Lemongrass room
4.25-4.40pm

Developing bona fide online MOOC lectures to the world using the Lightboard

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Currently there are two primary methods of recording flipped classroom videos: (1) using the white board; (2) screencasting a PowerPoint presentation (Fung & Jeyaraj, 2017). Both methods have several disadvantages. In the former, the presenter's body obscures the content. Both methods lack an element of human interaction between the viewers and presenter and require lengthy editing. These reasons discourage educators from adopting the flipped classroom (FC). In this PechaKucha presentation, we share our motivations and experience with the Lightboard, an interesting method of filming with a glass board that addresses the aforementioned problems. This novel format could help achieve our pedagogical goal of engaging online learners better by providing greater visual connection with the lecturer.

Preamble

Some research has found that the most students felt that the flipped classroom methodology is more effective (Gloudeman *et al.*, 2018) and preferred the flipped classroom over traditional, lecture-style teaching (McLaughlin *et al.*, 2013). It was also found that students were more innovative and cooperative when the flipped classroom approach was used (Strayer, 2012). Furthermore, the flipped classroom principle could have tangible benefits; in a study with 433 students, the fraction of students achieving the highest possible grade was 47% higher (40.5% vs. 27.5%) in the flipped classroom compared to the traditional lecture (Guy & Marquis, 2016).

An alternative to the recording of flipped classroom videos is the Lightboard method which has the benefit of showing both illustrations/handwriting and the lecturer's face. Student engagement has been found to be higher when the lecturer's face was shown in addition to slides or other explanations (Guo *et al.*, 2014). Furthermore, the Lightboard enables the lecturer to keep continuous eye contact with the students, which was found to increase student engagement by up to three times. From our experience with creating 133

Lightboard videos, this new way of delivery flipped lectures provides both educators and students the opportunity to learn communication skills needed to engage diverse audiences (Fung, 2017).

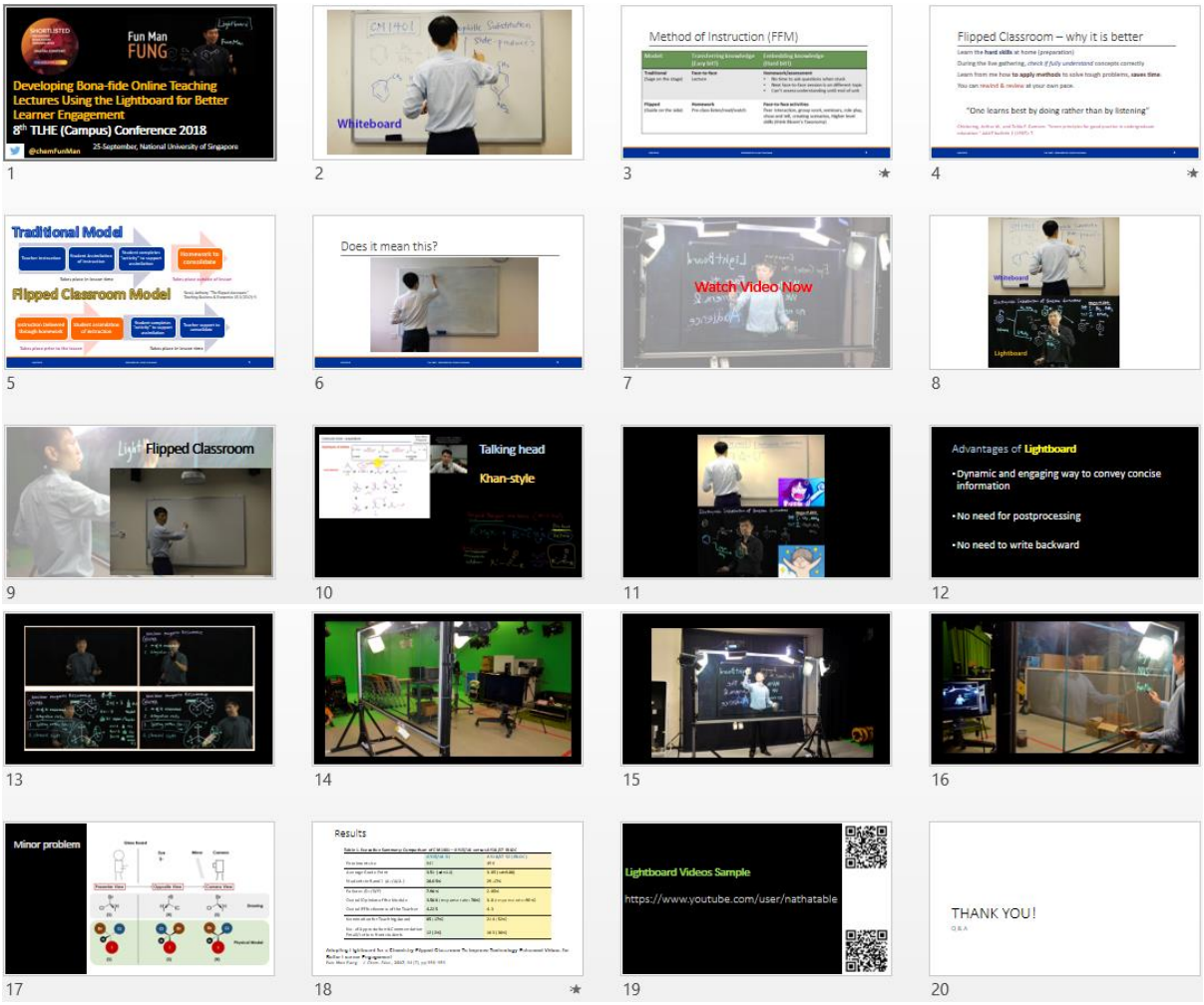

Figure 1. Using the Lightboard to engage learner better and training educators unique communication skills in a MOOC.

Keywords

Innovation; educational approaches; technology, lightboard, flipped classroom, blended learning, MOOCs

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