



UTM 

UTM-MIT BLOSSOMS

TEACHER'S READINESS IN DEVELOPING BLOSSOMS FOR
CLASSROOM LEARNING IN MALAYSIAN SCHOOLS

ZALEHA ABDULLAH (zac@utm.my)

MOHAMED NOOR HASAN (mnoor@utm.my)



Launching of UTM-MIT BLOSSOMS Project

8 JANUARY 2013



Planned Activities for 2013

- *Train teachers and lecturers on development of BLOSSOMS lessons*
- *Conduct research on BLOSSOMS*



First Workshop 8 – 10 JANUARY 2013



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UNIVERSITI TEKNOLOGI MALAYSIA

UTM-MIT BLOSSOMS Training Workshop

DATE : 8 - 10 JANUARY, 2013

VENUE : DORSETT REGENCY HOTEL KUALA LUMPUR

FACILITATORS :

PROFESSOR RICHARD LARSON

PROFESSOR DANIEL FREY

MS. ELIZABETH MURRAY



Professor Richard Larson
Principal Investigator
MIT BLOSSOMS Project



Professor Daniel Frey
Co-principal Investigator
MIT BLOSSOMS Project



Ms. Elizabeth Murray
Project Manager
MIT BLOSSOMS Project



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First Workshop 8 – 10 JANUARY 2013



- **Avoid grouping teachers from different regions**
- **Form members with diverse backgrounds**



ITM

Second Workshop 4 – 7 APRIL 2013



- *Diverse background fosters a creative environment*
- *Invite chosen group to share experiences*



UiT

Third Workshop 18 – 19 MAY 2013



- *Third workshop: Teachers from southern region*
- *Fourth workshop: 28th -30th of June (teachers from Northern and Central regions)*



MIT

Blossoms in action!



- *5 video shootings & editing*
- *3 pseudo scripts waiting for approval*



Two different groups & challenges

SCHOOL TEACHERS

- Exam-oriented
- Bound by syllabus
- 160 school activities per year

How to assist
teachers?
think out of the box



UNIVERSITY LECTURERS

- Less Exam-oriented
- Flexible to upgrade syllabus



Participant's Transcripts

“This is new to us. We require **close guidance**. You need to show us of their (MIT) expectations. Provide us with examples of architecture, the dos and don'ts... “

“Those who had experienced in developing Blossoms and has been accepted by MIT could **share their experiences** with us”

“Blossoms consumes lots of time to develop! It would be great if there is a proper **reward system** e.g., marks to be included in our yearly Key Performance Indicators (KPI)”



Sharing experience, close guidance (**Novices-experts**) but **HOW?**

Cognitive & Social apprenticeship methods = COCIAL

- Cognitive apprenticeships: novices learn to solve problems and handle complex tasks with help from the expert (Collins et al., 1989; Dennen, 2004)
- Social apprenticeship: requires socialisation, interaction and collaboration with the professional community and peers within a more informal environment (Beaufort, 2000; Ding, 2008)



Phases of **COCIAL model** for teachers

- (1) Modelling,*
- (2) Coaching and Scaffolding,*
- (3) Final articulation and reflection*

1 Modelling (showing):

- Encourage collaboration between teachers from the same region, same school, collaborate with media/ computer technology teachers
- Show examples of feedback provided by the MIT team
- <http://ctl.utm.my/blossoms/>
- <http://blossoms.mit.edu/videos>,
- <https://www.facebook.com/groups/UTMMITBLOSSOMS/>



 **UTM** UNIVERSITI TEKNOLOGI MALAYSIA **UTM-MIT BLOSSOMS** 

BLOSSOMS VIDEO SCRIPT COMPETITION V.2

All educators and students are invited to participate in the contest that will be depicting the notions of teaching and learning in a variety of ways with Malaysian culture as the film's background.

Submit your entries before **2nd June 2013**
More info:
<http://ctl.utm.my/blossoms>

Register NOW

search here ...

Go

BLOSSOMS VIDEO SCRIPT COMPETITION

All educators and students are invited to participate in the contest that will be depicting the notions of teaching and learning in a variety of ways with Malaysian culture as the film's background.

Guideline for BLOSSOMS Module Selection based on Kurikulum Bersepadu Sekolah Menengah (KBSM)

No.	List of BLOSSOMS Module Title	Area	KPM Sillabus		Additional Information
			Theme / Learning Area		
1	Rational versus Irrational Numbers	Mathematics	Form 1: Fraction- Roots, Cubes and Cube Roots	Form 1: Decima Form 2: Squares, Square	Much suitable to Higher Institution
2	The Power of Exponential, Big and Small	Mathematics	Form 3: Indices Mathematics)	Form 5: Indices and Logarithm (Additional	
3	Arabesque: Where Art Meets Mathematics	Mathematics	Form 1: Polygon Transformation	Form 1: Line and Angle Form 2: Transformation 2 Form 5: Matriks	



<https://www.facebook.com/groups/UTMMITBLOSSOMS/>

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UTM-MIT BLOSSOMS

GROUPS
 Fakulti Pendidikan
 Riang-Riang Children's ...
 MPT 1203 Media Design
 SAINS KOMP
 Creative & Innovative Te...
 Design critique: MPT1203
 Design Collaboration
 Create Group...

APPS
 App Centre
 Games Feed 20+
 Pokes 1

PAGES
 Pages feed 20+

UTM-MIT BLOSSOMS About Events Photos Files Notifications

Write Post Add Photo / Video Ask Question Add File

Write something...

28 members · Message · Invite by email
 + Add people to Group

Related Groups See All

- Kite-Kite Aje FC
Shah FP and 5 other friends joined
Join group
- Multimedia CTL
Salimi Ismail and 2 other friends joined
Join group
- KELAB FOTO STAF UTM - "Inspirasi..."
Jamal Harun and 5 other friends joined
Join group

Suggested Groups See All

- Artsyndicate

RECENT POSTS

Zac Abdullah

The Making " Save Our Kingdom " - MIT Blossom 27 Mei 2013
 Photo by DS
 by: Datuk Supandi
 Photos: 24

Like · Comment · Unfollow Post · 27 May at 17:20

Seen by 12
 View 3 more comments

Zac Abdullah nenek kebyan vogue you! LOL
 27 May at 17:33 · Like



Phases of **COCIAL model** for teachers

2

Coaching (explaining) and Scaffolding (supporting) with MKO:

- Expert from creative industry, content experts, language expert, experienced peers (university lecturers).
- Articulation: Develop, explain to others
- Reflection: viewed, reviewed, compose, recompose
- Exploration: engage in exploration and become more independent



Phases of **COCIAL model** for teachers

3 Final articulation and reflection:

Those who not been chosen by MIT

- videos are left published in the web-based environment e.g., utmMotion, Ministry of Education's website
- Teachers have to make justifications (reflective statement underneath their video) for what they have achieved - strengths and weaknesses of their video.



Conclusion

Teacher's Readiness in Developing BLOSSOMS for Classroom Learning in Malaysian Schools

Close guidance and Sharing experience

- COCIAL 3 phases
 - Online and face to face supports from MKO/ experts

Reward system

- RM500
- Certificate
- KPI



ITS

Blossoms Research

1. Technological Pedagogical Content Knowledge of Postgraduates in Learning to Teach With BLOSSOMS Videos
2. Integrating BLOSSOMS as a Pedagogical Tool for Interactive Instruction: Improving Students Thinking Skills
3. Impact of BLOSSOMS Interactive Video in the Learning of First Law of Thermodynamics
4. Integrating BLOSSOMS as a Pedagogical Tool for Interactive Instruction In Promoting and Facilitating Students Thinking Skills
5. Teacher's Readiness in Designing and Developing BLOSSOMS for Classroom Learning in Malaysian Learning Institutions



THANK YOU