

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

Project Title The Epoch of e-Reading	Project Number 2013/0803(Revised)
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Basic Information

Name of School: Yan Oi Tong Madam Lau Wong Fat Primary School

Beneficiaries

- (a) Sector: Primary
- (b) Students: 275 and P1-P3
- (c) Teachers: 9
- (d) Parents: 550

Proposal**(I) Project Needs**

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

The project aims to fostering students' language proficiency, read-to-learn skills, IT skills and self-learning ability by establishing an e-Reading Curriculum in KS1.

- (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
- Others (please specify) 1) Arouse students' reading interest and nurture students with a good self-learning attitude 2) Enrich assessment strategy and analysis to cater for learners' diversity

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

- School development plan:
e-Learning is one of the goals of our school development plan. Learning materials, such as tablets, App for reading chinese story have been provided.
- Assessments on students' performance:
According to the matching report of KIP, the reading level of students have increased through Guided Reading and Shared Reading.
- Relevant experiences:
Chinese e-reading app started in 2013
- Others (please specify)
Strong I.T. support including 28 tablets, WiFi connection and Support Scheme on e-Learning in Schools

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

Animation, video, songs, audio and educational games can provide a fun experience for student to engage in reading. Integrating e-Reading Applications into classroom teaching and home learning can spark students' curiosity, enrich and advance the learning and teaching effectiveness.

(II) Project Feasibility

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

(i) Approach/Design/Activity

To combine with the teaching strategies that teachers have already acquired through the implementation in “Key Stage 2 Intergration Programme (KIP)” such as Shared Reading, Guided Reading and Home Reading. The e-Reading Curriculum in KS1 uses not only physical books, but also integrates tablets and e-Reading Applications in classrooms to facilitate variable interactive learning activities. It helps to create a high participation learning environment, enriches the collaborative learning strategy and motivates students' interest in reading and learning English.

Aside from the intensive e-Reading Curriculum integration, a correlated Online Home e-Reading Programme with Learning Management System behind is also introduced to students. This fosters a better self-regulated learning skill that is a critical factor to achieve the ultimate goal of lifelong learning. To address the learners' diversity, students will go through an online reading ability measurement to get a suitable level that matches their individual need.

The following is the details of the e-Readers:

Content:	Stories based on some daily experiences, such as going to the park, playing games and so on.
Targets:	KS1 students (Primary 1-3)
Quantity of readers:	12 readers in total (4 readers for each level)
Reading levels:	P.1 (Pre-level or level 1) P.2 (Level 2) P.3 (Level 3)
Text types:	P.1 students: rhyme, songs and narrative P.2 students: rhyme, poem and narrative P.3 students: poem, narrative and letter
Language features:	P.1 students: vocabulary, articles, sentence structures, singular and plural forms and pronouns P.2 students: previous knowledge and prepositions P.3 students: previous knowledge and tenses.
Others:	Moral education which helps students to build up their good personalities.

First of all, students in P.1-3 will do the reading test. After the reading test, they will be assigned to read different books according to their reading abilities. Our English teachers will use the teaching strategies that we learnt from “Key Stage 2 Integration Programme (KIP)” in class, such as book cover study, book scanning, picture scan and so on. Students will learn these reading strategies while reading in class. After reading, students need to complete the worksheets which related to the book. All these worksheets can be kept in their files for revision.

On the other hand, parents also need to attend a workshop to learn how to help their children to do online reading at home. Parents will also learn some reading strategies in the workshop so that they can practice them with their children at home. Therefore, students have a lot of opportunities to improve their reading skills whether at school or at home.

A core team will be formed, including English team and IT team members, to ensure a successful implementation. We focus on KS1 and seek to refine our current curriculum by integrating 12 e-Readers (4 per class level per year) with e-Applications versions that align with the themes, language focus, communicative functions suggested by EDB curriculum guideline and tie into our General English curriculum.

According to the learning objectives of the e-Readers, the core team members will develop 12 sets of school based teaching resources which include activity setting and skill-based learning tasks of vocabulary building, grammar usage and reading comprehension. During the e-Reading Workshop, students will be able to participate in variable learning activities with using e-Applications on tablets. For example, teacher will help students form groups of four, each group will be distributed a tablet to carry out an interactive story telling activity. Students in each group will collaborate with peers to record the voice-over of the story by role playing and share their works to whole class through the WiFi connection to the screen. Moreover, guessing game in pre-reading section, individual reading in supported reading section and online post-reading tasks will also be facilitated by the tablets and WiFi connection.

In the meantime, students will be able to reinforce and extend their learning outcomes in the e-Reading lesson through the correlated Online Home e-Reading Programme. There will be 4 levels for P1 to P3 students to access and up to 32 e-Readers in each level as well. Students will do an online assessment first to measure their individual reading literacy. Appropriate level of e-Readers will be assigned to them then. For the elite students, they will have to achieve a reading target of 32 e-Readers within the project period. However, a lower requirement will be set for the less able students, say 12 e-Readers in the project period. All students are required to complete the online post reading quizzes to measure their understanding and as running records of their individual reading. The progress report and analysis will be updated regularly by the learning management system in order to provide valuable references for both teachers and parents, to follow up the students learning performance inside and outside the classrooms.

(ii) Key Implementation Details

Project period: Jun 2015 to Apr 2016

Month / Year	Content / Activity / Event	Target Beneficiary/ Participant
Jun 2015	A teacher training session will be arranged by the service provider (2-hour) -Practical e-Learning teaching strategies	9 teachers and the service provider
Jul 2015	Development of school based e-Reading Curriculum framework (KS1) - General English curriculum tailoring - e-Reading Workshop lesson planning - Production of teaching resources for the 12 e-Readers - Home e-Reading Programme setting	9 teachers
Aug 2015	Final testing on the hardwares, learning Apps and wireless network to ensure a smooth implementation	9 teachers
Sept 2015	Organisation of a parent seminar (1-hour) -to introduce the objectives and expectation of the	9 teachers and 550 parents

	<p>project to all parents</p> <p>-Illustration for the design and use of the e-Readers in both classroom teaching and home reading programme</p>	
Sept 2015 – Apr 2016	<p>Implementation of school based e-Reading Curriculum</p> <p>-A bi-weekly double-lessons will be allocated for the e-Reading Workshop, that is approximately equals to 32 lessons for implementation of the teaching plan of 4 e-Readers for each class level in KS1</p> <p>-Students will participate in different reading activities with tablet PCs and e-Applications during the e-Reading Workshop</p> <p>-An Online Home e-Reading Programme with learning management function will be assigned to students to reinforce and extend their reading skills. Different reading level and target will be set to cater for the learning diversity of students</p> <p>-Reading progress report and analysis will be updated weekly as a valuable reference for both teachers and parents to follow up the students learning performance inside and outside the classrooms</p> <p>-Bi-monthly sharing and reflection meeting with the core team to review and share the strategy and experience in both classroom teaching and home reading section</p>	9 teachers, 275 students and 550 parents
Apr 2016	Evaluation of the project	Students, parents, teachers, the principal and the 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.):

9 teachers are involved in the project by attending the teacher professional training, organizing the parent seminar, tailoring the current General English curriculum, planning the teaching framework, producing the teaching resources, facilitating the e-Reading Workshop and monitoring students' reading progress to give them necessary support.

(ii) Roles of teachers in the project:

- Co-ordinator
- Developer
- Service recipient

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

Grant Sought: HK\$115,400

Budget item	Expenditure Detail		Justification
	Item	Amount (\$)	
Service	1) Teacher training (\$700 x 2 hours)	1,400	A service provider with minimum 5-year experience in English e-Learning courseware development and classroom facilitation with e-Learning teaching strategies will be selected to conduct the teacher training
	2) e-Reading Workshop		Teachers have the user right to use the e-Reading Applications in classroom teaching, abstracting or adapting the ideas to produce school based teaching resources
	2.1) License of the e-Reading Applications (\$2,083 x 12 e-Reading Applications)	25,000	
	2.2) Server hosting and Learning Management system function (\$80 x 84 user accounts)	6,720	Including 12 teaching accounts and 72 activity group accounts for tablets installation with the compatibility in different operating system (Windows, ios and android) (Remark: there are totally 12 classes in P1-P3, each class would be divided into 6 groups in activity setting, ie. 6 x 12 = 72 activity groups)
3) Online Home e-Reading Programme (\$200 x 275 students)	55,000	1-school year license for 275 students cover in the project period	
Equipment	6 tablets (16GB/WiFi) \$3,700 x 6	22,200	Our school owned 28 tablets, together with 50 tablets provided by the Support Scheme on e-Learning in Schools, we need 6 more according to the activity setting we decided (12 teachers' tablets + 72 activity groups' tablets). Using e-Reading Apps on tablets in group activities helps to create a high participation learning environment and enriches the collaborative learning strategy.
General expenses	Audit fee	5,000	
Total Grant Sought (\$): (To the nearest hundred(\$):)		115,320 (115,400)	

Assets Usage Plan

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
Computer hardware	Tablets	6	\$22,200	For students' interactive learning (English, Information Technology and e-Learning)

(III) Expected Project Outcomes

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

- Observation: Ongoing review and sharing session among the core team will be arranged bi-monthly. Assess the students' performance during the e-Reading Workshop by video-taping to observe students' motivation, skills and attitudes in reading and learning English with the interactive lesson setting.
- Pre- and post-activity surveys: Questionnaire will be given to teachers to collect their feedbacks about the effectiveness in e-Reading Workshop. Questionnaire will be given to parents regarding student's reading interest, self-learning attitudes and I.T. skills before and after the Online Home e-Reading Programme.
- Performance change of students in assessment: To analyse the students' performance in the online post reading quizzes to see whether students show sign of improvement in terms of reading skills, learning attitudes and target language functions.

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

- Learning and teaching materials, such as readers (4 hardcopies each level per year in class with full sets of teaching steps (lesson plans) and worksheets* designed by the teachers and 28 online readers for home e-Learning for each student)
[*At least 10 lesson plans and 10 worksheets designed by the teacher will be submitted to QEF for dissemination to all schools.]
- Others: Our school is going to purchase an one year license of interactive readers for KS1 students from an e-Reading company

Remarks:

- We will co-plan the resources for our classroom facilitation. Activities like reading alone, pair reading prediction, comprehension exercises and etc. Those resources will be developed and integrated into our school curriculum for implementation.
- For the e-readers and the learning applications, since it is a license of readers, we could not own the e-readers. We have integrated the readers for classroom facilitation. For our future use, we will request the service provider to provide us the sample printed books for teachers so we can also use it in the future.

Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/6/2015- 30/4/2016	31/7/2016	Final Financial Report 1/6/2015- 30/4/2016	31/7/2016