LIFE PROJECT PORTFOLIO

Project name (as stated on LIFE website): **We bring future technologies to the selected courses today!**

Group name/number: **Interactive Board**

Supervisor(s): **Janika Leoste, Jaagup Kippar**

Participants: **Klaus Martin Vare, Chiedu Kenechukwu Anonye, Martha Onyeche Onyilokwu**

1. Background and description of the project

The aim of the project was to discover and explore various functionalities and features of the Interactive Board. We then tried to pass on this knowledge to lecturers and professors so that the Interactive Board could be used in selected courses.

We also conducted research to gauge how many students actually know about the technology and how many of them see any potential in it. We also researched why interactive boards are not widely used right now and looked into ways to fix that.

2. Implementation of activities

We conducted meetings with our group members to discuss which parts of the board are the most important to showcase to our so-called clients. We had a "seminar" planned at the end of October where we were to present the board to a couple of doctoral students. That meeting was postponed due to coronavirus concerns to early December. Our hope was that at the end we can convince some teachers or lecturers to consider actively using the Interactive Board.
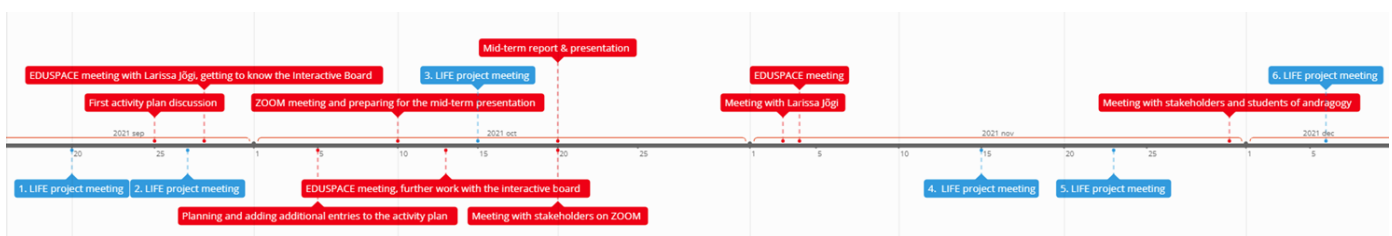
3. Stakeholders of the project

Our first stakeholders that we integrated into our project were doctoral students that Larissa Jõgi invited to our "seminar". Larissa Jõgi was also a stakeholder, as she was also someone that wanted to learn more about the Interactive Board and its capabilities. Our supervisor Janika Leoste had also offered us to teach some kindergarten teachers as well. Which unfortunately was a possibility we could not realize due to time constraints.

4. Basis of research

We started by looking up some videos and blog posts created by the manufacturer itself related to the board. Reading the manual provided for the board was also very helpful.

For some more in-depth knowledge, we took a look at some academic papers. For example, an article written by 3 professors in Near East University in Turkey found that using smart boards in class had a positive impact on communication and made courses more fun and entertaining. This is something that we can agree upon, as we also found that using a technologically advanced board compared to a regular one was indeed more engaging.

"The students are said to be more careful and concentrated, and this makes it easier for teachers to manage the classroom while positively affecting time management."

5 . Timeframe of the project

The first few weeks were spent on just interacting with the board and trying some of its many functionalities. Then we started to actually pick out the most important features that we can show to other people. These functionalities should be the most unique and useful ones, as they will be used to try and convince lecturers/teachers to use the Interactive Board. The second half of the semester had us connect with doctoral students and some lecturers.

6. Project (group) mid-term results

We were familiar with most of the features the board offers and were pretty much comfortable to give a short presentation or introduction to other people about the technology. We had booked 1 instance of such an "introductory seminar" already and in preparation for that, we made a list of things to showcase

7. Final results

While we were pretty comfortable using the Interactive Board by the end of the project, we realized that even introducing the basic functionalities to other people would prove to be overwhelming to them. In order for lecturers and teachers to start using the Interactive Board, they would need multiple hours of practice with it and potentially even a simple manual by hand at all times.

However, we believe that we were able to prove that there truly are useful possibilities that only interactive boards could provide, more specifically in hybrid-lecture settings. We think that with enough planning and time, this technology could be really useful in academic situations.

8. Self-reflections

Martha O. Onyilokwu

The project's original goal was to help university instructors who are interested in new technology discover methods to incorporate them into their respective specialties. Coming from an engineering background and presently studying social entrepreneurship at Tallinn university, my background in project management gained from my entrepreneurial degree assisted me in understanding the research and methodology to be followed in completing this project successfully. When the project began, there were difficulties, including the loss of nearly half of the team, but I remained optimistic, believing that with perseverance and hard effort, we would be able to complete the project. I had never seen or used an interactive board before, so working on a project to promote this course, as well as conducting and testing various theories on how the project will be carried out to increase the number of lectures and students interested in using the interactive board at Estonian universities, was extremely exciting. I gained a lot of

interactive and training skills from conducting training seminars and this Project experience is one which I look forward to having again.

Chiedu Kenechukwu Anonye
The Project Interactive board has been an interesting one. We learned about the invention, its uses and features and we had to introduce the Interactive board to schoolteachers and showed them how to use it. We started this project in September 2021, we had several meetings, which we all partook in, in person, or through zoom, we had several meetings with some Ph.D. students, Larisa helped to organise this, and we showed the students how to use the board, and the benefits of using it to teach the students. They were quite enthusiastic about learning the features the board could offer, and they asked for more meetings, in order to enable them to learn more things. The challenge with schools introducing the interactive board is the cost of acquisition, installation and continuous maintenance.

Klaus Martin Vare

This LIFE project has certainly been an experience, but it absolutely was not a 100% positive experience. Most of the obstacles came from unfortunate circumstances, as people were leaving the project for various reasons week after week. At one point I didn't even know if there was any point in dividing responsibilities, as there was no way of knowing if that person is even going to be working on the project next week. The project itself had a pretty clear goal and was reasonable. Saying that, I believe that we did not 100% achieve what we wanted, as some of the activities planned at the start of the semester never came into fruition. The project somewhat improved my leadership skills; at some point I just had to do everything in my power to actually get the project moving in some direction. At times it became very overwhelming but I believe we finished our project on a passable note.

9. Activity plan

Activity and short description	Timeframe
First LIFE project meeting	20.09
First activity plan discussion	25.09
Second LIFE project meeting	27.09

EDUSPACE meeting with Larissa Jõgi, getting to know the Interactive Board	28.09
Planning and adding additional entries to the activity plan	05.10
ZOOM meeting and preparing for the mid-term presentation	10.10
EDUSPACE meeting, further work with the interactive board	13.10
Third LIFE project meeting	15.10
Meeting with stakeholders and students of andragogy (postponed)	19.10
Mid-term report & presentation	20.10
Meeting with stakeholders on ZOOM	20.10
Meeting with stakeholders and students of andragogy (postponed)	26.10
Meeting with Larissa Jõgi	03.11
EDUSPACE meeting	04.11
Meeting with stakeholders and students of andragogy (postponed)	09.11
Fourth LIFE project meeting	15.11
Fifth LIFE project meeting	23.11
Meeting with stakeholders and students of andragogy	30.11
Sixth LIFE project meeting	06.12

10. Extra slides

https://docs.google.com/presentation/d/1sCJjms3q5O1Sb-WQYQQhY3DdM2CYN_AKZciu WMW8oA8/edit?usp=sharing

TALLINNA ÜLIKOOL