

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

Project Title Developing an organic e-assessment tool to promote teaching and learning effectiveness	Project Number 2013/0839
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Name of School / Organisation / Individual

Kiangsu-Chekiang College (KCC)

Beneficiaries

- (a) Sector: Secondary
- (b) Students: 240 (in number) and 3 forms, S1-3 (class level)
- (c) Teachers: 8 (in number)
- (d) Parents: 480 (in number)

Proposal**(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms.
 - To develop and implement a school-based curriculum for English listening and reading skills for our S1-3 in which different skills are well-planned and organized in an electronic pack;
 - To design an e-assessment platform that can organize different skills' learning and assessment in the database and track and analysis students' performance and learning progress;
 - To enhance our teachers' assessment literacy through teacher training and collaborative lesson planning and implementation.
- (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) Enhance our assessment strategy and practice
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
 - School development plan: Promoting students' English language ability, e-learning and diversifying our assessment strategy is part of our concerned domain in our short term and long term planning. This project aligns with our long term goals and our short term aims.
 - Survey findings: A simple calculation on interests in using more e- learning resources and e-assessment was conducted and found that both are generally showing great interest in using electronic way for learning and assessment.
 - Literature review summary: From "Learning to learn: The Way Forward in Curriculum Development", some latest research shows a balance of different assessment strategies will bring more learning benefits.
 - Assessments on students' performance: From our previous experience, our

students perform better when assessment for learning is included on top of Assessment of Learning. This further confirms on our belief that more assessment tools, particularly e-assessment will bring more benefits to us.

- ☑ Relevant experiences: Our school successfully implemented few QEF projects using e-learning to foster our language development and change of assessment models in year 2004-5 and 2006-7. Those projects built our team members with more e-learning experiences.

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

Reading and listening are the important language skills that input students the learning content. These 2 skills generally are perceived as easy skills but our students actually are not performing very well. This brings us a very big reflection on how we can reinvent the learning and teaching pedagogy that the effort made to our students can bring them the better performance and learning outcomes.

Research from local and overseas scholars shows that e-learning or IT is one of the means that can facilitate the need of Assessment of learning and for learning and bridge efficiently the timely information to inform the teaching and learning cycle. Hence, we propose to develop our school-based curriculum on Listening and Reading skill and put each of the learning exercise and assessment element in an electronic database so that records on each step that students take can be traced, recorded and analyzed in an e-Assessment platform. With such features and timely update, our teachers can make reference to the data of students' latest performance to review and adjust the teaching pace and focuses.

The project is to supplement our existing S1-3 English curriculum that teachers with the very humble objectives to bridge our JSS to NSS. This project provides us a new way of teaching and learning by giving more NSS or DSE relevant elements for our students from the language sub-skills development perspectives. Hence, we are hoping this project will build up a more solid foundation for our students in junior secondary and hence they will be more capable to follow the NSS curriculum later. Furthermore, this project helps us develop students learning habit in a self-access manner with the revision of teachers' teaching at school and extend the learning to home.

The school-based curriculum in be organized as:

Set 1 : Reading skill → 3 modules x 3 forms → 9 modules x 2 models (Classroom and Self-access learning at home)

Set 2 : Listening skill → 3 modules x 3 forms → 9 modules x 2 modules (Classroom and Self-access learning at home)

e-Assessment platform should be able to allow each student to access to the targeted learning skill and record students' performance on each learning tasks for analysis of their performance in understanding and application of the learnt skills. On-demand and regular reporting features should be developed.

Leveraging from the popularity of e-learning in HK and among our students, we propose to teach or facilitate the Reading and Listening lessons under this scheme to be taught at classroom and then assign students the homework to carry on as re-enforcement. Teachers will review their skills' performance and adjust the teaching pace in the following cycle.

With such a big change, our teaching, learning and assessment cycle will be changed.

Our assessment strategy will be diversified from our traditional assessment of learning to assessment for learning. Therefore, this project is innovative for us, bring our 2 concerned skills together to use e-learning to better our teaching and learning effectiveness.

(II) **Project Feasibility**

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

(i) Approach/Design/Activity

Classroom facilitation with interactive whiteboard

Our teachers will integrate the Reading and Listening electronic lesson resources at the classroom. We plan to install interactive white boards at the classroom so that students can see and take turns to show and lead the learning activities with the interaction with different groups from the electronic lessons.

The electronic lessons for each skill should come with auto-marking and explanation for self-access learning at home. For classroom one, we will not show the answer and let students guess and explain in a group settings so they can learn from mistake and learn from each other. This will surely and easily engage our students in the classroom activities.

Learning and teaching activities to facilitate students' reading and listening skills

We have S1 to S3 classes to use this resource. S1 students will focus on more foundational reading and listening skills while the level of difficulties will be more complicated when they are promoted to the next level. So, they will learn from different short passages and answer the same question types afterward. After one skill, they will progress to the second skill and getting harder and harder level of difficulty. For classroom teaching, teachers will teach the skills and then go through some simple exercises together with students. At later stage, teachers will try to ask students to do the exercises at home and then follow up some difficult questions in the classroom, based on the data shown from the computer report. Both listening and reading skills will be taught step by step and skill by skill. Students with high ability can progress faster and under the same skill while slow learners can receive more assistance from teachers and from the courseware.

For the self-access part, students will be assigned the taught module to complete at home so they can consolidate the understanding and application. Since we have learning exercises and assessment put online, students will find it more interesting to finish the tasks.

Measures to increase students' learning motivation

Our English panel team has designed an award scheme to motivate students to better use of the programme. There will be 2 ways to motivate them:

a. Learning Results: we will measure students' quizzes and examination results and provide them the reorganization and rewards.

b. Learning effort: we will count on students' effort made on this programme. Teachers will check on the report and from classroom's observation to decide the awards to students who show good progress in listening and reading skills. This is not going to measure the score they have, but the increment and effort they have made.

Use of the e-assessment platform

For students, they will use it to do follow-up exercise, receive instant feedback and learn the correct answers and explanation. They should be able to learn about their

performance and ability level from the assessment platform after more exercises. They will know better of their weakness and strengths. For the frequency of exercise, we will need to have our co-planning meeting and confirm later. For teachers, we will use the e-assessment platform to assign the exercises and review their performance as the on-going practice for assessment for learning. With such data, teachers can understand timely how individual classes or students' performance among different language skills are. So, teachers can adjust their teaching pace regularly.

Change of our assessment models

Our teachers will be well-informed timely on students' performance from the self-access exercises and assessments. They can review, adjust and plan well for the next lesson so students' need can be better addressed and the teaching and learning pace can be best prepared. Through this, our assessments will be diverse and our teaching and learning quality should be enhanced.

(ii) Key Implementation Details

Project period: Mar / 2015 to Feb / 2016

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
Mar-Apr 2015	Internal co-planning meetings, lesson allocation and focuses, well-inform teachers the project details and responsibility; requirements liaison and contract, pre-test	Principal, Vice Principal All English teachers
Apr 2015	e-Curriculum and e-assessment platform development, lesson review by teachers and enhancement Teacher training, parents seminar, Installation of Interactive White Boards	English teachers Service provider(s) All teachers, Parents
May 2015	Launch 1 st module in classroom and self-access and review & enhancement	S1-3 teachers, students, service provider
Jun-Sept 2015	Launch 2 nd and 3 rd modules in classroom and self-access and review & enhancement	S1-3 teachers, students, service provider
Jun 2015, Oct 2015	Teachers' co-planning and experience sharing and post-test.	All teachers, students, service provider
Nov 2015 -Feb 2016	Survey, review and revise on lesson materials, suggestions on classroom activities, evaluation and report to QEF.	All teachers, students, service provider

(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.):

2 teachers will work as the team heads, 3 will be the coordinators for each form and 6 will be involved for implementation and co-planning, the whole team will participated in workshops and evaluation.

(ii) Roles of teachers in the project:

Leader

Co-ordinator

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	S1-3 e-curriculum on Reading (9 modules) for both classroom teaching and self-access learning, content fee, development, editing, programming, graphic design and etc.	35,000	Our teachers will contribute in planning and selection of skills' focus and text-types and we will hire consultants or services providers to assist us to produce those materials (both Reading and Listening). Our teachers will review and amend the materials before turning them into an electronic format.
	S1-3 e-curriculum on Listening (9 modules) for both classroom teaching and self-access learning. (NET recording, content fee, co-planning, copyright and etc.)	35,000	We need external support on development, editing and transforming the learning tasks and activities to electronic lessons.
	e-Assessment platform (database, remark of question/activities' nature, reporting and students sub-skills analysis in report)	40,000	With this sum, we will seek possible solutions from services providers rather than from a tailoring approach, may be riding on a mature platform to do customization.
	Teacher Training \$500/hour x 6 hours	3,000	An expert in e-learning and assessment.
ii) Equipment	Interactive whiteboards (with built in interactive functions and O/S) \$8,000/unit x 4 units (to be installed in our S1 and S2 classes. Our S3 classes will be scheduled to have the lessons in our S1 classrooms or we will purchase the moveable stands for them.)	32,000	Interactive boards will be the powerful tool for us to show our students the learning activities and our school-based e-curriculum will put our students in a leading role that they are grouped to work together and share their answers. Interactive white boards can allow them to stand out and show the peers how they get the answers. Particularly some of the skills related to summarizing or inferencing and reference questions, learners can easily circle and point to different parts to show the answers. We

			believe learners in this project can learn by doing and learn by showing through the special functions of the interactive white boards.
iii) General expenses	Audit Fee	5,000	Required by QEF
Total Grant Sought (\$):		150,000	

(d) **Asset Usage Plan**

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
Computer hardware	Interactive whiteboards (with built in interactive functions and O/S)	4	32,000	They will be used as teaching aids in English lessons, together with the software bought.

(III) **Expected Project Outcomes**

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

- Observation: To observe whether students are more engaged in classroom Reading and Listening activities under our e-curriculum and e-assessment approaches.
- Focused group interviews: S1 to S3 teachers will join together to share their implementation experience and check if this project can achieve the project goals set.
- Performance change of students in assessment: Pre- and post-test will be conducted to compare the co-relation of usage on self-access learning against the difference between pre-and post-test.
- Others (please specify) (a) Usage and time spent of students' self-access part at the e-Assessment platform will be reviewed as an evidence to show students' further engagement on the newly developed e-curriculum. (b) Survey review of Teacher Training.

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

- Learning and teaching materials
- Others (please specify) e-Assessment Platform, an documentation on how we design and implement our own e-Assessment practice

(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