

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

Project Title	Project Number
Developing Self-regulated Learners through Writing Portfolios	2013/0350 (To be assigned by the QEF)

Basic Information**Name of School / Organisation / Individual**

Pui Kiu Primary School

Beneficiaries

- (a) Sector: Kindergarten Primary Secondary Special (Please tick)
- (b) Students: 150 (in number)* and P.4 (class level/age)*
- (c) Teachers: 6 (in number)*
- (d) Parents: 150 (in number)*
- (e) Participating Schools (excluding applicant school): _____ (in number and types)*
- (f) Others (please specify): _____
 * Please specify where appropriate

Proposal**(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms.
 (Example: To enhance students' interests in reading through story-telling, singing, and drama.)
- 1) To enhance students' participation and responsibility for learning by allowing them to take ownership in the learning of writing through the use of portfolios.
 - 2) To develop students' intrinsic motivation to write and improve themselves as writers through the use of portfolios.
- (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
- Promote students' social and emotional development
- Enhance school management / leadership and teachers' professional development / wellness
- Others (please specify) _____

- (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 School Year Concern of this academic year is to promote self-regulated learning so as to foster independent learning and develop life-long learners. The English panel works hand in hand with the school needs and concerns to allow students to take more ownership in their learning. This allows them to become independent, motivated, well-equipped and self-regulated English writers.
- Survey findings: _____
- Literature review summary: According to the recent literature. “[Portfolios] make the learning process transparent, enabling language learners to be more aware of their process, to develop a capacity for self-assessment and reflection, and to take control of their own learning” (Yilmaz & Akcan, 2012)
The goals of using portfolios were to create a platform for goal-setting (Pintrich et al., 2000) to engage students in the learning process.
- Assessments on students’ performance: An Action Research project was implemented in Primary 4 with 2 teachers during 2013-2014 academic year. This served as the pilot program. Results showed an increased in motivation to write, and an enhanced awareness of writing skills and personal development as a writer.
- Relevant experiences: Our school has adopted the Process Writing Program to enhance students’ writing performance since 2005. By 2010, the school was awarded the Chief Executive’s Award for Teaching Excellence with regard to the program. Yet, committed to the excellence in the teaching and learning of L2 writers, the school hopes to integrate a portfolio assessment to foster intrinsically motivated and self-regulated learners.
- Others (please specify) _____

- (c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices of the school.
(Example: Drama and music are effective means to stimulate students’ interest in reading and help develop their multi-intelligences.)

Internal V.S. External Motivation

According to Williams and Burden (1999), languages are learned by internal and external motivational factors. External factors – evidenced in our students – include the need to please parents and teachers, the rewards and punishments, and societal expectations and norms. Internal factors, on the other hand, deal with interest and curiosity, personal relevance and a strong sense of agency, mastery and personal definitions of successes and failures. It is clear that fostering our current intrinsic motivation in our students is the path of refinement for the writing programme.

Developing Self-regulated and Life-long Learners

Self-regulated learning (SRL) is closely aligned to intrinsic motivation as it allows students to have autonomy and control over the learning process, requiring students to regulate goals, monitor progress and reflect for self-improvement (Paris & Paris, 2001). To foster curiosity and interest, SRL requires students to set their own path of learning with self-generated thoughts, feelings and actions (Zimmerman, 2000). To cultivate a sense of mastery in writing and the ability to personally define successes and failures, SRL cycles through the four phases of recursive cognition: task perception, goal setting, enacting and adaptation (Schunk & Zimmerman, 2008). For these reasons, we believe that we could further refine the school-based writing curriculum by integrating a portfolio approach.

(II) Project Feasibility

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

(i) Approach/Design/Activity

The portfolio: Inspiring self-regulated learners

- a. **Goals:** Students set goals on content, grammar and text type objectives before each writing unit. These objectives vary in level to cater for learner diversity. One goal is collectively set by the class so the teacher can focus on a teaching objective and inform mini-lessons. Students are then given autonomy to select another writing goal.
- b. **Error log:** After students complete their second drafts, they receive feedback for their grammar in the form of error symbols, indicating the type of errors they have made. These errors are tallied and documented in the error log so students are made aware of error type and frequency. Students use this log to deepen their reflections, enabling them to set clearer grammatical goals for the next writing unit.
- c. **Peer and Teacher Rubric Assessment:** The rubric assessment exposes students to the learning outcomes before, during and after the 4-week writing unit. This empowers students with the responsibility to improve their writing according to the rubric to attain maximum marks. The criteria reinforce exact learning objectives stated in the goals and are taught in teaching PowerPoints. Each rubric varies according to text type and level. This enables students to regulate their learning.
- d. **Reflection (unit):** After each writing unit, students tick or cross boxes according to goals set at the beginning of the unit. They then reflect in 2-3 sentences on what they did well and what they need to improve upon. Students are encouraged to use the error log, rubric and peer/teacher

comments to assist their reflections. This may be completed in their L1 to mitigate barriers in expression and reflection.

Reflection (mid-year): After the first two units, students are given time to read through their writing in the portfolio. They then reflect on these units according to effort, enjoyment, improvement, content, grammar and development as a writer. This will be completed in their L1.

Reflection (end-of-year): After all units are complete, students are given time to read through their entire writing in the portfolio. They then reflect on all writing units according to effort, enjoyment, improvement, content, grammar and development as a writer. This will be completed in their L1.

(ii) Key Implementation Details

Project period: October 2014 to July 2015

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
2014 Oct	Professional Development Workshop I (Introduction to Portfolios)	English Teachers & Project Coordinators
2014 Nov	Professional Development Workshop II (Implementation of Portfolio in Primary 4 Writing Program)	P.4 English Teachers & Project Coordinators
2014 Oct	Parents Workshop (How portfolios can enhance student learning?)	P.4 English Teachers & P.4 Parents
Oct 2014 – July 2015	Develop the content of the writing portfolios (6 Writing Units)	P.4 English Teachers & the Project Coordinators
Oct 2014 – July 2015	Develop the learning and teaching materials to be integrated into the writing portfolio (6 Writing Units)	P.4 English Teachers & the Project Coordinators
2015 Feb	Professional Development Workshop III & Evaluation Meeting (Evaluate the effectiveness in using the portfolios, Share Difficulties)	English Teachers & Project Coordinators
2015 Jul	Professional Development Workshop IV & Evaluation Meeting	English Teachers &

	(Evaluate the effectiveness in using the portfolios. Find Good Practices)	Project Coordinators
2015 July	Program Evaluation	P.4 English Teachers & the Project Coordinators

(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.):
4 P.4 English Teachers and 2 Project Coordinators (English Curriculum Officer and English Panel Head) will be involved in designing the learning the teaching material, monitoring and evaluating the effectiveness of the portfolio integration program.

(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\$ 150, 000

Budget item*	Expenditure Detail		Justification
	Item	Amount (\$)	
i) Staff	The substitute teacher will take some regular classes off the P.4 English Teachers and the Project Coordinators (30 – 32 lessons) \$23,285 x 1.05 x 12 = \$ 293,391	Grant sought from QEF : \$14,500 x 10 months = \$145,000 (\$148, 391 will be paid by school)	The teachers in developing the program will need extra lessons for co-planning, designing the new learning and teaching materials, attending workshops and the evaluation process. A CM teacher needs to be hired to perform the above duty.
ii) Service			
iii) Equipment			
iv) Works			
v) General expenses	Audit Fee	\$5000	
vi) Contingency			
Total Grant Sought (\$):		\$ 150, 000	

* Please cross out as appropriate

(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: _____

Pre- and post-activity surveys: Questionnaires are incorporated in the mid- and end-of –year reflections, where students were required to indicate whether they thought they were be becoming better writers. The questions reveal how intrinsically motivated students are as L2 writers.

↵

Others (please specify) Six P.4 Units of learning and teaching materials to be integrated with the writing portfolios.

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

(Please tick the appropriate box(es).)

Learning and teaching materials

Resource package

DVD

Others (please specify) Workshop Materials for Professional Development and Parental Support

Report Submission Schedule:

The grantee commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Report	
Type of Report and Covering Period	Report Due Day	Type of Report and Covering Period	Report Due Day
Final Report 1/10/2014- 31/07/2015	31/10/2015	Final Financial Report 1/10/2014- 31/07/2015	31/10/2015

Asset Usage Plan

The grantee should plan the deployment of assets that costs \$1,000 or more per item upon project completion.

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment	-	-	-	-
book & VCD	-	-	-	-
computer hardware	-	-	-	-
computer software	-	-	-	-
musical instrument	-	-	-	-
office equipment	-	-	-	-
office furniture	-	-	-	-
sports equipment	-	-	-	-
Others	-	-	-	-

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).