

Interactive white boards in science education of pupils with mild mental handicaps

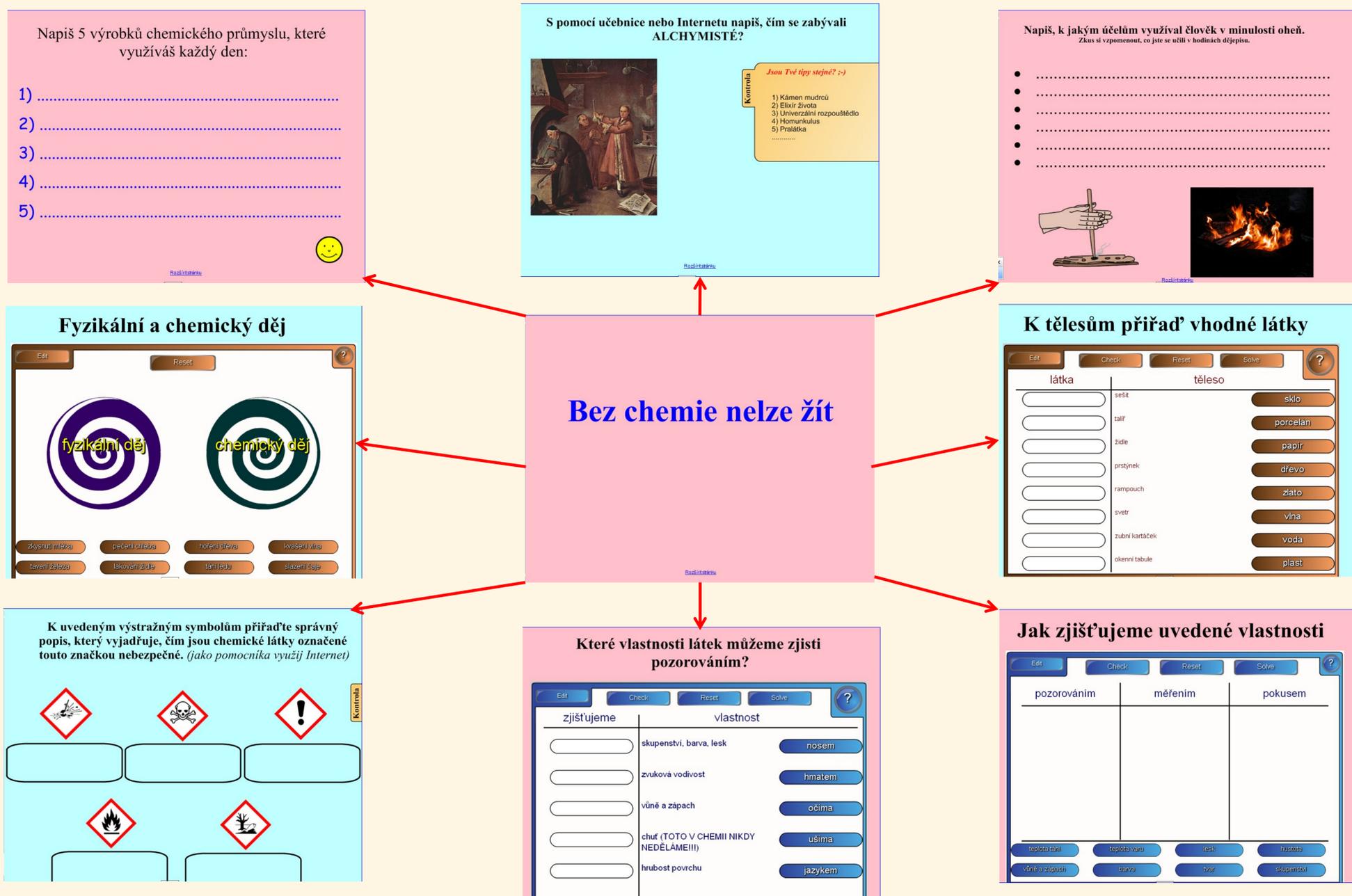
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Abstract

Interactive whiteboards (IWB) are among the technical means that are increasingly emerging in Czech schools. Schools IWB usually gain from the different projects and grants. At most schools contain at least one interactive whiteboard but they are also schools that have in their property several interactive whiteboards. The biggest problem in this case is that the boards are from different manufacturers that boards are also available for own software. For teachers this is really problem in connection with the information literacy since it must modify materials for teaching. Interactive whiteboards but a useful supplement teaching in the education of pupils with mild mental handicaps. For these pupils it is important to support the clarity because they are missing abstract thinking. In science there is a problem when many processes are based on atoms and molecules thus go in terms of learning about abstract events. The paper indicated the possibility of using the interactive whiteboard in science education for pupils with mild mental handicaps especially in chemistry and physics. In the paper are examples of materials created in SMART Notebook software for chemistry and outcomes of interviews after practice trying materials.

Key words

Interactive whiteboard, pupils with mild mental handicaps, chemistry, interviews, basic school.



Conclusion

Interactive IWB which are increasingly emerging in schools through various projects and grants allows enhancing clarity in education. Another key role is to increase the motivation of the subjects which is of great importance especially for pupils with mild mental handicaps unless it is a difficult subject with its emphasis on abstract thinking. The interactive whiteboard is an important resource that not only allows manual strengthening the skills pupils but also approach some processes taking place in the microworld. Interviews with pupils revealed that the greatest significance in terms of pre-prepared materials for pupils assignment terms. On the contrary less important is the use of memory games and puzzles which related to the issue of cognitive abilities of pupils.