

## **A Mixed Methods Study to Examine Teachers' Views towards Using Interactive White Boards (IWBs) in Tatweer Primary Schools in Saudi Arabia**

**Authors :** Azzah Alghamdi

**Abstract :** The Interactive White Boards (IWBs) as one of the innovative educational technologies have been extensively investigated in advanced countries such as the UK, US, and Australia. However, there is a significant lack of research studies, which mainly examine the use of IWBs in Saudi Arabia. Therefore, this study aims to investigate the attitudes of primary teachers towards using IWBs in both the teaching and learning processes. Moreover, it aims to investigate if there is any significant difference between male teachers and females regarding their attitudes towards using this technology. This study concentrated on teachers in primary schools, which participated in Tatweer project in the city of Jeddah, in Saudi Arabia. Mixed methods approach was employed in this study using a designed questionnaire, classroom observations, and a semi-structured interview. 587 teachers (286 men and 301 women) from Tatweer primary schools were completed the questionnaire as well as twenty teachers were interviewed including seven female teachers were observed in their classrooms. The findings of this study indicated that approximately 11% of the teachers within the sample (n=587) had negative attitudes towards the use of IWBs in the teaching and learning processes. However, the majority of them nearly 89% agreed about the benefits of using IWBs in their classrooms. Additionally, all the twenty teachers who were interviewed (including the seven observed female teachers) had positive attitudes towards the use of these technologies. Moreover, 87% of male teachers and 91% of female teachers who completed the questionnaire accepted the usefulness of using IWBs in improving their teaching and students' learning. Thus, this indicates that there was no significant difference between male and female teachers in Tatweer primary schools in terms of their views about using these innovative technologies in their lessons. The findings of the current study will help the Ministry of Education to improve the policies of using IWBs in Saudi Arabia. Indeed, examining teachers' attitudes towards IWBs is a very important issue because they are the main users in classrooms. Hence, their views should be considered to addressing the powers and boundaries of using IWBs. Moreover, students will feel comfortable to use IWBs if their teachers accept and use them well.

**Keywords :** IWBs, Saudi teachers' views, Tatweer schools, teachers' gender

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