

There are many documented success of flipped classrooms, students are found to be more engaged and motivated to learn, leading to better overall performance and well-being. Using the current MMCD grant, I seek to develop 15 to 18 micro-modules to support the flipped classroom for GLSD 1001, a foundation course for all Global Studies 4 year program students. The learning mode for this course will be flipped, students will view class lectures, and relevant supplementary videos at home before class, and they will participate in guided exercises and discussions in the class.

From my own teaching experiences and some of the preliminary data I acquired from MOOC videos, I found students often lack motivation to complete video learning outside of class. Hence, improving students' motivation to view the videos becomes a core goal in the development of these micro-modules. In order to do so, I integrate theories with real-life examples that are relevant to the students. The videos are designed to be short, concise, and garnish with simple animation throughout. Aside from theories, I also interview academic and practitioner, which provide different perspectives to the topic in both local and global context.

In short, the micro-module videos helped facilitate learning and the development of flipped classroom. Once the development of this course went into fruition, the contents and the experiences can be shared with colleagues that are interested in flipped classroom development. Evaluation that are catered to flipped classroom / video learning should be develop to facilitate the assessment for flipped classroom learning.