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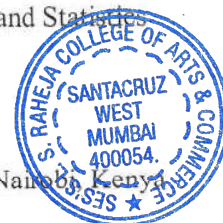
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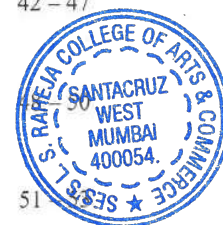


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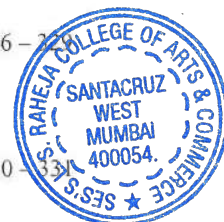
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INTEGRETAION OF SMART BOARD IN TEACHING FOR B.COM STUDENTS IN GHAZIABAD

Dr. Neelam Yadav

Assistant Professor. L. S. Raheia College of Arts and Commerce, Mumbai

ABSTRACT

Technology has become more accessible to the teachers in the past few years. Teachers should use technology for their professional development and to have positive relation with students on a regular basis. This research paper focuses on the smart board, and its purpose is to examine its effect on the college system. The study was conducted via a questionnaire completed by 130 respondents (boys and girls) at the B. Com Level. We hypothesized that smart boards improve teaching, based on the teaching measures order and organization, level of clarity, interest, and general level of satisfaction. The main finding is that the major improvement is found in the variable of clarity since the introduction of smart boards is in the lecture room and a significant difference was found in the variable of interest, in favor of the girls. Interactive technology increased student contact time and decreased behavioral issues.

Keywords: Technology, smart board, clarity, interest, motivation of students.

1. INTRODUCTION

The first Electronic SMART Board was introduced in 1991. Many years have passed and today, SMART Board has come to revolutionize the education world and has become an effective tool for student motivation. There are different terms used to relate this electronic device. Some people called it White Electronic Board, others Interactive Whiteboard, or how is commonly known SMART Board. The Smart Board is an interactive projection display that assists educators and business leaders to integrate diverse learning tools, such as images, websites, and videos, into a lesson. It is connected to a computer and to a projector which displays the image seen on the computer screen. First the software (and hardware) must be engaged, and then the board must be oriented. Once this is accomplished, you are ready to begin. SMART Boards allow teachers to be creative on lessons planning to grab student's attention and facilitate the process of new concepts comprehension.

2. LITERATURE REVIEW

Interactive smart boards have gained a reputation in the educational system from the first grade to the university stage (Bell, 2002; Oigara, 2010). Cognitive research has shown that learning is most effective when four fundamental characteristics are present: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world contexts (Roschelle et al., 2000). Research in educational technology has shown that combining smart boards with computer use increases the interactive atmosphere in the classroom (Carbonara, 2005; Oigara & Keengwe, 2011). The interactive quality of a smart board lends itself to a degree of student participation not offered by other presentation methods. Certain factors play a major role in how smart boards are used in education and are sometimes called "contextual factors". The most common contextual factors include school culture, teacher training, time to practice and prepare materials, teacher confidence, and technical support (Digregorio & Sobel-Lojeski, 2010). The smart board works in conjunction with a projector to create the image on the board. When working with the board, it is very easy to step into the light produced by the projector, thus creating a shadow which makes it impossible to see what you are writing or doing. The audience is also not able to see the presentation, thus leading to frustration for the audience and presenter. Applications of the smart board are dependent on the software that is installed and used on the computer connected to the smart board. Some of the many applications available include hiding and revealing, writing and manipulating text, handwriting recognition, saving, retrieving, and printing notes, capturing and manipulating web content, shading, coloring, and animation. In addition, more recent smart board software allows the teacher to connect over the Internet to a library of subject specific flash content like a virtual calculator, virtual frog dissector, interactive maps, and more. Many libraries are located at the smart board manufacturer's website, so that content can be added on a regular basis, giving teachers more options (Digregorio & Sobel-Lojeski, 2010).

Smart boards offer more benefits than computers. Computers are designed for individual use, whereas smart boards are designed for whole-class instruction. The entire premise of this technology is built upon active engagement. Touch-sensitive screens are mounted on the wall of the classroom and a projector shows information that can be manipulated and displayed with unlimited capabilities. The advantage of smart board technology is its design for use in a spacious work area with group interaction. The enlarged visuals are easily seen due to the size of the interactive whiteboard. Participants become both visually and physically engaged as



they connect with electric content and multimedia in a collaborative learning environment (Smart Technologies, 2004). Using special pens, students and/or teachers write directly on the screen. They can manipulate text and images, view websites, cut and paste research information, view video clips, formulate graphs and charts, and design vivid and creative presentations. Students combine their cognitive and physical abilities to interact with smart board technology. The interactive nature of the technology and the state-of-the art software enable students to generate activities that are engaging, useful, and enlightening. Informational text, research, and real-time Internet sites can be easily incorporated and accessed during the lesson (Starkman, 2006). Additional interactive features include the conversion of handwritten text to typewritten text, drag and drop boxes, the opportunity to highlight specific words, and the option of diagramming/scaffolding information. Teachers can download lesson plans, adjust them to the specific needs of the students, and save them for future use.

3. OBJECTIVE OF THE STUDY

- 1) Use of smart boards improves order and organization among students.
- 2) Use of smart boards improves the level of clarity among students.
- 3) Use of smart boards improves interest among students.
- 4) Use of smart boards improves the overall level of satisfaction among students.

4. RESEARCH METHODOLOGY

This study was conducted in Ghaziabad. For this study 130 respondents were selected, and data were collected through questionnaire. The nature of data collected for the research is primary data. The data has been collected directly from the sample respondents who are studying in B. Com in Ghaziabad.

5. TOOLS USED

In order to evaluate the students' overall satisfaction with smart boards and the level of order and organization, clarity, and interest, the Students' Attitudes to Meaningful Learning in an Innovative Environment questionnaire (Dori & Kurtz, 2015) was administered. The original questionnaire was used online, and the current study used a printed version. The number of questions was adapted to the current hypotheses. The questionnaire includes 31 items and the students were asked to note the accuracy of the statements on a scale of 1— "not at all" to 5 "very strongly". The questions were categorized by the four criteria examined in our research hypothesis. In addition to the questionnaire for the students, personal interviews were also held with teachers at the college who use smart boards to teach. Based on the questionnaire data, a Pearson correlation was conducted and examining the relationship between the various variables in the research hypothesis: order and organization, clarity, interest, and overall satisfaction. Gender-based differences. We used an analysis of variance to check for the variable that had the most effect on the change that occurred upon switching to smart boards.

6. RESEARCH DESIGN

Independent variable: 1) Gender , 2) College , 3) Grade level.

Dependent variable: 1) Order and organization, 2) Clarity, 3) Interest, 4) Overall satisfaction.

7. RESULT ANALYSIS

In order to examine the relationship between use of smart boards and student evaluations of the dimensions of outstanding teaching, a test was held to check Pearson correlations between the variables. Analysis of the results showed a significantly positive correlation between order and organization—and level of clarity ($p < 0.01$). The higher students' level of order and organization the higher their clarity. Moreover, a significantly positive correlation was found between order and organization—and level of interest ($p < 0.01$). The higher students' level of order and organization the higher their interest. Similarly, a significantly positive correlation was found between level of clarity and level of interest ($p < 0.01$). The higher the interest the higher the clarity. Another significantly positive correlation was found between level of overall satisfaction and level of order and organization ($p < 0.001$). The higher students' level of order and organization the higher their overall satisfaction. Moreover, a significantly positive correlation was found between the level of overall satisfaction and the level of clarity ($p < 0.01$). The higher the level of clarity the higher the overall satisfaction. Similarly, a significantly positive correlation was found between the level of overall satisfaction and the level of interest ($p < 0.01$). The higher the interest the higher the overall satisfaction (see Table 1).

	Order and organization	Level of clarity	Level of interest	Overall satisfaction
Order and organization	-			
Level of clarity	.619**	-		

Level of interest	.590**	.715**	-	
Overall satisfaction	.670**	.801**	.786**	-

**p<0.01

Table-1: Pearson correlations between the research variables for their strength, direction, and significance

In order to explore which of the measures affected by smart boards showed the most improvement, a one-way analysis of variance for repeated measures was conducted. Analysis of the results indicates a significant difference between the areas of improvement that occurred as a result of using smart boards ($F(2.068, 266.735)=18.074, p<0.01$). Examination of the source of the differences' significance was performed using a Bonferroni post hoc test, which found that the significantly largest improvement was evident in the area of clarity. It is also possible to see that the improvement in overall satisfaction is greater than the improvement in order and organization and in level of interest. No significant difference was found between improvement in the areas of order and organization—and level of interest (see Figure 1).

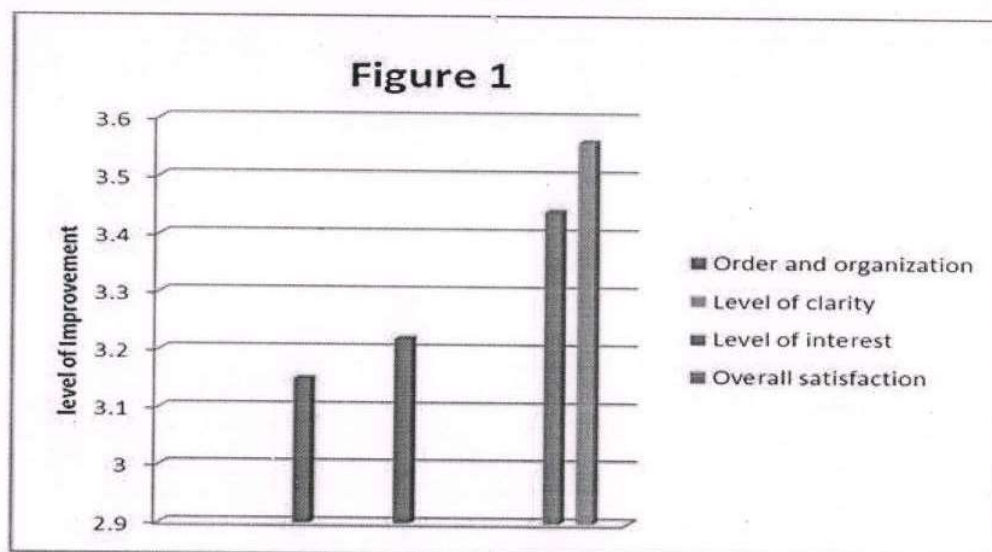


Fig-1

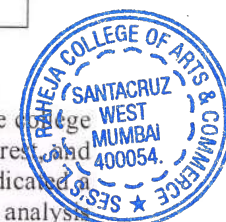
In order to refute alternative explanations, gender-based differences in the areas affected by smart boards were examined. A t-test for independent samples showed no significant difference between boys and girls in the level of order and organization ($t(97.745)=1.412, p>0.05$) or in the level of clarity ($t(128)=1.479, p>0.05$). However, a significant gender-based difference was found in level of interest ($t(128)=2.988, p<0.01$), with the level of interest higher among girls than among boys. Nonetheless, no significant difference was found between boys and girls in the level of overall satisfaction ($t(128)=1.228, p>0.05$) (see Table 2).

Variable	Boys n=77		Girls n=78	
	M	SD	M	SD
Order and organization	3.032	1.014	3.321	1.225
Level of clarity	3.479	0.738	3.679	0.789
Level of interest	3.044	0.778	3.474	0.847
Overall satisfaction	3.376	0.618	3.525	0.769

Table-2: Means and standard deviations in each area by gender

7. FINDINGS AND CONCLUSION

When attempting to investigate the effect of introducing smart boards as a mechanism of change in the college system, it was found that the use of smart boards improves order and organization, level of clarity, interest, and level of overall satisfaction among B.C.om students. The analysis of variance conducted indeed indicated a significant difference in the level of improvement as a result of using smart boards, but the post hoc analysis showed that a significantly meaningful improvement was only evident in the area of clarity, thus confirming the second hypothesis. In contrast, the first, third, and fourth hypothesis were refuted, as in the other areas the



greatest improvement was evident in overall satisfaction. In order to refute alternative explanations, differences in gender was examined. There appears to be a gender-based difference in areas affected by smart boards, such that the level of interest among girls is significantly higher than among boys. A study that examined inter-gender differences found that girls achieve greater scores on personal, social, and emotional development. They are more diligent in solving problems, concentrate better, understand what is correct and what is incorrect (Fisher, 2013).

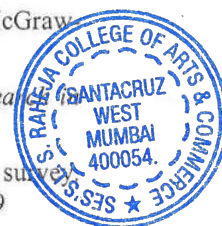
This indicates that when students follow the teacher and are attentive to the course of the lesson, clearly understand what has been taught to date and what will be taught in the next stage, their level of interest will be higher. The findings show that the level of clarity also rises with order and organization. A possible explanation is that the more the student is organized and concentrated on the lesson, the clearer the study material will be for him or her. This also leads to a positive correlation between interest and clarity, where the higher the level of interest, i.e., when the student is concentrated and interested in the study material, the higher the level of clarity. Obviously, the higher the student's order and organization, clarity, and interest, the higher his or her overall satisfaction. Hence, it seems that all four variables of order and organization, clarity, interest, and overall satisfaction, derive from each other, such that each contributes to the student's success and achievement improvement. All the above is compatible with the research literature presented in the Introduction. Many researchers have found a relationship between the introduction of technology in general and of smart boards in particular in colleges, and students' level of interest.

8. LIMITATIONS

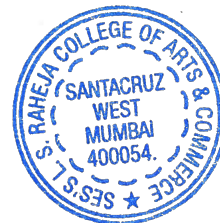
1. The student population sampled in the study was taken in its entirety from the same geographical region.
2. The generation gap between the senior teachers, novice teachers, and students.
3. The study is restricted to Ghaziabad city only.
4. The number of respondents are restricted to 130 only.

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