International interactive whiteboards policies: new report

How can policy makers support the cultural shift in teacher and learner roles that helps to effectively integrate technology into classroom teaching and improve learning? A new report by Sara Hennessy and Laura London describes international strategies and experiences with interactive whiteboards (IWBs) and analyses the conditions for enhancing teacher commitment and thus the likelihood of successful change. Here are some of the key points:

• The skills and professional knowledge of the teacher in mediating interaction with learners are the most crucial factors in determining how much value is gained from IWBs.

• IWBs can be used to support a variety of teaching styles and have been found to trigger little resistance from teachers. On the contrary, they draw them to gradually increase the use of technology and of web resources in and out of class.

• The conditions for successful adoption of IWBs span a wide range, from the simple availability of equipment and connectivity, to technical and pedagogical support for teachers, as well as the production and distribution of digital learning materials.

• A cascade approach involving working with a small number of teacher mentors (and “champions”) who then work with their colleagues teaching the same (primary) ages or (secondary) subjects is cheaper than inducting all teachers initially, and it allows peer learning and collaboration to flourish.

Please visit our website for the other reports of the project.

Please send us your feedback

• Please share with us evaluations reports or experiences about the introduction of ICT in schools and classrooms and their impact on teaching, learning, and school practices.

Other news

• A new OECD report on evaluation and assessment has just been released: Synergies for Better Learning: An International Perspective on Evaluation and Assessment.

CERI's Innovation Strategy for Education and Training

The Innovation Strategy for Education and Training of the OECD Centre of Educational Research and Innovation (CERI) explores new approaches to equip people with innovation skills and to support radical innovation and continuous improvement in education systems. It includes two strands:

• Education and skills for innovation

• Innovation and improvement in education

The project has contributed to the OECD Innovation Strategy (2010), a major policy initiative offering a cross-government approach to help countries capture the economic and social benefits of innovation. It also feeds the OECD Skills Strategy (2012), a peer-learning initiative towards improving the supply of, anticipating the demand for, and optimising the use of skills in the workforce to promote economic growth and social inclusion.