

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

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| Project Title Reading Enhancement Scheme with Electronic Support | Project Number 2013/0799 |
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Basic Information

Name of School / Organisation / Individual
Confucian Tai Shing Primary School

Beneficiaries

- (a) Sector: Primary
(b) Students: 110 (in number) and P1-3 (class level)
(c) Teachers: 10 (in number)
(d) Parents: 220 (in number)

Proposal**(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms.
- To arouse students' reading interest and motivation by developing 15 readers for P1-3 with multimedia support in both classroom and self-learning tasks;
 - To cater for learners' differences through cooperative and collaborative learning model with providing a wide range of graded electronic readers that addresses different learning styles for audio learner, visual learner and kinesthetic learner;
 - To develop students' reading habits by applying the 15 readers regularly in our English curriculum 2014-15;
 - To promote independent reading and parental support at home by inputting sound tracks in every electronic readers with learning progress records;
 - To nurture teacher professionalism in e-learning by going through teacher professional development with a professional curriculum consultant;
 - To promote and maximize the use and benefits of e-learning in regular classroom teaching and learning activities to achieve greater learning outcomes.
- (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) Promoting IT in education in order to establish a stronger foundation base of using e-Learning at school
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
- School development plan: Promoting e-learning in our school is one of the major focus areas in 2014-17. Our school has been successfully selected as one of the successful school applicants under the Support Scheme for e-learning in Schools 2014. All classrooms are equipped with wireless network and device information technology equipment. 15 tablets are available for use in different lessons. Tablets are frequently used in a regular basis for lessons of English.
 - Literature review summary: According to Report on the Review Surveys of the Third Strategy on IT in Education, e-learning is a good supplementary learning tool that shifts from teacher-centric education mode to a more student-centric one, which enhances student's motivation to learn but also to improve the effectiveness of learning.
 - Assessments on students' performance: We find it very challenging to arouse learner's learning interest in English particularly those without parental support. Traditional Textbook approach is not adequate to arouse their classroom learning interests and of

course they are not motivated to do any self-learning homework. This is reflected by our TSA results. Unfortunately, the performance of English in our school is far below the average standard in Hong Kong.

- ☑ Relevant experiences: An English electronic curriculum has been trialed in P1 teaching and learning in our second term (2013-14). Reflected from the progress and assignment collected, most students sustain their learning interests through e-learning. The parents welcome and appreciate such a teaching and learning model to stimulate their learning effectiveness. School connects with international schools for an electronic English sharing scheme. They use video conferencing for sharing learning outcomes with students of other
- ☑ Others (please specify) Most of our students are coming from families of lower socio-economic status. They lack extra academic supports and resources to develop better reading habits from families.

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

- To enhance the existing reading programme in KS1:
School has been implementing PLPR/W since 2008. We found that the student get bored when reading these printed readers over years particularly for those slow learners and non-motivated learners. Therefore, in this project, we aim to integrate learning strategies to more fully motivate and engage students through student-centered activities such as creating online stories, interactive reading.
- To better cater the wide learning difference in our school:
Our learner difference is so wide in our school due to mentioned factor. Audio learner, visual learner and kinesthetic learner have different academic performance. In our design it is planned to produce a set of readers with audio support, visual support and kinesthetic support (in both electronic and printed readers) that can target their specific learning need. It is also a focus to expand the reading source for student and further target their learning difference.
- To complement our school e-learning development for 2014-17:
Our school is one of the successful applicants of the "Support Scheme for e-Learning in Schools". Therefore, we have adequate infrastructure and readiness to access mobile learning devices to facilitate e-teaching and e-learning in English subject.
- To sufficient teacher professionalism in e-learning environment:
In preparation, the school has already focused Professional Learning for teachers in the areas of E-learning and integration into the curriculum and classroom teaching strategies. The school will continue to engage teachers in professional learning related to digital learning and contemporary pedagogical practices. With the support and advice from a project consultant, teachers further develop their skills in conducting reading lessons in a more interactive way which enhances both effective teaching and learning.

(II) Project Feasibility

- (a) Please describe the design of the project, including:
- (i) Approach/Design/Activity

Approach

As to align with our English subject teaching, we use cooperative learning in this project. Based on our experience, we believe it can bring synergy with what we have planned in the e-learning plan 2014-17. An effective strategy for synthesizing and applying skills learnt by students is through peer mentoring and collaborative group work. This, through collaborative group learning activities, more able students will enhance their knowledge and skills and support less able students. Since the learners' ability is too diverse in our school, it is effective to divide the students into different learning groups and further assign different flow of tasks that they can handle well, it is to motivate their learning and have more participation in the class. Thus, the students can learn collaboratively and cooperatively. The ideas or knowledge can be transferred to the others by group discussion, evaluation of group's information and monitoring the groups' work. So for fast learners they can not only to learn more, but also play a supporting role in the class while the slow learners will have

greater support from teachers or even from the group-mates to finish their works.

Design

1. Curriculum design

All the readers will be designed based on our curriculum needs. Each level will be provided with 5 electronic readers and 4 printed readers. Students can use the printed books during lessons and do reinforcement learning at home with it. If they need further support such as the sound tracks, they can browse the electronic version. For the 4 printed books, teacher’s guide will be provided based on the classroom teaching including pre-reading, reading and post reading parts.

| P1 Readers design | | |
|-------------------------------------|--|------------------|
| Theme that the readers cover | Language Functions correlates with school curriculum | Text Type |
| Family and Friends | <ul style="list-style-type: none"> ● Use the simple present tense to express interests ● Use demonstrative pronouns to refer to people and places | story |
| Five Senses | <ul style="list-style-type: none"> ● Use the demonstrative pronouns “that” ● Use interrogative pronouns to seek information ● Express emotions when something bad happens | Story |
| Caring for others | <ul style="list-style-type: none"> ● Use the indefinite articles ‘a’ to refer to an object ● Use plural forms of countable nouns ● Use the definite article ‘the’ to refer to a specific object | Story |
| The World Around Us | <ul style="list-style-type: none"> ● Use the simple present tense to talk about present states ● Use adjectives to describe people and objects ● Use the indefinite articles ‘an’ to refer to an object | Story |
| P2 Readers design | | |
| Places and activities | <ul style="list-style-type: none"> ● Use ‘why’ to ask about reasons ● Use the connective ‘or’ ● Use adjectives to describe weather and seasons | Story |
| Caring for others | <ul style="list-style-type: none"> ● Use the present continuous tense to describe actions ● Use formulaic expressions to begin and end personal letters ● Use the preposition ‘with’ to indicate togetherness | Story, Letter |
| The World around us | <ul style="list-style-type: none"> ● Use proper nouns to refer to festivals ● Use the connective ‘because’ to give reasons ● Use adjectives to show position or order | Story |
| Caring for others | <ul style="list-style-type: none"> ● Use modals to express obligations and prohibitions ● Use phrasal verbs to indicate actions ● Use prepositions to indicate places | Story |
| P3 Readers design | | |
| Five Senses | <ul style="list-style-type: none"> ● Use formulaic expressions to express taste ● Use noun phrases to refer to quantities or units | Story |
| Five Senses | <ul style="list-style-type: none"> ● Use adjectives to show quantities ● Use ‘when’ to ask about time | Story |
| The World around Us | <ul style="list-style-type: none"> ● Use the general determiners to show quantities ● Use the connective ‘but’ to link contrasting ideas ● Use formulaic expressions to express feelings | Story |
| Caring for others | <ul style="list-style-type: none"> ● Use the simple past tense to describe events in a story ● Use formulaic expressions to express feelings | Story |

2. Lesson structure

School will allocate 4 lessons per month for the P1-3 classes. Co-planning and co-teaching with the project consultant will be done twice a month and more reading activities will be emphasized. More reading will be also be encouraged. Students are encouraged to read English books during the morning reading time.

3. Cooperative learning group

As to maximize the learning effectiveness, we will divide the students into 3 groups based on their academic performance. Each group will have 5 students with same level of ability. Hence, there will be 1 elite group (Respect Team, learn to respect others), 1 average groups (Love Team, learn to love

others) and 1 remedial groups (Patient Team, learn to be patient).

4. The LMS function

We will license a well-established LMS in order to collect student data for student performance analysis. The readers will be launched on the LMS and it will be able to create access for both students and teachers, so they can access the reader online at school and at home. Also the LMS will be included the scoring system, auto marking system, assign the readers as homework and generate the student performance report.

The data that can be recorded in the LMS will be further used as student progress analysis such as their spending time, their score, and the completion rate. Teachers will review the performance of each group and further plan and fine tune their teaching plan or the classroom activities in order to the maximize the learning effectiveness.

Activities

1. NET session – Pre reading and reading part

NET teacher will mainly do “shared reading” with the class. NET teacher will project the electronic readers on the screen and go through the story with the students. Meanwhile, they need to do the class work - the printed reading tasks based on the themes and learning goals in various ways such as designing their own recipe, writing a birthday card to their friends etc., to make learning by learning through realistic experiences. NET teacher will do the stories telling parts with the students. It aims to make them familiarize with the story and motivate them before they move on to the next step of enrichment learning. The electronic readers will be embedded sound track with it as to arouse their attention during the lesson and learning interest in reading English books. Project consultant will ongoing assist and review the share reading parts to see how it can enhance to sustain the student motivation.

2. Class teacher session – Post reading part

After going through the basic idea of the story, subject teachers will arrange an interactive reading session with school tablets. Each group will be assigned 3 tablets for the group work in order to further promote e-learning in regular classroom teaching and learning activities. For different learner, they can learn by listening or speak aloud. As we have 3 groups of students, each group will be assigned a series of tasks and class activities as below.

- Read the story on their own;
- Listen to the story sound tracks with their group mates;
- Complete the reading comprehension exercise;
- Explain the story to the class group by group;
- Vocabulary building;
- Record their story with the voice engine
- Re-write the story based on the learnt sentence structure
- Allow them to re-design the story base on their idea
- Reading ambassadors to assist other less able students.

Capable students progress at their own level and support peers in collaborative group learning activities, thus applying and consolidating their learning.

(ii) Key Implementation Details

Project period: 03/2015 (month/year) to 02/2016 (month/year)

| Month / Year | Content / Activity / Event | Target Beneficiary/Participants |
|-----------------|--|--|
| 03/2015 | Curriculum planning; Parents talk; Calling tender for the software developer and printing vendor. | Principal; Project consultant; PSMCD; All English teachers; P1-3 parents |
| 04/2015 | Co-planning meeting; Develop the electronic readers; Develop the reading platform; Teacher professional training; 1 reader/level printing; Test the school tablets; Student training workshop. | Principal; Project consultant; PSMCD; All English teachers (Including NET teachers); 1 English TA; 2 IT teachers P1-3 students |
| 05/2015–11/2015 | Onward electronic readers production and 3 readers/ level printing; Launch the printed | PSMCD; All English teachers (Including NET teachers); |

| | | |
|---------|---|---|
| | reader for classroom teaching; Install the e-readers into school tablets; Run the Co-teach reading project; Teacher professional training; Teaching review meeting. | Project consultant; 1 English TA; 2 IT teachers; P1-3 students |
| 12/2015 | Analyze the student performance; Generate teacher and student feedback for qualitative evaluation; Teaching review meeting. | Project consultant; PSMCD; P1-3 English teachers; 1 NET teachers; 1 English TA; P1-3 students |
| 1/2016 | Teacher and parent sharing workshop; Prepare for the deliverables. | Principal; PSMCD; All English teachers |
| 2/2016 | Produce and publicize the teaching and learning materials on school website; Student Training for the new P1; Evaluate for the next year reading plan. | Principal; PSMCD; All English teachers (Including NET teachers); 1 English TA; 2 IT teachers |

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

(i) Number of teachers' involved and degree of input (time, types, etc.):

Principal, 1 project consultant, 1 PSMCD, 1 English panel head, P1-3 English teachers and P4-6 teachers, 1 NET teacher, 1 English TA, 1 IT teacher and 1 TSS will be involved.

Principal will be the supervisor of the whole plan. She will manage the resources planning and the PR work. The project consultant is employed to give professional advice for the teaching parts of the reading scheme. He/she will examine the e-learning reading materials, co-plan and co-teach with English teachers, review the progress and the performance of the students. PSMCD and English panel head will be the project leaders, they will also be involved in the curriculum planning and the tender stage. They are responsible to guide the fellow teachers to reach our ultimate project goals and also to make sure production schedule on time and on our school standard. P1-3 English teachers and Net teachers will be the key person to run this programme. As mentioned they will have a co-teaching practice for this plan. For P4-6 English teachers will also be involved in the lesson and curriculum planning. Since P4 is one of our school target grade to run e-learning in future, therefore the senior subject teachers are also invited as supporting role. The English TA will be an assistant to support our English teachers that may include the classroom support. The TSS will edit the school website for the project deliverables including the teaching and learning materials.

(ii) Roles of teachers in the project:

- Leader Co-coordinator
 Developer Service recipient

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

Grant Sought: HK\$ 150,000

| Budget item | Expenditure Detail | | Justification |
|-------------|--|-------------|--|
| | Item | Amount (\$) | |
| i) Service | Project consultant/ Professional trainer - 2 hours per visit - 2 visit per months (Total cover 8 months of teaching) = \$1,400/visit x 16 times | 22,400 | Ongoing consulting the programme implementation and co-planning and co-teaching; Lesson observation and review |
| | Teacher Professional development = 6 hours x \$750 | 4,500 | Including 3 hours professional training of IT in education; 2 hours IT assistances service |

| | | | |
|---------------------------------|--|---------|--|
| | Parents' talk (2 hours) | Nil | Principal and the English panel will handle the parent sharing session |
| | Developing 5 e-readers for 3 level (level 1 - 3) = 15 readers x \$6,500 per | 97,500 | With animation, illustration, subtitles and voice over function, voice recording function. |
| | Licensing a well established LMS - Teacher admin. account - Students account - Monthly report - Scoring system - Student data recording (reading duration, homework marks and completion rate) - Auto marking function | 10,000 | To record the student progress and reading portfolio and provide report data for project evaluation. |
| ii) General Expenses | Printing 4 readers for P1-3 students = 4 readers x 116 sets | 9,500 | 110 sets for students and 2 sets/ level for teachers reference or any emergency |
| | Printing the teacher's guide (4 printed readers x 3 levels) = 12 teacher's guide x \$50/set | 600 | School will keep one set for teachers' circulation and review |
| | Teacher training workshop; parent talks and student briefing materials printing cost | 500 | |
| | Audit fee | 5,000 | QEF requested |
| Total Grant Sought (\$): | | 150,000 | |

(d) **Asset Usage Plan:** Not applicable

(III) Expected Project Outcomes

- (i) Please describe how to evaluate the effectiveness of the project;
- Observation: P1-3 English teachers, project consultant and NET will observe the students' performance during lesson. Attention will be focused on learners' motivation, classroom engagement and self-learning pattern.
 - Focused group interviews: P1-3 English teachers, project consultant and NET will form a focus group to provide in depth feedback of this programme. We will investigate how the e-learning can make impact on student English learning.
 - Pre- and post-activity surveys: School will send the parent survey before and after the programme to seek the parent's comment on their child's English learning.

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

- Learning and teaching materials
- Resource package

(IV) Report Submission Date

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 1/3/2015 - 29/2/2016 | 31/5/2016 | Final Financial Report 1/3/2015 - 29/2/2016 | 31/5/2016 |