

# PRIMARY SCHOOL FIFTH GRADE STUDENTS IN MATH ARE DONE TO COMPREHEND TOPICS TEACHING SMART BOARD APPLICATIONS FOR STUDENT FEEDBACK

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**Abstract-** *The purpose of this study in teaching primary fifth grade students in math are done to comprehend topics is to their views about the smart boards applications. Research Working Group has established, in the education year 2012-2013, on 111 students in an primary school studying in Istanbul, Fatih. The scanning model was used in the research. In this application, aritmatik mean and standard deviation values were used in the distribution of the students view. In the students views about Smart Board Practices in math lesson, 'ttest' was used to determine if there is a meaningful difference in gender thinking. According to the research findings, through the use of the smart board in the course of mathematics, students told that they had better understood the phrase the lesson, had been getting the increase in their interest and wasn't bored in the lesson. Another result obtained in research, students opinions has not been significantly different according to gender*

**Keywords:** smart board, primary school, views of students

## 1. INTRODUCTION

Tecnology is developing continuously at the present day and it has important role in our life. Social life is shaped according to this development and technological devices take part in daily life. If traditional method and techniques are used on during education-teaching, students who get into technology may not show an interest that lesson. Using visual and auditory devices in class increases success of students. Using material on education is very important for helping teacher and permanent education. Consequently education materials are benefitted from understanding subjects on education-teaching, teaching main points about subjects and increasing interests on lessons [5]

One of the using devices on class is smart board. It becomes widespread on developed country in recent years. Smart board contents a computer, a projection apparatus and a panel like a board has active surface.

Smart board is computurized This programme is enabled to using pictures, maps, formulas and easy artwork during lesson. Smart board can be used a computer screen with a pencil like a computers's mouse. Thanks to this lots of presentations loading computers or in flash

memory (video, animations office programmes) are opened and used easily [1].

## 2. AIM TO SEARCHING

This article's aim is expressing primary fifth class students' views about using smart board on math lessons. In this way important of smart board is understood according to other technological devices. Answers will be searched these questions:

1. What are primary fifth class students' views about using smart board on math lessons?
2. Is there any difference male or female students' views about using smart board on math lessons?

## 3. METHOD

Scanning model is used during searching. Scanning model is an approach describing an event in past or at the present. A person, an object or an event is described literally during searching [6].

### 3. WORKING GROUP

The research population consisted of students are in Istanbul, Fatih at Aksaray Mahmudiye

primary school in 2012-2013 education and training year. Distributions of the students participating in the study by gender are given in Table I.

**Table I:** Sexes of working group

SEX	FEMALE		MALE		TOTAL
	f	%	F	%	
	56	50,5	55	49,5	111

**Table II:** Students with or without computer and internet connection at home

	Yes		No		TOTAL
	f	%	f	%	
with a computer at home	111	100	0	0	111
with connection internet at home	104	93,7	7	6,3	

As in the table-2 working group of %100 has a computer at home. Also working group of %93.7 has a connection internet and %6.3 has no connection internet at home. As in the table-2 families of working group think that computer and internet are necessary so they provide computer and internet facilities to their children.

results is shown that overall survey is too real and valid. (Büyüköztürk, 2010 ) The Overall survey which contents 20 expressions and Linkert model was ordered and graded 'agree(3)', 'ambivalent(2)', 'disagree(1)', Triple Likert model was chosen because fifth class students in working group can be answered the questions obviously.

### 4. DATA COLLECTION DEVICES

Overall survey is made by Ateş (2010). The reliability and validity study which was used scale on searching was carried out. KMO coefficient of overall survey is 0.78, validity coefficient, Cronbach Alpha, is 83. These

### 5. ANALYSIS OF DATA

Arithmetic average and standard deviation was used with using smart board on math lesson of fifth class students' views. "Independent sample T-Test " was used to carry out if there is difference according to sex or not.

**Table III:** The students in using smart board average and standard deviation of answer which given answers to understand

TITLES	X	SD
1. If my teacher uses a smart board on math lesson, subjects can be understood well.	2,87	0,46
2. If smart board is used on math lessons subjects can be understood easily.	2,9	0,4
GENERAL AVARAGE	2,88	

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Fatma Nur KIRALI

As in the table 1.3 using smart board on lessons of views with understanding are 2.88. This average is shown that most of the students

agree with these views If i look the title one by one, titles are similar to each other.

**Table IV :** The students in using smart board average and standard deviation of answers which given answers to technical advantage

TITLES	X	SD
3. My teacher's writing and drawing are understood with a smart board.	2,73	0,59
4. I can understand the subjects well with smart board and visual and audiotory materials	2,92	0,37
5. I can learn a subject different kind of resources thanks to smart board	2,98	0,4
GENERAL AVARAGE	2,87	

As in the table 1.4 the fifth class students in using smart board on lessons technological advantages of views are 2.87. This average is

shown that most of the students agree with these views. If i look the titles one by one, the titles are similar to each other.

**Table V:** Answers' average and standard deviation about teaching lessons with a smart board

TITLES	X	SD
10. I prefer lessons with a smart board	2,83	0,54
20. According to me, classic board isn't very different from smart board	1,27	0,63
GENERAL AVARAGE	1,95	

As in the table 1.5 views about using smart board on lessons are 1.95. This average is shown that students agree with these views in

middle level. Most of the students prefer using smart board to classical education.

**Table VI:** The students in using smart board average and standard deviation of answers which given answers to use smart board

TITLES	X	SD
8. I like using smart board in the class	2,92	0,37
9. I use smart board difficulty	1,15	0,48
11.Using smart board for showing my project to the class is disturbed me	1,18	0,51

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Fatma Nur KIRALI

GENERAL AVARAGE	1,75
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As in the table 1.6 using smart board on lessons of views are 1.75. This avarage is shown that students agree with these views in middle level.

**Table VII:** The students in using smart board avarage and standard deviation of answers which given answers about motivation

TITLES	X	SD
12. If lesson is taught with smart board, I can concentrate well.	2,7	0,68
13. If my teacher uses smart board, I will join the lesson more and more.	2,81	0,48
14. lessons are more interesting and amusing with smart board	2,91	0,36
15. I can pay attention with smart board easily	2,77	0,49
16. My motivation increases with smart board on math lessons	2,67	0,62
GENERAL AVARAGE	2,77	

As in the table 1.7 using smart board of views with motivation are 2.77 Most of the students agree with these views. This result is shown that students' motivation increases with smart board.

**Table VIII:** The students in using smart board avarage and standard deviation of answers to plan lessons

TITLES	X	SD
18.If smart board is used, lessons will be planned and organised.	2,84	0,47
19.If smart board is used, we w,ll spend less time and learn more subjects in short time.	2,66	0,56
GENERAL AVARAGE	2,75	

As in the table 1.8 using smart board on lessons of views with planning the lessons are 2.75. This avarage is shown that most of the students agrre with these views.

**Table VIII:** The students in using smart board on lessons avarage and standard deviation of answers which used smart board to carry out problems

TITLES	X	SD
6. I see hard time to time if sun lights are averted and there is defect of video	1,96	0,68
7. smart boards are often broken down and they can be corrected hard	1,81	0,7
17. I can't keep up to lesson when my teacher uses smart board	1,27	0,53
GENERAL AVARAGE	1,68	

As in the table 1.9 the students in using smart board on lessons of views with planning the lessons are 1.68.

These avarage is shown that students agree with these views in middle level.

**Table X:** Views of using smart board according to sex

	Gender	N	Ort.	SD	S.error Avg.
Avarage	1,00	56	2,4134	,17825	,02382
	2,00	55	2,3918	,16771	,02261

As in the table 1.10 the fifth claa students' views about using smart board on math lessons aren't different from sex to sex.

## 6. CONCLUSION

The students in survey are happy about using smart board on lessons thanks to this they can understand the subjects well. Also if smart board is used on lessons, they can motivate easily and teacher's drawing and wrting are more understandable. Most of the students prefer learning a subject with smart board. Furthermore they like using smart board and showing their project to he class but they use smart board hard. They emphasise problems which is not being averted sun lighs and defect of video. Anyway teacher teaches a subject quicker with smart board and students can' t pay attention that kind of quick lessons. But they say that lessons are more planned with smart board. Finally views aren't different from sex to sex.

## 7. DISCUSSIONS

Seminars for teachers should be given regarding the use of smart board and it is ensured an effective usage. Not only using for

pp presentation but also users are encouraged to use the other facilities of the smart board. It is supoted to promote by making scientific research. Teachers shouldn't think that they are only owners of the boards. They should allow to students to use them. Teachers shouldn't study fast when they explain the lesson on the board. Gains should be finished in the limited time.

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