



UTM 

# UTM-MIT BLOSSOMS

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

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# 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



**UTM**  
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**





## UiTM Second Workshop 4 – 7 APRIL 2013



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



## Third Workshop 18 – 19 MAY 2013



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





# ITS 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

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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*

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## 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/>

<http://ctl.utm.my/blossoms/>



Home | About Us | Videos | Teaching Duet Pedagogy | Goals | History | CONTEST | **BLOSSOMS Module Catalog** | Q&A



 **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**

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- Form 1: Decima Form 2: Squares, Square Roots, Cubes and Cube Roots		Much suitable to Higher Institution
2	The Power of Exponential, Big and Small	Mathematics	Form 3: Indices Form 5: Indices and Logarithm (Additional Mathematics)		
3	Arabesque: Where Art Meets Mathematics	Mathematics	Form 1: PolygonForm 1: Line and AngleForm 2: TransformationForm 5: Transformation 2Form 5: Matriks		





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

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

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 Pokes 1

**PAGES**  
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## Phases of **COCIAL model** for teachers

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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



# 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**