

## Project Details

### Needs Assessment

Bishop Hall Jubilee School (BHJS) is an aided EMI (English as Medium of Instruction) secondary school, located in Kowloon Tong. There are 63 teachers serving at the school and with about 1160 students who are divided into 30 classes. BHJS is always striving to enhance the learning and teaching effectiveness of English language and cater for learner diversity by providing extraordinary learning experience.

In order to generally enhance students' English language proficiency and cultural competency, as well as learning motivation and engagement, we would like to incorporate digital storybooking into the English language curriculum.

Digital storybooking is the practice of using application of technology to combine a variety of media such as graphics, audio, video, and Web publishing with traditional readers to bring words to life. Digital storybooking requires students to tell and publish their stories, by integrating image, sound and video. For this very reason, digital storybooking is an innovative approach, which could offers significant opportunities to enhance students' English reading, writing and speaking skills as well as their information literacy. The educational importance of digital storybooking means that we will include this project as part of our school's strategic development plan.

According to the decision by the school leadership team, the 60                    donated by BHJS alumni are available for teachers and students, which provide an excellent starting point for the project implementation. By exploiting the educational affordances of                    and appropriate Apps, students can plan, revise, edit and rewrite stories to produce digital media resources, which can be published as digital storybooks. The mobility of the                    enables students to conveniently capture original images, sound and video clips they want. This, in turn, supports a more personal and individual pedagogy that we expect to strengthen students' engagement in digital storybooking production.

In addition, the NET teacher has a rich digital storybooking teaching experience and strong interests in mobile education. She will be taking a leading role in this project. Teachers and students would benefit from this project by working and learning with her.

### Goals and Objectives

The main goal of this project is employing today's technology to engage students to create, contribute and collaborate in novel ways on English language studies for becoming more competent English language users.

Form 3 students are chosen to be the first target beneficiary group because our school gives priority to enhancing students' English reading, writing and speaking skills in order to prepare them for the challenge and requirements of the New Senior Secondary (NSS) English curriculum. In order to enhance their English language proficiency, teachers have allocated them with paper readers and matching assignments. However, the students' motivation and engagement as well as learning effectiveness is much lower than expected.



## **Innovation**

Digital storybooking is really an innovative teaching pedagogy for English language acquisition which facilitates the convergence of four student-centered learning strategies: (1) student engagement, (2) reflection for deep learning, (3) project-based learning, and (4) the effective integration of technology into learning design. In contrast to the traditional pedagogy where the role of the teacher is to transmit knowledge, this project will facilitate a more student centred pedagogy where students express their views and manage their own learning as well create and evaluate their own content.

For creating an end product of English digital storybooking, students will experience project-based learning involves a whole process of literature reading, topic researching, story writing, artwork designing, multimedia integrating, product creating and idea presenting. Each key stage of the process generates meaningful learning on English language study and develops students' communication and collaboration skills.

Adopting the teaching strategy of digital storybooking could effectively combine mobile learning into English language studies. Mobile technology brings about big changes in students' learning behavior, allowing them to learn anytime and anywhere as well as making their language learning more authentic. Our aim is to guide the digital natives to take full advantage of mobile learning in English language acquisition as well as digital literacy and effective communication skills.

## **Conceptual Framework**

The educational potentials of digital storybooking project have been explored by related research and studies. It is suggested that digital storybooking can both engage students in discussing the topics presented in the story and help them organize their findings and conceptions in a more understandable way. A project-based digital storybooking approach could improve students' learning motivation, problem-solving competence and learning achievement and help students organize learning portfolios, which enable them to actively reflect on and engage in peer discussions. Additionally, digital storybooking project enables students to use technology to build narrative presentations for demonstrating understanding of academic concepts and encourage them to participate in collaborative learning.

The learning capacities which could be facilitated by digital storybooking project are crucial for English language studies. Through the creation of digital storybooks, students are required to take ownership of the materials they are presenting. They have to analyze and synthesize information as well, which will develop students' reading literacy. Narration accompanied by subtitles can help build vocabulary and writing skills could be enhanced when developing script. Students are able to give themselves a voice through expressing their own thoughts and supports thinking.

In addition, students can share their work through the Internet for their peers to review and gain valuable experience in critiquing their own and other students' work. This can promote gains in emotional intelligence and social learning.

Digital storybooking appeals to students with diverse learning styles and can also foster collaboration when students are able to work in groups. Based on the supportive research outcomes, our school has strong confidence on achieving the goal of improving students' learning effectiveness by integrating digital storybooking project into English language curriculum.

**Implementation Plan with Timeline**

The implementation period of this project will be in one year and the phases could be broken down as follows:

Phase 1 Preparation Work (Nov, 2013)

***Improving Internet connectivity and hardware condition***

Each student in class could have one Web-connected to do his own duty of the project as most educational functions and proper operation of Apps strongly rely on Internet. The WiFi connectivity is mainly a pull factor that is intervened lesson activity schedule, brings about confusion and distributes students' concentration from the teacher.

Phase1: Preparation Work  
 - Internet connectivity improvement  
 - Hiring specialist and part-time teacher  
 - Matenal preparations

For WiFi connectivity improvement, we decide to buy two mobile Access Point (AP) devices with high-performance for this project. Each AP could be set in the classroom where an English language lesson will be facilitated id

Phase2: Project Operation  
 - Provide Training workshop  
 - Implementation

Students in lesson could be arrived at one to one ratio for Internet accessment

Phase3: End Products Collection

Also, we are planning to enable students to connect directly and instantly present their ideas and products

Phase4: Project Evaluation

***Hiring an ICT in education specialist and a part-time English teacher***

Mobile Learning is developed rapidly only in recent years. By far, most teachers are not familiar with the workflow of using iPads for teaching. So the unexpected technical problems happen inside classroom aggravate teachers' psychological burden and workload when they are using mobile technologies. Additionally, each lesson has 55 minutes in a period and the recess time is 15 minutes. It is so tight for teachers to personally do preparation works from delivering, distributing, setting to recalling iPads inside classroom without any assistance. To realize better maintenance and logistics issue of mobile learning devices and ease teachers' workload burden, we will recruit an ICT in education specialist who are familiar with digital storybooking and mobile learning to join in our school's IT team and work together with the English language department. The roles of the specialist will include

- ◆ Manage the mobile device, hardware and software
- ◆ Find suitable digital storybooking related Apps for English studying activities

- ◆ Research on digital storybooking development
- ◆ Prepare and set up for classroom using
- ◆ Provide mobile technical and guideline support for teachers and students
- ◆ Hold workshop for teachers in regular and tutorial for students during lunchtime or after school on digital storybooking issues
- ◆ Assist teachers to collect and manage students' digital storybooking project portfolio
- ◆ Build and manage digital storybooking project information platform
- ◆ Observe class and collect evidence and data for project evaluation
- ◆ Participate educational seminar and promote outcomes of the project

Stage1:  
initial

Stage2:  
Write

Stage3:  
Scripts

And a part-time English teacher will be hired for relieving time and workload for the Form 3 English teachers who will involve in this project to explore the use of Apps according to the curriculum and do coordinating work with the ICT in education specialist.

Stage4:  
Storyboard

**Apps installation for digital storybooking project**

We will obey the principle of cost-effectiveness to explore and download Apps which are matching with the needs of each key stage of digital storybooking project. However, some of the Apps beyond their commercial values, while most still have many limitations like incomplete content, restricted functions, unlocked resources and unpleasant embedded advertisements. To avoid these inconvenience, we are also planning to purchase some paid Apps which are necessary for project implementation.

Stage5:  
Locating  
Multimedia

Stage6:  
Create digital  
storybooking

Phase 2 Project Operation (Dec, 2013 - June14)

**Providing training workshop (Dec, 2013- June, 2014)**

In a series of training workshop, the Form 3 English teachers involved in this project will get instruction in the rationale for digital storybooking. They will also have tutorials about how to manage workflow, as well as demonstrations of relevant educational Apps. The NET teacher and the ICT in Education Specialist will hold the workshop once a week.

Stage7:  
Share

Stage8:  
Student  
Evaluation

**Implementation (Dec, 2013- Oct, 2014)**

Digital storybooking class will be arranged 2 periods per cycle (one cycle equals 10 school days). The whole project will be broken down as the following stages, which guide the students to work step by step:

Stage9:  
Teacher  
Evaluation

**STAGE 1 (Dec, 2013- Feb, 2014)**

A class will be distributed into 7-8 small groups. Students will be introduced the rationale of digital storybooking and showed some good cases. The readers will be distributed by using App. Students are also encouraged to explore and share extended reading resources from the Internet and transfer the webpages into PDF by using App. In that stage, our aim is developing students' vocabulary capacity and literature interpretation skill.



*STAGE 2 (Mar, 2014)*

Students research topics by accessing to the Internet, and analyze findings, brainstorm and generate ideas by using a social media App in groups. After that, students use a video recording App to discuss and share viewpoints with their peers. Each group is requested to draft out a storyboard at the end of this stage. And students' information literacies and communication skills are expected to enhance.

*STAGE 3 (Apr, 2014-June,2014)*

Students work collaboratively to write scripts and narratives for the storyboard to complete the story composition. Writing-focused Apps will be used for the teacher to trace students' work and communicate with them, while Apps will be used for students to create storyboards.

*STAGE 4 (Apr, 2014-June, 2014)*

Groups will be allowed to work collaboratively on presenting their storyboards in front of classroom. They select one of the presenting Apps, prepare presentation materials and show them in front of the whole class by using a TV box and projector. Students' performance will be recorded by video camera as the learning evidence of this stage.

*STAGE 5 (May, 2014-June,2014)*

Students prepare multimedia elements in groups. They could seek images and videos clips from the web or create themselves by using digital camera and graphic design Apps or do a mix of both to match the writings. The narratives, background music and sound effects will also be prepared by using audio recorders or searching from the Internet.

*STAGE 6 (June, 2014)*

Students integrate multimedia elements into writings and create digital storytelling products. The length of digital storybooking is required to be around 10 minutes. Digital storybooking could be presented in form of photo show, animation or movie episode. Apps will be introduced. Students could select the most suitable Apps to fulfill the task.

*STAGE 7 (June, 2014)*

Groups present digital storytelling products in front of class. After that, they collect all the works done from plans to the digital storytelling products, and edit them to digital storybooks by using a publishing App. Students publish their digital storybooks and share the end products with the teacher, their peers and the whole Internet.

*STAGE 8 (July, 2014)*

Every student writes an independent reflection about the activities he take, the feedback to this project and self-evaluation of the end products.

**STAGE 9 (Jul, 2014)**

Assessment and feedback on students' end products and independent reflections will be given from the teachers.

**STAGE 10 (Sept, 2014 – Oct, 2014)**

Teachers will repeat Stage 1 in other F.3 classes in the next academic year.

***; in English language study tutorial for students***

In parallel to the classroom implementation, the ICT in Education Specialist will hold a workshop for tutoring the students to improve students' familiarity with i the Apps was introduced, which is a necessary supplement of digital storybooking English classes. In the workshop, students have more time to practice using the Apps and could get one to one tutorials when any technical problem happens.

**Phase 3 End product Collection (July, 2014)**

All the target students' assignments and products in this project will be collected as e-portfolio and created into a digital package.

**Phase 4 Project Evaluations (Jul, 2014 - Aug, 2014)**

Questionnaire for students and interviews for teachers will be done in this phase. All teachers and the ICT in Education Specialist will take charge of collecting evaluation results on different measuring forms, analyzing data and generating a summative project evaluation report.

**Targets and Expected Number of Beneficiaries**

All the five classes in Form 3 from class A to class E, around 170 students and 4 English teachers, will be the target beneficiaries from this project.

All the English language teachers who teach Form 3 students are requested to work together to implement digital storybooking project in BHJS. The NET teacher will lead the project and mainly take charge of introducing digital storybooking and project-based learning idea as well as knowledge inside classroom, selecting meaningful reading resources, allocating assignments of each key stage, providing guidelines, organizing teaching activities, monitoring students' performance and assessing students' products. The other Form 3 English teachers will play co-teacher roles inside classroom, observe class and evaluate students' performance and products.

The principal of BHJS will be responsible for providing strategies and supports on leadership level to ensure each phrase of the project running smoothly according to the implementation plan with timeline. The involvement of school principal should also include evaluating project by observing class and offering feedback, monitoring budget spending and promoting project outcomes.

**Budget:**

The total budget of \$411,740 is broken down as follows. A sum of \$390,600 is used to employ a full-time ICT in Education Specialist and a part-time English teacher. Hardware devices cost \$4400 while paid Apps cost \$9240. Service like posting recruitment ad cost \$1500, miscellaneous expense is \$1,000 and audit fee is 5,000.

Sep, 2013- Aug, 2014		
Item No:	Description	Budget Amount (HKD)
<b>-Manpower-</b>		
1	Salary and MPF of ICT in Education Specialist	\$201,600
2	Salary and MPF of part-time English teacher	\$189,000
<b>-Hardware-</b>		
3	Base Station x2	\$2,600
4		\$800
5	HDMI to VGA Adapter x2	\$1,000
<b>-Software-</b>		
6	Purchase App	\$9,240
<b>-Others-</b>		
7	Recruitment Ad. Fee	\$1,500
8	Miscellaneous (Stationery, Booklet, Paper)	\$1,000
9	Audit Fee	\$ 5,000
	Total:	\$411,740

#### Additional Information on Deployment and Asset Usage

1. Part-time English teacher

- Job descriptions:
- a. To take up some of the teaching duties of the English teachers involved in the project so that they can have time released to plan and design lessons
  - b. To help the English teachers involved in the project to organize and conduct some activities in order to release their workload so that they will have enough time to conduct the project.

Salary breakdown: a. Total salary in 12 months: HK\$15,000 x 12 = HK\$180,000

b. Total amount of MPF in 12 months: HK\$ 750 x 12 = HK\$ 9,000

c. Total amount: HK\$189,000



## 2. Full-time ICT in Education Specialist

Job description:

- a. To work with the English Department to develop and design course and apply instructional design oversight and active learning principles in the development process.
- b. To participate in outreach efforts to the English Department and students on the use of technology in a variety of learning environments.
- c. To provide front line support for general teaching and learning technologies and survey tools, and apps and related tools for the project.
- d. To assist the English Department in developing and promoting new programs to support teaching and learning and managing administrative tasks as needed.
- e. To manage the IT devices and provide technical support to teachers.

Salary breakdown: a. Total salary in 12 months: HK\$16,000 x 12 = HK\$192,000

b. Total amount of MPF in 12 months: HK\$ 800 x 12 = HK\$ 9,600

c. Total amount: HK\$201,600

## 3. Apps

The school is planning to purchase 3-5 apps for 60 individual licenses, each is around HK\$50. The total amount is about HK\$9,000.

Currently, the school cannot decide on the purchases as we need to seek advice from the ICT in Education Specialist and we will try out in due course before deciding on a purchase.

**Assets Usage Plan:**

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
computer hardware	Base Station	2	HK\$2,600	To retain after the project

**Expected Project Outcomes:**

Both tangible deliverables and intangible outcomes are expected to rise from this project.

*The tangible deliverables are in form of e-learning resources developed:*

- A digital package of students' portfolios includes the evidence, resources and materials students made at each key stages, from project planning to end product creating as well as their original digital storybooking products. The package will be in form of an eBook which could be published and shared with other schools and educational bodies.
- A website form of sharing platform focused on digital storybooking project which should be embedded into school server. On the sharing platform, both the students and teachers could easily acquire digital storybooking practical information, Apps tutorial and existing reusable resources. This platform is also expected to be a medium which bridges teachers and students for interaction, communication and exchange. We also like to open this sharing platform to other schools and education bodies for mutual referring and learning.

*The intangible outcomes are in form of the school teaching and learning innovation achieved:*

Enhancement of Form 3 students' English language learning motivation and engagement as well as English language proficiency on reading, writing and speaking.

- Development of Form 3 students' digital literacies, communication and collaboration skills.
- Improvement of Form 3 students' involvement through transiting traditional class into student-centred English language class where students could create and present learning autonomously.
- Enrichment of Form 3 English teachers' experience of practicing innovative teaching pedagogy by employing mobile technology and alternative assessment strategies, for supporting learner diversity.
- Establishment of a collaborative campus where teachers and students could communicate interactively and share resources conveniently.

**Project Evaluation:**

The evaluation of digital storybooking project will be done both formatively and summatively with combination of different strategies.

- **Class Observation.** The most crucial parameter for evaluating the effectiveness of the project is students' observable behavior changes, which will be measured formatively by classroom observation. Classroom observation will be done by the school principal, the ICT in Education Specialist, and other involved teachers at least once a month. The observers will evaluate each class based on the terms as follows:

**Class Observation Rubrics**

Type	Yes	Somewhat	No
<b>Engagement</b>			
Students focus on the assignment / activity with less distraction			
Students are enthusiastic on learning			
Students are active learners to create their learning			
<b>Enhancement</b>			
Students are able to develop a more sophisticated understanding of the content			
Students feel easier to understand concepts or ideas by using mobile technology			
Students have more willing to demonstrate their understanding and communicate with the teacher and their peers			
<b>Extended</b>			
Students can get knowledge and resources beyond of physical classroom			
Students merge their school learning with their everyday life experience			
Students actively participate in group work and share learning rather than learn independently			

Comparing the class observation result of each month, we could trace the students' progress along with the project implementation and adjust strategies according to the real contexts.

- End Products Evaluation. Students' end products are the main outcomes of digital storybooking project which directly represent students' English language skills and learning effectiveness. Consequently, we will set up a detailed rubric for teachers to measure students' end products objectively and entirely.
- Interview with the principal and teachers. By interviewing with the principal and the teachers who are involved in the project, we can understand their evaluation and reflection on this project.
- Hearing from students: We can acquire students' opinions and self-evaluation outcomes by reading their independent reflections. Each student will also be requested to fill a group evaluation form, which reflects the situations of collaborative group learning, and a questionnaire based on the project evaluation.

Summative, the outcomes of this project will be measured according to the following rubrics:

BHJS Digital Storybooking Project Evaluation Rubrics

DESIRED OUTCOMES (HYPOTHESES)	PERFORMANCE INDICATOR	EVALUATION STRATEGIES
Digital Storybooking enhances students' English language Proficiency	How do digital stories provide evidence of developing students' English language skills: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Class Observation</li> <li>• Teachers assess students' assignments, performance and end products, Students' independent reflection</li> </ul>
	Did digital stories successfully demonstrate assessment for learning?	<ul style="list-style-type: none"> <li>• Interviews with principal and teachers</li> <li>• Feedback on students' end products</li> </ul>
Digital Storybooking engages, enhances and extents students' learning	To what degree does digital storybooking engage, enhance and extent students' learning?	<ul style="list-style-type: none"> <li>• Class Observation</li> </ul>

Developing digital storybook builds students' digital literacies, communication and collaboration skills	Are students able to manipulate technology to facilitate learning?	<ul style="list-style-type: none"> <li>• Interviews with principal and teachers</li> <li>• Student Questionnaire</li> <li>• Quality of students' digital storybooking products</li> <li>• Student Independent Reflection</li> </ul>
	How could students overcome obstacles to achieve the end products in a way that they could not with traditional tools?	<ul style="list-style-type: none"> <li>• Interviews with teachers,</li> <li>• Student Questionnaire,</li> <li>• Student Independent Reflection</li> <li>• Example of students' experience</li> </ul>
	Does technology facilitate group working?	<ul style="list-style-type: none"> <li>• Interview with teachers</li> <li>• Student Questionnaire</li> <li>• Student Independent Reflection</li> <li>• Feedback on students' performance and end products</li> </ul>
	Does each student take equal and specific responsibilities in a group?	<ul style="list-style-type: none"> <li>• Class Observation</li> <li>• Group Evaluation</li> </ul>
Digital Storybooking encourages teachers to practice innovative teaching pedagogy and alternative assessing methods	How does this project provide evidence of developing teachers' facilitation ,evaluation and collaborative skills?	<ul style="list-style-type: none"> <li>• Interview with teachers</li> <li>• Interview with principal</li> <li>• Postings on sharing platform</li> </ul>
Digital Storybooking improve the communication and interaction between students and teachers.	<p>Does digital storybooking project generate more communication and interaction between students and teachers?</p> <p>Does technology facilitate students and teachers to communicate with each other actively and meaningfully?</p>	<ul style="list-style-type: none"> <li>• Interview with Teachers,</li> <li>• The record of discussion and feedback between teachers and students on sharing platform</li> </ul>

**Promotion of Project Outcomes**

The valuable sustainability of the outcomes of this project will be expected to aim at the following aspects:

- Providing support for teacher professional development: preparing teachers for new pedagogy, new teaching and assessing methods, and collaborative working atmosphere.
- Offering students mobile learning experience and preparing their knowledge base and abilities to be digital citizens and lifelong learners.
- Expanding digital storybooking project and mobile learning into whole school scale.
- Most of the resources of the project are presented on digital media rather than hard paper, which is environment-friendly and save natural resources.

Actions as following will be done to publicize the deliverables and outcomes of this project:

- Share experience and resources of digital storybooking project with other educational organizations. Teachers from other school and educational bodies are welcomed to visit and observe class. The sample of lesson plan and students' digital storybooking products could be viewed from BHJS official website.
- Present students' products on School Parent and Teacher Association (PTA) Day for promotion.
- Actively participate educational conferences to present and promote our school's digital storybooking project experience and products for exchanging opinions with experts and fellows in this field.

**Report Submission Schedule:**

My school commit(s) to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/11/2013 - 30/4/2014	31/5/2014	Interim Financial Report 1/11/2013 - 30/4/2014	31/5/2014
Final Report 1/5/2014 - 31/10/2014	31/1/2015	Final Financial Report 1/5/2014 - 31/10/2014	31/1/2015



