

Schedule 1 P.4

**Quality Education Fund**  
**Application with Grant Sought Not Exceeding \$150,000**  
**Application Form --- Part II: Project Proposal**

<b>Project Title</b> Let's learn English anytime, anywhere!	<b>Project Number</b> 2013/0372 (Revised)
--	--

**Basic Information**

**Name of School / Organisation / Individual**

Carmel Leung Sing Tak School

**Beneficiaries**

- (a) Sector: ☐ Pre-primary ☒ Primary ☐ Secondary ☐ Special (Please tick)
- (b) Students: 330 (in number)\* and P1 to P3 (class level/age)\*
- (c) Teachers: 12 (in number)\*
- (d) Parents: 300 (in number)\*
- (e) Participating Schools (excluding applicant school): 0 (in number and types)\*
- (f) Others (please specify): N/A

*\* Please specify where appropriate*

**Proposal**

**(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms.

This project aims to enhance students' English and self-directed learning skills by providing students with a seamless learning environment: students can use a multitude of computing devices (such as computers or tablets) in school or at home to access the school-based interactive English e-resources. At current, due to our budget constraints, our existing P.1 e-platform uses flash media which can only be accessed by the window browser

so some children cannot access the programme at anytime with other mobile devices. This is why we are applying for the grant to develop a cross platform e-learning tool.

- (b) (i) What are the areas of the needs and priorities of the school?  
(Please tick the appropriate box(es).)
- ☒ Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i). (Please tick the appropriate box(es).)
- ☒ School development plan: The proposed project is in line with our school's mission to strengthen students' language skills and our plan to develop a phased sustainable plan for developing different e-learning resources for students.
- ☒ Survey findings: From the usage statistics on our existing P.1 e-platform, we can see a clear correlation between the percentage of students using the e-platform by class and the passing rate of that class in our internal

school assessments. We hope that the proposed cross platform can stimulate our students to learn English with the e-platform and a better passing rate will be attained. We can provide the survey results on request regarding the correlation study the school has performed.

- ☑ Literature review summary: Many researches indicate that computer-assisted instruction in class has a positive effect on teaching and learning (Debevec, et al 2006; Jeong, 2010). Other researches (Chan, 2010) also suggest that using a **multimedia approach** (using a combination of text, illustrations, animations, video, music and voice effects) **inside and outside the classroom** can enrich student's seamless learning, and an information-rich environment on the Internet can facilitate social interaction, peer learning and interactions among students, as well as interactions between students and teachers. When we design e-learning classrooms for the 21<sup>st</sup> century, it is important for us to make sure that we are providing students and teachers with an environment to support achieving the 21<sup>st</sup> century educational goals (Kong, 2007):
- \* use digital technology to facilitate learning and teaching
  - \* increase students' autonomy through the usage of ICT (on determining the educational goals and learning strategies, shift towards a more learner-centric, self-regulated and group learning model)
  - \* provide students with more authentic learning opportunities through simulations, inquiry and collaborative learning (to develop students' inquiry, reflection, communication and collaboration skills)

Chan, T. (2010). How east asian classrooms may change over the next 20 years. *Journal of Computer Assisted Learning*, 26(1), 28-52. doi:10.1111/j.1365-2729.2009.00342.x

Debevec, K., Shih, M.Y., & Kashyap, V. (2006). Learning strategies and performance in a technology integrated classroom. *Journal of Research on Technology in Education*, 38(3), 293-307.

Jeong, H., & Hmelo-Silver, C. E. (2010). Productive use of learning resources in an online problem-based learning environment. *Computers in Human Behavior*, 26(1), 84-99. doi:10.1016/j.chb.2009.08.001

Kong, S. C. (2007). The development and validation of an information literacy model for hong kong students: Key issues in the professional development of teachers for capacity building. *Technology, Pedagogy and Education*, 16(1), 57-75. doi:10.1080/14759390601168031

- ☑ Relevant experiences: Our school started a small pilot project to develop some school-based learning materials on a web-based platform for P1. Students are very motivated to learn through this mode of learning. With the QEF funding, we will be able to develop even more school-based resources for P1 to P3 students and we want the interactive resources to be made available on all computing devices so that students can truly learn anytime and anywhere!

- (c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices of the school.

Develop interactive English mobile learning and multimedia e-resources to motivate students to learn seamlessly, improve their English language skills and develop their self-directed learning skills.

(a) Please describe the design of the project, including:

(i) Approach/Design/Activity

Summary: Our English teachers, IT teachers and developer will co-design the themes (around 6 themes per grade level with a total of around 12-13 units per level) and topics in which we will develop the school-based school resources. We will then develop theme-based vocabulary, grammar, listening, reading and writing school-based e-learning tasks (10 to 15 tasks per unit) using a combination of text, audio, animation, music or voice effects. We may use some of our existing materials, and our teachers will also develop new interactive materials. These e-resources should be accessible by a multitude of computing devices so that students can use desktop computers or mobile devices in class (we plan to use these resources at least one lesson per week) or at home (we will assign daily or weekly activities for students to complete at home). Teachers will use the e-platform in their lessons (i.e. to present the e-materials and read the e-books/ do the interactive exercises together with the e-board). We plan to use HTML5 so that the e-resources can work on all platforms. The e-learning resources developed at the end of the project will be hosted on the school's existing server or cloud.

The rationales behind and the design of this e-platform are:

1. Learning English is motivating - There will be "Honour Boards" for praising the students who get high marks in the exercises.
2. Learning English anytime and anywhere - We plan to use HTML5 so that the e-resources can work on all platforms. Students can learn English using the e-platform at any time or any place with any device.
3. Self-directed learning –
  - i. Preparation: There are pre-lesson tasks in each unit (i.e., vocabulary matching) on the e-platform. Teachers assign their students to finish the pre-lesson task(s) before they start each unit.
  - ii. Learning and feedback: There are five parts on the e-platform. They are e-books (school-based e-books with target vocabulary & structures and animations), vocabulary games (target vocabulary items), Learning Sheets (school-based workbook with exercises of book concepts, reading comprehension, listening, phonics, grammar, etc), Dictation (with audio sound tracks and self-marking function) and IELP & Home Reading audio sound tracks. Students will receive immediate feedback (i.e. auto-marking function with correct answers) in the exercises of the parts 'vocabulary games' and 'Learning Sheets'. If students get a question wrong and are still unsure of the answer, they can request help from the system – they can click on an icon called 'Hints' and some written hints or clues will appear.

There is a large diversity among our students in their grammatical knowledge. In order to cater for this learner diversity, in the grammar section, the materials will be split up into remedial, core and enrichment exercises. All students must attempt the core exercises and if they get most of them correct (i.e., 80% or more), they can unlock the enrichment exercises. If the students get less than 60%, then the system will ask them to complete a remedial exercise. After they have done the remedial exercise, they are allowed to do the core exercise again. In other words, students must get a pass in the core exercise. If they fail (<60%), they will receive extra support (i.e., the remedial exercises) from the system to help them be better prepared to try the core exercises again. For higher ability students who can get 80% or more, the system will also cater to

their needs by providing more challenging questions in the enrichment exercises.

iii. Presentation and feedback: There is a presentation area. This is not compulsory but students can use it to present some writing to gain confidence in writing in English. When a student adds some work to this area, their teacher will receive a notification through e-mail. The teacher then reads it and ensures the writing is worthy to be shared and the teacher will publish the writing for all to see. The teachers should make audio or written comments on the work. In this area, teachers should not make corrections to the work but just offer general advice. The aim is to encourage writing freely without the pressure of strict marking. When a student's work is published in this presentation area, other students can read it and click a 'Like' button. The student can see how many people have read his/her work and how many have 'liked' it. This will motivate students to publish more of their writing.

iv. Monitor: Teachers will also be able to monitor their students' progress by accessing analytical reports (i.e. the common errors, the students' common wrong answers) on a monthly basis.

Example:

Teachers assign their students to finish the pre-lesson task(s) (i.e. checking the pronunciation and meaning of words by using the e-book on the e-platform) before they start a unit. In the English lessons, teachers ask their students read aloud the e-book of the unit as revision. Also, teachers guide their students do the listening exercises and grammar exercises, etc by using the e-platform. Teachers ask their students to play vocabulary games, do dictation revision, do grammar exercises, do 'Learning Sheets' or listen to the IELP sound tracks on the e-platform at home as consolidation/revision. Students are welcomed to add their writing to the presentation area on the e-platform. Teachers monitor their students' progress regularly by using the monitoring system provided by the e-platform.

(ii) Key Implementation Details

**Project period:** Sep 2014 (month/year) to Aug 2015 (month/year)

<b>Month / Year</b>	<b>Content / Activity / Event</b>	<b>Target Beneficiary/Participants</b>
Aug 2014	Co-design meetings on the learning & teaching materials to be developed	English and IT teachers involved in the project with the developer
	Co-development of e-learning & e-teaching content for P.1 to P.3 (materials for the 1 <sup>st</sup> school term, Units 1-3 or 4, each level)	P.1-3 English teachers
Sep 2014	A teacher workshop to teach all 12 English teachers to use the e-platform	12 teachers
Oct 2014	Student and parent workshops to introduce the "Let's learn English anytime, anywhere" project and to teach them how to use the e-resources.	330 students and about 300 parents
Oct 2014 to Nov 2014	Co-development of e-learning & e-teaching content for P.1 to P.3 (materials for the 1 <sup>st</sup> school term, Units 4-6 or 7, each level)	12 teachers and the developer

Oct 2014 to Jan 2015	Implementation of the e-resources (units 1-6 or 7, each level): students will start to use these resources in class and at home	12 teachers and 330 students
Nov 2014 to Feb	Co-development of e-learning & e-teaching content for P.1 to P.3 (materials for the 2 <sup>nd</sup> school term, Units 7-9 or 10, each level)	12 teachers and the developer
Feb 2015 to Apr 2015	Co-development of e-learning & e-teaching content for P.1 to P.3 (materials for the 2 <sup>nd</sup> school term, Units 10-12 or 13, each level)	12 teachers and the developer
Jan 2015 to Jun 2015	Implementation of the e-resources (units 7-12 or 13, each level): students will start to use these resources in class and at home	12 teachers and 330 students
Jul 2015 to Aug 2015	Evaluation of the Project	Students, parents, teachers

(b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

i) Number of teachers' involved and degree of input (time, types, etc.):  
12 English and IT teachers will be involved, and they will co-design and co-develop school-based English e-learning content.

(ii) Roles of teachers in the project: (Please tick the appropriate box(es).)

☐ Leader

☒ Co-ordinator

☒ Developer

☒ Service recipient

☐ Others (please specify) \_\_\_\_\_

(c) Please provide the budget of the project and justify the major items involved.

**Grant Sought: HK\$149,300**

Budget item*	Expenditure Detail		Justification
	Item	Amount(\$)	
i) Service	<p>Programming service to develop e-resources from the school-based materials developed by our teachers</p> <p>3 grade levels and each grade level contains 12-13 units, i.e. a total of 36-39 units to be developed.</p> <p>We assume the development fee (includes HTML5 programming, data entry, graphics, animation and testing) per unit is \$3,000. Each unit contains 10 to 15 e-learning tasks.</p> <p>Total development fee = 39 x \$3,700 = \$144,300</p>	\$144,300	Developer must have prior development experience in developing e-learning resources on a multitude of computing devices for schools. The developer must also have HTML5 experience.
v) General expenses	Audit fee	5,000	
<b>Total Grant Sought (\$):</b>		<b>149,300</b>	

(d) **Assess usage plan:** Not applicable.

**(III) Expected Project Outcomes**

(i) Please describe how to evaluate the effectiveness of the project;

*(Please tick the appropriate box(es).)*

- ☐ Observation: \_\_\_\_\_
- ☒ Focused group interviews: We will interview teachers and parents on the effectiveness of this project and how this project can help their students learn English and develop their self-directed learning skills.
- ☒ Pre- and post-activity surveys: We will also design and develop surveys to ask students and teachers to seek their opinions on this project.
- ☐ Performance change of students in assessment: \_\_\_\_\_
- ☒ Others (please specify): Teachers will also examine the analysis reports to evaluate the participation rate of our students using these e-resources.

and (ii) Please state the project deliverables or outcomes.

*(Please tick the appropriate box(es).)*

- ☒ Learning and teaching materials (e-resources)
- ☐ Resource package
- ☐ DVD
- ☐ Others (please specify) \_\_\_\_\_

**(IV) 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
Final Report 1/9/2014 - 31/8/2015	30/11/2015	Final Financial Report 1/9/2014 - 31/8/2015	30/11/2015