

# Research Briefs: An Examination of Interactive Whiteboard Perceptions Using the Concerns-Based Adoption Model Stages of Concern and the Apple Classrooms of Tomorrow Stages of Instructional Evolution

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# RESEARCH BRIEFS

February 2014

Georgia Southern College of Education

## **An Examination of Interactive Whiteboard Perceptions Using the Concerns-Based Adoption Model Stages of Concern and the Apple Classrooms of Tomorrow Stages of Instructional Evolution**

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### **Abstract**

Two high school mathematics teachers who use Interactive Whiteboards (IWBs) in the classroom were interviewed annually over the course of three years regarding their perceptions of the technology. During the third year, the two teachers were asked to complete the Concerns-based Adoption Model Stages of Concern Questionnaire. The data obtained from the questionnaire and their responses to the annual interviews were then compared, contrasted and evaluated with results from the Apple Classrooms of Tomorrow (ACOT) study, the ACOT Stages of Instructional Evolution and the Apple Classrooms of Tomorrow – Today (ACOT<sup>2</sup>) principles. This study's findings indicate that IWBs provide some of the same benefits as the multitude of computers and other technologies available in ACOT classrooms: increased student motivation, more dynamic instruction and greater teacher collaboration. Unlike the ACOT technologies, however, IWBs did not lead to the implementation of more project-based instruction.

### **Practical Application**

Instructional changes due to technology do not happen rapidly. Participant responses indicated that it took approximately one school year of IWB experience for them to begin using their IWBs less as an overhead projector replacement and more as the touch-screen capable, computer/internet-connected device that it truly is. It appears that IWB technology, which focuses an audience's attention on a single screen, is more conducive to advancing teacher-based instruction rather than promoting student-led, project-based learning. For a student-centered shift to occur, IWB technology alone does not appear to be the answer. To reach the ideals of ACOT<sup>2</sup>, teachers of all subjects should seek to incorporate transformational teaching techniques in their classrooms.

### **Citation**

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