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

Project Title	Project Number
CELL - Cyber English Learning Lab @ LSKC	2013/0742

Basic Information

Name of School / Organisation / Individual

Shun Tak Fraternal Association Lee Shau Kee College

Beneficiaries

    (a)   Sector: ☐ Pre-primary ☐ Primary ☑ Secondary ☐ Special *(Please tick)*

    (b)   Students: ___570___ (in number)* and __S1-S4 (class level/age)*

    (c)   Teachers: __11_____ (in number)*

    (d)   Parents: _1,140_____ (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.

        This project aims to: (1) promote self-directed learning atmosphere among students through establishment of our Cyber English Learning Lab (CELL); (2) sharpen students' language ability and critical thinking skills through connecting them to the real world and global issues in an electronic resources centre and (3) enrich our teachers' capacity in applying e-Learning for language learning at our CELL.

    (b)

        (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
        ☑   Others (please specify) Piloting e-learning in self-directed learning in English Language learning

        (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
           -   Our school has made continuous effort to nurture our students' language ability in the past few years. We have successfully developed our school-based curriculum for our NSS with teaching and learning materials that can address our students' need and their learning diversity. We can see the fruits we harvested from our examination result and our students' intake is stably great generally. Our students can be motivated to work harder and go beyond classroom learning.
           -   With this foundation, e-learning should be a powerful tool we can apply to further amplify the learning motivation and language ability of our students. Hence we

propose our school-based Cyber English Learning Lab that can provide a variety of online resources for our students.

- In response to the government's initiative in e-learning, we have e-learning for self-learning and for classroom in our school's development plan in the coming years. Therefore, this project will serve as our pilot run to bring e-learning to classroom and to promote self-directed learning culture at school.

☑ School development plan: One of our school's major concern next year is to nurture students' good learning habit and develop their self-directed learning ability especially in learning the two languages. A workshop on self-directed learning has just been held on our staff development day in June 2014 for all teachers. It is hoped that this learning strategy can facilitate our students' learning.

☑ Literature review summary: There are many benefits to using e-learning, especially video in teaching and learning as shown in the last 2 decades of research. Researchers encourage teachers to consider the flipped classroom model where learners can digest lecture content at their pace and go further on more in-depth learning activities afterward at the classroom time. This project echoes the benefit of using video in learning and –self-directed learning for our ultimate enhancement of our students' learning motivation and language ability. (Pedagogical benefits, Teaching and Educational Development Institute, The University of Queensland, Australia). This project also aligns with our latest EDB's Fourth strategy on Information Technology in Education.

☑ Relevant experiences: Our school has a very small scale of self-directed learning project that we launched to our S5 and S6 students in 2012 to 2014. We placed different packages and leveled English learning exercises at an assigned room with the answer keys. Students who had the "free period" were required to go there and took one set of the exercise to do and then pick the answer sheet to check by themselves and last to record their score in the self-learning record sheet. Our teachers then reviewed them regularly. This practice inspired us (1) our students can be motivated and self-directed in language learning if we can provide them an environment and related learning resources and (2) e-learning can be a more powerful approach for us as it can be more approachable and scalable and systematic.

☑ Others (please specify) Our school has built a 500 square feet English Centre that can provide a very relaxing place for our teachers and students to take turns to have the English lesson there. It is also a centre for our after-school English activities, training, meetings and etc. This room has internet connected and has a projector installed. So, it can be the physical venue to facilitate our proposed CELL and its' extended activities.

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

e-learning is effective to stimulate students' English learning interest and nurturing self-directed learning culture. Based on our well-established school-based NSS curriculum, we could like to bring e-learning to reinvent part of our classroom settings and teaching and learning pedagogy. So, this project helps to develop our Cyber English Learning Laboratory (CELL). A series of English Language learning courseware and activities will be developed. Those resources will be used in our English Language Centre and students will take turns to have lessons there with teachers' facilitation. Meanwhile, various after-school learning activities and self-learning activities can be conducted there. These are new practices under our new school's year plan as our pilot run of integrating e-learning into our school's teaching and learning cycle.

(II)   Project Feasibility

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

(i) Approach/Design/Activity
This project adopts e-learning strategy for classroom and self-directed learning and develop CELL and a series of teaching and learning e-resources. At this stage, we are focusing on real world and global issues to expand students' horizon and hence their thinking skills through

2

different perspectives. We plan to structure the resources as 2 sets of focuses: One focuses on Reading and Writing and one focuses on Listening and Speaking. Each set will have 8 modules covering different thinking skills. These 4 skills should be illustrated and practiced in authentic and global issues and relevant to our DSE and language curriculum for KS3 and KS4:

1. Reading: should be able to develop students' reading skills to seek information effectively and through the process nurture their thinking skills and real-world knowledge.
2. Writing: should be able to guide our students to perform from planning, writing, identifying writing purposes, developing and structuring content.
3. Listening: critical listening is important for our students. Hence, understanding the main idea, speaker's intent and the use of supporting ideas will be blended in each listening activity.
4. Speaking: e-learning is the best tool that students can listen to the very authentic and diverse intonations and practice through recording and reviewing themselves. Hence, we will develop resources that we can convey ideas and information for presentation, using different strategies in leading or participating in discussion and of course finally students' ability to present and share their feeling, points of view and information clearly and coherently.

We believe the above resources developed at our CELL will allow our learners to have more exposure to English language and providing them the fruitful language environment to learn at their pace.
Critical thinking tasks that can foster students' ability to evaluate, analyze and synthesize information from a wide range of authentic video, audio and text will be created at our CELL.

With the establishment of CELL, our teachers can integrate any parts of the resources that they find appropriate or interesting to their classroom teaching and learning at our English Language Centre. Our NET teacher can also assign regular activities there with our students for regular or small group language activities based on the resources on CELL. Hence, CELL has both teacher-led and self-directed options for us future trail out of e-learning.

To develop our teachers' confidence and skills in integrating e-learning in our curriculum and classroom, we will also organize teaching training workshop and reflection sessions to share and support internally.

(ii) Key Implementation Details
Project period: **2/2015** (month/year) to **1/2016** (month/year)

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
2/2015 - 3/2015	Contract, content selection, platform design, e-resources development, teaching training and co-planning on pilot run of using CELL at classroom and activities for self-directed learning	All teachers Principal, Services Provider(s)
4/2015 – 5/2015	Schedule classes to work on English Learning Centre on CELL, review and enhancement, reflection meeting (June)	All teachers S1-S4 students
6/2015 – 7/2015	Post-examination activities using CELL content at English Language Centre. Teachers' reflection meeting (July), Focus Group, teachers and Students Survey, documentation for future record and reference.	5 teachers S1-2 students

9/2015-1/2016	Launch the programme again, set up 2nd year's goal and implementation direction, Report for QEF. Sharing at school's website.	All teachers S1-4 students

(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.):
      10 teachers & 1 NET
   (ii) Roles of teachers in the project: (*Please tick the appropriate box(es).*)

   ☑ Leader   ☑ Co-ordinator

   ☐ Developer   ☑ Service recipient (teacher training)

   ☑ Others (please specify) Designer and planner in how the e-resources should
   be chosen and how to integrate into our school-based curriculum to enhance the
   teaching and learning effectiveness.

(c) Please provide the budget of the project and justify the major items involved.
   Grant Sought: HK145,200

Budget item*	Expenditure Detail		Justification
	Item	**Amount ($)**	
i) Service	Teacher training 4 hours (co-planning, workshop and on-going support in curriculum and integration to classroom and curriculum)	$800 x 4 hours = $3,200	(1) This is vital to the project's success and sustainability. We see teachers' capacity building is the most important part in the long run. So, training and support with e-learning consultants / institution are very important for this project. (2) Qualification of Trainer(s): (a) Sound experience in e-learning education in Hong Kong; (b) Have experience in conducting or cooperating with institutes for relevant researches or studies; (c) Degrees holders or above qualifications.
	CELL platform ❖ Speaking recording function ❖ video sharing / broadcasting function ❖ graphic design and content templates for 4 skills	$20,000/license	Developing a platform is too much for our pilot run and not very cost effective. Hence, we consider purchasing a licensed platform. It is also easier to build up our resources.

	❖ timer function to increase learners' excitement in doing the exercise at CELL ❖ auto-marking function ❖ database design		
	e-learning resources 8 modules x 2 sets (16 modules in total) Content licenses (video, audio and text), exercises design, set up, editorial and electronic processing and copyright fee. (each module has 4 parts), thinking skills and multi-perspectives should be included.	$4,000/module (x 4 parts) x 16 modules = $64,000	We will decide on the content or topics we need during our internal co-planning meeting and then outsource the content development and e-resources development to service providers. Since video, audio, articles or texts have to be in high quality and very authentic (this is important for our students' learning interest), we believe $4,000 per 4 parts in one module is reasonable.
	Cross platform Run on PC (Notebook) and Tablets (for future expansion to use at mobile classroom)	$25,000	At our language centre PC and notebooks will be used. However, we also prepare to have the mobile version so we can also run the programme in tablets. Some students can also access to our CELL by their tablets at home if this is available. This is the trend of learning and one of our agenda for the next 3 years.
ii) Equipment	7 tablet PCs (mobile devices)	$4,000 x 7 units Sub-total: $28,000	Our English learning centre has internet connectivity and projector. However, 7 units of mobile device will allow us to have different activities in groups (for classroom learning) and for self-directed learning for after-school self-study. This centre will be opened to all students to access during each recess, lunch time and after school hour. English Society will also organize small group learning activities based on our CELL resources.
iii) General expenses	Audit fee	$5,000	
	Total Grant Sought ($):	145,200	

5

(d) **Asset Usage Plan**

Category	Item / Description	No. of Units	Total Cost ($)	Proposed Plan for Deployment
computer hardware	Tablet PCs	7	$28,000	For use by English Dept to conduct English activities

(III) **Expected Project Outcomes**

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

        ☑ Observation: On-going observation will be channeled and reviewed in our regular English panel meetings. Reflection meetings will be held twice for the interim review (Jan 2015) and final review (June 2015). The observation will mainly focus on students' learning motivation and feeling on the lessons having the participation to the CELL. Last we will also review if the general self-directed learning atmosphere is enhanced during the project period.

        ☑ Pre- and post-activity surveys: Survey will be conducted among teachers and students to collect their feedback on the CELL and feedback regarding their willingness on learning lessons with integration of e-learning (particularly video) and willingness to work on the CELL on their own pace.

        ☑ Performance change of students in assessment: Students' performance in CELL and record of their module performance shows more than 50% of students achieve average score of higher than 70%.

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

        ☑ Learning and teaching materials
        ☑ Resource package
        ☑ Others (please specify) We will record some of our lesson snapshot and sharing from students to post online at our school website to share to the public.

(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 1/2/2015 - 31/1/2016	30/4/2016	Final Financial Report 1/2/2015 - 31/1/2016	30/4/2016