

Activity 8.0

Information sources include:

SmartBoard manual

Classroom observation of several instructors.

Innovation Configuration Checklist: SmartBoard			
Component	Optimal	Acceptable	Unacceptable
Equipment Options	Uses attached PC and DVD player	Uses attached PC desktop computer only	Does not use SmartBoard
Equipment startup	Starts equipment on own	Asks for help	Does not use SmartBoard
Smart Board tools	Uses and customizes the pen and eraser tools for writing, highlighting and underlining	Use of pen and eraser tools in default modes	Does not use pen or eraser tools
Controls Smart Board	Uses touch sensitive screen, mouse and keyboard during lesson	Uses desktop mouse and keyboard only during lesson	Few, if any, interactive elements
Lesson techniques	Combines visual and audio options in presentation	Visual presentations only	Does not Use SmartBoard

Activity 8.1

The Innovation Configuration Checklist for the “SmartBoard” was used to interview one faculty member and to observe two other faculty members. All of the faculty members used in this evaluation work for the School of Social Work. One is tenured and is interested in researching the incorporation technology into hospice care. The other two are junior faculty, one has a full teaching load and the other is new and only teaches part time in the department.

Observation of tenured faculty member’s use of the SmartBoard indicated that it was at the optimal level in all categories. Since she is interested in new technologies, it is not surprising that she is ranked in the optimal areas.

The two junior faculty had ratings at the acceptable levels. However, the full time faculty member did receive several optimal for her use of the “equipment options”, “Control Smart Board” and the “equipment startup.” This is to be expected since she has used this particular machine several times and is slowly learning to add its use into her lesson plans. During the interview, she was excited to learn about some of the other options that were possible.

The final faculty member had most of her rankings at the acceptable level, with one unacceptable. She did not use the “Smart Board tools” in her lesson during the observation. It is assumed that because she generally does not teach in this room that her lessons are not geared towards using the tools available. For her normal classroom, she uses an LCD projector and a laptop.

Activity 8.2

The Open-Ended Statement used was “When you think about incorporating the Smart Board into your lessons, what are you concerned about?” A small group of five faculty members at the social work department were surveyed. There was a wide range of answers to the question. Three responses from the individuals fit in the Personal stage of the categories of concern, with a hint of the Management stage. One of these faculty members hadn’t interacted much with it and she was not sure what she to do or expect. She’d see it used by other instructors, but wanted more information before using it, and wanted to know how it would work with their current lessons plans. The other two were nervous about breaking or messing up the equipment, and wanted more information. One of them mentioned setting up some time to train on the machine, which I think is an indication of them starting to move into the management stage.

There was one response that seemed to fit into the collaboration stage, because they wanted to set up the equipment to communicate with an individual at a different location for meetings. More importantly they wanted to know how they could get their class in that room.

Activity 8.3

This summary is of an interviewed with a faculty member about her level of use of the Smart Board. The Smart Board is used in every class and has used it with PowerPoint, videos and internet sources. She is fairly confident in using the Smart Board, but did voice questions about how to use the Smart Board specific software, that could help with some of her classroom activities.

Most of her responses put her between the Levels #IVA routine and #IVB refinement. She’s become comfortable and confident in using the equipment; in other words it has become part of her classroom routine. However, she is still looking to refine her knowledge on how to use the system.