

This project is mainly to design six micro-modules with flipped classroom approach for the target course “Teaching and Learning with ICT” offered by the Faculty of Education. 6 Micro modules were produced for training preservice and inservice teacher. The topics of these 6 modules are 1) Ubiquitous Learning; 2) eLearning Design and Implementation 3) Flipped Classroom Approach; 4) Digital Storytelling; 5) eTextbook in Education; and 6) WebQuest Design. Each module corresponds with one major topic in IT in education, and parts of each module can also be used in other related courses. With the flipped classroom design, students will gain prior exposure to the learning materials from the specific topic before they come to the class. The pre-class learning materials include instructional videos with online assessment to gauge students’ performance in the pre-class learning process. The online assessment result provides instant feedback to the lecturer for adjusting and fine-tuning teaching strategies to meet students’ learning needs and difficulties.

The first 2 draft modules were tried out with one group of students. Overall, the results were encouraging, in terms of the design of the modules itself, and also in terms of learning effectiveness. The feedback comments suggested the students’ perception toward flipped classroom were positive and appreciated the greater variety of classroom activities under this new pedagogical approach. And pre-class quiz/assessment serves as an important role to ensure the effectiveness of flipped classroom teaching and informs the lecturer important message about students’ level of preparation to conduct Just-In-Time-Teaching (JITT). Useful lessons have been learnt by the project in terms of the following aspects: 1) the class size; 2) the balanced between the traditional and flipped classroom approach; 3) workload and burden for teacher and students.

All in all, this project has achieved its objective and the project team explored the feasibility in implementing flipped classroom approach in teacher training programe. We truly believe this pedagogical model will become an important changing agent in our future education.