

MICRO CASE STUDIES

A New Technology for Your Lessons: Lightboard



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One of our instructors came up with a suggestion to buy a **lightboard**, for its potential use in the training that will be developed together with the **Lifelong Learning Academy** as well as in many courses delivered at our university.

Approach to Solve the Problem

It was decided that it would be beneficial to have a lightboard at our university in order to

- Increase the quality and variety of synchronous lectures and asynchronous lecture videos,
- Allow the instructor to independently create high-quality learning content,
- Ensure that the instructor does not lose eye contact with the students while teaching and constantly facing the students (screen),
- Draw highly visible sketches and equations while teaching and working on these drawings in a natural way.

Lightboard is planned to be used to increase the quality of both **synchronous and asynchronous lessons**. Upon the suggestion of our instructor, the required field research was carried out by our team and negotiations started with the relevant companies.

Interviewing with Companies and Testing Process



Phase 1:

Firstly, **an online demo** was made with a company. The **OLTE director, instructional design consultants** and **IT director** attended the online demo lesson. Then, **a demo setup was carried out** in our office by the same company so that we could experience the lightboard in our own context with our instructors and working students.



Phase 2:

After setup, lightboard was first tested by **our OLTE director, consultants, IT director, and Audio Visual Team**. Then, our instructor experienced the lightboard and his feedback was collected. Finally, a demo lesson with a lightboard was given to the **working students** by the consultants and feedback from the students was collected. Afterwards, all feedback was reported along with improvement suggestions and shared with the relevant company.



Phase 3:

Negotiations were made with another company and a demo was set up in our office by the company. Afterwards, a similar process was carried out.

Consideration and Decision Process



There was common feedback from all stakeholders **that it is difficult to clean the lightboard**. This problem was handled by taking two dimensions into account: **glass board marker and duster**, and required research was carried out accordingly.

The most commonly used glass board markers for lightboards around the world were researched, and the glass board markers provided by the interviewed companies were tested. As a result of the comparison, it was finally decided that 3 glass board markers that potentially gave the best results in terms of creating a comfort zone while teaching as well as having a healthy experience in the long term were going to be purchased.



As a result of our research, **it was seen that fiber cloths and a spray containing some chemicals** were used to clean the lightboard. Both the duster produced from fiber cloth and spray -supplied by the interviewed companies- and various fiber cloths were tested. Generally, the lightboard is sprayed first, and after waiting for a while, it is cleaned with a fiber cloth. It is seen that the effectiveness of the duster used depends on the erasability of the glass board marker. Finally, “Würth” was tried to erase the lightboard for easier cleaning, but it was concluded that it could be preferred for general cleaning as it would not look aesthetic during the lesson.

As a result of the tests and comparisons, the most suitable lightboard was chosen. As OLTE we would be pleased to welcome our instructors who would like to experience the lightboard to discover its potential use for their future classes.