

**Part B Project Summary**

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| <b>Project Title:</b> <i>(Please fill in the blank)</i><br>Building Reading Community of Tomorrow in Hong Kong and Asia-Pacific Region<br>(建立香港及亞太區明日閱讀社群) | <b>Project Number</b><br>2013/0545 |
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Name of Organization: Department of Mathematics and Information Technology (MIT), The Hong Kong Institute of Education (HKIED)

- (1) **Goal:** To promote students to naturally develop true interest and sustainable habit of reading  
**Objectives:** (i) To promote a sustainable model of silent reading for provoking students to read in an enjoyable and extensive manner; (ii) To provide teacher development for inspiring teachers to become role model of silent reading; (iii) To enable teachers to act out the model of silent reading sustainably in school.
- (2) **Targets:** Primary schools in Hong Kong, with a close work with the six collaborating schools  
**Expected number of beneficiaries:** (a) Direct: The teachers, students and parents of the selected grade in the six collaborating schools; (b) Expected: All primary schools in Hong Kong
- (3) **Implementation Plan – Duration:** March 2015 – February 2017 (2 years)
  - (i) **Process / Schedule:**  
 Phase 1 (Mar 15-Aug 15): MSSR without Technological Elements (within individual classes in Hong Kong)  
 Phase 2 (Sep 15-Feb 16): MSSR with the Use of “Bookstore of Tomorrow”: (a) within individual classes in Hong Kong – e.g. Class 4A in School 1 in Hong Kong; (b) across different classes at the same grade in an individual school in Hong Kong)  
 Phase 3 (Mar 16-Aug 16): MSSR with the Use of “Bookstore of Tomorrow” (across different schools in Hong Kong)  
 Phase 4 (Sep 16-Feb 17): MSSR with the Use of “Bookstore of Tomorrow” (across schools in different cities)
  - (ii) **Collaboration with other parties / partners:** The Hong Kong Institute of Education Jockey Club Primary School; Ma On Shan Ling Liang Primary School; Marymount Primary School; Baptist Rainbow Primary School; Po Leung Kuk Chee Jing Yin Primary School; Po Leung Kuk Dr Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School
- (4) **Products:**
  - (i) **Deliverables/outcomes:** (a) A localized game-based learning platform “Bookstore of Tomorrow”; (b) An online Reading Community of Tomorrow; (c) Local inter-school sharing visits and local conference participation; (d) A project booklet; (e) Connection of Reading Community of Tomorrow in Hong Kong with the ones in Taiwan, Singapore and Macau
  - (ii) **Dissemination of deliverables / outcomes:** (a) Sharing among the six collaborating schools; (b) Sharing among all primary schools in Hong Kong; (c) Sharing through the participation of local academic conferences organized in Hong Kong
- (5) **Budget:** Total: \$1,133,800  
 (a) staff cost: \$428,400; (b) services: \$58,000; (c) equipment: \$145,000; (d) general expenses: \$481,860; and (e) contingency: \$20,540
- (6) **Evaluation:**

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|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Questionnaire survey with the participating students     | To investigate students’ self-perception of the benefits and effectiveness on the approach of Reading of Tomorrow                             |
| Focus group interview with principal/school leaders      | To collect opinions of the principals/school leaders on the ways and effectiveness of establishing school-based Reading Community of Tomorrow |
| Focus group interview with the participating teachers    | To collect opinions of the participating teachers on the ways and effectiveness of establishing school-based Reading Community of Tomorrow    |
| Online teaching reflection by the participating teachers | To understand teachers’ ways and opinions on encouraging the interactions among members in the Reading Community of Tomorrow                  |
| Online learning reflection by the participating students | To understand students’ opinions on the effectiveness of Reading Community of Tomorrow                                                        |

**Project Title:**

Building Reading Community of Tomorrow in Hong Kong and Asia-Pacific Region  
(建立香港及亞太區明日閱讀社群)

**(A) Goals and Objectives**

The goal of this project targets at promoting students to naturally develop true interest and sustainable habit of reading. This project has three objectives:

- (a) To promote a sustainable model of silent reading for provoking students to read in an enjoyable and extensive manner;
- (b) To provide teacher development for inspiring teachers to become role model of silent reading; and
- (c) To enable teachers to act out the model of silent reading sustainably in school.

**(B) Needs Assessment and Applicant's Capability**

According to PIRLS 2011 International Results in Reading (Mullis, Martin, Foy, & Drucker, 2012), Hong Kong primary school students rank top in the competency in Chinese reading (ranking 1 out of 49), but rank low in the interest in Chinese reading (ranking 39 out of 49). In other major cities in the Asia-Pacific region such as Taipei and Singapore, primary school students also have the problem of high competency but low interest in Chinese reading (Mullis et al., 2012).

The primary school sectors in these major cities in the Asia-Pacific region have put effort to enhance students' competency and interest in Chinese reading in the recent decade. In Hong Kong, primary schools have many related initiatives such as arranging a "morning session" right after the morning assembly for students to read books in their own classrooms. However, there is an over-emphasis on the assessment of students' Chinese reading competency by assigning students to submit book reports once they finish reading books. This discourages students to take initiative and in turn to develop interest and habit in reading extensively, as students are found to easily link book reading with formal learning coursework (Kirby, Ball, & Geier, 2011; Tse, Lam, Lam, Chan, & Loh, 2006).

In Taipei, there is an introduction of the approach of Reading of Tomorrow to primary school sector for enhancing both competency and interest among students in Chinese reading. The approach of Reading of Tomorrow integrates the rationale of Modeled Sustained Silent Reading (MSSR) and the use of a game-based learning platform "Bookstore of Tomorrow". It aims to encourage students to physically read books in a specific session in school and at home, and then to virtually share comments and reflections in post-reading activities online. From the three-year implementation experience, the approach of Reading of Tomorrow is found to be successful in promoting Taiwanese primary school students to actively and habitually read Chinese books (Taiwan Lihpao, 2012; TELDAP, 2013).

As Hong Kong shares similarities with Taipei in promoting Chinese reading among primary school students, it is worthwhile for Hong Kong primary school sector to introduce the successful experience of Taipei under the approach of Reading of Tomorrow for addressing the above problem. The project aims to adapt the approach of Reading of Tomorrow to local primary school contexts for enhancing students' competency and interest in Chinese reading. The project will be conducted with the joint effort between the Department of Mathematics and

Information Technology (MIT) of the Hong Kong Institute of Education (HKIEd) and six local primary schools: The Hong Kong Institute of Education Jockey Club Primary School; Ma On Shan Ling Liang Primary School; Marymount Primary School; Baptist Rainbow Primary School; Po Leung Kuk Chee Jing Yin Primary School; and Po Leung Kuk Dr Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School.

(i) Department of MIT of HKIEd

The Department of MIT devotes itself to academic leadership in the research on information technology (IT) relevant to the local education context. The Department has strong collaborative networks with the education authorities and school community in Hong Kong for research endeavours.

Prof. KONG Siu Cheung, Professor and Head of Department of the Department of MIT, will lead the project team. Prof. Kong is an experienced academic in the field of e-learning. In recent years, Prof. Kong works closely with the local school community for research on school-based development of e-learning across different subject areas. For example, since 2011, Prof. Kong has been committed by Education Bureau (EDB) to support the school-based implementation, teacher development and formative evaluation of e-learning pilot schemes in the primary and secondary school sectors in Hong Kong. The professional research expertise, rich academic experience and extensive network of Prof. Kong can contribute to the success of the project. Below lists Prof. Kong's research studies and academic publications relevant to this project.

Relevant Research Studies by Prof. KONG Siu Cheung

- Evaluation of Pilot Scheme on e-Learning in Schools "Implementation of Information Literacy Education in the Integrated Humanities Subject through E-learning Approach" (Sponsored by EDB, Jun 2011 - Aug 2014, with **S.C. Kong** as PI & K.M. Li as I)
- Formative Evaluation and Teaching Training of Pilot Scheme on e-Learning in Schools "Learning Enhancement through Mobile and e-Learning" (Sponsored by EDB, Sep 2011 - Aug 2014, with **S.C. Kong** as PI & T.L. Wong as I)
- Provision of Services for Conducting Professional Development Programmes for Teachers under the Pilot Scheme on e-Learning in Schools: i) Challenges to e-Learning pedagogy-teaching as a design art and science; ii) Design pedagogical solutions for e-Learning (Sponsored by EDB, Sep 2012 - Nov 2012, with **S.C. Kong** as PI, T.L. Wong as PI, K.M. Li as I & T.W. Chu as I)
- Provision of Services for Conducting the Research Study on the Pilot Scheme on e-Learning in Schools (Part 2) (Sponsored by EDB, May 2013 - Dec 2014, with **S.C. Kong** as PI, K.M. Li as PI, Y. Song as PI, & H.L.M. Chui as I)
- Bring Your Own Device (BYOD) for Reflective Engagement of Learners in Digital Classroom (Sponsored by HKIEd Faculty-level (FAS) Teaching Development Grants (2012-13), Jul 2013 - Jun 2015, with **S.C. Kong** as PI, W.Y.J. Chung as PI, Y. Song as PI, C.P. Lim as I, W.M.W. So as I, G. Cheng as I, H.L.M. Chui as I, M.Y. Chung as I, W.W.A. Ma as I, K.M.L. Poon as I, L. Wang as I, G. Wong as I, C.M. Tam as I, & K.H. Tse as I)

Relevant Academic Publications by Prof. KONG Siu Cheung

- **Kong, S.C.** (2008). The development of a cognitive tool for teaching and learning fractions in the mathematics classroom: A design-based study. *Computers and Education*, 51(2), 886-899.
- **Kong, S.C.** (2009). An empirical study on school-based planning for technology enhanced learning in the twenty-first century. *Technology, Pedagogy and Education*, 18(3), 343-359.
- **Kong, S.C.** (2010). Using a web-enabled video system to support student-teachers' self-reflection in teaching

practice. *Computers and Education*, 55(4), 1772-1782.

- **Kong, S.C.** (2011). An evaluation study of the use of a cognitive tool in a one-to-one classroom for promoting classroom-based dialogic interaction. *Computers and Education*, 57(3), 1851-1864.
- **Kong, S.C., & Song, Y.** (2013). A principle-based pedagogical design framework for developing constructivist learning in a seamless learning environment: A teacher development model for learning and teaching in digital classrooms. *British Journal of Educational Technology*, 44(6), E209-212.
- **Kong, S.C., Chan, T.-W., Griffin, P., Hoppe, U., Huang, R., Kinshuk, Looi, C. K., Milrad, M., Norris, C., Nussbaum, M., Sharples, M., So, W. M. W., Soloway, E., & Yu, S.** (2014). E-learning in school education in the coming 10 years for developing 21st century skills: Critical research issues and policy implications. *Educational Technology and Society*, 17(1), 70-78.

(ii) The Hong Kong Institute of Education Jockey Club Primary School

The Hong Kong Institute of Education Jockey Club Primary School was founded by The Hong Kong Institute of Education which is the only tertiary institute in Hong Kong solely dedicated to teacher education. Our school's motto is "Optimizing each child's potential through the shared joy of learning and teaching". One of our school's missions is to demonstrate curriculum leadership and further the development of education through innovation. As a Microsoft Pathfinder School last year and Mentor School this year, our school tries to repurpose the newest technology products to become innovative learning tools to assist students to learn and help them develop self-regulated learning strategies. Our school was invited to participate in Microsoft Global Forum in Prague last year and Barcelona this year to share our Hong Kong experience with and learn from leading educators around the world.

We are developing the "BYOD Project" and the "eBag Project" in school. Innovative educational practices have been extended from one class to seven classes and across three levels in the past two years. We also actively shared and demonstrated our innovative pedagogies to the Hong Kong community and other countries by giving interviews, public sharing sessions and lesson demonstrations on different occasions. On top of that, our teaching team also published research papers on related topics. "The Use of Social Network for Students' Knowledge Construction" was published in The International Conference on Computers in Education (ICCE) 2012 in Singapore. "Bring your own device for mobile-assisted seamless science inquiry in a primary school" (nominated as the best paper) was presented in ICCE 2013 in Bali, Indonesia.

#### MSSR Implementation in HKIEdJCPS

In addition to our advocacy on innovative educational practices, our school also emphasised on building reading culture on campus. We have a morning reading session at which students read books quietly before the morning assembly begins every day. To tie in with the "Reading Community of Tomorrow" campaign launched last October, the morning reading session has been extended for 10 more minutes every Tuesday. Through the past six months practice, a quiet and peaceful reading atmosphere has already been formed, which has proven to be enjoyable by both students and teachers.

Every Monday and Wednesday, an additional noon reading session has been organized after lunchtime. Students enjoy the moment by reading various kinds of great books they bring to school. All P.1-6 students are subscribing to a local English newspaper and class teachers will read newspaper with them every Wednesday afternoon. To make things more interesting, our native-speaking English teacher and senior form students will conduct a newspaper digest programme on the campus television. Besides the reading sessions, an on-line reading



programme (P.1-6) in Chinese and English has been launched this year to further build up students' reading habit.

In order to get parents' involvement in promoting students' reading habit, we held a briefing session on the school open day to introduce the details of the campaign. We also emphasised to parents the importance of setting up a good reading environment at home and becoming a good model to their children by reading more themselves.

For engaging our students on the online reading platform, "Bookstore of Tomorrow", we piloted a primary 4 eBag class to start using the "Bookstore of Tomorrow" platform last academic year for which we had very positive feedback. As such we extended the usage to another primary 4 eBag class this year during the first term. We will launch the platform to all classes from Primary 4 to 6 in the second term.

On the whole, the campaign is welcomed by teachers, students and parents and we are looking forward to the establishment of "Reading Community of Tomorrow Corner" on campus and more related teacher professional activities regarding the promotion of this campaign in September 2014.

#### (iii) Ma On Shan Ling Liang Primary School

We are one of the pioneer schools to take part in "Reading Community of Tomorrow" Project which is organized by the Taiwan National Central University with the collaboration of the Hong Kong Institute of Education. The project is divided into two stages. The first phase "Whole School Reading" has been launched since September 2013. With teachers' support, students read quietly on their own for fifteen minutes in the morning on Mondays, Tuesdays, Thursdays and Fridays. There is also a special reading time during Wednesdays' lunch break. Besides, students and teachers share their reading experiences during the library lessons and on the campus television as well.

Since it was a good start in December 2013, we also invited our staff, janitors and parents to join us, so that we can share the joy of reading together. Also, an inter-class book-raising activity "Yes, I do" was held in mid-December 2013. In this activity, each class teacher wrote their own invitation letter to parents, encouraging them to donate one new book for their children's classroom. With the collaboration of school and home, students now have a wider variety of books to read.

The second phase "Bookstore of Tomorrow", the online shared reading zone, will be started in the next semester. Students do not only share their joy of reading with our teachers and classmates, but they can share it with others in Taiwan and Singapore as well. The establishment of "Reading Community of Tomorrow Corner" on campus and the provision of more related teacher professional activities regarding the "Reading Community of Tomorrow" Project are expected in September 2014.

#### (iv) Marymount Primary School

The idea of 'MSSR' was first shared with Chinese teachers (Seed Teachers) in Marymount Primary School in 2012. To promote students' habit of reading Chinese books, a pilot MSSR scheme was implemented in Primary three and four from February to May 2013. During the first 10 minutes of the Chinese lessons (3 times a week), Chinese teachers read Chinese books silently with students. Students were encouraged to choose and read their own books. Teachers were the role models for students and a silent reading atmosphere was ensured for reading.

The pilot scheme was reviewed and evaluated at the end of school year in May 2013. Feedback from both students and seed teachers were good and positive. To further enhance both competency and interest among students at school, MSSR scheme will be extended to the whole school starting from September 2014. A daily 15-minute reading session will be scheduled three times a week (School Time-table) for students to read Chinese books in the morning. On the other hand, students will be invited to share their good books during Book Day (School Event). Besides, students will be encouraged to have their 'MSSR' timeslot at home (Parental Involvement) so as to extend their reading habit after school.

For future implementation, teachers will join professional development activities to share operational and pedagogical experiences with collaborating schools in Hong Kong, Taiwan, Macau and Singapore. Students will perform post-reading and/or writing activities by using the online game-based learning platform – “Bookstore of Tomorrow”. We look forward to the establishment of “Reading Community of Tomorrow Corner” on campus and the provision of more related teacher professional activities regarding the “Reading Community of Tomorrow” scheme in our school in September 2014.

(v) Baptist Rainbow Primary School

Baptist Rainbow Primary School is a government aided primary school which founded in 1984. Recently, there are several innovative projects in the school such as “Digital 21 Innovative Classroom”, “Rainbow 3D Printing Room” and “Fishery and Plantation Combination Plan”. These projects are well covered by Hong Kong’s media and demonstrate the initiatives of the school.

In order to prompt students to do MSSR, we planned to modify the school time-table in the coming school year (2014-2015). There will be four MSSR sessions (20 minutes) scheduled for each week. The MSSR activities will mainly be held in these sessions. Moreover, our school will closely work with the Department of Mathematics and Information Technology of The Hong Kong Institute of Education to launch the project “Reading Community of Tomorrow” for improving students’ interest, motivation, and then competency in Chinese reading. We expect the establishment of “Reading Community of Tomorrow Corner” on campus and the provision of more related teacher professional activities regarding this project in September 2014.

(vi) Po Leung Kuk Chee Jing Yin Primary School



讀摩天輪、「悅寫樂」、網上早讀及每日一篇等，以提昇學生之閱讀興趣及自學精神，並照顧學生之個別差異

- 配合學校之關注主題，學生透過閱讀以「生命教育」為題之素材，建立正面的價值觀及積極的人生態度

本校在學生閱讀課外書籍方面已發展多年，除透過不同的閱讀計劃和活動外，更為學生提供不同的網上/電子的閱讀資源，期望能培養學生自主的閱讀習慣。是次有機會能參與 MSSR 閱讀計劃，本校將會在逢星期二和星期五的早讀課中，加入教師伴讀。有着教師陪伴和以身作則，參與閱讀課外書下，學生能在一個寧靜、舒適、與及和諧的音樂下進行閱讀，相信學生的閱讀興趣定必來得更濃。而透過 MSSR 閱讀計劃，正好讓學生在閱讀課外書之餘，亦能將喜愛的書籍，透過聯網分享和推介予周邊的同學、他校的同學，以致其他地區的友好同學。所謂：「一傳十、十傳百」，學生可看到的書籍更多、更闊和更廣，從而亦能培養學生的分享文化。

(vii) Po Leung Kuk Dr Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School

Po Leung Kuk Dr Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School is a government-aided primary school which was founded in 2005. Our students came from the villages and local estates nearby. For most of them, school is the only place they can learn and nurture reading behavior. Recently, we have school-base morning reading for students three times a week and each time around 15 minutes. In the past few years, our students read quite a number of books every year, but we cannot know how they are interested in reading books. In order to know that we tried to setup questions for each book to let students answer, but this creates lots of work for teachers and on the other hand, discourages students' interest in reading.

By joining the "Reading Community of Tomorrow", we hope the scheme can help both the teachers and the students to have better reading both in quality and quantity, so that they can enjoy reading as part of their life.

To better facilitate the scheme, we will select some seed teachers (about 2-3) at first. We will also set up a "Reading Community of Tomorrow Corner" for these few classes. Teachers will work closely with the Department of Mathematics and Information Technology of The Hong Kong Institute of Education by using the existing reading time. After some evaluations, the number of classes and teachers will then be increased for the scheme. We hope the "Reading Community of Tomorrow" can really change something in the coming year.

**(C) Targets and Expected Number of Beneficiaries**

The project will target at primary schools in Hong Kong, with a close work with the six collaborating schools. It is expected that upon project completion, these six collaborating schools will have a direct benefit that their target students and teachers can have better performance in the learning and teaching of Chinese reading. The practical experience from the six collaborating schools will be disseminated at the end of project period. It is expected that all primary schools in Hong Kong will be benefited from the project dissemination activities.

**(D) Innovation**

This project will contribute two innovations in promoting primary school students to naturally develop interest and habit of reading.

First, this project will try to integrate an established model on reading promotion with an emerging trend of game-based learning for reading promotion in daily non-teaching sessions on campus. This integrative approach is innovative among school education sector, as the promotion of reading in school education currently relies much on the scheduled library lessons with an emphasis on students' preparation of book reports. This current strategy confines students to develop interest and habit of reading within the limited periods with coursework pressure. The integration of such new technological trend into such existing guiding framework opens opportunities for teachers to design alternative pedagogies for the sustainable promotion of reading among students with a higher flexibility in terms of time, location and activity design. The project design of this study does not emphasize the submission of book-reading reports or the number of books being read. Teachers act as role model to provoke students' interest in and mobilize their actions on reading. Teachers' enthusiastic dedication is expected to mobilize students' reading behavior. The use of game-based learning platform is expected to sustain a relaxed ambience of reading, which helps to provoke students' reading interest and then their intrinsic motivation in reading different types of books recommended by peers.

Second, this project will try to expose students to a culture of reading community that provides natural contexts of interactive sharing and supportive recommendations on book reading. This community building is innovative among those young primary school students, whom are often considered unable to demonstrate full autonomy in their learning process and therefore are provided with limited opportunities for learner-initiated peer exchange tasks on book reading within their learning process. The building of online reading community among primary school students in this project enables these young learners to initiate peer sharing and discussion about book reading habits and experiences; and in turn experience an approach of peer recognition that is different from traditional classroom approach to promoting reading. Apart from students, parents are also another stakeholder group to be involved in the reading community. Parents will be invited as many as possible to voluntarily participate in some of the project activities for establishing a reading community, such as attending dissemination seminars and spending time with the students on reading together. This community building involves not only the stakeholders from the six collaborating schools in Hong Kong, but also teachers of the seed schools from the other three cities for sharing the cultural differences and appreciating the different strengths among the respective cities. This can provoke the different stakeholder groups to make deep reflection and then build sufficient confidence in promoting reading community in their respective cities.

**(E) Conceptual Framework**

The project focuses on the approach of Reading of Tomorrow, which integrates the rationale of Modeled Sustained Silent Reading (MSSR) and the use of a game-based learning platform "Bookstore of Tomorrow". The approach of Reading of Tomorrow has the goal of fostering students to naturally develop interest and habit of reading. A good reader has the capability to read actively; and the development of such capability requires a strong interest-driven motivation (Duke & Pearson, 2002; Malloy, Marinak, & Gambrell, 2010). Researchers find that once students develop such a strong interest-driven motivation, they will develop a habit of regular reading and, in turn, advance proficiency in language use and skills in independent thinking (Kirby et al., 2011; Krashen, 2004).



The rationale of Modeled Sustained Silent Reading (MSSR) addresses the importance of fostering students to naturally develop interest and habit of reading. MSSR is originated from Sustained Silent Reading (SSR), which has a principal assumption that the more the students read, the more they enjoy reading, and then the better their reading ability. SSR has been long implemented in school education in the US, with different names such as free voluntary reading (FVR), daily independent reading time (DIRT) and free uninterrupted reading (FUR). It consists of three core elements: Sustained, Silent and Reading. SSR emphasizes the process that students read books in classrooms silently, at the class-, grade-, or school-based level, in a fixed period every day. In this process, students are allowed to freely select the books that they are interested in, change the books to be read at any time if they wish, and extend reading process after class time (Gardiner, 2005; Pilgreen, 2000). It is found that students and teachers consider SSR can positively influence the development of reading ability initiated in school environment and extended to home environment (Garan & Devoogd, 2008; Gardiner, 2005).

The project proposes MSSR, which adds an element of “modeled” into SSR framework, to promote students to enhance competency and interest in Chinese reading. The process of MSSR emphasizes that teachers should act as a model reader when students are reading in the designated reading session, that is, teachers also select a book that they are interested in, and sit down in front of all students to read the selected book with their students in that designated reading session. Teachers in the process of MSSR also need to lead the class to creating a silent reading environment through the ways of, for example, asking the whole class to keep quiet, and allowing each student to take two to three books at a time so that students need not to walk around the classroom for selecting books. This is different from traditional reading sessions in which teachers monitor students to read books and at the same time perform class duties or make class announcements.

In traditional reading classrooms; asking students to write book reports is a common post-reading activity. Although this type of post-reading activity allows teachers to conveniently check students' reading ability, most students consider writing book reports as an increase in their personal coursework load. The project therefore proposes to introduce book-talking (Atwell, 2007) as a post-reading activity, which aims to promote students' presentation skills by asking them to describe the attractive points of the books read and then make books recommendations to their peers. At the start of the project period, students will perform this post-reading activity under the guidance from teachers. With experience in few rounds of book-talking, students will individually perform the post-reading activity by using the online game-based learning platform – “Bookstore of Tomorrow”. This online platform is specially designed for peer sharing under the approach of Reading of Tomorrow. It aims to support students to complete the post-reading activities through the steps of answering simple questions related to the books read (for engaging students in reading comprehension), recommending the books read via rating, drawing, audio-recording and/or short writing (for engaging students in reflecting on the book contents), publishing personal comments on recommended books (for engaging students in peer sharing), and finally collecting virtual coins in the game-based learning environment (for motivating students to read comments on books recommendations).

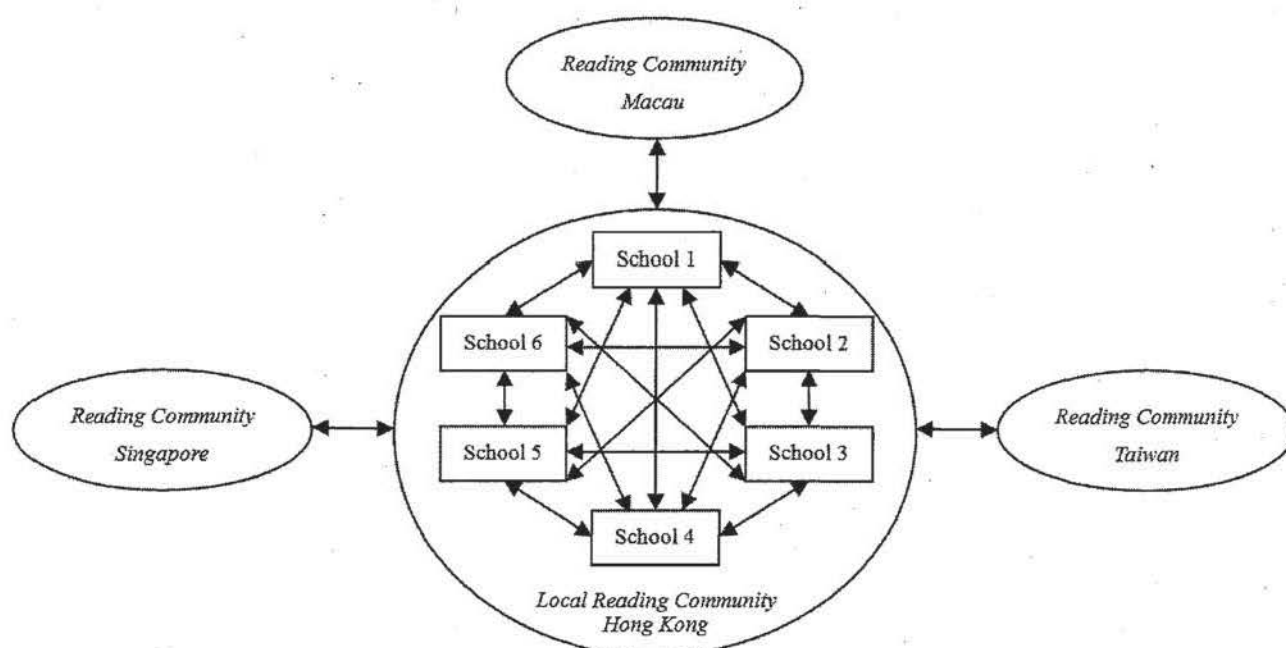
#### ***(F) Implementation Plan with Time-line***

The approach of Reading of Tomorrow, which integrates the rationale of Modeled Sustained Silent Reading (MSSR) and the use of a game-based learning platform “Bookstore of Tomorrow”, has been implemented in Taiwan since 2010. This approach is increasingly recognized by the related stakeholders including principals, teachers, students and parents in primary school sector in Taiwan. There is also empirical evidence of the effectiveness of this approach on supporting students to enhance their Chinese language competence in four dimensions: (i) students'

reading quantity is nearly seven times of the officially recommended benchmarks; (ii) students' writing quantity is significantly increased; (iii) students' vocabulary pool is 3% higher than the one in one advancing learning grade; and (iv) students are capable, confident and willing to make oral presentation for story-telling and sharing (please refer to the appendix for details). The project team aims to scale up the above successful experience in Taiwan to Hong Kong primary school sector. As the platform "Bookstore of Tomorrow" is the necessary part of the approach of Reading of Tomorrow, the project team needs to adapt this online game-based learning platform from Taiwan for project activities in the collaborating schools in Hong Kong.

The approach of Reading of Tomorrow will be implemented through a two-step sequence. First, the project team will prepare the participating teachers for the comfortable adoption of MSSR, without the integration of technological elements, in order to prompt their students to naturally develop the motivation, interest and habit of reading through the MSSR sessions. Second, the project team will introduce the participating teachers and students with the use of the online game-based learning platform "Bookstore of Tomorrow" after the MSSR sessions, in order to support the teachers and students on keeping up and reflecting on their reading habits through the technology-supported "book-talking" post-reading activities.

The project targets at building the Reading Community of Tomorrow in the Asia-Pacific region as shown in the figure below:



The approach of Reading of Tomorrow starts in Taiwan; and expands to other Chinese communities in other Asian cities such as Singapore and Macau. As one of the major hubs of Chinese community and e-learning in the Asia-Pacific region, Hong Kong needs to collaborate with the related researchers and reading community in Taiwan for gaining the first-hand experience in the successful promotion of Reading of Tomorrow in primary schools; as well as work with the related researchers and reading communities in Taiwan, Singapore and Macau for sharing on-going experience and practical ways of Reading of Tomorrow. The building of the Reading Community of Tomorrow shown in the above figure can scale up the engagement of learners in a regional network across these four cities, that supports them on exchanging the views on Chinese reading with their counterparts in the Asia-Pacific region; in turn stimulating the intention to sustain their reading practices for a long period of time and also the motivation to build up their reading habit gradually; and finally leading to a greater impact on developing



interest in Chinese reading. At present, three primary schools outside of Hong Kong, namely Chung Ping Elementary School in Taiwan, Nan Chiau Primary School in Singapore and Colégio Dom Bosco (Yuet Wah) Inc. in Macau, provisionally participate in the reading communities across the Asia-Pacific region.

The project will be a two-year study for building the above Reading Community of Tomorrow. In the first half of Year 1, the Reading Community of Tomorrow will implement MSSR without technological element. Starting from the second half of Year 1, the implementation of MSSR will be integrated with the use of the game-based learning platform "Bookstore of Tomorrow", which will operate at the within-class and across-class levels in each collaborating school in the second half of Year 1; and then at the inter-class level among all of the six collaborating schools in the first half of Year 2; and finally at the inter-class level among all of the seed schools in the four Asian cities in the second half of Year 2. In this regard, students in each class will have multiple opportunities to interact with classmates, schoolmates, peers from other local primary schools, and peers from overseas primary schools. The tables below summarize the implementation plan of the project with time-line:

#### Year 1:

| <i>Activities</i>                                                                                                                                                                                                                                                                                                            | <i>Stakeholders involved</i>                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Phase 1 (Mar 15-Aug 15):</b><br><b>MSSR without Technological Elements (within individual classes in Hong Kong)</b><br>– e.g. Class 4A in School 1 in Hong Kong                                                                                                                                                           |                                                                    |
| Induction programs for the participating teachers                                                                                                                                                                                                                                                                            | HKIEd, overseas consultancy team and all six collaborating schools |
| Set-up of server for the game-based learning platform "Bookstore of Tomorrow"                                                                                                                                                                                                                                                | HKIEd                                                              |
| Selection of students at one grade for project participation                                                                                                                                                                                                                                                                 | Each of the six collaborating schools                              |
| Set-up of book depository                                                                                                                                                                                                                                                                                                    | Each of the six collaborating schools                              |
| School-based implementation of Reading of Tomorrow approach                                                                                                                                                                                                                                                                  | Each of the six collaborating schools                              |
| Set-up of Reading Community of Tomorrow Corner on campus                                                                                                                                                                                                                                                                     | Each of the six collaborating schools                              |
| Invitation for parental participation (e.g. book donation; Reading of Tomorrow with students at home)                                                                                                                                                                                                                        | HKIEd and all six collaborating schools                            |
| <b>Phase 2 (Sep 15-Feb 16):</b><br><b>MSSR with the Use of "Bookstore of Tomorrow":</b><br>(i) within individual classes in Hong Kong) – e.g. Class 4A in School 1 in Hong Kong<br>(ii) across different classes at the same grade in an individual school in Hong Kong) – e.g. Class 4A & Class 4B in School 1 in Hong Kong |                                                                    |
| School-based implementation of Reading of Tomorrow approach                                                                                                                                                                                                                                                                  | Each of the six collaborating schools                              |
| Local inter-school sharing visits for experience sharing among the participating teachers                                                                                                                                                                                                                                    | HKIEd and all six collaborating schools                            |
| Local conference participation for experience sharing with primary school teachers inside and outside Hong Kong                                                                                                                                                                                                              | HKIEd and all six collaborating schools                            |
| Dissemination seminar for experience sharing with primary school teachers inside Hong Kong                                                                                                                                                                                                                                   | HKIEd and all local primary schools                                |

#### Year 2:

| <i>Activities</i>                                                                                                                                                                                              | <i>Stakeholders involved</i>            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Phase 3 (Mar 16-Aug 16):</b><br><b>MSSR with the Use of "Bookstore of Tomorrow" (across different schools in Hong Kong)</b><br>– e.g. Class 4A in School 1 in Hong Kong & Class 4A in School 2 in Hong Kong |                                         |
| Selection of students at one more grade for project participation                                                                                                                                              | Each of the six collaborating schools   |
| School-based implementation of Reading of Tomorrow approach                                                                                                                                                    | Each of the six collaborating schools   |
| Invitation for parental participation (e.g. book donation; Reading of Tomorrow with students at home)                                                                                                          | Each of the six collaborating schools   |
| Local inter-school sharing visits for experience sharing among the participating teachers                                                                                                                      | HKIEd and all six collaborating schools |
| Local conference participation for experience sharing with primary school teachers inside and outside Hong Kong                                                                                                | HKIEd and all six collaborating schools |
| <b>Phase 4 (Sep 16-Feb 17):</b>                                                                                                                                                                                |                                         |



|                                                                                                                                                                                                                                                                                                                                            |                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>MSSR with the Use of "Bookstore of Tomorrow" (across schools in different cities)</b><br>– e.g. 1: Class 4A in School 1 in Hong Kong & Class 4A in School 1 in Taiwan<br>– e.g. 2: Class 4A in School 1 in Hong Kong & Class 4A in School 1 in Singapore<br>– e.g. 3: Class 4A in School 1 in Hong Kong & Class 4A in School 1 in Macau |                                         |
| School-based implementation of Reading of Tomorrow approach                                                                                                                                                                                                                                                                                | Each of the six collaborating schools   |
| Experience-reflection on future work on Chinese writing and/or English learning                                                                                                                                                                                                                                                            | HKIED and all six collaborating schools |
| Dissemination seminar for experience sharing with primary school teachers inside Hong Kong                                                                                                                                                                                                                                                 | HKIED and all local primary schools     |
| Distribution of project booklets                                                                                                                                                                                                                                                                                                           | HKIED and all local primary schools     |

### **(G) Teachers' and Principals' Involvement in the Project**

The School Head, teachers of Chinese language subject panel in each of the six collaborating schools will closely work with the project team at every stage in the project. The major role of these school practitioners is to manage the trial use of project deliverables in their schools prior to the school visit by the project team; and provide the project team with feedback on the appropriateness of the project deliverables during the school visits.

### **(H) Budget**

The project requests HK\$1,133,800 in total. Below shows the breakdown of the project budget:

| <i>Item</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Amount (HK\$)</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| (1) Staff cost:<br>• Research Assistant (salary and MPF)<br>(HK\$17,850 x 24 months = HK\$428,400)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 428,400              |
| (2) Service:<br>• Talks in Teacher development activity 1: Local induction programs by overseas consultancy team - a sponsorship (maximum at HK\$4,000) provided for the overseas consultant and his assistant / a participating teacher in Taiwan<br>(HK\$4,000 x 2 talks = HK\$8,000)<br>• Service for a cloud-based server for the communication between local Reading Community of Tomorrow and Reading Community of Tomorrow in the Asia-Pacific region<br>(HK\$50,000 in Year 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 58,000               |
| (3) Equipment:<br>• Server for the online game-based learning platform "Bookstore of Tomorrow" (HK\$25,000)<br>• "Bookstore of Tomorrow" kiosks (stainless steel) with all in one computers and barcode readers (HK\$20,000 x 6 schools = HK\$120,000)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 145,000              |
| (4) General expenses:<br>• Visits for teacher development activity 1: Local induction programs by overseas consultancy team - a sponsorship (maximum at HK\$8,000) provided for the overseas consultant and his assistant / a participating teacher in Taiwan<br>[(HK\$1,500 accommodation fee x 2 nights) + HK\$5,000 round-trip flight] x 2 members x 2 visits = HK\$32,000<br>• Teacher development activity 2: Local inter-school sharing visits - a sponsorship (maximum at HK\$1,000) provided for each collaborating school<br>(Year 1 = HK\$1,000 x 1 visit x 6 schools = HK\$6,000)<br>(Year 2 = HK\$1,000 x 1 visit x 6 schools = HK\$6,000)<br>• Teacher development activity 3: Local conference participation - a sponsorship (maximum at HK\$2,000) provided for each participating school leader / teacher (1 teacher x 6 schools) and two project team members (2 members)<br>(Year 1 = HK\$2,000 x 8 persons = HK\$16,000)<br>(Year 2 = HK\$2,000 x 8 persons = HK\$16,000)<br>• Technical consultancy service for migrating and maintaining server for the online game-based learning platform "Bookstore of Tomorrow" from Taiwan to Hong Kong (1 technical consultant from Taiwan with a 6-day visit in Hong Kong and 1 round-trip flight between Taipei and Hong Kong in the start of each year)<br>5-night accommodation in Hong Kong: HK\$1,500 x 5 nights x 2 visits = HK\$15,000 | 481,860              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <ul style="list-style-type: none"> <li>Round-trip flight between Taipei and Hong Kong: HK\$5,000 x 2 visits = HK\$10,000</li> <li>Design and decoration of Reading Community of Tomorrow Corner for six schools (3m x 3m x 3m area) (HK\$15,000 x 6 schools = HK\$90,000)</li> <li>School visits<br/>(Year 1 = HK\$40 x 2 persons x 10 visits x 6 schools = HK\$4,800)<br/>(Year 2 = HK\$40 x 2 persons x 10 visits x 6 schools = HK\$4,800)</li> <li>Project general expenditure (including document printing, document postage, project stationery, etc.)<br/>(Year 1 = HK\$10,030)<br/>(Year 2 = HK\$10,030)</li> <li>Printing of project booklets: 1 booklet from each of the 4 collaborating schools x 1,000 copies (Printing including free cover design)<br/>(HK\$8 x 4 booklets x 1,000 copies = HK\$32,000)</li> <li>Distribution of project booklets: 4 booklets x 600 local primary schools (Labels, envelopes with string, postage fee, etc.)<br/>(HK\$75 x 600 schools = HK\$45,000)</li> <li>Organization fee of local dissemination seminars (including rental of venues, production of training materials, etc.)<br/>(HK\$12,000 x 2 seminars = HK\$24,000)</li> <li>Audit fee (HK\$15,000)</li> <li>Administrative overheads (HK\$145,200)</li> </ul> |                  |
| (5) Contingency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20,540           |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>1,133,800</b> |

#### Justification for Staff Cost

One Research Assistant (a bachelor degree holder either in the fields of computer science with strong interest in education, or in the fields of social science with sound knowledge of computing) will be hired for the two-year project. The Research Assistant is mainly responsible for 1) providing technical support in the project, such as supporting the management and maintenance of the server for the online game-based learning platform "Bookstore of Tomorrow" for the six collaborating schools in Hong Kong in Year 1, and extending the learning platform to a cloud-based server for connection with the ones in the other three Asian cities in Year 2; 2) assisting the organization of evaluation tasks in the project; and 3) providing other project support if necessary.

(Remark: Any parties that have participated in the proposal including the principal investigator and project team member(s) will receive no award in the form of cash allowance.)

#### Justification for Services

- The approach of Reading of Tomorrow has been launched by the Taiwanese research team led by Prof. Tak-Wai CHAN in school education sector in Taiwan for years. Prof. Chan is Chair Professor of the Graduate Institute of Network Learning Technology at National Central University in Taiwan. He is a renowned researcher in the field of digital technology supported learning. Prof. Chan has rich experience in promoting e-learning in school education throughout the recent two decades, with focuses on digital classrooms, online learning communities, digital game based learning, and, most recently, technology supported mathematics and language arts learning. Prof. Chan is now leading the research on digital schools called Schools of Tomorrow in Taiwan, in which his research team is developing digital content material in conjunction with novel pedagogical models for the digital curricula covering mathematics, reading and writing of Chinese language, and learning English as a second language at the primary school level. The project team needs a service from the overseas consultancy team to organize two talks for teacher development purposes (within the first half of Year 1).
- The project team needs a service for a cloud-based server for the communication between local Reading Community of Tomorrow and Reading Community of Tomorrow in the Asia-Pacific region in Year 2.

#### Justification for Equipment

- A server for the online game-based learning platform "Bookstore of Tomorrow", which supports students to



complete post-reading activities, is required for platform migration from Taiwan to Hong Kong in the project. The fee requested will be used for purchasing this server which will be hosted by Department of MIT of HKIEd.

- There will be an area named “Reading Community of Tomorrow Corner” designed for six schools. Students can assess “Bookstore of Tomorrow” easily by the kiosks located in the theme-based environment. These kiosks will provide a barcode scanning system as a self-service book borrower for students to borrow books for the reading activities in this project, without the access to school library.

(Remark: All procurements for goods and services will be carried out in an open, fair and competitive basis.)

#### Justification for General Expenses

- Teacher development activity 1 – Local induction programs by overseas consultancy team: The project team will invite the overseas consultancy team, that consists of the project principal investigator (i.e. Prof. Chan) and his assistant / a participating teacher in Taiwan’s Reading Community of Tomorrow, for two induction programs to the collaborating schools in Hong Kong for teacher development purposes (within the first half of Year 1). The fee requested will be used for the round-trip flight and two-night accommodation of the two-person overseas consultancy team for their stay in Hong Kong.
- Teacher development activity 2 - Local inter-school sharing visits: The project team will work with each of the six collaborating schools to take turn in organizing one inter-school sharing visit in each year. There will then be 12 inter-school sharing visits within the two-year project period, of which the participating teachers will have MSSR-session observations and experience-sharing discussions. The fee requested will be used for the production of school-visit materials for these visits.
- Teacher development activity 3 - Local conference participation: The project team will invite one teacher from each of the six participating schools to participate in one academic conference organized in Hong Kong in each year, in order to report project findings and share project experience. Two project team members will lead the local conference participation. There will then be eight persons for the local conference participation in each year. The fee requested will be used for the registration for conference participation.
- The project team needs a technical consultancy service for migrating and maintaining server for the online game-based learning platform “Bookstore of Tomorrow” from Taiwan to Hong Kong. A technical consultant from the Community of Reading Tomorrow in Taiwan will be arranged for a six-day visit in Hong Kong in the start of each year. A round-trip flight between Taipei and Hong Kong will be provided for the technical consultant in each visit.
- A budget for the design and decoration of “Reading Community of Tomorrow Corner” will be required.
- Fee for travelling: It is estimated that the project team is required to make 120 trips within the project period (i.e. 60 trips in each year) for project meetings, school visits, school interviews and school surveys.
- Project general expenditure: Including document printing, document postage, project stationery, etc.
- Project booklet printing and dissemination. The project team will work with the six collaborating schools to produce project booklets for disseminating practical experience in school-based implementation of Reading of Tomorrow.
- Fee for organizing local dissemination seminars: The project team will work with the six collaborating schools to organize one dissemination seminar in each year, in order to report project findings and share project experience. There will then be two dissemination seminars within the two-year project period, of which teachers in all primary schools in Hong Kong will be invited for participation. The fee requested will be used for the seminar venue rental, seminar materials production, seminar general logistics, etc.
- Auditing service is required for the project with a grant exceeding HK\$100,000.
- The administrative overheads cover campus facilities and expenses of central/faculty academic/administrative support related to the project, such as the hidden costs for recruitment advertising, physical seating provision



(with computing, phone, printing, ventilation, electricity and water supply, etc.) and library service for the research staff in the project.

#### Justification for Contingency

A contingency provision is made for the project work.

#### *(I) Asset Usage Plan*

| Category        | Item/Description                                                                                                         | No. of Units | Total Cost                       | Proposed Plan for Deployment                                                                                                                                                        |
|-----------------|--------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Computer server | A server for the online game-based learning platform "Bookstore of Tomorrow"                                             | 1            | HK\$25,000                       | ● The project team recommends HKIEd to host the server for sustaining the project work among the six schools after the two-year project period.                                     |
| Kiosk           | "Bookstore of Tomorrow" kiosk (stainless steel) with all in one computers and barcode readers in each of the six schools | 6            | HK\$120,000<br>(Each HK\$20,000) | ● The project team recommends each of the six schools to continue using the school-specific kiosk for sustaining the reading community in school after the two-year project period. |

#### *(J) Expected Project Outcomes*

The project is expected to give outcomes at both the local and regional levels.

There will be four types of project outcomes at the local level: (1) From the start of the project period, the project team will provide a localized game-based learning platform "Bookstore of Tomorrow" for Hong Kong primary schools to use for post-reading activities. (2) During the project period, the project team will support the establishment of an online Reading Community of Tomorrow among students and teachers in the six collaborating schools, in order to promote the mutual sharing and support on school-based implementation of Reading of Tomorrow at the within-class and across-class levels in each collaborating school; at the inter-class level among all of the six collaborating schools; and at the inter-class level among all of the seed schools in the four Asian cities. (3) During the project period, the project team will work with the six collaborating schools to co-organize four types of teacher development activities related to Reading of Tomorrow — (i) induction programs by overseas consultancy team (two times within the two-year project period), (ii) inter-school sharing visits (12 times within the two-year project period), (iii) local conference participation (two times with eight teachers for participation within the two-year project period) and (iv) dissemination seminars (two times within the two-year project period) — for the purposes of professional development and project dissemination at the local level. (4) At the end of the project period, the project team will work with the six collaborating schools to produce a booklet that aims to disseminate practical experience in school-based implementation of Reading of Tomorrow.

There will be one project outcome at the regional level: (1) During the project period, the project team will support the connection of Reading Community of Tomorrow in Hong Kong with the ones in Taiwan, Singapore and Macau. This outcome is expected to promote the sharing of practical experience among teachers practicing Reading of Tomorrow across the four cities in the Asia-Pacific region.

The platform "Bookstore of Tomorrow" to be used in the project is developed by National Central University

(NCU) in Taiwan, who is also the copyrights owner of this platform. With the consent from NCU for the free-of-charge use of this platform for educational sharing purposes, the project team led by HKIEd aims to introduce the use of this platform in the selected local primary schools for free, with some adaptations in view of the school cultural difference between Taiwan and Hong Kong. The funding applied in the project is used to adapt but not develop platform for the use in Hong Kong. For enhancing the project sustainability, the project team has sought approval from the platform developer (NCU in Taiwan) for the six schools involved in this project to continue to use the “Bookstore of Tomorrow” platform for three more years, after the two-year QEF project period ending in February 2017. For local primary schools which are outside this project but show an interest in the Reading Community of Tomorrow after the project period, they can approach to Department of Mathematics and Information Technology at The Hong Kong Institute of Education for further discussion.

### (K) Project Evaluation

Quantitative and qualitative measurements will be conducted to measure project outcomes from the teachers’ and students’ perspectives. The table below shows the data collection plan in the project.

| Data collection items                                                                  | Data collection methods and instruments                                                                                                       | Number of times                                                              |                                |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------|
|                                                                                        |                                                                                                                                               | Year 1                                                                       | Year 2                         |
| Perceptions of students                                                                | Questionnaire survey (for self-perception of the learning effectiveness in between different phases)                                          | 18 times (3 times x 6 schools)                                               | 12 times (2 times x 6 schools) |
| Perceptions of principals/school leaders of school-based Reading Community of Tomorrow | Conducting focus group interview with the principal/school leaders of school-based Reading Community of Tomorrow in each collaborating school | 12 times (2 times x 6 schools)                                               | 6 times (1 time x 6 schools)   |
| Perceptions of teachers                                                                | Conducting focus group interview with the participating teachers of school-based Reading Community of Tomorrow in each collaborating school   | 12 times (2 times x 6 schools)                                               | 6 times (1 time x 6 schools)   |
| Reflection by teachers                                                                 | Collection of online reflective writing from the participating teachers                                                                       | 6 times (1 time x 6 schools)                                                 | 6 times (1 time x 6 schools)   |
| Reflection by students                                                                 | Collection of online reflective writing from the participating students                                                                       | 6 times (1 time x 6 schools between the end of Year 1 and the mid of Year 2) |                                |

(1) Questionnaire surveys: They aim to investigate students’ self-perception of the benefits and effectiveness on the approach of Reading of Tomorrow. In each collaborating school, there will be five times of student surveys (before Phase 1, after Phase 1, after Phase 2, after Phase 3 and after Phase 4). A survey questionnaire will be distributed to the participating students for indicating their level of agreement with a number of statements about the impact of the project work on supporting them to enhance competency and interest in Chinese reading. The mean rating for each statement and the corresponding standard deviation will be calculated.

(2) Focus group interviews with the principal/school leaders of school-based Reading Community of Tomorrow in each collaborating school will be conducted on a half-year basis (i.e. in the first half and the second half of Year 1 and in the first half of Year 1). They aim to collect opinions of the principals/school leaders on the ways of establishing school-based Reading Community of Tomorrow and the effectiveness of the school-based Reading Community of Tomorrow on developing students’ motivation, interest and habit of Chinese reading. The audio-taped interview records will undergo content analysis for a systematic summary of opinions from the principals/school leaders.

(3) Focus group interviews with the participating teachers of school-based Reading Community of Tomorrow in each collaborating school will also be conducted on a half-year basis, as same as the ones for the principal/school leaders as mentioned.

(4) Each participating teacher will be asked to submit a reflective writing online in the end of each year. These reflective writings will be processed by content analysis to contextualize teachers’ ways and opinions on

encouraging students' peer interactions within the Reading Community of Tomorrow for developing motivation, interest and habit of Chinese reading.

(5) Each participating student will be asked to submit a reflective writing online between the end of Year 1 and the mid of Year 2. These reflective writings will be processed by content analysis to contextualize students' opinions on the effectiveness of Reading Community of Tomorrow on promoting their development of motivation, interest and habit of Chinese reading.

#### ***(L) Sustainability of Project Outcomes***

An online Reading Community of Tomorrow will be formed among the students and teachers participated in the project. The online game-based learning platform "Bookstore of Tomorrow" is designed to sustainably support the implementation of Reading of Tomorrow under the rationale of MSSR. The participating teachers will continue their mutual support on the school-based implementation of MSSR using "Bookstore of Tomorrow", and their collaborative effort to scale up the project work across different grades within school, across different schools in Hong Kong, and then across primary school sectors in the four major cities in the Asia-Pacific region.

Four directions are also planned for the next phase of this project:

1. Extending the project work and the Reading Community of Tomorrow to more classes as well as to other grades within each of the six collaborating schools of the project
2. Extending the project work and the Reading Community of Tomorrow to the other interested primary schools in Hong Kong, on top of the six collaborating schools
3. Extending the project work from the reading module to the writing module in the Chinese language subject
4. Localizing the online game-based learning platform "Bookstore of Tomorrow" according to Hong Kong context, such as making the interface design fit for Hong Kong culture

#### ***(M) Dissemination / Promotion of Project Outcomes***

The project team will work with the six collaborating schools in the project to publish a booklet to disseminate the experience of forming the Reading Community of Tomorrow. The project team will also work with the collaborating schools to organize dissemination seminars for all primary schools in Hong Kong to introduce the project outcomes. In addition, the project team will work with the overseas collaborative researchers and seed schools on Reading of Tomorrow in Taiwan, Singapore and Macau to disseminate the experience gained in Hong Kong for the implementation and scale-up of MSSR using "Bookstore of Tomorrow".

The major types of project dissemination activities include:

1. Sharing among the school leaders and subject teachers in the six collaborating schools
2. Sharing among all primary schools in Hong Kong
3. Sharing with teachers and academics inside and outside of Hong Kong through the participation of local academic conferences organized in Hong Kong

#### ***(N) Report Submission Schedule***

My organization commits 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 |
| Progress Report<br>01/03/2015 - 31/08/2015 | 30/09/2015     | Interim Financial Report<br>01/03/2015 - 31/08/2015 | 30/09/2015     |
| Progress Report<br>01/09/2015 - 29/02/2016 | 31/03/2016     | Interim Financial Report<br>01/09/2015 - 29/02/2016 | 31/03/2016     |
| Progress Report<br>01/03/2016 - 31/08/2016 | 30/09/2016     | Interim Financial Report<br>01/03/2016 - 31/08/2016 | 30/09/2016     |
| Final Report<br>01/03/2015 - 28/02/2017    | 31/05/2017     | Final Financial Report<br>01/09/2016 - 28/02/2017   | 31/05/2017     |

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