In Spring 2011 Kohli, Dean, and Mittal received an Emerging Technology Grant titled “Enhancing Collaborative Learning Using Smart Board 885ix Interactive Whiteboard System”. We requested the funds to buy a SmartBoard 885ix Interactive Whiteboard System to be used by us for teaching quantitative courses (BUS 275 - Applied Business Analysis and BUS 375 - Operations Management) in the School of Business.

The SmartBoard Interactive Whiteboard turns any computer and projector into a powerful teaching tool. With the computer image projected onto the whiteboard, more than one person can access and control many applications. Using digital pens and/or fingers students will be able to highlight important information and work on quantitative problems collaboratively. These notes and solutions can then be saved to any Windows or Mac computer application.

We had proposed that use of SmartBoard will allow our students to get additional technology-based support, which will hopefully improve their performance in the above classes. The following outcomes were evaluated to measure the success of this program:

- Improvement of students’ performance to be measured using the student grades as compared to prior semesters for the subject courses
- Students’ feedback on their perceptions on the use of Smart Board and it’s effect on their learning.

In this document you will find enclosed a compilation of reports created by Drs. Kohli and Dean. A simple questionnaire (attached in Appendices A, B, & C) was used to get the students feedback in the respective sections of BUS 275 & BUS 375. Prashant did not use SmartBoard due to extreme inconvenience and lack of user friendliness.
Report by Dr. Amarpreet Kohli

Setting and Use

Even though the SmartBoard was officially installed in LB 209, I was not able to use the same in Fall 2011 due to continuous problems i.e. loose connection and system failure error messages. I got a better handle on how to use this equipment and was able to use it in Spring 2012 for my 2 sections of BUS 375 course. I used SmartBoard Interactive Whiteboard primarily to discuss and explain problems in the classroom. Using this tool, I was able to highlight important concepts and provide step-by-step directions on how to solve problems by the use of the digital pen on my PowerPoint presentations on the computer and SmartBoard Notebook. I was not able to save the work that we did in the classroom due to lack of Acrobat Professional software installed on that machine.

Experience

My experience using SmartBoard Interactive White Board system was mixed. The use of interactive whiteboard was way more effective than a traditional chalkboard and it had a tremendous presence in the classroom. I was able to better demonstrate quantitative concepts on the Whiteboard. Incorporating this technology in the classroom improved instruction and I was able to better engage the students in discussions when we solved the problems together or in groups. The interactive environment fostered a highly responsive learning environment.

While it was wonderful being able to manipulate things on the Whiteboard, the screen itself was so sensitive to touch that many a times I had very hard time writing and explaining things. The slides would start moving by just bringing the digital pen near the screen. At times, the computer was unable to detect the SMART Board and there was a steady red light on the board. When the interactive display was turned on, “No input signal” message appeared and the display status light turned red again. All these issues with the use of SmartBoard in the class time was sometimes disruptive to the learning process.

Measure of Students’ Performance in BUS 375

I compared final cumulative final scores for the students enrolled in 2 sections of BUS 375 in Fall 2011 (when SmartBoard was not used) and Spring 2012 (when SmartBoard was used) to see if there is an improvement of students’ performance. No differences were found between both the groups as evidenced by the P value (0.961) and the boxplot.
Students’ Survey Results

Even though no differences were found between both the groups, I also got students’ feedback on the use of SmartBoard Whiteboard using a questionnaire that was adapted by Dr. Dean in Fall 2011. I employed the survey in Spring 2012 and 48 students for the 2 sections of BUS 375 responded. I requested the students to fill out this 10-question survey of both quantitative and qualitative questions (survey questions are attached in Appendix A).

Overall, the students responded very favorable and about 56% of students strongly agreed to the statement that they find the use of SmartBoard in the class helpful and 37% agreed to the statement. Only 7% did not find use of SmartBoard helpful in the class. Students overwhelmingly preferred the use of SmartBoard to a traditional chalkboard (86% either strongly agreed or agreed that SmartBoard was better than the chalkboard). About 67% of the students commented that they were able to clearly see the SmartBoard clearly in the classroom.

For the qualitative question on what they found to be the best thing about the use of SmartBoard, a variety of responses were provided by the students that are summarized below (in students’ voices):

- Very clear, easier to understand/read, and it looks clean and organized
- Makes solving math problems a lot simpler and saves a lot of time
- Instead of rewriting the problem on the whiteboard/chalkboard, the professor can write right on the PowerPoint
- I like being able to see the PowerPoint while the professor is able to write notes and highlight certain items (on the SmartBoard) so that we know exactly what he is talking about, rather than just pointing
- Having that visual is helpful in remembering certain steps of a math problem
- It helps a lot as you can directly alter a slide and show examples directly on it
- Things are easier to read on the SmartBoard than on the chalk board most times
- It allows the prof. to be more organized when showing example
- Visibility is increased from the back of the classroom
It was easier to follow the Professor working through a problem. It helped A LOT in understanding many different concepts.

It is very helpful especially when we doing math problems because you can write on it with different colors to make it easy and presentable.

That the professor can show/demonstrate on the actual slide and problem what he is talking about and exactly where he is and what he is doing versus simply referring to the slide or example on a separate chalkboard. It has a few quirks but it was really helpful understanding and it seemed to be a helpful tool for the professor in demonstrating ideas and examples.

I like that the teacher can change/add to the notes using the SmartBoard with a PowerPoint. He can fill in tables, and draw on tables when necessary which is extremely useful to illustrate some of the concepts.

Interactive interface is easier to follow.

Prof. Kohli could use the SmartBoard to highlight specifically what he was talking about during the lecture— which helped tie concepts together. Personally, this was useful for me because I print out the lecture slides so I was able to make the same notes on my slides that Prof. Kohli was making on the SmartBoard.

It allowed for a smooth transfer when dealing with large problems that would take constant reconfiguring on a board. Professor was simply able to change slide quickly and make edits over the screen versus taking the time to restructure/rewrite a problem.

Being able to visually see changes, and specific topics through use of the pen function.

It was very helpful, especially in a stats class. Professor Kohli would be able to draw on the SmartBoard to show us things that he would have previously only been able to do with a laser pointer, which does not last.

Only two comments were provided that hinted to the lack of helpfulness for the use of SmartBoard in the classroom: “It doesn't really have an advantage, in fact it seemed to mess up and be more of a problem for the professor than a real tool” and “there were some instances where the board didn't function quite as well, I'm not sure if this happens a lot with SmartBoards in general. I would say it's useful despite this malfunction.”

On the statement “The use of SmartBoard in BUS 375 inhibits my ability to learn”, about 29% agreed or strongly agreed to that statement. About 55% did not agree to this statement, and the rest were neutral. However, when asked to comment on the statement “I wish more of my classes used the SmartBoard” overwhelming majority of the students agreed (76%) and only a tiny fraction disagreed (4%). About 40% informed that they have been in other classes where a SmartBoard was used.

When asked to share any other features of the SmartBoard that they have seen other instructors use that would be helpful in BUS 375, most informed that they had no further suggestion regarding the same. Only a few students provided some good ideas that I am summarizing below:
It may be helpful for the professor to "save ink" and post the PowerPoint with the notes taken in class on Blackboard.

In my ACC301 class there were videos incorporated, and the prof recorded his presentation which took in his additions drawn in on the smart board.

When the students were asked on what other technologies they think would be useful for BUS 375 course, the students provided the following recommendations:

- Bus 375 has a variety of technology already. Can't think of anything else that would be useful.
- None. I don't think that there are any other kinds of technology that could top what the smartboard does.
- I think the combination of smartboards and myomlab are sufficient.
- Maybe an SPSS program to evaluate the relationships and significance of some statistics.
- If we had a class in the computer lab where the teacher could "takeover" our computer screen to show us some step by step processes with some of the programs we used (such as QSB) that could have been helpful as well.
- It would be useful to have laptops available in classrooms so that students can walk through the process on utilizing WinQSB or POM while being instructed.
- I think the Smartboard was a great solution to helping clarify many things in class. The four color options also make things more visible.

For the question on what they see as “things that the instructor can do differently with the SmartBoard that would aid in their learning” students suggested the following useful feedback:

- I think he could do the problem step by step by drawing in a blank table... rather than having the numbers already in it and working through problems on the white board.
- make it a little bit bigger.
- the only thing is the board seems very sensitive so it sometimes does task that you did not mean to do.
- If there is a way to take screen shots of the notes or save the notes that we make on the smartboard during class, those might be helpful to see later on by having them posted to blackboard. It would be helpful to be able to go back to those same notes later on when doing homework.
- Work out the bugs as accidentally changing slides when trying to erase.
- It seemed as though there were some potential bugs to work out because the drawing tool would occasionally not work properly, but I don't think that was anything to do with Professor Kohli since the tool worked correctly most of the time.
- The color red is hard to see on a lot of the powerpoint slides. Using white smartboard 'ink' would be easier and less straining for the eyes.
While the SmartBoard was kind of cool, it often seemed to get technologically cumbersome, often doing what the professor did not want it to. I think that some of these quirks should be ironed out. I know this wasn't really the question, but I felt I had to get this opinion down at some point.

I thought the instructor used the board well, the fact that the board wasn't functioning properly at times was not his fault.

**Future Plans**

Because of the overwhelming positive response from the students, I plan to continue using the SmartBoard in my quantitative SB courses. One major feedback that both my reflections and the students’ suggestions point to is the need for more training from people who are well versed with this technology. A few issues that come to mind that I need direct help with are: (a) how to work on the SmartBoard in a way that it does not become extremely sensitive to the point that just bringing the digital pen close to the board results in shifting of slides; (b) “take some of the bugs out of the system” so that the process does not become cumbersome and cut upon the class time, (c) provide more technical support on using it so that I am able to manipulate many of it’s functions, (d) how to save the files in LB 209 in adobe format at the end of the class session, and (e) get more training on how to integrate the other software that was bought for this grant in my class.

**Summary**

Overall, despite some glitches that were faced, the students response and my own experience has shown that use of the SmartBoard Whiteboard enhanced the interaction and student engagement in the learning process. I will appreciate some more technical support/training on it’s use and hope to continue using it in my courses. Through the CTEL Emerging Technology Grant I have been able to make some significant changes in my teaching and I hope to continue fine-tuning it’s use in my future quantitative courses.
Report by Dr. Matthew Dean

Setting and Use

During the Fall 2011 semester, I used the mobile SmartBoard located in Payson Smith Hall, Room 205, connected to my Windows 7 laptop. I had back-to-back sections of the same course, BUS 275 – Applied Business Analysis (the second semester business statistics course) on Mondays and Wednesdays. The SmartBoard was used as both the projector for the PowerPoint slide presentations and the handwritten examples and problems discussed in class. The examples were worked out in the SMART Notebook 10 software. The class notes were saved in PDF format and posted on Blackboard for students to access. During the Spring 2012 semester, I used the SmartBoard installed in Luther Bonney Hall, Room 209. The classroom computer was used. The course was BUS 375 – Production / Operations Management and was held once a week in the evening. Again, I used the SmartBoard as both a projector and the way to work out examples in class. The class notes were saved in PDF format and posted on Blackboard for students to access.

Experience

Overall, I believe SmartBoard is a better option than the traditional chalkboard. In particular, I find it useful to be able to save my class notes and post the electronic version to Blackboard for students. I also find that when I now go into a classroom with a chalkboard, I hesitantly use the chalkboard because of the chalk dust, etc. (See the Future Plans section below for some other thoughts on overcoming this setting.)

The mobile SmartBoard in Payson Smith is not really mobile. Yes, it has wheels, but if you want to move it to a different room, there is a fair amount of effort involved. You would not be able to move it to another floor of the building because it does not fit in the elevator. Because it is “moveable”, the projector became askew as the semester progressed. When the projector is in this state, it can cause some problems. For example, you cannot always access the taskbar in Windows because it no longer resides in the “touchable” surface of the SmartBoard.

I mostly used the SMART Notebook software for examples. When using the mobile unit, I found it easier to write with my finger rather than the stylus/pen. Interestingly, I found it easier to use the stylus on the board installed in Luther Bonney 209. I found it a bit awkward to move back and forth between a PowerPoint presentation and the Notebook software. At times, the Notebook software could only be accessed if I exited presentation mode. Seldom did I write on the slides themselves. I generally only wrote on slides to highlight a particular item of importance.

In my BUS 275 sections, I found the highlighter very useful when explaining statistical tables to students. I would open the PDF version of the statistical tables and then use the highlighter pen to show where the relevant values were coming from.

The CTEL grant allowed us to purchase the SMART Notebook Math Tools software. The hope was to be able to easily integrate this software into our quantitative courses. Unfortunately, its
utility seemed better suited for the elementary education arena. For example, there are some fun ways to discuss and show the concept of fractions. I was hoping to be able to easily insert an equation during class as I worked through an example. This type of task was not easily accomplished. Instead, I created some equations in a Notebook before class and used it as the basis to work from.

**Students Survey Results**

To help gauge how students reacted to the use of the SmartBoard in my classes, I created a 20-question survey. If students responded to the survey (administered via Blackboard), they earned bonus points for the course. The surveys for both semesters are basically identical and can be found in Appendices B and C.

A total of 46 students responded to the BUS 275 (Applied Business Analysis) survey. One section had 17 (out of 28) responses, while the other had 29 (out of 33) responses. The data from the two sections were combined for purposes of this report. This report is not meant to be exhaustive, but instead simply gives an overall sense for students’ reactions to the use of the SmartBoard.

To this end, all 5-point Likert scale items were coded allowing for the interpretation that a higher number shows a more favorable reaction from students to the use of the SmartBoard in class. That is, higher numbers are “better.” The questions listed in the table below indicate which of the survey items were reverse-coded in order to achieve this interpretation.

I have broken the survey results into five broad categories: usefulness, alternative to a chalkboard, access to saved class notes, students’ other exposure to a SmartBoard, and the instructor’s ability to use the SmartBoard during class.

Overall, students reacted very favorably to the use of the SmartBoard in my two sections of BUS 275. Students found its use in class helpful and useful. Students overwhelmingly prefer the use of the SmartBoard to a chalkboard. Some of this preference could be attributable to the ability for students to access the saved class notes. Nearly 85% of students accessed the saved class notes and many of them found them useful for studying. While 41% of the students say that they have attended other classes where a SmartBoard was used, the general sentiment is that students would prefer to see it used in more of their School of Business classes.
The table below shows several of the questions and their mean, median, and mode. For access to the complete raw data, please contact Professor Dean.

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usefulness / Helpfulness</td>
<td>I find the use of the SmartBoard in class helpful.</td>
<td>4.261</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The use of the SmartBoard in BUS 275 has made learning the material enjoyable.</td>
<td>3.652</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The use of the SmartBoard in BUS 275 helps me learn the material.</td>
<td>4.000</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The use of the SmartBoard in BUS 275 is a waste of time. (reverse –coded)</td>
<td>4.283</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The use of the SmartBoard in BUS 275 inhibits my ability to learn. (reverse-coded)</td>
<td>3.500</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Alternative to chalkboard</td>
<td>The SmartBoard is a better option than using the chalkboard.</td>
<td>4.304</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The chalkboard would be easier for me to see the examples than the SmartBoard. (reverse-coded)</td>
<td>3.804</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>I can clearly see the SmartBoard in class.</td>
<td>4.478</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Saved Notes Access</td>
<td>I access the notes saved from SmartBoard and posted on the course's Blackboard website.</td>
<td>0.8478</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I find the notes saved from the SmartBoard useful for studying.</td>
<td>3.652</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Other Exposure</td>
<td>I have been in other classes where a SmartBoard was used.</td>
<td>0.4130</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>I wish more of my classes used the SmartBoard.</td>
<td>4.000</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Instructor’s Ability</td>
<td>The instructor uses the SmartBoard effectively.</td>
<td>4.457</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

A similar analysis was conducted for Professor Dean’s BUS 375 (Operations Management) class in the Spring 2012 semester. A total of 34 (out of 37) students responded to the survey. Overall, students reacted very favorably to the use of the SmartBoard in my one section of BUS 375 during the Spring 2012 semester. Students found its use in class helpful and useful. Students overwhelmingly prefer the use of the SmartBoard to a chalkboard. Some of this preference could be attributable to the ability for students to access the saved class notes. More than 82% of students accessed the saved class notes and many of them found the useful for studying. While 35% of the students say that they have attended other classes where a SmartBoard was used, the
general sentiment is that students would prefer to see it used in more of their School of Business classes.

The table below shows several of the questions and their mean, median, and mode. For access to the complete raw data, please contact Professor Dean.

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usefulness / Helpfulness</td>
<td>I find the use of the SmartBoard in class helpful.</td>
<td>4.471</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The use of the SmartBoard in BUS 375 has made learning the material enjoyable.</td>
<td>3.706</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The use of the SmartBoard in BUS 375 helps me learn the material.</td>
<td>4.088</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The use of the SmartBoard in BUS 375 is a waste of time. (reverse-coded)</td>
<td>4.5294</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The use of the SmartBoard in BUS 375 inhibits my ability to learn. (reverse-coded)</td>
<td>4.265</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>Alternative to chalkboard</td>
<td>The SmartBoard is a better option than using the chalkboard.</td>
<td>4.441</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The chalkboard would be easier for me to see the examples than the SmartBoard. (reverse-coded)</td>
<td>4.324</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>I can clearly see the SmartBoard in class.</td>
<td>4.8529</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Saved Notes Access</td>
<td>I access the notes saved from SmartBoard and posted on the course's Blackboard website.</td>
<td>0.8235</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I find the notes saved from the SmartBoard useful for studying.</td>
<td>3.735</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Other Exposure</td>
<td>I have been in other classes where a SmartBoard was used.</td>
<td>0.3529</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>I wish more of my classes used the SmartBoard.</td>
<td>4.2941</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Instructor’s Ability</td>
<td>The instructor uses the SmartBoard effectively.</td>
<td>4.6765</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Future Plans

I plan on continuing to use the SmartBoard as much as possible in my classes. However, I may use it differently. For example, I am thinking of using the SmartBoard as an electronic chalkboard hooked up to my laptop while using a second computer to project my slides. This type of setting can be achieved using the mobile SmartBoard in Payson Smith 205 because there is an overhead projector that is separate from the SmartBoard. However, this configuration is not possible with the current equipment installed in Luther Bonney 209. Using the two computer configuration will allow the data and problem setting on the slides to be shown while working the example on the SmartBoard.

As an alternative to the SmartBoard and my desire to not use chalk, this summer I have begun experimenting with using my iPad as the tool to perform examples and problems in class. The drawback I have experienced with this so far is that I still need to switch between devices (the iPad and my laptop). Many of my slide presentations have a lot of animation (or time-released parts) that I have not been able to duplicate on my iPad. (Note: I have not tried Keynote because I am cheap.) The switch is a physical one where I unplug the VGA cable from laptop and plug it into my iPad.

Summary

The addition of the use of a SmartBoard in the undergraduate quantitatively-natured business courses that I teach appears to be positive. I prefer using it over a traditional chalkboard and students appear to prefer it as well. These preliminary results appear encouraging.

All of the means reported for the Spring semester, except accessing class notes and students’ exposure to a previous class using a SmartBoard, are higher than those reported for the Fall semester. There are probably several factors affecting this result. First, the instructor had more experience with using the SmartBoard by the time the Spring semester course was taught. Second, many students find BUS 375 more interesting that BUS 275, perhaps biasing their opinions. Third, the nature of BUS 275 is a lot of hand-written examples. BUS 375 also follows this pattern, but at quite at the same intensity.

I am appreciative of opportunities that the CTEL emerging technology grant gave me. The chance to introduce the SmartBoard into my business statistics and operations management courses has been rewarding for my students and me. I hope to continue to fine tune my implementation of its use in my future face-to-face classes.
Appendix A

The following 10-question survey was adapted by Professor Kohli from the survey that was originally designed by Professor Dean in Fall 11. It was administered via Blackboard to students during the Spring 2012 semester in Professor Kohli’s 2 sections of BUS 375 course.

1. I find the use of the SmartBoard in class helpful.
2. The SmartBoard is a better option than using the chalkboard.
3. The best thing about the use of the SmartBoard in BUS 375 is: ________
4. The use of the SmartBoard in BUS 375 inhibits my ability to learn.
5. I wish more of my classes used the SmartBoard.
6. I have been in other classes where a SmartBoard was used.
7. If you have seen other features of the SmartBoard that have been used by other instructors that you think would be helpful in BUS 375, please list them. If you have not seen any, then please answer “None”.
8. What other types of technology do you think would be useful for BUS 375?
9. I can clearly see the SmartBoard in class.
10. What things can the instructor do differently with the SmartBoard that would aid in your learning?
Appendix B

The following 20-question survey was created by Professor Dean. It was administered via Blackboard to students during the Fall semester 2011 in Professor Matthew D. Dean’s BUS 275.001 and BUS 275.002 classes.

1. I find the use of the SmartBoard in class helpful.
2. The SmartBoard is a better option than using the chalkboard.
3. The best thing about the use of the SmartBoard in BUS 275 is: __________
4. I access the notes saved from SmartBoard and posted on the course's Blackboard website.
5. I find the notes saved from the SmartBoard useful for studying.
6. How many different sets of saved notes from the SmartBoard have you accessed?
7. When do you access the saved notes from the SmartBoard?
8. The use of the SmartBoard in BUS 275 is a waste of time.
9. The use of the SmartBoard in BUS 275 inhibits my ability to learn.
10. The use of the SmartBoard in BUS 275 has made learning the material enjoyable.
11. I wish more of my classes used the SmartBoard.
12. The instructor uses the SmartBoard effectively.
13. I have been in other classes where a SmartBoard was used.
14. Other classes (at USM, other colleges you attended, or high school) that have used SmartBoards are: __________
15. If you have seen other features of the SmartBoard that have been used by other instructors that you think would be helpful in BUS 275, please list them. If you have not seen any, then please answer “None”.
16. What other types of technology do you think would be useful for BUS 275?
17. I can clearly see the SmartBoard in class.
18. The chalkboard would be easier for me to see the examples than the SmartBoard.
19. The use of the SmartBoard in BUS 275 helps me learn the material.
20. What things can the instructor do differently with the SmartBoard that would aid in your learning?
Appendix C

The following 20-question survey was created by Professor Dean. It was administered via Blackboard to students during the Spring semester 2012 in Professor Matthew D. Dean’s BUS 375.004 class.

1. I find the use of the SmartBoard in class helpful.
2. The SmartBoard is a better option than using the chalkboard.
3. The best thing about the use of the SmartBoard in BUS 375 is: __________
4. I access the notes saved from SmartBoard and posted on the course's Blackboard website.
5. I find the notes saved from the SmartBoard useful for studying.
6. How many different sets of saved notes from the SmartBoard have you accessed?
7. When do you access the saved notes from the SmartBoard?
8. The use of the SmartBoard in BUS 375 is a waste of time.
9. The use of the SmartBoard in BUS 375 inhibits my ability to learn.
10. The use of the SmartBoard in BUS 375 has made learning the material enjoyable.
11. I wish more of my classes used the SmartBoard.
12. The instructor uses the SmartBoard effectively.
13. I have been in other classes where a SmartBoard was used.
14. Other classes (at USM, other colleges you attended, or high school) that have used SmartBoards are: __________
15. If you have seen other features of the SmartBoard that have been used by other instructors that you think would be helpful in BUS 375, please list them. If you have not seen any, then please answer “None”.
16. What other types of technology do you think would be useful for BUS 375?
17. I can clearly see the SmartBoard in class.
18. The chalkboard would be easier for me to see the examples than the SmartBoard.
19. The use of the SmartBoard in BUS 375 helps me learn the material.
20. What things can the instructor do differently with the SmartBoard that would aid in your learning?