

EXAMINING STUDENTS' ATTITUDES TOWARDS THE USE OF INTERACTIVE WHITEBOARD IN CHEMISTRY COURSES IN TERMS OF DIFFERENT VARIABLES

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Abstract

The aim of this study is to evaluate the high school students' attitude level of using an interactive whiteboard in chemistry courses, in terms of different variables. The study was conducted with 136 students in ninth and tenth grades of a high school in the centre of Trabzon province. The students' attitude towards smart board was determined with the interactive whiteboard attitude scale. The scale used in this study was developed for math courses by Tatarođlu and Erduran (2010) and reliability coefficient was calculated as 0.89. In this study the scale was adapted for chemistry and its reliability was obtained as 0.87. The study was carried out in the frame of survey research method. The statistical analysis of the data taken from the scale was made with independent samples t-test and one-way ANOVA. The data taken from the scale indicates that the average of students' attitude was determined as 80.57. So, it can be said that the students' attitude towards interactive whiteboard is precisely high. The students' attitude points make no differences in terms of gender, nevertheless the points showed significant differences in terms of class level, their families' income level, and technology-efficacy level ($p < 0.05$).

Key Words: Chemistry education, Interactive Whiteboard, Attitude.