DAY 1

Session 1 – Ice-breaking & Unpacking Beliefs

Technology is advancing rapidly and teachers must learn to make full use of it to enhance students' learning. This session made me realize that I have to incorporate technology in my lesson so that my students will not be left behind. I have to reflect on how I incorporate technology into my teaching methods. Apparently, I did not fully utilize available technology in my lesson.

Session 2 – Create your Digital Learning Portfolio

In this session, I get to learn to create a Digital Learning Portfolio using Google Sites. At first, I struggled to arrange everything as I am not familiar with this tool. Mr. Suraj is a great help as he assisted me to complete my site by explaining the steps in detail. Digital Learning Portfolio is very important as it serves as evidence of my participation and progress in this course. I can also share my portfolio with my colleagues when we conduct our PLC later on.

Session 3 – Revisiting Flipped Learning

Dr. Mohd Faisal introduces the SAMR Model to us. SAMR Model is used to measure the level of technology integration in education. Substitution and Augmentation were considered as lower level of technology integration while Modification and Redefinition were in higher level. This model allows me to check and identify at which level I have integrated technology in my lesson and make improvements to benefit my pupils.

After that, we need to form a group of four and make a presentation on Flipped Classroom Discussion. Our discussion was on; initial concept or assumptions about flipped learning, current understanding of flipped classroom principles, what has changed or evolved in our understanding and key takeaways or 'Aha' moments from this learning process. Lastly, I have to design a flipped classroom and prepare a lesson plan for that.

DAY 2

Session 4 – Revisiting Edpuzzle

Edpuzzle is an interactive tool that can be used in flipped learning implementation. Ms Nurhani showed us a video of Europe and we have to come up with questions which the answers can be found in the video. I found this very helpful as I can ensure all the answers are ready and suitable before I start editing it on Edpuzzle. Choice of video is also crucial as I have to make sure it can convey my content to my pupils. Overall, Edpuzzle is one of the great sites teachers and pupils can explore.

Session 5 – Screencasting Tool for Flipped Learning Content Delivery

According to Mr. Hazrul, screencasting is video recording of teachers. It allows teachers to create engaging and interactive learning experiences for pupils. In flipped classrooms, screencasting is used in pre-lesson where teachers prepare videos for pupils to watch before the actual lesson in the classroom. Getting started with screencasting is not that challenging as you just need to follow the steps. First, choose the right tool. For example, Screencastify, Canva, Screencast-o-matic or Loom. I personally prefer Canva as it offers additional benefits to educators for free. It is also very user friendly. Then, set up a recording environment. It is important to make sure your surroundings are quiet and suitable for content delivery. Next, prepare the content that you want to deliver to your pupils. After that, you can record your screencast. I believe that it is important to be presentable on the screen and the speech must be smooth. Lastly, we can edit and share our video to our pupils.

Session 6 – Video Editing Tool for Flipped Learning Content Delivery

Video editing tools are necessary for flipped learning content delivery. The recorded video is usually in its original form. Sometimes, teachers need to edit and trim the video to exclude the content where they feel unnecessary for their pupils. Edpuzzle comes in handy at this point. Mr. Hazrul guides and helps us in producing a content delivery video and its editing on Edpuzzle. This is a great experience for me as I have never done video editing for content delivery.

DAY 3

In today's session, we were assigned to create our own action plan. Creating an action plan for an actual flipped lesson was both a challenging and enlightening experience. The process demanded a high level of critical thinking, careful planning, and anticipation of learners' needs. Initially, I found it difficult to shift my mindset from traditional teaching methods to a learner-centered approach. However, as I delved deeper into the flipped classroom concept, I began to appreciate the value of pre-class engagement and how it promotes autonomy and deeper understanding.

Afterwards, everyone presented their action plan. I was able to have a glimpse of their thoughts on flipped classroom through their presentation. Throughout the process, I developed greater confidence in planning with intention and flexibility. Overall, this experience enhanced my ability to design purposeful learning experiences that empower students to take charge of their own learning.