

## Review

**Blended & Flipped Learning: Case Studies in Malaysian HEIs, Editor Mohamed Amin Embi, Centre for Teaching & Learning Technologies, Universiti Kebangsaan Malaysia and Department of Higher Education, Ministry of Education Malaysia, (2014), 315 pp, ISBN 978-983-3168-40-8.**

The book *Blended & Flipped Learning: Case Studies in Malaysian HEIs* edited by Professor Dr. Mohamed Amin Embi has a main objective of providing an insider's view of blended and flipped learning implementations in Malaysian higher education institutions (HEI). The sharing of best practices by experienced educators is a way of encouraging innovative and creative learning and teaching amongst new and novice users of technology in the classroom. The book which consists of 18 chapters is divided into two parts in which the first part focusses on blended learning and the second on flipped learning. This book is suitable for all educators at HEIs as the case studies include a range of participants from teacher-training to undergraduate students, experiences in small and large classrooms as well as individual, faculty and institution level implementations.

The book is well-organised and structured for easy reading even for someone who is trying out the learning approaches (blended or flipped learning) for the first time. The background and motivation for adopting the approach are explained in brief before the writers went on to describe practical implementations. In that way, readers will understand the thrust for each innovation or change done by the institutions in the case studies. Furthermore, the language is kept simple and straightforward without too many technical jargons which may put off avid, first-timers. The illustrations, often in the form of screenshots, also walk you through the process of application or the site being used for the implementation. Thus, it is a very practical way of learning about the process of choosing the appropriate tool or platform, setting it up for lessons or activities in the classroom and collecting online artefacts for future improvements.

In terms of the case studies' subject-matter, the book enthralls with its diversity. It includes examples of usage for teacher-training, as well as with academic staff, postgraduate and undergraduate students. The authors also wrote about applying the learning approaches with small and large classes and if you are looking to scaffold the learning approaches recommended here, there are clear descriptions given of projects such as the iFolio at Universiti Kebangsaan Malaysia (UKM), e-Laboratory at Universiti Malaysia Perlis (UniMAP), interactive book at Universiti Teknikal Melaka Malaysia (UTeM) and MyGuru or Mobilearn at Universiti Pendidikan Sultan Idris (UPSI). In addition, there are chapters which discuss prevalent issues on readiness, adoption, engagement and significance at different Malaysian higher education institutions in regards to blended and flipped learning.

However, there is one flaw that I find, which if rectified, will make the book a perfect handbook for e-learning enthusiasts and novice alike. That is, the case studies seldom quote challenges they faced. It would be good for those embarking on the project to be aware of the pitfalls (if there are and I am sure there are) before, during and after the implementation of either the blended or flipped learning approaches. Perhaps challenges with regards to institution buy-in, academic staff and student readiness, technological glitches, which may include Internet bandwidth, access and portability, and even challenges in creating attractive and user-friendly e-content. The sharing of the problems encountered would greatly facilitate future implementations. Having said that, this book is recommended not only for the reasons that has been mentioned earlier, but it is a much-needed book for Malaysian HEI educators especially with the emphasis on "outcomes over inputs and to actively pursue technologies and innovations that address students' needs and enable greater personalization of the learning experience" in the Malaysian Education Blueprint 2015 – 2025.

## REFERENCE

Mohamed Amin Embi. (Ed.). (2014). *Blended & Flipped Learning: Case Studies in Malaysian HEIs*. Selangor, Malaysia: Centre for Teaching & Learning Technologies, Universiti Kebangsaan Malaysia.

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