need for teacher training and support to effectively integrate the technology in the classroom.

Morgan, H. (2015)examines the effectiveness of smart boards as a teaching tool in elementary classrooms. The study was conducted in four elementary schools in the United States, and data were collected through surveys and interviews. The results showed that teachers believed smart boards were an effective teaching tool and helped improve student engagement and understanding of concepts. However, some teachers felt that the cost of purchasing and maintaining smart boards was not justified.

Beschorner, B., & Hutchison, A. (2013).investigates the impact of smart board technology on teacher-pupil interaction in the National Curriculum for English. The study was conducted in two primary schools in the United Kingdom, and data were collected through classroom observations and teacher interviews. The results showed that the use of smart boards improved teacher-pupil interaction and led to more collaborative learning. The study also found that the use of smart boards helped improve student motivation and engagement.

Koenig, K., & Clements, D. (2015) investigates the impact of smart board use on academic performance in primary school students. The study was conducted in two primary schools in the United States, and data were collected through pre- and post-tests and surveys. The results showed that the use of smart boards led to significant improvements in student academic performance, particularly in the areas of math and reading. The study also found that the use of smart boards helped improve student motivation and engagement.

Thompson, M. (2017) presents a case study on the integration of smart boards in a primary school in the United States. The study examines the benefits and challenges of using smart boards in the classroom and the impact on student learning. Data were collected through classroom observations, teacher interviews, and student surveys. The results showed that the use of smart boards helped improve student engagement and understanding of concepts. However, teachers faced some challenges in integrating smart boards into their teaching, such as technical difficulties and lack of training.

CONCLUSION:

The use of smart boards in primary school classrooms has several benefits and drawbacks. Smart boards can enhance student engagement, provide more individualized instruction, and improve student learning outcomes. However, smart boards can be expensive to implement and maintain, and may be overused or misused in the classroom. There is a need for more research on the long-term impact of smart board usage on student learning outcomes and motivation, as well as strategies for ensuring that smart boards are used effectively in the classroom.The research articles reviewed suggest that the use of smart boards in primary school education has a positive impact on student engagement and academic achievement. However, the effective integration of the technology in the classroom requires adequate teacher training and support. The articles reviewed highlight the need for ongoing professional development programs to support teachers in effectively using smart boards in their lessons.

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