**UNE L&T Symposium 2025 – Presentation Synopsis**

**1. Title of Presentation:**

Bridging Traditional Teaching Practices into the Digital World – Use of Glass Light Board

**2. Presenter(s) Name(s) and Affiliation(s):**

Dr. Vanu Gulati, Senior Lecturer, Biomedical Science, School of Science and Technology, SABL Faculty, UNE.

**3. Main Takeaways:**

***Takeaway 1:*** *Traditional teaching practices are still effective in the modern digital world and should not be forgotten.*

***Takeaway 2:*** *Use of glass lightboard in conjunction to recorded lectures was found to be effective in a unit that consists of pathological mechanisms of diseases i.e. Pathophysiology.*

**4. Application in Educational Contexts:**

We are living in a modern world of an education system where education is being transformed by the new digital environment. The smart digital technologies have grown exponentially over the past few years. Use of traditional teaching practices might be considered outdated in the modern digital era of technology, or even might not be possible in asynchronous online courses. One such teaching practice is writing on the board, which may not be possible for the asynchronous courses where recorded lectures are provided to allow students to learn on their own schedule. But integration of traditional practice into modern technology can be effective and useful in today’s education, such as the use of a glass light board. A Glass light board is a transparent glass surface, educators look through the glass directly at the camera and write with a neon pen, the image is then flipped and video recorded or live-streamed. This has been a very engaging and powerful tool for video presentations. Students can see an educator writing on the board, explaining the concept while talking and drawing, and therefore, making it more personal and connecting learners to educators effectively.

***Teaching Methods: Use of a glass lightboard as a teaching tool.***

**Assessment:** Students draw diagrams in an examination in a submission portal provided to explain their answers effectively and they appreciated this tool.

**Student Engagement:** In this study, mini-lectures were developed in a pathophysiology (PSIO230) unit in T1 2024 at UNE using a glass light board as an additional teaching resource. These lectures were created in UNE’s media studio for the light board, and pathophysiological mechanisms were explained on the light board using neon pens of different colours. These lectures were only 20 minutes long, recorded videos and all the students in that cohort loved these lectures, and this made a profound impact in their learning of difficult concepts and engagement with the unit content, as per the student feedback and unit evaluation data.

**Curriculum Development:** For challenging units where students can effectively learn and understand information using diagrams or pathways, this teaching tool can make a greater impact in student engagement and motivation levels and therefore, can be utilised in relevant units.

**5. Valuable Sources and References:**

**Source 1:** Not many studies available yet on this area yet.

**6. Weakness and Area for Future Research:**

**Weakness:** Formal study was conducted and only a few students responded to the evaluation.

**Future Research:** This formal evaluation will be conducted again in 2026 to have more responses.