

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

<b>Project Title</b> DIY: an e-learning programme to develop learners' reading interest, integrate mobile learning and yield teachers' professional capability  流動學教電子計劃: 培養學生的閱讀興趣, 結合流動學習和提昇教師的專業教學能力	<b>Project Number</b>  2013/0568
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**Basic Information**

**Name of School / Organisation / Individual**

**Buddhist Wing Yan School**

**Beneficiaries**

- (a) Sector:  Pre-primary  Primary  Secondary  Special (*Please tick*)
- (b) Students: 324 (in number)\* and P1 to P3 (class level/age)\*
- (c) Teachers: 12 (in number)\*
- (d) Parents: 648 (in number)\*

**Proposal for our DIY e-learning programme**

**(I) Project Needs**

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

- To Develop learners' reading interesting, ability and habit through multi-media enriched readers;
- To Integrate mobile learning strategy into classroom learning and extended home learning through tablet's application development and
- To Yield teachers' capability in applying mobile learning to enhance learning interest in classroom through hands-on experience and training workshops

(i) What are the areas of the needs and priorities of the school?

- Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
- Enhance school management / leadership and teachers' professional development / wellness

(ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).

School development plan:

Enhance English teachers' capacity at classroom facilitation for effective teaching and learning; develop learners' reading ability and habit are part our school's concern for 2013-2016.

We have been dedicated resources in regular co-planning, co-operation with EDB and institutions to achieve these aims. Thus this project can provide us

opportunity to apply multi-media enriched resources to support teaching and home learning.

This project can address our weakness on arousing reading interest and expose learners from reading to speaking through tablets' applications.

- Survey findings:
- i. We confirmed that our learners are more interested in learning when multi-media resources are applied in English Language.
  - ii. Data also shows that our learners' home access to internet are higher than 90%. Hence our learners are keen and ready to have more multi-media enriched readers.
- Literature review summary:
- i. EDB sets "Reading to Learn" as one of our 4 key tasks. Its importance is well-aware academically and practically for language learning;
  - ii. "e-Learning will make learning more efficient, effective and interesting" from its features is confirmed by at the Main Report from "Working Group on Textbooks and e-learning Resources Development" by Education Bureau in 2009.
- Assessments on students' performance:  
We launched PLP-R/W for over 5 years and we clearly see reading is the turn key to develop learners' language ability and our school examination result also confirmed this. If we want to go further, we need to explore new measures and new means on reading and e-learning.
- Relevant experiences: We have relevant experience from
- i. PLP-R/W;
  - ii. QEF project in 2006 on "From Increasing Students' Learning Interest and Confidence to Enhancing";
  - iii. QEF project in 2007 on "Use of New Technology for School Administrative Work";
  - iv. QEF project in 2007 on "Buddhist Wing Yan School Star Project 2008";
  - v. QEF project in 2008 on "A phonic interactive learning programme to lay a solid foundation for reading and self-learning for primary students";
  - vi. QEF project in 2008 "Collaboration Learning with 5 cities: Beijing, Shanghai, Ningbo, Nanhai and Hong Kong by Establishing the Distance Learning Classroom and Campus TV";
  - vii. QEF project in 2010 on "Love China Know China"
  - viii. EEGS project in 2011-2013 on "Facilitating learning and teaching through e-assessments"
- Others (please specify)  
Our students come from grass-root family and their family support and exposure for their language learning is limited. So extending the multi-media readers to home learning can consolidate their learning and further enhance the learning result and self-directed reading habit. This is the benefits that traditional readers cannot provide to our learners.

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

- Reading is the key important language learning strategy for us but putting it systematically in application running on tablets for classroom is a new for us.

- Our teachers will use e-readers during the lessons as the learning stimulus and input through mobile devices, interactive whiteboard or projectors. Lessons using this e-readers will let our learners to experience reading from language-rich context, multi-media enriched visual and audio support.
- This project will also allow us to arouse learners' interest and enhance their reading ability with the aid of visual and audio supports.
- It echoes our school's development plan in improving classroom teaching's and learning's effectiveness and also reading habit of our students at home.
- This also can enrich our English development plan at school – rising learner's learning interests and creating the home learning environment to nurture self-learning and self-directed reading habit.

## (II) Project Feasibility

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

(i) Approach/Design/Activity

This project adopts the Reading to Learn strategy for English language and uses multi-media enriched readers to arouse learners' reading interest at the classroom and at home. It will cover P1 to P3.

The e-readers run on tablets will be used in library sessions once per fortnight. Each session will last for 35 minutes. Learners are assigned to finish the reading tasks on the tablets with the support of the school librarian who is a qualified English teacher.

E-readers will be selected according to the themes and language focuses of the textbook. Hence, the e-readers will be taught aligned with the school-based curriculum. E-readers will be leveled with word count and language functions. Learners will go through from listening to reading and then from reading to speaking. Focused language features will also be taught in context.

Teachers will co-plan the lesson flow based on the selected e-readers. Guided reading and shared reading approaches will be adopted in planning the lessons. Reading, listening and speaking tasks will be assigned through the mobile devices. Teachers will first guide learners to read the book cover and then make prediction by reading the title and illustrations. Next, teachers will introduce the content words. After that, learners will read and listen to the story individually so that they can study at their own pace and revisit some of the pages according to their interest. Afterward, learners will finish post-reading tasks and speaking tasks (like story telling) through the recording function. At last, pupils can listen and comment on one another's performances.

Meanwhile we will also encourage our learners to pre-view the e-readers at home and complete the recording (speaking) and reading comprehension exercises at home. For learners who don't have the devices or PC at home, we will open the school's facilities for them to access in a specific day and time every week.

We plan to set a reading goal for each learner. An award scheme will be launched to recognize the achievement of each learner.

(ii) Key Implementation Details**Project period:** January 2015 to November 2015

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
Jan 2015	Quotation/tender, outline of e-readers' development direction, co-plan of e-reader implementation plan, application design, tablet purchase and preparation for Wifi classrooms for e-reading lessons.	Project Team (12 English teachers and 2 IT teachers and 1 Principal)
Jan 2015	Review of e-readers (6 books/level), design award scheme, enhancement, co-planning meeting, Teacher Training Workshop (2 sessions)	12 English teachers and 2 IT teachers
	Parent Seminar	648 Parents
Feb 2015	Implement e-readers in classroom and self-access at home, on-going co-planning meetings, review and development of 6 readers /level.	324 P1-P3 students and 12 teachers
March-Nov 2015	On-going review, Award Ceremony, enhancement of teaching strategy and adjustment of implementation.	648 P1-3 parents 324 P1-3 students 12 teachers
	Evaluation	

(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.):

14 teachers (12 from English panel and 2 from IT team) will form a project team to design, co-plan and implement the project. They will be the leaders and coordinators for Teacher workshops, parent workshops, Award Ceremony e-readers content selection and development/adaptation of lesson plans and design of Award Scheme. The IT team will also help in outline the Tablet application, Wifi and related support.

(ii) Roles of teachers in the project: *(Please tick the appropriate box(es).)* Leader Co-ordinator Developer (lesson plan) Service recipient Others (please specify) Classroom Facilitator to transform teaching to facilitation within the classroom

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

**Grant Sought: HK\$148,000**

Budget item*	Expenditure Detail		Justification
	Item	Amount (\$)	
i) Service	<ul style="list-style-type: none"> <li>• e-readers application on tablet devices</li> <li>• e-readers content and copyright</li> <li>• e-reader follow up system to track learners' performance</li> <li>• Integration of speaking engine in tablet device for Read to Speak.</li> <li>• Teacher Training Workshops (4 hours)</li> </ul>	<p>Technology development and licenses: \$36,000</p> <p>Content copyright and licenses: \$45,000</p> <p>Training: \$2,000</p>	<p>e-readers' content and application have to be professionally designed and made. Our project team will input clearly our learners' need and ability level so we can co-plan with the service provider. For the more attractive graphical design, we also need professionals to assist us in this project. Read to Speak is important for this project. Normally tablet will come with speaking function so we only need to integrate it into our e-readers.</p>
ii) Equipment	<p>20 tablets to be shared by the students in a grouping. For some activities that require one tablet per student, we will allocate the other tablets we purchased by our school's funding.</p>	<p>\$60,000 for 20 tablets (around 3,000/tablet)</p> <p>(If there are better models and lower price, we will max the number of unit.)</p>	<p>This project will integrate the e-readers to classroom teaching so we can experiment and experience how "e" can arouse learners' interest and hence our teaching and learning quality. Tablet for classroom will allow us to set up the mobile classroom in which students can easily access the e-readers and enjoy the special features designed for them.</p>
iii) General expenses	Auditing Fee	\$5,000	--
<b>Total Grant Sought (\$):</b>		<b>148,000</b>	

(d) Asset Usage Plan

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
Equipment	tablets	20	\$60,000	use as a learning tool in lessons in the coming years

**(III) Expected Project Outcomes**

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

- Observation: Observe if (a) learners are more engaged in classroom learning for the reading lessons with the mobile device and e-readers and (ii) learners' language development in reading and speaking are accelerated.
- Focused group interviews: Collect feedback (a) from teachers to review the experience in using mobile device and (b) e-readers at classroom and for self-learning, (c) teachers' self-reflection and peer-to-peer observation on teaching effectiveness through e-learning. Last, (d) Parent focus group will collect parents' observation on learners' learning habit and reading interest at home before this project and during this project.
- Pre- and post-activity surveys: Pre-project and post-project surveys to collect learners' perception on English reading and learning interest at classroom and at home. We expect a positive result will be concluded.
- Performance change of students in assessment: Pre- and Post-assessments will be conducted to compare their reading ability on certain language functions that we targeted to integrate in the e-readers.

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

- Learning and teaching materials
- Others (please specify): Newsletter to share our experience from students, teachers and parents; Teacher Training Workshops

For project outcomes, we expect this project will result in

- (i) learners' higher interest in reading (confirmed by observation and surveys).
- (ii) learners' higher reading ability (confirmed by observation and assessments).
- (iii) learners' higher reading habit at home (confirmed by self-access reading record)
- (iv) teachers' experience in applying e-readers and mobile learning for classroom teaching and with the above, we ultimately work towards higher quality of teaching and learning.

**(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 1/1/2015 - 30/11/2015	29/2/2016	Final Financial Report 1/1/2015 - 30/11/2015	29/2/2016