

Interactive Whiteboard Solution Guide:

This document is designed to help you make some of the difficult decisions surrounding the selection of an IWB solution for your school.

Presented by:



Audio Visual Systems



IWB Solution Guide:

School ICT Survey:

What percentage of teaching staff would you consider to be ICT competent/confident?

10 20 30 40 50 60 70 80 90 100

What do you see as the major factor(s) affecting effective use of ICT in the classroom?

What percentage of staff would you consider are so busy they would find it difficult to take up new tasks?

10 20 30 40 50 60 70 80 90 100

What percentage of staff would be able/prepared to quickly adopt a new software package for use in the classroom?

10 20 30 40 50 60 70 80 90 100

Realistically, what time frame do you think most teachers would require in order for them to adopt a new software package for use in the classroom?

What percentage of staff do you think are already using PowerPoint™ as a means of curriculum delivery?

10 20 30 40 50 60 70 80 90 100

Would you agree/disagree that successful up-take of IWBs might be facilitated by helping to reduce the initial learning curve?

Successful IWB up-take: A way through

There are some key factors to consider for the successful implementation of IWBs in a school. All of which are vital in this process. No one of them can be over-looked.

1. Who is using them

- It is of paramount importance to identify those teachers with the right stuff – who will be your IWB champions?
- Simply landing an IWB in the classroom of an un-suspecting (perhaps even reluctant) teacher. This is a recipe for failure.
- An IWB champion will have a mix of some technological ability and confidence, along with a willingness to change their teaching practice to better meet the needs of the current generation of students.
- They must also be prepared to share their knowledge with the wider teaching community through both one on one mentoring as well as presenting to larger groups (be that faculty groups or at general staff meetings).
- This combination of factors will help the individual to both innovate and cultivate that knowledge in others.

2. Teacher access

- A teacher that only has access to an IWB once or twice a week is un-likely to spend a large amount of their valuable time working towards effective use of the technology.
- It is important that, once identified, your IWB champions be allowed as much access to the product as can be facilitated – preferably all of their classes should be with an IWB.
- If you are putting in more than one IWB, then it might be worth considering whether there is a particular faculty that has a better chance of getting traction. That way the inter-collegial sharing mentioned under ‘who is using them’, stands the chance of having greater relevance to fellow IWB users.

3. Training

- This point cannot be over-stated, but is often over-looked.
- Preparing lessons as well as researching effective IWB use is a time consuming job.
- An individual left to their own devices with both of these tasks is in danger of burn-out, and/or missing large chunks of the research and thinking currently available.
- Time should be allocated for your ‘champions’ to meet and share their experiences with one another. This should occur at least once every two weeks.
- Gaining exposure to ‘outside’ thinking and practice is always beneficial.
- A tailor made PD package that comes to your school and works along-side your champion(s) is also worth considering.
- Yes professional development can be costly, but what is the cost, in dollars, reputation and staff morale of un-successful IWB implementation?

