

Part C Project Details**2012/0370 (Revised)****Project Title: An interactive learning environment for school-based authentic English learning****GOALS AND OBJECTIVES****Long-term Goals**

Enhancing our school-based English curriculums by incorporating ICT-enabled teaching approaches, authentic classroom interactions and formative assessment platform for a motivated learning environment.

Short-term Goals

Through this project, we aim to

- Establish an interactive classroom model and pedagogical framework for CYCPS's school based curriculums
- Define our school-based formative assessment strategies
- Introduce and incorporate ICT technology to enhance our authentic English teaching and learning
- Foster teacher development on teaching with ICT and relevant pedagogies, and create opportunities for our pioneer teachers to gain hand-on experience

Objectives

1. To promote student-centred active learning by introducing effective and motivating ICT-enabled activities

Our school has been implementing our own authentic English curriculum from Grade one to six since 2002. Our teachers re-organize all the units into different modules according to the key learning elements in each Key Stage and design English booklets that are based on students' needs and their learning abilities. Authentic materials are being used and play an important role in our teaching and learning programme. Karpova (1999, *Consider the following when selecting and using authentic materials*) lists out the criteria which need to be considered when using authentic materials. Content, task, teacher-learner relationship, learning strategies and learning environment are the areas of consideration when using authentic materials. Our school-based curriculum is highly dependent on authentic materials, even though, in the early stages of the curriculum development, not all the above areas were well addressed. With years of experience and rounds of internal evaluations, we have identified the needed improvements and how a student-centred curriculum should be built. To further enhance our own authentic English curriculum, ICT-enabled learning activities will be incorporated into the classes and lessons.

2. To design a series of classroom learning activities to facilitate teacher-student and peer-to-peer interaction

Referring to Karpova (1999), "Tasks" in authentic learning materials should be "sequenced and differentiated" and must include "communicative and cognitive procedures" so that the learners' background and new knowledge can be integrated. The materials must also be structured in a way that a "reciprocal interaction" between the teacher and the student takes place. On top of our established authentic English learning materials, we aim to design and incorporate new classroom learning activities that make use of ICT technology and tablet computers. With the new activities and tools, a new "learning environment" that encourages "risk taking and idea sharing" will be formed.

3. To develop ICT-enabled formative assessment and tools for our self-developed English curriculum

One of the key objectives for this project is to develop new forms of formative assessment and tools using ICT technology that help teachers better understand each of the students in the class. Valencia (1997, *Understanding authentic classroom-based literacy assessment*) says that 'Including a variety of types of assessments will ensure that students are provided with ample opportunities to demonstrate their abilities

and that teachers have the information they need to construct a complete, balanced assessment of each student.' In this project, we will make use of ICT technology to help offer new forms of assessment and to monitor and measure performance. Rather than formal assessment at the end of learning, teachers will be able to incorporate micro-assessments at the beginning, at the end, and anywhere in between.

4. To develop teacher's knowledge in using ICT technology for managing and monitoring student performance during the reciprocal interaction in class

Teacher development is our school's priority, which is also the key for the continuation and the sustainability of this project. Since we started our own curriculum development in 2002, our teachers have actively participated in professional training and are experienced in adopting new approaches into their classrooms. This project will provide them opportunities to practice computer-aided teaching techniques and to empower them for teaching diverse students effectively.

NEEDS ASSESSMENT AND APPLICANT'S CAPABILITY

About the school

Cho Yiu Catholic Primary School was founded by the Catholic Diocese of Hong Kong in 1978. The school was previously known as Tak Shing Primary School. Due to the construction work of Mass Transit Railway, Cho Yiu Catholic Primary School was relocated from Tsuen Wan to Cho Yiu Chuen in 1978.

Vision

All students of our school:

- Love the Lord Jesus Christ and His People
 1. To serve the Lord Jesus Christ with joy and happiness.
 2. To have a heart of thanksgiving.
- Learn to
 1. Build positive attitudes and values in learning.
 2. Master basic skills in learning.
 3. Develop self-access ability in learning.
 4. Implement life-long learning.

Missions

We aim to dedicate ourselves to nurturing our children's commitments to Christian values and the love of Christ. We offer a student-oriented and a well-balanced education for whole person development through moral, intellectual, physical, social, aesthetic, emotional, and spiritual education. We also nurture students' growth in the essence of Chinese cultures and traditions. We aim to equip our students with the necessary skills and sound knowledge; in order that they will be acute in receiving information from the outside world and become creative. It is our mission to achieve these goals by providing a holistic education to our young ones.

The school's present situation and achievement against the project goals

- As a Government funded primary school, our funding has been fully occupied in various aspects. We as a result do not have sufficient internal resources to support the development of computer-aided teaching. Therefore we need external support to aid this development.
- Since our students have various family background and many of them are from families with lower socio-economic background, there is an obvious learners' diversity in our classrooms. Thus, we want to cater students' learning needs with the assistance of information technology.

How the project will become part of the school's strategic development

This project is in line with three of the core focus areas stated in our three-year school development plan for 2011-14:

- Increase the efficiency of teaching and learning by optimising our school-based curriculum and assessment for all subjects.
- Develop students' capability in Bi-literacy and Tri-lingualism by developing and promoting language enrichment education in our school through authentic language rich learning environment.
- Apply e-learning as an effective learning mode and make good use of the electronic learning resources extensively so as to facilitate the effectiveness of students' learning as well as to form a lifelong learning habit.

Applicant's capability and favourable factors for implementing the project

1. Effective organizational structure

The 2010 External School Review Report by EDB Quality Assurance Division has stated that our school has an effective organizational structure for curriculum enhancement.

In this academic year, our school's major focus is to address learner diversity. We aim at helping students by continuously optimizing our school-based curriculum and teaching strategies. Through our regular co-planning meetings, we are capable of designing various learning tasks to cater for individual learning diversity and learning styles. Our teachers provide differential teaching to support students' diverse learning needs. After teachers' professional adjustment, students can participate in all the tasks in class.

2. Effective and well-established curriculum enhancement workflow and cycle

The External School Review Report recognised our school's established evaluation workflow to review the effectiveness of all curriculums. The evaluation framework emphasises continuous Planning, Application and Evaluation. Our Academic and Curriculum Development Group ensures there is adequate involvement of teaching staff to bring about effective implementation of the policies and that they are equally well understood and smoothly applied.

3. This project is built on our well-established school-based English Language curriculum

Our English Language curriculum aims to help our students lay a good foundation in learning English, paving the way for independent and lifelong learning and effective communication of knowledge, ideas, values, attitudes and experience. It is built on existing good practices, with emphases on learner-centeredness and task-based learning, promoting a balanced use of teaching approaches appropriate to the needs and interests of second or foreign language learners. There is no doubt that our school curriculum has a strong impact on the mode of teaching and learning. We believe that our students are all different in personality, cognitive and affective development, attitudinal and social maturity. They also vary in motivation, ability, learning style, aspiration, needs and interests. In order to cater for students' diverse learning needs, we adjust our English Language curriculum and design different kinds of learning tasks according to their individual differences. Our English teachers re-organize all the units into different modules according to the key learning elements in each Key Stage and design school-based English booklets that are based on students' needs and their learning abilities. Hence, we do not rely on textbooks or teaching resources from publishers.

4. Our teachers are ready and capable of adopting a student-centred pedagogical approach and computer-aided teaching technique

Our English teachers actively participate in professional trainings. They are eager to grasp new ideas of English language teaching and apply them in their teaching. Our school has adopted the approach of co-operative learning in small class teaching. Co-operative learning takes place in all class levels. Besides, teachers have co-plan meetings regularly. They are willing to share their teaching experience to colleagues and assess the effectiveness of teaching and learning from time to time.

TARGETS AND EXPECTED NUMBER OF BENEFICIARIES

Direct beneficiaries: Total 1201 persons

580 students, 41 teachers and 580 parents will directly benefit from this project. Additional teachers and students will indirectly benefit from it through sharing sessions and seminars hosted after the completion of the project.

CONCEPTUAL FRAMEWORK

Reciprocal interaction and teaching approach will be further promoted in our English Language curriculum with the help of ICT. Three types of e-learning approaches, cooperative, competitive and individualistic learning, will be emphasized in this project. These approaches will be applied in accordance with the teaching and learning needs of individual English lessons. Interactive ICT classroom activities supporting different e-learning approaches, tablet computer devices and a formative assessment platform will be the backbone of this project.

1. Incorporate cooperative learning in our school-based English Language curriculum through the use of tablet computers

Cooperative learning is the key e-learning approach in the project. We define it as a variety of concepts, techniques and ICT-aided activities, for enhancing the value of student-student interaction. Our tablet-based cooperative learning will be developed based on the key concepts of the well-known operationalization of cooperative learning (Johnson, Johnson, & Holubec, 1993):

- Promote positive interdependence – the feeling among a group of students that they sink or swim together, i.e., that what helps one helps all, and that what hurts one hurts all. Besides facilitating students to work and learn together, cooperative learning activities using ICT and formative assessment platform will enable teachers to track individual student performance throughout the learning activities. By working in groups, students have more opportunity to see how their peers think and create new ideas in the tablet-based activities. Discussing, creating, and thinking in a group, expressing via interaction on the tablets, rather than in a whole class context, can provide a less anxiety-producing context. If group mates feel positively interdependent with one another, a supportive atmosphere can develop. In such an atmosphere, students may feel more comfortable to try out and practice what they have learnt.
- Structure individual accountability – The formative assessment platform linking to the student tablet devices will provide teachers data about how individual students perform in the group works. As students will be aware that they are being monitored throughout the classroom group works, their performance and participation will also be tracked, a learning culture that each member is responsible for their own learning as well as that of their group mates will be established.
- Introduce collaborative techniques – the ICT skills, literacy and knowledge, that students need to cooperate effectively, will be explicitly taught.
- Process group interaction – the formative assessment system and the mobile tablet for teachers facilitate teachers to monitor the groups and the individuals. These provide data to teachers to assess

how well students have collaborated in the classroom activities and how to enhance their future collaboration.

- Facilitate heterogeneous grouping – the platform will keep track of the student group formation across lessons. This avoids students remaining working with the same group mates in most group works. With access to the tracked record, teachers will be able to structure proper student group formation to encourage students to work with group mates who are different from them on such variables as past achievement, talent, and diligence.

Compared to non-ICT learning activities, in tablet-based cooperative learning, students' works and ideas can be easily shared among groups and the entire class with a few clicks. This allows and encourages students to interact with group mates and the class. With technology available to students to support them in group works, they would have greater access to data and ideas, and the tools to help them formulate and organize ideas and knowledge. When students are aware that their works or ideas will be shared to other groups, they would pay extra attention in restructuring, summarizing, elaborating, exemplifying, defending, and explaining their ideas.

2. Tablet-based individualistic learning for formative assessment

Through the use of ICT technology, this project will enable students to learn in different media and formats to better suit individual learning styles.

- Formative assessment for learning – Assessing whether students understand the topic that has just been taught is always a challenge to teachers. This project will introduce tablet devices and an assessment platform to the classroom for teachers to assess students via different forms of interaction on tablet devices (e.g. Yes/No question) in real time. With the instance student feedback showing on the teacher's tablet device, teachers will be able to control the pace of teaching and learning in class effectively.
- Self-paced learning in class – With tablet devices for individual students, teachers can assign short intensive learning tasks to students in class (e.g. provide a number of short online articles about the topic, ask students to comment/answer the preset questions via tablets). More able students who finish first can move on to the next article without waiting for the rest of the classmates (as in a traditional classroom setting). Teachers will be able to monitor the progress and performance of individual students via the classroom management application.
- Teaching and learning with multimedia – although our school-based student booklets will remain the key materials in our curriculum, the teaching and learning experience will not be restricted to text and printed materials. Teaching and learning of listening, speaking and phonics will be enhanced by the use of multimedia materials.

3. Motivate students through competitive learning

Competitive learning is a fun way to bring about learning in the classroom. With the help of computer technology and tablet devices, we will incorporate short competitive learning activities in class and track student performance via the online platform.

- Engage and excite students – Our competitive learning activities will emphasize participation and fun learning, but not necessarily on success and failure. An example would be showcasing of work for peer voting. It will be applied carefully to avoid causing students to lose enthusiasm in the lesson if they do not perform well in the activities.
- A fun way to consolidate the lesson – We believe that learning can be fun. Therefore, game-like competitive learning activities (e.g. mini pop quiz contest using tablets) will be designed and incorporate into our English Language curriculum.

- Induce student satisfaction and persistence in a non-stressful learning environment – Through introducing new learning approaches to our English Language curriculum, we hope to offer our students additional support as well as encouragement throughout their learning. These factors will encourage student satisfaction and persistence in English learning.

INNOVATION

Our school has been implementing the school-based English Language curriculum in all class levels since 2002. All the teaching and learning materials are designed by our English teachers. We emphasize on using a learner-centred and a task-based approach in the planning and in the organization of learning, teaching, assessment materials, and activities which assist learners master both language forms and their communicative functions under appropriate contexts.

It is without doubt that our school possesses a strong and firm enough foundation in designing and conducting school-based curriculum. Hence, we propose a new plan of integrating the existing school-based curriculum with reciprocal interactions between teachers and students. Through the well-designed tablet-based classroom activities in combination with our tailor-made curriculum, we expect positive and innovative changes in both teaching and learning.

With regard to the upcoming curriculum design, we believe that the use of ICT can facilitate interaction and collaboration between teachers, learners and resources for knowledge sharing and building. According to the English Language Education Key Learning Area – English Language Curriculum Guide (Primary 1 – 6) (2004), the effective use of IT can facilitate both classroom and self-access language learning. The technology can arouse learners' interest in learning and can attract them into taking charge of their own learning. Well-designed learning activities involving the use of ICT can engage learners to work actively and interactively through the participation of pair work, group discussions and in expressions of feelings and creativity.

Last but not least, we are also promoting assessment for learning in addition to assessment of learning. To achieve this aim, we will implement a greater use of formative assessment. The use of formative assessment enables teachers to gain insights into learners' strengths and weaknesses; students are able to keep track of their own learning progress. Instead of one-off assessment (summative), it is our aim to use on-going assessment (formative) to help teachers to continuously look for specific information about learners' progress, so that teachers can analyze and identify learners' weaknesses and strengths accordingly, and make necessary adjustment in their teaching methodologies as well as in the curriculum planning.

EXTENT OF TEACHERS' AND PRINCIPALS' INVOLVEMENT IN THE PROJECT

The project will be held by a project team consisted of our Principal, vice-principal, English Panel, English teachers and IT in-charge. This project team will be responsible for planning, organizing and managing the project. Other English subject teachers will provide suggestions and feedbacks before and after the project is deployed. They will also help to communicate with students and parents regarding the project and organize seminars and workshops as planned.

Our Principal is an innovator in education. She accepts new ideas that can engage pupils' learning and improve the quality of teaching. She supports all English activities and curriculum development in school. She will be the person-in-charge of this project and the overall implementation. She will make necessary administrative arrangements when need perceived.

Our Vice-principal is the teacher-in-charge of this project. She is well-versed in developing curriculum according to students' needs in English. She will work together with the English Panel to coordinate the administrative work under this project. They will lay down the project plan and implementation details together and lead the project team in project execution.

Our English Panel will lead the project team together with the vice-principal and take care of the financial management and control of this project. She will search for and organize teaching resources and provide suggestions on curriculum planning.

Level coordinators (6 persons) will also share the workload of the English Panel in this project. They will provide information and updates about the project to our subject teachers to gain their rapport. They will also provide suggestions to ensure smooth deployment of the project based on their professional knowledge and experiences.

Besides, our IT in-charge will provide professional opinions during the project production. She will also work with our IT assistant to provide technical support to teachers, pupils and parents to ensure the project is implemented smoothly.

IMPLEMENTATION PLAN WITH TIME-LINE

Project Key Stage / collaborating parties	Project Activity	Expected Outcome
Preparation (Jul 2014) / Project management committee, English panel and teachers, IT manager & TSS	<ul style="list-style-type: none"> - Formation of project team - Setting the action plan and work breakdown structure - Specify requirements and prepare for tendering process - Tendering process 	<ul style="list-style-type: none"> - Project committee - Action plan & schedule - Tender Specifications - Contract with developers and content providers
Development stage 1 (Jul 2014- Sept 2014) / Project leader, English panel and teachers, IT manager & TSS, developers and content providers	<ul style="list-style-type: none"> - Co-work with developers and providers to ensure the development complies with the project's requirements 	<ul style="list-style-type: none"> - Sample courseware and relevant systems have been set up for the pilot run - Devices, basic network setting and beta application systems are ready for pilot run
Pilot Run (Oct 2014- Dec 2014) / Project leader, English panel and teachers, IT manager & TSS, developers and content providers	<ul style="list-style-type: none"> - Deploy pilot run on four P4 classes to collect feedbacks for fine-tuning the platform and application specifications before batch development - Offer knowledge and skill training to teachers 	<ul style="list-style-type: none"> - 1 courseware for each of the pedagogical approaches (i.e. individualistic, competitive and cooperative learning) - Professional training workshop for teachers - "ICT skills & literacy for interactive classroom"
Development stage 2 (Jan 2015-Aug 2015) / Project leader, English panel and teachers, IT manager & TSS, developers and content providers	<ul style="list-style-type: none"> - Co-work with developers and providers to ensure the development complies with the project's requirements - Install and setup the needed network & hardware for the target classrooms - Offer knowledge and skill training to teachers - Offer operation and technical training for TSS 	<ul style="list-style-type: none"> - Courseware will be developed by phases to fit the English course schedule - Professional training workshop for teachers - "ICT skills & literacy for interactive classroom" - Device management training workshop for TSS - Classroom's setup is ready for ICT teaching and learning
Implementation stage 1 (Jan 2015 - May 2015) /	<ul style="list-style-type: none"> - Deploy the planned authentic interactive teaching and learning 	<ul style="list-style-type: none"> - All courseware and system functions are ready

Project leader, English panel and teachers, IT manager & TSS, developers, content/service providers	<ul style="list-style-type: none"> - activities on all P4 classes and classes from other selected levels - Offer knowledge and skill training to students and parents - Record student performance and teachers' feedback throughout the implementation stage - Ongoing review with developer to fine tune the courseware under development 	<ul style="list-style-type: none"> - ICT literacy training/workshop for students and parents - Teacher log-books that record the class performance of each lesson - Video clips of selected lessons for review and dissemination purpose
Evaluation stage 1 (Jun - Jul 2015) / Project management committee, Project leader, English panel and teachers, IT manager and TSS	<ul style="list-style-type: none"> - Panel and teachers evaluate the effectiveness of the new pedagogical approach and whether the expected benefits can be archived. - A student survey will be carried out. - Parent representatives will be invited to feedback on the project. - Project management committee evaluate the project as a whole - Feasibility study on extending the pedagogical approach to other levels/subjects in new school year 	<ul style="list-style-type: none"> - Teacher's reports - Student survey result - Parent's comments - Evaluation report by project committee - Feasibility study and plan for extending the pedagogical approach
Implementation stage 2 (Sept 2015 - May 2016) / Project leader, English panel and teachers, IT manager & TSS, developers, content/service providers	<ul style="list-style-type: none"> - Deploy the authentic interactive teaching and learning activities on other levels as recommended by the project management committee - Offer necessary knowledge and skill training to students and parents - Record student performance and teachers' feedback throughout the implementation stage 	<ul style="list-style-type: none"> - ICT literacy training/workshop for students and parents - Teacher log-books that record the class performance of each lesson - Video clips of selected lessons for review and dissemination purpose
Evaluation stage 2 (Jun 2016) / Project management committee, Project leader, English panel and teachers, IT manager and TSS	<ul style="list-style-type: none"> - Panel and teachers evaluate the effectiveness. - A student survey will be carried out. - Parent representatives will be invited to feedback on the project. - Project management committee evaluate the project as a whole 	<ul style="list-style-type: none"> - Teachers' reports - Student survey result - Parents' comments - Evaluation report by project committee
Dissemination (Mar 2016 – Jun 2016) / Project management committee, Project leader, English panel and teachers, IT manager	<ul style="list-style-type: none"> - Edit video clips to demonstrate the authentic interaction in our English lessons. - Introduce the ICT teaching and learning practices and literacy to parents at the beginning of each school year. - Dissemination activities including public sharing sessions and posting on school website. 	<ul style="list-style-type: none"> - Video clips (DVD master) to demonstrate the school-based authentic interactions and pedagogical approaches in classroom - ICT literacy workshop for parents - Sharing session for teachers - Website / newsletters
Project Closure	<ul style="list-style-type: none"> - Hand in the final project and 	<ul style="list-style-type: none"> - Final project report

(30/6/2016) / Project management committee, Project leader, English panel and teachers, IT manager	financial reports	- Final financial report
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EXPECTED DELIVERABLES AND OUTCOMES

Tangible Deliverables

1. School-based assessment system

A web-based platform for measuring and tracking student performance in class. Its features include student database and teaching resource management.

2. Classroom management application for tablet-based activities

A web-based application for teachers to manage the teaching resources used in class and to control the students' tablet devices.

3. School-based interactive curriculum and lesson plans

Based on our existing school-based English Language curriculum, we will design and incorporate ICT-enabled learning activities to more than 16 selected units from 8 modules. Interactive activities and the relevant lesson plans will be designed for these units.

4. School-based interactive classroom activities

For the sake of sustainability, editable & reusable activity templates will be designed and developed. Interactive classroom activities for school-based English Language curriculum will be created using the activity templates. The student performance in these interactive classroom activities will be recorded in the assessment system.

Type of learning approach	Type of interactive activity templates	Sample activities*	Content modules that can incorporate the activities
For individual learning	Presentation of vocabulary (with authentic photos / video) with follow up interactive activities (e.g. matching or grouping)	Introduce different food items and classify food items into different categories	Favourite food and drinks Eat well and get fit
		Introduce different tourist spots in HK and classify them into different categories	Touring around Hong Kong
		Introduce different kinds of TV programmes	My favourite TV programme
	E-notebook	Notes for vocabulary building and language focus	All modules
		Personal word bank	All modules
For competitive learning	Contest game (vocabulary, language focus, reading, listening)	Daily mini quiz / vocabulary tournaments for consolidation or warm-up	All modules
		End of module / term competitions	All modules
For cooperative	In-class voting	Vote on favourite snacks	Favourite food and drinks

learning		Vote on the most ... pupil in class	We are the best!
	Sharing photos and writing (e-portfolio)	Introducing myself	Making friends
		My trip to ...	Touring around Hong Kong
	Speaking & listening practice with recording function (plus note taking and sharing function)	Interview classmates to find out about them.	Making friends
		Interview tourist about their experience in HK	Touring around Hong Kong
		Ordering food in simulated restaurant setting	Favourite food and drinks
		Planning a party	Eat well and get fit
	Virtual Learning Adventures (voice-recording, decoding QR code, sharing function)	Virtual museum	In the old days
		Virtual treasure hunt	Touring around Hong Kong
	Writing Organizer (graphic organizers for brainstorming and organizing ideas and templates for different text types)	Brainstorm ideas using a mind-map to write an article	Eat well and get fit
		Writing a story with the help of a story map.	All modules

* The design of the classroom activities shall be subject to adjustment in order to fit the selected lessons.

5. Training workshop for teachers (ICT skills & literacy for interactive classroom)

A 3-hour workshop introducing the required ICT skills & literacy in accordance with the interactive classroom activities.

6. Training workshop for teachers (Design interactive teaching activities)

2 x 3-hour workshop introducing how to design and deploy teaching activities using the editable activities templates.

7. Device management training workshop for TSS

A 2-hour workshop introducing the device management operations and how to support the interactive classroom.

8. ICT literacy workshop for parents

2 x 1-hour workshop introducing the ICT skills and literacy used in our school's learning activities. Parents will be advised how they can support their children at home.

9. ICT literacy handbooks for parents

ICT literacy handbooks will be printed and provided to parents at the beginning of new school year.

10. Video clips to showcase our school-based interactive classroom activities and teaching approaches

A series of video clips will be produced for showcasing the result of this project and for sharing our best practices with other schools.

Intangible Outcomes

1. Teachers are empowered to monitor and address learning diversity effectively
 - 10-20% of English lessons will adopt computer-aided interactions and assessments
 - Student performance in cooperative learning activities is recorded for post-lesson evaluation by teachers
2. Teachers' professional knowledge in ICT teaching and learning will be enhanced
 - All English teachers will gain hands-on experience and knowledge in ICT teaching.
3. Provision of opportunities to learn with ICT technology and tablet computers
 - All P4 students will be given additional training on ICT literacy and will have opportunities to learn with ICT in English lessons.
4. Establish reference models for interactive teaching and learning (i.e. interactive classroom)
 - Reference models to demonstrate how ICT can be incorporate into reciprocal interactions for individualistic learning, competitive learning and cooperative learning. These models will benefit our future curriculum development.
5. Increase student independence
 - By providing students with access to various ICT tools, students will learn to take control of their own learning and to learn how to learn.

BUDGET

The total QEF budget for this project is HK\$ 454,300.

	Item to be Financed	Qty	Unit Price	Amount
A	Staff Cost			
	9 teachers will participate in the project	--	--	Sponsor by school
	TSS (works part time on this project)	24 months	--	Sponsor by school
	Full-time Teacher Assistant for the project (50% will be sponsored by school)	24 months	\$9500+5%	119,700
			Subtotal	119,700
B	Equipment			
	Local media server	1	14,000	Sponsor by school
	Tablet computers for cooperative learning, individualistic learning & competitive learning	25	3,250	81,250
	High throughput Wifi access point for classroom (with installation)	2	6,000	12,000
	Batch power charger and data sync device for 10 tablets	1	10,000	10,000
	Giga Ethernet Switch with high speed backplane for the school network backbone	1	6,000	6,000
	Giga Ethernet Switch for classroom	4	3,200	12,800
			Subtotal	122,050
C	Services			
	Development of school-based assessment system and offer cloud based backup	1	25,000	40,000
	Development of classroom management application for tablet-based activities	1	15,000	

	Individualistic learning - Design & develop reusable tablet-based interactive classroom activity template	2 templates	5,000	
	Individualistic learning - Develop editing tools for the activity templates	2 sets	5,000	
	Individualistic learning - Author school-based interactive activities using the activity templates	5 activities	2,600	
	Individualistic learning - Import and register the learning activities to the assessment system	5 activities	700	
	Individualistic learning - Royalty fee for the content/photo/visual learning activities	5 activities	700	40,000
	Competitive learning - Design & develop reusable tablet-based interactive classroom activity template	1 template	6,000	
	Competitive learning - Develop editing tools for the learning activity templates	1 set	6,000	
	Competitive learning - Author school-based interactive activities using the activity templates	2 activities	2,500	
	Competitive learning - Import and register the learning activities to the assessment system	2 activities	800	
	Competitive learning - Royalty fee for the content/photo/visual learning activities	2 activities	700	20,000
	Cooperative learning - Design & develop reusable tablet-based interactive classroom activity template	5 templates	5,000	
	Cooperative learning - Develop the editing tools for the learning activity templates	5 sets	5,000	
	Cooperative learning - Author school-based interactive activities using the learning activity templates	12 activities	2,000	
	Cooperative learning - Import and register the learning activities to the assessment system	12 activities	700	
	Cooperative learning - Royalty fee for the content/photo/visual for the learning activities	12 activities	630	89,960
	Voiceover/audio recording & production	5 hours	1,000	5,000
	Professional training workshop for teachers (ICT skills & literacy for interactive classroom)	3 hours	900	2,700
	Professional training workshop for teachers (Create interactive teaching activities using the templates)	6 hours	900	5,400
	Device management training workshop for TSS	2 hours	700	1,400
	Training workshops for students	2 hours	--	Sponsor by school
	ICT literacy workshop for parents	2 hours	--	Sponsor by school
			Subtotal	204,460
D	General Expenses			
	ICT literacy handbooks for parents	500	--	Sponsor by school
	Produce video clips (pack in a DVD master disk) to disseminate to project outcome	1	3,000	3,000
	Audit fee	1	5,000	5,000
			Subtotal	8,000
			TOTAL	454,210

1. Asset Usage Plan

Category	Item description	No of Unit	Total cost	Proposed plan for deployment
Computer hardware	High throughput Wifi access point for classroom (with installation)	2	12,000	Keep on servicing the four classrooms and their infrastructure will serve as the showcase models for other classrooms and subjects
	Batch power charger and data sync device for 10 tablets	1	10,000	
	Giga Ethernet Switch with high speed backbone for the school network backbone	1	6,000	
	Giga Ethernet Switch for classroom	4	12,800	
	Tablet computers for individualistic learning & competitive learning	25	81,250	
Computer software	School-based assessment	1	25,000	Keep on using in the English class and will extend the usage to other class levels to support the development of the school-based curriculum
	Classroom management application for tablet-based activities	1	15,000	
	Reusable tablet-based interactive classroom activity template for individualistic learning	2 templates	10,000	
	Editing tool for individual learning activity	2 sets	10,000	
	Teaching & learning materials for individual learning	5 sets	15,000	
	Reusable tablet-based interactive classroom activity template for competitive learning	1 template	6,000	
	Editing tool for competitive learning activity	1 set	6,000	
	Teaching & learning materials for competitive learning	2 sets	5,000	
	Reusable tablet-based interactive classroom activity template for cooperative learning	5 templates	25,000	
	Editing tool for cooperative learning activity	5 sets	25,000	
	Teaching & learning materials for cooperative learning activity	12 sets	24,000	

EVALUATION PARAMETERS AND METHOD

The evaluation methodology for the project:

Baseline data	Benchmarks	Performance Indicators
Teachers are not able measure individual student performance in class effectively	Deploy formative assessment using ICT technology	10-20% of English lessons will adopt computer-aided interactions and assessments
Difficult to assess student performance in peer-to-peer	Able to keep track of student performance in cooperative	Whether student performance in cooperative learning activities are recorded for post-lesson evaluation by

learning activities in class	learning activities	teachers
Teachers do not have sufficient hands-on experience in ICT teaching	Nurture pioneer teachers with experience and knowledge in ICT teaching and learning	All English teachers will gain hands-on experience and knowledge in ICT teaching.
Not all of our students have access to tablet computers for learning at home.	Students are provided with opportunities to learn with emerging ICT and are trained with correlated ICT literacy.	All students will be given additional training on ICT literacy and will have opportunities to learn with ICT in English lessons.
Our school-based curriculum currently does not utilize much on ICT teaching and learning.	A school-based interactive classroom should be built as a model for school's pedagogical transformation.	Reference models to demonstrate authentic interactions for individualistic learning, competitive learning and cooperative learning.

SUSTAINABILITY OF THE OUTCOMES OF THE PROJECT

1. Teachers will be equipped with the skills and the knowledge in developing and applying ICT in teaching
Teachers will learn the skills and knowledge from workshops and will be offered opportunities to apply them in daily teaching. By going through the interactive activity design, development and implementation process, the pioneer teachers will acquire valuable knowledge for leading/inspiring other similar school-based pedagogical transformation projects.
2. Sustainable pedagogical frameworks and reusable tablet-based interactive classroom activity templates for authentic interactions will be established
This project aims at not only producing exclusive courseware for specific lessons but also developing reusable tablet-based interactive classroom activity templates. These templates will be used for creating e-teaching materials for other English lessons of all levels. A few of the learning activity templates could be used in subjects other than English.
3. Sustainable culture change in our school
A new culture of teaching and learning will be spread through the successful implementation of this pioneer project. Based on the experiences from this project, teachers will have a better understanding of the benefits for applying ICT teaching and learning. Students will also be encouraged to embrace learning with ICT inside and outside the classroom.
4. A reference model for developing our interactive school-based curriculum
This project will serve as a pilot programme for our ICT transformation. A school-based interactive teaching and learning environment will be built as a model for guiding our school's pedagogical transformation.

DISSEMINATION

1. Video clips to showcase our school-based interactive classroom activities and teaching approaches
A series of video clips will be produced for showcasing the result of this project and for sharing our best practices with other schools.
2. Workshop for parents
Workshops will be organized to introduce the ICT skills and literacy using in our schools' learning activities. Parents will be advised how they can support their students at home.
3. Sharing Sessions

Sessions will be organized for our teachers to share our experience with English teachers and educators from other schools.

4. School newsletter and website

A project website will be developed for sharing project information to participant students, teachers, parents and the public.

REPORT SUBMISSION SCHEDULE

My school commits to submit proper reports in strict accordance with following schedule:

Project Management		Financial Management	
Type of report & covering period	Report due day	Type of report & covering period	Report due day
Progress report 1/7/2014 – 31/12/2014	31/1/2015	Interim financial report 1/7/2014 – 31/12/2014	31/1/2014
Progress report 1/1/2015 – 30/6/2015	31/7/2015	Interim financial report 1/1/2015 – 30/6/2015	31/7/2015
Progress report 1/7/2015 – 31/12/2015	31/1/2016	Interim financial report 1/7/2015 – 31/12/2015	31/1/2016
Final report 1/7/2014 – 30/6/2016	30/9/2016	Final financial report 1/1/2016 – 30/6/2016	30/6/2016

APPENDICES

1. Classroom Environment Set Up
2. Formative Assessment Using Tablet Learning Activities
3. 2013-2014 P.4 Modular Planning for School-based Curriculum
4. Exemplars of School-based Curriculum Booklets