PROMETHEAN -

Who are we?
What do we do?
Why do we do what we do?

David Fairbairn-Day
International Education Manager
I Hear and I Forget
I See and I Remember
I Do and I Understand

Confucius (551BC - 479BC)
99% of classrooms have chalkboards

<4% of classrooms have interactive technologies

So what?
The report shows that in some subjects, the more experience the teacher has of using the interactive whiteboard the greater the likelihood of positive attainment gains for pupils:

✓ In Key Stage 2 maths (8-11 years), average and high attaining boys and girls who had been taught extensively with the interactive whiteboard made the equivalent of an extra 2.5 to 5 months’ progress over the course of two years.

✓ In Key Stage 2 science, all pupils except high attaining girls made greater progress with more exposure to the interactive whiteboard with low attaining boys making as much as 7.5 months’ additional progress.

At Key Stage 1 (4-7 years) there are indications of attainment gains once teachers have more fully integrated the use of the interactive whiteboard in their practice. In particular:

✓ In Key Stage 1 maths, high attaining girls made gains of 4.75 months, enabling them to catch up with high attaining boys.
✓ In Key Stage 1 English, average and high attaining pupils benefited from increased exposure to interactive whiteboards.
The report also highlights how interactive whiteboards have very positive effects on the attention, attitude and motivation of all pupils and produce a co-operative, ‘community of learning’ ethos in the class. Additionally it shows how interactive whiteboards help with the teaching of difficult, abstract and complex ideas – visual tools help pupils concentrate for longer and understand more fully and more easily what they are being taught.

Also interactive whiteboards give teachers a tool to enhance interaction with learners, increasing discussion of ideas and concepts between teachers and pupils. Another benefit, specifically for younger children, is the drag-and-drop function which enables children to demonstrate their level of knowledge more easily before they have acquired writing skills, improving self-esteem and enabling teachers to assess learning potential.
Our Strategy—

1. Education, Education, Education!
Our Strategy—

It's the Product Stupid!
IT'S THE PRODUCT STUPID!

- Integrated
- Global portfolio
- Best-in-class for teachers and students
- Activclassroom solutions
- Visionary – WOW factor!
Our Strategy—

3.
It’s not just about organisation, it’s about culture, & values
10 global offices, Worldwide support, 80+ countries with channel partners
ACTIVBOARDS IN MALAYSIAN RURAL SCHOOLS-RESEARCH STUDY 2007

- TEACHING AND LEARNING PEDAGOGY FOR MATHEMATICS, SCIENCE AND ENGLISH

Lighting the flame of learning
Background to the Pilot

- Ministry of education commissioned a pilot study in 2006
- Schools appointed by MOE in Penang state
- Pilot ran from January to July 2007
- 1 Secondary & 2 Primary schools, 1 Teacher Training College
- Each site installed with 3-4 ACTIVboards
- Research carried out by Hilary Kemeny, National Institute of Education, Singapore
Background to the Pilot

SMK Permatang Tok Lab, Pulau Pinang
1000 students population, Age: 13-17

Maktab penguruan Tengku Bainun Mengkuan, Pulau Penang
Teacher trainee population: 700

SK Mohd Shah, Pulau Pinang
Students population: 400, Age: 7-12

SK Sungai Bakau, Pulau Pinang
Student population: 400, Age: 7-12
Background to the Research

3 stage questionnaires

Student feedback

Observations & analysis of teacher work

Teacher group interviews
Key Findings

Hardware

All respondents found the board stylus (pen) easy to use.

The only major technical problem identified by some of the teachers during the interviews was "when we have no electricity ...!"

All of the respondents agreed (42%) or strongly agreed (58%) that the ACTIVboard provided an appropriate, durable surface in their classrooms.

The teachers found the initial technical training supportive, enabling them to get to grips with their boards quickly and effectively.
97% agreed they could use the pen just like a computer mouse.

Many teachers talked enthusiastically of the way that they could quickly and effortlessly 'drag and drop' multimedia into their lesson resources.

"very easy to use"
"very useful in making the teaching and learning process more interesting"

Speed of carrying out a function or action, as well as the opportunity to 'undo' were frequently mentioned features of the ACTIVboard during group interviews.
Software and Teaching Tools

Key Findings

This was an area that teachers from all four education institutions commented on favourably and at length during the group interviews.

The teachers at the first stage of the study responded that the ACTIVstudio and ACTIVprimary software resources were useful, efficient to search and find, easily prepared away from the ACTIVboard and that the multi-media features of the software were valuable.

Teachers made much greater use of the resource library contained in the ACTIVboard software and that this was really valued by them as a readily available support to lesson preparation, particularly at the early stages.
The primary teachers in particular, often seemed to have made a significant 'jump' from using a conventional chalkboard and more traditional 'visual aids' to using interactive digital multimedia both to prepare and deliver their lessons.

One of the College lecturers said that she now felt PowerPoint was limited and non-interactive. She liked the opportunities to experiment and use the resources contained in the ACTIVstudio software to make more interactive classes.
At the first stage over 80% agreed or agreed strongly that students were 'more engaged in class activities when the ACTIVboard was used effectively' and that it 'provides a unique set of tools for whole class teaching.' 79% found that collaboration between students was encouraged, 76% that teachers had produced and shared good quality learning materials and 71% that students found it easy to use the ACTIVboard.

In stages 2 and 3, there was 100% agreement or strong agreement with statements about students’ ease of use, collaboration, engagement, and the ACTIVboards unique provision of whole class teaching tools.

100% agreement or strong agreement was found from teachers responding to statements about increased student motivation, improved understanding of concepts by students and more effective teaching by them when the ACTIVboard was in use.
Impact on Teaching and Learning

Key Findings

"I am interested using the board because it helps the students learning better"
"After training for 6 months I find the Teaching & Learning more effective and fun"
"Teacher can use different approach to teaching & learning methodology"
"ACTIVboard gave me and students 'power' in the teaching and learning to meet the objectives"

"My skills are value-added and the ACTIVboard allows for that. The PowerPoint conversion is very good and using the annotation tools means it's not stilted. But PowerPoint is linear and stilted, not creativity, deep thinking, merging. Because of the tools, ACTIVstudio allows creativity, I don't see the other ways I can do ... spotlight, reveal, different things I can arouse interest."
Impact on Teaching and Learning

One training college lecturer felt that there was an instance of an individual student in one of her classes who had become noticeably more motivated once the ACTIVboard was being used in his classes: “he has been getting there on time and getting his assignments done ... he was frustrated when one ACTIVboard class was cancelled. Comparatively, his attitude towards learning ... he’s become really motivated, really improved.”

One Primary teacher commented that with considerably less than 50% of the students having any outside school access to a PC or the internet, the opportunity to engage with ICT in class on a daily basis and to see the potential of what is available on the Internet during their classes on a routine basis was invaluable and an economic way of achieving this. He also went on to point out that overcoming the 'digital divide' evident in his school was considerably helped by the ACTIVboard's pen tool: “As below 50% have access to a home PC, they are not very familiar with the mouse. Therefore the pen is a much more familiar tool to them and they can use it easily.”
Other research in Malaysia - Royal Military College experience comments from teaching staff in 2006

It is so easy. As I always use the board

**The lesson become more lively and interesting**

**My students give full concentration to my lesson.**

**My students like the new way of learning as it is more interactive**

**I use less time to prepare my lesson.**

But if I don't have time to prepare I use the tools with other application such as Microsoft word, PowerPoint.

Sometimes I ask my student create their own flipchart creatively. Base on the syllabus and present it to me. It makes the lesson lively and interesting

When I use other programs like power point, I have to use other programs if I want to show only pictures from my collection. But in ACTIVboard, one program can operate all my resource.

**Preparation become faster and the variety of resource makes the teaching very much interesting.**

ACTIVboard enriches the students knowledge with better diagram/pictures.

Students are able to participate in some activity too.
Interactive Learning Technologies in Asia Pacific Schools – Benefits and Challenges

16:40-17:30 – Room 3 Market Place
Thank you

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How does the Activboard work?

The most important component?
The Activboard

64", 78" Activboard

95" Activboard

The electro-magnetic Activboard
- Accurate
- Hard wearing
- No moving parts
Activpen - unique and entirely practical

Full 'mouse' capability
Teacher remains in control
No battery
Inter-operable files (flipcharts)
Suited to the teacher and student needs
Integrates with other software
Multi-award winning
PC and MAC versions
Wireless slate that allows control of the Activboard and computer anywhere in the room.
Activote - individual response devices

RESPONSES DISPLAYED INSTANTLY
RESPONSES RECORDED INSTANTLY
INTEGRATED INTO EXISTING SOFTWARE
Developments in 2008

Multi-pen - Activarena

Activexpression

Activote VR
How Do Teachers Use Interactive Whiteboards?

- Projection of standard computer material: 50%
- Use of interactive content: 32%
- Freehand writing to facilitate lesson: 18%

Source: G&R Strategic Consultants 2017
Promethean's Mission is to:

- **Enrich**
  - Enriching the experience and teachers and students. Bringing the full range of digital media to the fingertips of the teacher using the best tools available.

- **Excite**
  - Making teaching and learning memorable, interesting and fun. Not the mundane... not the clichéd... not the ordinary.

- **Enlighten**
  - Opening the eyes of educators to what is possible-not sometime in the future, but now.

- **Inspire**
  - Empowering educators to inspire and motivate their learners and colleagues.