Hello! My name is Jirka and I work at the Department of Politics\* and International Relations, Faculty of Arts at the University of West Bohemia, Plzeň, Czech Republic. Furthermore, as it is obvious, I am part of the ELEPHANT project.

I have been teaching for about ten years now. I still see every lecture/seminar as a challenge; I want to engage the students, to give them some knowledge and skills. That is why I am still trying to improve my lectures so that the students enjoy them and take something away from them. Of course, this was also true during the covid-19 pandemic, when we changed the offline world for the online space from one day to the next. Everyone was wondering what new tools we would need to familiarize ourselves with, which ones were appropriate to use, and which ones would suit the students. Teaching and learning have certainly changed.

I believe that online teaching has resulted in a significant increase in responsibility for the learning process on the part of the student. Due to the fact that their teacher is not able to monitor and control their work all the time, students quickly realise that for the learning process to be successful, they need to be more disciplined and take responsibility for their own learning. They have to sit in front of a computer at home and not be distracted by countless factors they are not exposed to in a face-to-face class. Thus, their attention may not be as high due to these factors. Equally, the participation of all in every activity seems to be problematic. Thankfully, there are great online tools to help us with it.

One of them is Collboard. What is it? Collboard could be described as a simple virtual whiteboard where the lecturer and all the students see the same things. If one student writes something on this virtual whiteboard, adds a picture, etc., everyone sees the change almost immediately. In my opinion, it has a huge advantage because even students who are introverts are more likely to engage in a class where Collboard is used than if there is "only" a discussion about a particular topic. Why?

Let’s take an example. Before the seminar, the students read two scientific articles about two Spanish political parties. One half of the class read a text about the left-wing Podemos, the other about the right-wing Vox. If we were to discuss the characteristics of each party in class, there would be several students within each group who would want to respond to every question, many others would not be very involved. In an online environment, we can use Collboard to assign specific tasks to each student: one student describes the party ideology in general, another focuses on the party origin, another writes about the membership, etc. It should be mentioned that thanks to Collboard, introverted students can express their opinions without being forced to speak in front of an audience. Everyone has to write something on the virtual whiteboard and then everything is explained in more detail. So the bottom line is that everyone participates actively.

What is more, thanks to Collboard, students have access to high-quality notes, which they have actually prepared themselves. By having the information written or expressed in pictures, graphs, etc., students remember them better.

Ok, as I said before, Collboard is just one of many great tools that we can use. If you want, please, check out our toolbox for countless other ideas to, maybe, enrich your teaching. Thank you.