

## 1. Abstract

This action research project investigates 210 Key Stage 3 students' perceptions of a range of interactive electronic whiteboard (IWB) techniques used in Geography. The most common IWB techniques are both justified and evaluated in order to determine which best engage and involve students, which they most enjoy, respond to and perceive as useful. The population studied consists of all Lincoln Minster School (LMS) Years 7, 8 and 9 students (excepting absences) - surveyed during a PSHE lesson in May 2008. 16% of the total had special educational needs in the form of autistic tendencies, dyslexia, dyspraxia or dysgraphia. Discriminant analysis of the resulting data proved both the validity and reliability of the questionnaire, and that the population honesty as a whole can be trusted. Statistically significant, overwhelmingly positive results dominated throughout, with student knowledge, understanding and enjoyment perceived to be promoted by IWB techniques such as building up images and tables, completing notes and diagrams (both with and without 'scratch card' and 'drag-in' options), using hyperlinks to pictures, websites and video clips, and presenting *PowerPoint* projects. Highly significant, and again positive student perceptions were recorded regarding the helpfulness and fairness of differentiation, suggesting real value in teachers differentiating instructions, tasks and resources within mixed ability groups. Finally, a number of questions investigating student perceptions of teacher, individual and peer operation of the IWB revealed trends towards valuing teacher and individual operation, but a relative intolerance of peers.