Reflections on the Use of Interactive Whiteboards in Instruction in International Context

Abstract

The article discusses up-to-date problems entailed in the use of interactive whiteboards in instruction. The author reflects on their use in the international context and evaluates the results of previous research. Further, the methodological and technical aspects of the use of interactive whiteboards and specificity of creating interactive instructional presentations are dealt with.

Key words: interactive whiteboards, educational technology, information technology, computer use in education, audiovisual aids, interaction, educational equipment.

Introduction

The traditional model of teaching has been increasingly affected by the use of modern technologies in recent years. It is particularly the interactive whiteboard which is gradually gaining popularity in Czech basic and secondary schools in a wide range of subjects of study – it is incorporated into the instruction of science, geography, mathematics, physics, but also chemistry, music and art education, etc. It is an accelerating trend. However, the Czech educational theory is not responding to the new situation adequately, as proved by an analysis of the key publications in the field. There is not a comprehensive monograph dealing with modern technology focused on the interactive whiteboard in the Czech context, only papers from conference proceedings, e.g. Szotkowski, R. (2009), Lavrinčík, J. (2010), Krotký, J. – Honzíková, J. (2007), Martinková, A. (2009), Bártek, K. (2010), or in journals,