classrooms and 2) school leaders should provide support, incentives, and training opportunities to enhance instructors’ IWB teaching skills and continuing use of IWB technology. In order to develop a better understanding of the teaching and learning process of adult learners in higher education and in the workplace where IWB is used, more research is needed to explore the successful implementations of IWBs into teaching and training. In this regard, the presented study is an interesting starting point.

Acknowledgements: Funding of this research work was supported by National Science Council, Taiwan, under grant number NSC 100–2410-H-260–018.

References


