KPR3012

SEMINAR REFLEKSI LATIHAN MENGAJAR

GROUP ASSIGNMENT

INNOVATION IDEAS AND EXHIBITION DAY REPORT

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1.0 PROBLEM IDENTIFICATION AND OBJECTIVES

Poke-A-Dot is firstly innovated to cater the in-class problems encountered by the students. The first problem addressed is the lack of students' participation in the lesson. Passive students refuse to engage themselves in the lesson due to their personalities and behaviours displayed in the classroom. The willingness to participate in the class is close to none as the students prefer not to contribute anything in the class and consequently they do not learn anything in the class.

The second issue is related to classroom control, mainly focusing on time management. During the duration of four months of practicum, student teachers experienced problem with students arriving late to the classroom and also wanting to end the class earlier than the allocated time. Students mostly come late to class after assembly and recess and this occurrence disrupts the allocation of time for the lesson. In other words, students have other priorities that compete with their time and attention. As a result, the lesson planned cannot be completed and has to be done in a hurry.

It is almost impossible to have a class where all the students have the same level of proficiency in English which leads to the last problem in the classroom which is students with different level of proficiency in the classroom. Students with lower proficiency in English cannot perform certain tasks as they need more help and attention from the teacher. Students with low proficiency take longer time to comprehend the lesson taught to them compared to higher achiever students. Eventually, only dominant students get to learn while the lower proficiency students just sit and watch as they do not perceive the classroom climate as supportive. The different difficulties in task will also demotivate them as the highly motivated students outperform their peers.

The objectives of innovating Poke-A-Dot is to cater to the problems that have been identified. We would like to create an activity that allows the students to enjoy participating but at the same time they can work together despite having different level of proficiency in a group work.

2.0 INNOVATION SUGGESTED

2.1 Non-technology based

"Poke-A-Dot" is designed in hope to ensure every student would love to participate actively in classroom activities regardless of their level of proficiency with effective classroom control. The idea of this developed non-technology innovation is based on "Think-Dot", the 21st century teaching strategies. This innovation has a board with 6 dots for students to complete the tasks. The tasks are in continuous and sequencing form hence, in the end, students will produce a final outcome from all the tasks on the board.

Furthermore, students will be playing roles during this activity which means every student must participate actively. Plus, this is a group work activity thus; everyone must cooperate to finish all the tasks. As students have their own roles throughout the activity, they are assigned to complete each task within the time allocation given, so this helps with classroom control. Moreover, every task on each dot is based on the Revised Bloom's Taxonomy. This is because students are varied in their proficiency level therefore, it is better to challenge them according to the order of Bloom's Taxonomy.

By using this non-technology innovation that provides one solid solution to three main problems that teachers encounter in daily teaching; students' participation, classroom control and proficiency level, we believe that students will find classroom activities are **e**njoyable for them to participate actively while working with their classmates.

2.2 Technology based

Our group decided to utilize and develope Edmodo in the technology based innovation to cater the three issues that we have agreed upon finishing our practical. The issues are students' lack of participation, classroom control which is mainly focusing on time management and different level of students' proficiency.

Edmodo is an educational technology application offering communication, collaboration, and coaching platform to K-12 schools and teachers. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with the students, colleagues and parents both inside and outside the school.

Edmodo is one of many amazing applications that teacher can adapt, develop and integrate within the classroom. It connects as well as encourage teachers, parents and students to involve and actively participate in the teaching and learning process. The features of Edmodo are assigning students into small groups, create tasks and quizzes and the students can be notified immediately by their emails.

2.3 Innovation chosen and justifications

The chosen innovation is Poke-A-Dot. It is a non-technology based innovation that focuses on differentiated learning and promotes group work. Poke-A-Dot is chosen because it is an activity board that is able to cater three issues in ESL classroom.

The first issue is lack of students' active participation. In order to overcome the first problem, one of the main components of Poke-A-Dot, role-tags, are used to assign roles to students. For instance, leader, shaper, plant and monitor evaluator are some of the roles that can be assigned to the students. In addition, in order to encourage their participation, badges are also prepared as rewards.

The second issue is classroom control. The solution that Poke-A-Dot offers for this particular problem is the use of authority cards. There are three types of authority cards. The first card is green and it is an Expert Card. Each group can only use it once when they wanted to ask the teacher, who is the expert in class, a question or to obtain information from the teacher. The second card is a yellow card that functions as a Warning Card. The teacher may use it to give warning to students who misbehave or refused to contribute to the group work. The third and last card is a red card that functions as a Penalty Card. The teacher may use it to give an uncooperative group a one-minute penalty. The group may only continue working on the task given after the penalty ends.

The third issue is students' different level of proficiency. To overcome this problem, the Poke-A-Dot template is designed to enable teachers to prepare tasks based on the levels in Bloom's Taxonomy for the students who have different levels of English language proficiency.

Poke-A-Dot is also chosen because it is reusable and can be adapted for all four language skills and literature lessons. Next, Poke-A-Dot is adaptable for various purposes, not only for language learning. Other than that, Poke-A-Dot promotes group work activity for mixed abilities members. Last but not least, the teacher is able to incorporate moral

values with the usage of Poke-A-Dot. This is due to the reason that it encourages students to be independent, tolerant of others, and responsible of their own learning.

3.0 PLANNING PROCEDURE

There were a lot of process that we had to go through as a group before we came up with Poke-A-Dot. The very first step is to make a discussion as a whole group to identify the problems that we had encountered with the students during our practicum. The problems were then sorted into three categories. The purpose of having discussion on the problem identification is because we needed to produce two proposals for our innovations that later will cater to the three problems that we had agreed upon to. Then, we decided to divide the whole group into two mini groups in which one group is assigned to come out with innovation idea for the non-technology while the other would have to come out with the technology based innovation. It took the whole group 2 days to generate their ideas and then we had discussion to develop the two innovation ideas since we need to prepare ourselves with the proposal presentation in class.

After the proposal presentation, we had another discussion to discuss on our innovation based on the feedbacks received during our presentation and then we made amendments needed for our future exhibition. After finalizing our ideas and decision as a group, we proceeded with the product development.

As for the product development, we had meet ups for multiple occasion, mainly discussing on the materials that we needed for our innovation. The said materials comprised of pictures, posters, user manual, lesson plan and cards and role tags. The discussion was made among ourselves in order to divide the tasks fairly so that each group member would be responsible for the group work and to ensure that the materials could be completed on time.

A few days before the day of exhibition, we had another meeting to finalize our materials and to discuss if there is anything we need to make amendments for before we print out all of the materials prepared. We went to the nearby printing shops and did all the cuttings there to save some time and to make sure that we did not leave anything behind. Then, we created a poster which consists of all the details we need to promote our innovation idea. the reason on designing and creating the poster is to simplify and compress our idea for the audience’s better understanding of our innovation.

4.0 DAY OF EVENT: INNOVATION DAY 2019

The event, Innovation Day 2019 was held on 28th of May 2019 at Dewan Kuliah Pusat 5. The event started at 10:30A.M. It started with a welcome speech by the lecturer, Dr Raja Safinas to the participants and the audience who were Semester 6 TESL students. Our team had come earlier to finalize our product and discuss on the presentation slides. We came around 9:00A.M in the morning. We took time assembling our materials on a big board for the audience to see it clearly. Before pitching session started, every leader from each group came to the front to determine turns in pitching. It happened to be that our group would be the first one to pitch. We uploaded our presentation slides and innovation materials on Padlet before the session started.

A day before the innovation day, we discussed on what we should pitch, the pitchers, and the way we should showcase our materials. We had 3x3 feet of banner, two A3 size posters, a big board to hang all the small materials on it and a jar to gather feedbacks from the audience. We used a big black board to hang a rope on it. After that, we hung pictures of *Natural Wonders of The World* on the board, the Authority Cards, Instruction Card, Role-Tags, Golden Badge, An Infographic of chosen topic to be an example and a User Manual. We hung the said materials on a rope using a wooden clothespin. We planned to use magnet sticks to hang the big banner on the whiteboard. Unfortunately, it did not stick to the whiteboard so two of our members had to hold it throughout our pitching session. The same thing had to be done with the A3 size posters. Plus, we also did not use the feedback jar that we had initially prepared for questioning and giving feedback as our lecturer wanted to hear feedback or questions straight away from the audience.

The pitching session started exactly at eleven o'clock in the morning. Our group was the first to pitch and among us, we had already chosen who would pitch first. Our first pitcher, Faqihah began with the group introduction, the innovation name and our official tagline. After that, she explained the underlying theory behind our innovation idea. She explained explicitly about differentiated instruction strategies and the reason as to why we had chosen that theory as a background of our idea. Also, she expounded our innovation's objectives and the reasons on choosing to design a non-technology based innovation. Next, the pitching was continued by our second pitcher, Farahana. She clarified on how we identified the problems that teachers encounter in daily teaching and the final main three problems that inspired us to develop the

innovation idea. She described further the function of Poke-A-Dot innovation and how can it cater the three problems that we identified weeks ago during a classroom discussion. She ended her pitch with her explanation on Poke-A-Dot materials.

Our last pitcher, Jaizielca provided a detailed explanation on the procedure of using Poke-A-Dot in the classroom. She explained her part in a short, simple words accompanied with correct prominence of important details in a good pace. She also demonstrated the steps taken for the teachers in using Poke-A-Dot in the classroom with the help from our group members. She ended the pitching session with pros and cons of this non-technology innovation if teachers were to utilize it in classroom. Our pitching was recorded by our classmate for educational purposes. Then, question and answer session started. There were two panels involved in this pitching which were our lecturer, Dr Raja Safinas and our former senior, Daryl Albright. We received a couple of questions from two Semester 6 students as they were curious about the authority cards the most. A day before the pitching session, we had already discussed the possible questions that may be asked on the day and we prepared answers for that.

After that, the rest of the pitching was done by other groups with exceptional innovation ideas. It was mind-blowing to learn and understand how they came out with the ideas and made it happen. They were doing great on their pitching and we were also inspired to perhaps attempt to apply it as part of classroom activities in future. Afterward, it was time for audience to vote the most inventive and practical innovation that they preferred the most on *Padlet*. On *Padlet*, we had initially uploaded our innovation materials for them to look up close and to vote on any materials that they prefer. Apart from that, the audience also wrote some sfeedback on sticky notes and passed it to Dr Raja Safinas for her to make a final decision on who had the most vote.

Some of the feedback that we received for Poke-A-Dot were it is an interesting and a good example of hands-on activity, the use of authority cards enables students to be responsible and independent to their own learning, the instruction card is a great idea and it is reusable for a long time.

5.0 REFLECTION

During the first few lectures of Seminar Refleksi Latihan Mengajar, we were given opportunities to share our experiences during the four months of practicum in the secondary school and learn the struggles from our coursemates. We had to discuss on the frequent problems that we encountered in the classroom. It was an educational sharing session as we as teacher trainees can relate to each other's problems very well. Also, we learnt some tips and tricks on how to solve the mentioned problems that occurred in the classroom. In addition, we also shared a few teaching strategies among us.

During the sharing experience session, we realized that some of us have different problems that we had encountered in school. This is how the idea of making an innovation resurfaced. The purpose of having an innovation is solely to help teachers and future educators in catering problems experienced in the classroom. As an individual, we have learnt a lot of things throughout this course mainly on how sharing ideas would benefit ourselves and others as it is good to include new creative innovation in language teaching.

The next discussion was on creativity and innovative topic. We shared a lot of teaching materials that we assumed were creative and innovative during our practicum. The teaching materials could be in non-technology or technology based. It was inspiring to know whether what we have used before worked exactly like we planned or not. From this collaborative work, we had to come out with ideas to overcome the problems that we agreed before. We were assigned to design an innovative product that focuses on the problems discussed before which are students' participation, classroom control and different level of proficiency. Of course, we were terrified because we were inexperienced in education field and uncertain on how to develop a well-developed innovation material. However, it would be exemplary and challenging to give it a try as we can learn new knowledge by cooperating our experience and vision of how we want to utilize it in classroom in future.

For the innovation, we planned to create a classroom in which the teacher could control the students and to cater all the problems that we faced during our teaching practice. It is undeniable that we have spent quite amount of money for our non-technology based innovation. However, we were glad that we could find the solution to all the problems that we faced. We are happy to share our ideas and thoughts together in making the production of the innovation a successful one. As a previous trainee teacher, each of us have our own opinions

to be contributed during the innovation. This is because we were teaching students from various backgrounds previously. Each of the given thoughts that we have helped in improvising the innovations from time to time.

Other than being exposed to the values of teamwork and dedication, having the chance of developing two types of innovation in a group with the other members remind us to the fact that in order for teachers to remain effective over the years, they must keep up-to-date with the constant changes in educational research, development and policy. It is important to be aware that there are frequent changes in curriculum, assessment modalities, and economic realities that affect the teaching and learning environment. Thus, it is crucial for teachers to keep pace with these new developments and trends to avoid from falling behind, losing their competitive edge and placing their students at a disadvantage.

6.0 RECOMMENDATIONS

After the innovation day, we had received a few recommendations from our fellow friends and we have also discussed on what can we do improve Poke-A-Dot.

The first suggestion given was to design the board a little bit smaller to cut the cost. As planned, we had designed a 3x3 feet of banner because the initial plan was to use a board but due to its weight and flexibility we decided change the material to a banner. Plus, the worksheet given on the banner was in A4 size. The banner does cost a lot and to have every group own a banner to do classroom activities, that will cost triple. Regardless how reusable and user-friendly the banner is, it is still huge and big budget for a teacher to pay. Due to its big size, it might be a little big crowded in the class as students need to spread the banner. This might be a problem if the class has a lot of students as there will not be enough space to spread the banner. Therefore, it was suggested to design a smaller size of banner that can still fit 6 dots with different worksheets and wide enough for 4 students to do work on it. Perhaps 2x2 sizes are suitable for teachers to bring to classroom so it will not be a hassle for them to carry. Moreover, the recommended size will cost cheaper compared to 3x3.

The materials provided for the non-technology innovation should be reduced as it costs a lot of money. There are a lot of materials produced for a particular lesson and the preparation consumes time. The materials should be reduced to ease mobility. Furthermore, it is more effective to fit in all the materials into one set. For instance, the all the materials can be placed in a box rather than to bring them separately. Despite of reducing the high cost, fitting in all the materials into one particular set eases the teachers out there to bring it to the class. By fitting in all the materials into one set, the teachers who wish to use this innovation in the class will not have any problems to prepare the materials in terms of cost, preparation time and mobility

Another suggestion that would like to be added is to prepare lesson plans for all four skills so future teachers can see how the board works in other lesson with different skills. It is said that Poke-A-Dot is applicable for different language skills. However, it would be better if there are lesson plans for all language skills prepared as a guide for future educators to adapt to.

As it is important for the teacher to keep pace with new developments and trends in the education field, I would like to encourage fellow innovators to develop more educational based innovation. In the case of the non-technology innovation, Poke-A-Dot, the possible

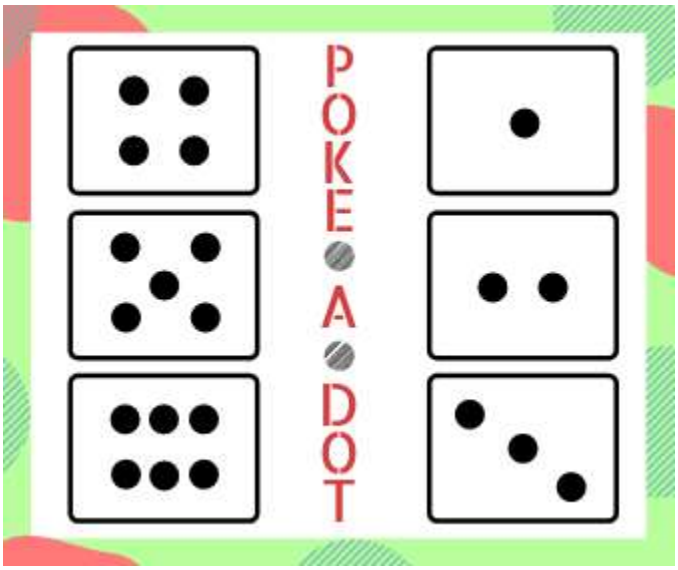
improvement that can be done is to find a way to reduce cost in material preparation and production. Other than that, it is also recommended to update the user manual after gathering feedback from students in order to ensure that the manual is relevant and can be helpful to all sort of Poke-A-Dot users in the future.

7.0 CONCLUSION

Poke-A-Dot is an innovation that is developed to cater to three major problems which are students' lack of participation, classroom control in terms of time management and students' different level of proficiency. The three problems were catered by using the materials that have been created. Role tags and badge are created to make sure students are able to have active participation when completing all of the activities, authority cards are used to make sure the activity can be completed in the allocated time given and the last one is the Poke-A-Dot board template itself is used prepare tasks based on the Revised Bloom's Taxonomy to cater the students' different level of proficiency. Poke-A-Dot innovation has great potentials to be used in today's language teaching as it caters to many problems and it is also an interesting activity that can be used in the classroom and also outside of the classroom.

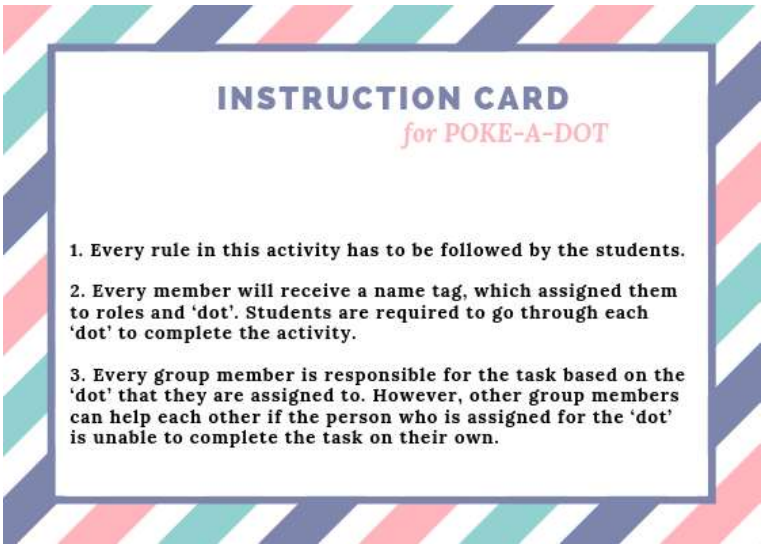
APPENDICES

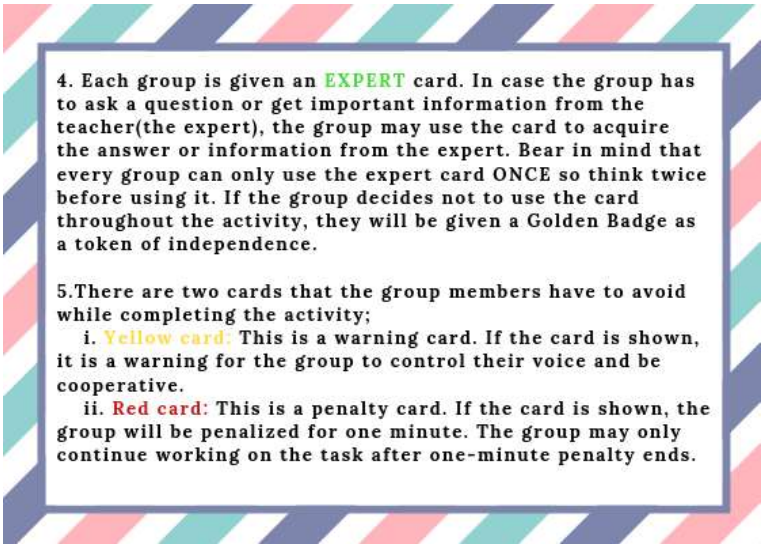
1. Poke-A-Dot board



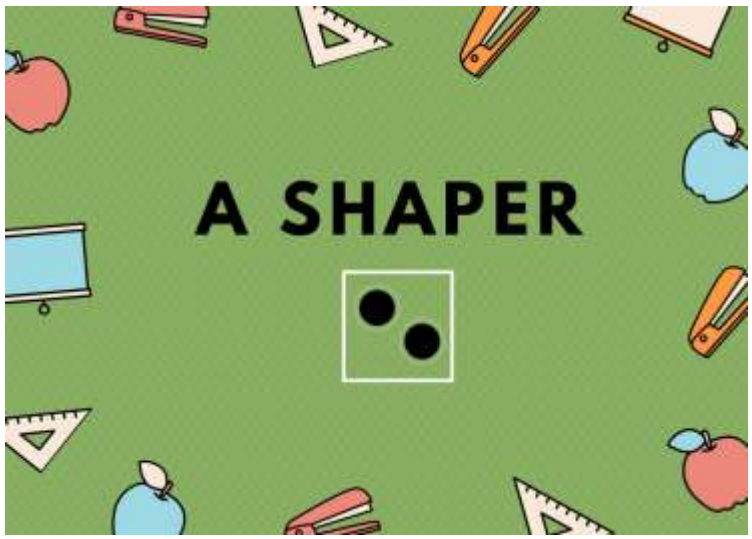
2. Authority cards and badge

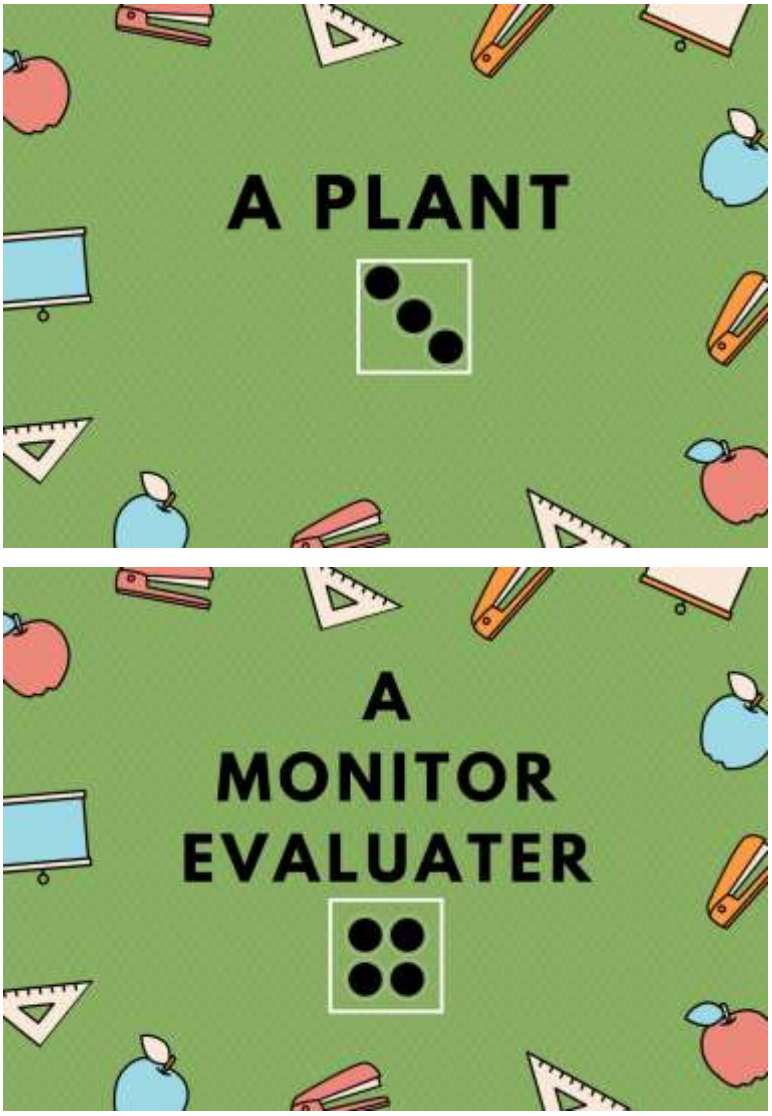
3. Instruction cards





4. Role tags




A PLANT

A
MONITOR
EVALUATER

5. Poster

Md. Noor Salleh presents
POKE-A-DOT
BOARD THE QUESTIONS AND DOTS AWAY.
POKE A DOT
MONITOR EVALUATER
LEADER
PLANT
SHAPER
WHAT DOES IT DO?
Developed to cater 3 problems:
• Lack of students' participation
• Classroom control in terms of time management
• Students with different level of proficiency in the classroom.
THEORY
Differentiation means giving students multiple options for taking in information. (Carol Ann Tomlinson, 1999)
HOW DOES IT WORK?
1. Students are sorted into groups and assigned to roles using role tag.
2. Students sits in a group with their Poke-A-Dot board.
3. Students read the user manual and instruction card.
4. Students do the tasks given.
5. Teacher as the facilitator observes students during the activity and uses authority cards if needed.
6. Students present their final product.
SOLUTIONS
Poke-A-Dot overcomes those problems with these solutions:
Solution 1: Assigning roles (role-tag), reward (badge)
Solution 2: Authority cards (warning, penalty, expert)
Solution 3: Poke-A-Dot board template enables teacher to prepare tasks based on the levels in Bloom's Taxonomy
PROS
1. Adaptable for all language skills and literature lessons.
2. Able to be used for various purposes, not only for language learning.
3. Promote group work with mixed abilities students.
4. Incorporate moral values, encourages students to be independent and responsible of their own learning.
CONS
• Time consuming in terms of materials preparation
• Requires big-budget to develop materials
• Students violating rules to win
EDMODO APPLICATION
1. Can be supervised by teachers and parents
2. Online marking /grading
3. Can connect with students even outside school hour .
4. Efficient reward system in badges award form
edmodo