

# Statements for the Measurement of Teachers' Attitude Towards Smart Boards Scale

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## Abstract:

Statements prepared to measure the attitude of Teachers towards Smart boards in Class rooms. There 38 statements with 7 negative items. The options are Strongly Agree, Agree, Undecided Disagree and Strongly Disagree. The scoring procedure for the scale is, the scoring for positive items are 5,4,3,2,1,0 and the reverse is for negative items,ie, 0,1,2,3,4. The scale can be validated by the researchers with their population and can be utilized among School as well as higher education teachers who are using smart boards.

*Keywords* —Smart boards, Teachers, Attitude.

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## I. INTRODUCTION

The use of smart boards in the classroom has been transformed by this technological marvel. In a nutshell, they are interactive whiteboards that enable real-time collaboration between professors and students. The integration of gestures and other interactive components on smart boards allows Teachers to design visually engaging lessons and allows students to actively engage in class. As they enable several pupils to collaborate on a task or activity, smart boards help foster teamwork. Smart boards are a useful tool for the contemporary classroom since they provide both teachers and students with a number of benefits.

Users can engage with digital content that is projected onto a whiteboard using a smart board, one sort of interactive whiteboard technology. In corporations, educational institutions, and schools, smart boards are growing in popularity. Users may quickly engage with digital content like text, images, video, and audio with these interactive whiteboards. Other places where smart boards are employed include conference rooms, corporate training, and other interactive situations. A huge

interactive whiteboard that is linked to a computer and projector is referred to as a "smart board." The board, which can be used with a pen or finger, is commonly hung on a wall. The computer can read and understand the user's input because the board is connected to it. The computer can be operated with this input by playing audio or video, starting programmes, or generating presentations. The board can be used to mark digital items as well, including text or diagrams.

In schools, smart boards are becoming more and more common as a result of their capacity to engage pupils and promote learning. With the use of interactive whiteboard technology, teachers may quickly present digital content to their students, including text, photos, videos, and audio. Since they can utilise the board to display images and explain topics in an interactive way, this makes it simpler for teachers to communicate complicated concepts to students. Students can also work together on projects and assignments using the board.

Smart boards are used in conference rooms and corporate training sessions in addition to in classrooms. Trainers can simply show digital

content on smart boards and facilitate interactive learning sessions. They can be used to present images and diagrams that can aid in simplifying the explanation of complex ideas. They can also be used to make presentations that let viewers engage with the material in real time. In addition to classrooms, libraries and museums are just a few more places where smart boards can be used. They can be used to show interactive material that instructs viewers about a certain subject or subject matter. They can also be utilised to make interactive displays that serve educational or entertaining objectives. Smart boards are becoming more and more common in educational contexts such as corporations and classrooms. They are an excellent means of involving kids and promoting learning. Additionally, they can be used in a variety of different places, such museums and libraries. Users may easily engage with digital content with the interactive whiteboard technology, which can also be utilised to create interactive displays and presentations.

## **II. TEACHERS' ATTITUDE TOWARDS SMART BOARDS**

According to the literature review, most teachers feel that using Smart boards to educate is advantageous. Teachers can exploit the advantages that come with smart boards to engage students and make their lessons more dynamic and interesting.

Although most teachers see Smart boards favourably, there are several disadvantages to their use in the classroom. They might be challenging to use and call for a certain level of technological expertise, which is one of their main limitations. Teachers may find it difficult to use the capabilities of Smart boards or to solve any technological problems that may develop if they are not familiar with how to use the technology. Furthermore, Smart boards can be expensive and need regular maintenance. Schools that are struggling to pay for these technologies or may not have the resources to maintain them may be burdened by this. Students may become distracted by Smart boards, which is another possible disadvantage. Ineffective usage of technology can cause pupils to become distracted and reduce the amount of time spent in class. Students may become upset or overwhelmed if they

are unfamiliar with how to utilise the technology, which can harm their ability to learn.

The use of Smart boards in the classroom can be beneficial for both teachers and students. For teachers, Smart boards can save time by eliminating the need to manually write notes on the board or hand out paper copies of slideshows or videos. However, the success of Smart boards in the classroom is largely dependent on the attitude of the teachers and students towards the technology. If the teachers and students have a negative attitude towards the technology, it can prevent the full potential of Smart boards from being realized. In order for Smart boards to be successful, teachers and students must have a favourable attitude towards the technology.

There are a few key components to fostering a favourable attitude towards Smart boards. First, teachers must have a basic understanding of how Smart boards work. This understanding can be gained through online tutorials, attending workshops, or consulting with experts. Additionally, teachers should also make a concerted effort to ensure that the students are comfortable and familiar with the technology. This can be done by introducing the students to the technology in small steps and allowing them to practice using it in a low-pressure environment.

Teachers should also make an effort to integrate Smart boards into their lesson plans in ways that are meaningful and engaging for the students. Having a positive attitude towards Smart boards is essential for creating a successful learning environment. Teachers should be enthusiastic about the technology and should encourage the students to use it in positive ways. Favourable attitude towards Smart boards is essential for ensuring that the technology is used successfully in the classroom. Teachers must have a basic understanding of how Smart boards work, and should make sure that the students are comfortable and familiar with the technology.

## **III. NEED FOR MEASUREMENT OF TEACHERS' ATTITUDE TOWARDS SMART BOARDS**

Technology has become an essential component of education in the twenty-first century.

Smart boards and other digital tools are now often used in classrooms as both teachers and students take advantage of the interactive opportunities they provide. Smart boards are interactive whiteboards that let teachers present and teach lessons to a class in a more interesting way. Smart boards are being utilised in schools all around the world and are becoming more and more common in classrooms. The usage of Smart boards in classrooms is growing in popularity, but attitudes regarding them must be measured in order to understand how they are being utilised and how they are affecting teaching and learning.

Grasp the usage of Smart boards in classrooms requires an understanding of attitude measurement. Understanding how teachers and students use Smart boards and their effectiveness in the classroom requires measuring attitudes towards them. The attitudes of teachers and students regarding Smart Boards can be gleaned by attitude measurement, which can also help to pinpoint the variables that shape these views. The establishment of policies and procedures pertaining to the usage of Smart boards in the classroom can then be guided by the information provided.

Areas for improvement can be found with the aid of attitude measurement. Educators can pinpoint areas where the use of Smart boards could be improved by analysing how teachers and students feel about them. For instance, educators can create ways to address the issue of students not knowing how to use Smart boards. The development of strategies to encourage the use of Smart boards in the classroom can be supported by attitude measurement, which can also assist in identifying areas where the use of Smart boards is successful.

Although gauging attitudes towards Smart boards presents a number of difficulties, doing so is a critical component of comprehending their utilisation in the classroom. The fact that opinions on Smart boards might differ between teachers and students is one of the key difficulties. For instance, a student might view Smart boards favourably, although a teacher might feel differently. It may be challenging to gauge attitudes regarding Smart boards correctly due to their wide range of opinions.

#### **IV. DEVELOPMENT OF ITEMS OF TEACHERS' ATTITUDE TOWARDS SMART BOARDS SCALE**

In addition, a number of variables, like the kind of Smartboard being used, the teacher's level of experience, and the curriculum being followed, can have an impact on attitudes about Smart boards. Because they can affect the outcomes of the measurement, these factors can make it challenging to measure attitudes regarding Smart Boards effectively. Despite the difficulties involved in assessing opinions regarding Smart boards, there are a number of possible advantages that could result from doing so. One of the key advantages is that it can reveal information about how teachers and students feel about Smart Boards. The establishment of policies and procedures pertaining to the usage of Smart boards in the classroom can then be guided by the information provided. The development of strategies to encourage the use of Smart boards in the classroom can be supported by attitude measurement, which can also assist in identifying areas where the use of Smart boards is successful. Hence, the researcher developed items/statements to measure attitude of Teachers towards smart boards. There are 38 statements with Seven Negative Items.

#### **V. SCORING PROCEDURE**

The options are Strongly Agree, Agree, Undecided Disagree and Strongly Disagree. The scoring procedure for the scale is, the scoring for positive items are 5,4,3,2,1,0 and the reverse is for negative items. ie, 0,1,2,3,4.

#### **VI. ITEMS OF TEACHERS' ATTITUDE TOWARDS SMART BOARDS SCALE**

1. Smart boards have a favourable influence on how teachers feel about technology.
2. Smart boards give teachers new ways to communicate with students and design engaging lessons.
3. The utilisation of smart boards can be employed to develop a motivating and challenging learning environment for pupils.
4. Interactive activities, multimedia content, and assessment tools are just a few of the capabilities

- offered by smart boards that can be used to assist teachers in their instruction.
5. When utilising a smart board, feeling more technologically inadequate. (N)
  6. When using a smart board, feeling more at ease with pupils as you explore technology's potential.
  7. Smart boards make it difficult for teachers and students to collaborate. (N)
  8. Using a smart board boosts students' enthusiasm for learning and their capacity to design engaging classes.
  9. By providing feedback on students' achievement, smart boards assist teachers in better understanding the needs of their students.
  10. By giving teachers access to extra resources to better suit the requirements of certain pupils, smart boards assist teachers in differentiating their instruction.
  11. The capacity to evaluate student learning has been impeded by smart board use. (N)
  12. Teachers can construct engaging, interactive lessons that are suited to their students' requirements with the use of smart boards.
  13. It has been shown that smart boards give teachers the chance to tailor their education and better engage their students.
  14. By giving teachers the chance to pose probing questions, smart boards can help pupils develop their capacity for critical thought.
  15. By enabling teachers to monitor student achievement, smart boards help them better manage their classrooms.
  16. Because teachers may access templates and materials on smart boards, lesson preparation takes longer and requires more work. (N)
  17. By enabling teachers to add multimedia content, smart boards assist them in making their classes more exciting and engaging.
  18. The use of smart boards has ruined classroom procedures.(N)
  19. Smart boards give teachers access to a variety of interactive activities and evaluation tools that help them better fulfil the needs of their pupils.
  20. By giving students and teachers a better means of communication, smart boards aid in the development of relationships between them.
  21. Smart boards do not assist teachers in accurately evaluating the progress of their students. (N)
  22. By enabling teachers to design interactive and multimedia classes, smart boards assist them in creating a compelling learning environment.
  23. With the use of smart boards, teachers may tailor their lessons to better fit the needs of their students.
  24. Smart boards give teachers the chance to design classes that encourage critical thinking abilities.
  25. By giving teachers access to information and templates, smart boards help teachers save time.
  26. By enabling teachers to communicate with pupils more effectively, smart boards aid in the development of their communication abilities.
  27. By giving teachers the capacity to monitor student progress, smart boards aid in the assessment of student learning.
  28. Smart boards prevent teachers from developing interactive lessons.. (N)
  29. By giving teachers access to information and templates, smart boards have been proven to assist teachers prepare their lessons more quickly. Smart boards can be utilised to give teachers an interactive platform to communicate material while also giving students a place to explore and learn new things.
  31. In my opinion, using smart boards is an excellent technique to make it easier for kids to understand complex ideas.
  32. Smart boards are a useful tool for providing visual clues to promote student learning.
  33. Smart boards can be utilised to review and evaluate student learning in a more effective manner.
  34. I make use of smart boards to give students a useful tool to practise and review material.
  35. Teachers are discovering that using smart boards in the classroom can help to stimulate group discussions and activities.
  36. Smart boards can be utilised to give students immediate feedback and to encourage active learning in the classroom.
  37. Students' creativity and problem-solving abilities can be supported by smart boards in an efficient manner.

38. Without the usage of textbooks, smart boards can be a useful tool for students to practise and review material.

## VII. CONCLUSION

A scale to gauge student attitudes regarding Smart Boards in the classroom is required. Understanding the utilisation of Smart boards in the classroom requires an understanding of attitudes about these devices. Attitude testing can shed light on these attitudes and identify the variables that influence them. While assessing attitudes regarding Smart boards has a number of drawbacks, it also has a number of possible advantages. The establishment of policies and procedures pertaining to the usage of Smart boards in the classroom can then be guided by the information provided.

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