

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

Schedule 1 P.4

<b>Project Title</b> Mobile Reading Workshop	<b>Project Number</b> 2013/0804 (Revised)
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**Basic Information**

**Name of School / Organisation / Individual:** Dr. Catherine F. Woo Memorial School

**Beneficiaries**

- (a) Sector:  Primary
- (b) Students: 130 and P.3
- (c) Teachers: 20
- (d) Parents: 260

**Proposal**

**(I) Project Needs**

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

In order to encourage our students to become avid readers, this project aims to set up a good integration of authentic reading materials, on-line Reading Programme and education apps on mobile devices in the Reading Workshop to enhance students' motivation and strengthen their reading skills as well.

- (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

1) Promote students' regular reading habit 2) Increase students' motivation to improve their reading skills by adopting suitable e-Learning strategies

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

Relevant experiences: (1) Active students participation in on-line Home Reading Programmes implemented for years. (2) Students enjoy the Reading lessons held by NETs.

Others:

The IT Panel of our school has just started a whole-school programme, to enhance students' learning motivation and promote interactive activities by using mobile devices in lessons, and we have purchased 40 tablets in the year of 13/14.

In this year, students from Primary One to Six have experienced using the tablets in photo-taking and writing (English), searching for information (General Studies), drawing (Arts) and speech recording (Chinese).

Teachers involved find that our students show their enjoyment in using the mobile devices with peers in the classroom, and the process of learning and teaching is effective and fruitful.

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

Our English team wants to utilise the advantages of technology in language education so we integrate traditional reading materials, interactive readers, mobile devices and a large variety of interactive activities. Students will participate in the Reading Workshop with an exciting and unusual reading experience. It helps to nurture and develop a good reading habit of the students and enhance their reading skill.

**(II) Project Feasibility**

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

(i) Approach/Design/Activity

Our school always values the importance of reading for language education. To go in alignment with the advocate of 40% Reading Workshop in the English Curriculum Guide (Hong Kong Education Bureau, 2004) and maximise the effort we made on promoting e-Learning at our school, our English team decides to adapt the current P3 English curriculum to form a new component named as “Mobile Reading Workshop”, which will be a synergy of the use of authentic reading materials, on-line Reading Programme and apps on mobile devices for enhancing students' motivation to improve their reading skills and nurturing them with a regular reading habit.

Our English team decides to use an on-line Reading Programme as a core part for the “Mobile Reading Workshop”. There should be around 26 interactive readers in the system. 6 of them will be integrated into our English curriculum, the rest of 20 interactive readers will be arranged as an on-line Home Reading Programme for students to reinforce and enrich the reading skills they have learned during the “Mobile Reading Workshop”, i.e. 2 per month in average cover in the project period.

As the tasks are mainly in on-line mode, one to two worksheets will be designed for each e-reader. The interactive readers to be selected will match with the modules like ‘Places and Activities’, ‘Me, My Family and Friends’, ‘Caring and Sharing’, ‘Food and Drinks’. They will also be in different text types like story and rhymes.

The learning objectives of the interactive readers such as language focus, reading skills, generic skills and values and attitudes should be aligned with EDB English Curriculum Guideline to ensure a systematic integration and an easy adaptation with our school based reading programme.

In terms of reading skills, we are going to focus on prediction skills, comprehension skills and skimming skills. As such, the worksheets to be developed will deal with prediction, vocabulary and comprehension. To build up on the main strategies that we employ at present, we will develop a concrete scheme of work and prepare the relative learning and teaching resources, such as activity framework, different reading and writing tasks, assessment design and infrastructure setting to ensure feasible implementation.

No. of e-reader	26
Key Stage / Level	KS1 / P.3
Suggested Modules	Places and Activities / Me, My Family and Friends / Caring and Sharing / Food and Drinks
Text Types	Story / Rhymes
Reading Skills to be covered	Prediction / Comprehension / Skimming / Vocabulary building

In the on-line Reading Programme, all students are required to complete the post reading tasks to measure their understanding of the interactive readers. The system can generate reports on students' performance which are accessible to both teachers and parents. With the data, teachers can understand individual student's strengths and weaknesses and try to give appropriate guidance accordingly. On the other hand, this can promote parent involvement which is also a vital part in students' learning.

Besides using the interactive readers as a core part in classroom teaching, we will adopt some suitable education apps on our tablets to facilitate the “Mobile Reading Workshop”. With the support of our current wireless network and some mirroring softwares that we are considering to set up in our P3 classrooms, teachers can freely move around the classroom with the tablet on hand and also carry out the share reading activity with the animated content of the interactive readers. It also supports multiple simultaneous connections that one or more students could mirror their tablets to share their ideas through PC to the projector with the rest of the class.

Under the guidance of teacher in the reading and writing section, students can make use of mind mapping apps on tablet to activate their background knowledge. It helps them to generate and organize the ideas systematically for what they are going to write. They can save the mind map as a review or share it with peers wirelessly through PC to the projector.

Moreover, we all know that collaborative learning and role play are both efficient educational tools for enhancing students’ active learning and communication skills. During the post reading activity, the recording apps of the interactive readers on tablets allows students to record their own story track.

Apart from individual reading, different grouping works will be introduced. For pair works, one pupil with higher ability will be paired with another pupil with lower ability. As such, the more able pupil can help the weaker pupil in the pair. As for group activities, pupils of mixed abilities will be grouped as they can also learn from each other. They will collaborate with peers in groups to make their own recording as a role play activity. Each group can share their work to others and vote for the best story telling performance among the class. We believe such kinds of e-Learning strategies can enhance students' motivation, improve their reading skills and nurture the enjoyment of reading for them to become avid readers.

(ii) Key Implementation Details

**Project period:** March 2015 to Jan 2016

<b>Month / Year</b>	<b>Content / Activity / Event</b>	<b>Target Beneficiary/ Participants</b>
March 2015	Set up the infrastructure of the “Mobile Reading Workshop” in all P.3 classrooms <ul style="list-style-type: none"> <li>- Optimization works on the wireless network to enable around 50 simultaneous connections</li> <li>- Installation of the mirroring software</li> <li>- Selection of the learning and teaching components (Interactive readers and educational apps)</li> </ul>	7 teachers
April 2015	Organisation of a teacher professional development workshop on effective e-Learning teaching strategies (2-hour)	20 teachers
April 2015	Lesson planning and development of the learning and teaching resources <ul style="list-style-type: none"> <li>- P3 English curriculum adaptation</li> <li>- Development of scheme of work for the “Mobile Reading Workshop”</li> <li>- Design of activity framework, reading and writing tasks and assessments</li> <li>- Online Home Reading Programme setting</li> <li>- Handbook on mobile learning for students and parents</li> </ul>	7 teachers

May 2015	<p>Trial run of the hardwares, softwares and wireless network to ensure a successful implementation</p> <p>Organisation of a parent workshop to introduce the objectives of the project and practical skills for supporting their kids to learn with the apps anytime, anywhere (1-hour each)</p>	<p>7 teachers</p> <p>20 teachers and 260 parents</p>
June – July 2015	<p>Implementation of the “Mobile Reading Workshop”</p> <ul style="list-style-type: none"> <li>- A double lesson per week will be structured for the “Mobile Reading Workshop”, that is approximately equals to 8 lessons to accomplish the scheme of work (2 interactive readers x 4 lessons)</li> <li>- Students will participate in a large variety of interactive activities with using tablets and different apps during the “Mobile Reading Workshop”</li> <li>- An on-line Home Reading Programme will be assigned to students to reinforce and enrich their reading skills</li> <li>- Students' reading progress report will be generated regularly to reflect individual strengths and weaknesses. Teachers and parents can make use of these data to give appropriate guidance to students accordingly</li> <li>- Ongoing review meeting will be organized regularly</li> </ul>	7 teachers, 130 students and 260 parents
Aug 2015	<p>Set up the infrastructure of the “Mobile Reading Workshop” in all P.4 classrooms as work done in March 2015 for P.3 classrooms.</p> <p>Lesson planning and development of the learning and teaching resources for P.4 as work done in April 2015 for P.3 students.</p>	
Sept 2015	Trial run of the hardwares, softwares and wireless network to ensure a successful implementation	
Oct 2015 – Dec 2016	<p>Implementation of the “Mobile Reading Workshop”</p> <ul style="list-style-type: none"> <li>- A double lesson per week will be structured for the “Mobile Reading Workshop”, that is approximately equals to 16 lessons to accomplish the scheme of work (4 interactive readers x 4 lessons)</li> <li>- Other details same as stated in June to July 2015.</li> </ul>	<p>7 teachers</p> <p>7 teachers, 130 students and 260 parents</p>
Jan 2016	Evaluation of the project	Students, parents, teachers, the principal and the content providers

(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.):

20 teachers will participate in the project by attending the professional development workshop organised by the content provider. 7 teachers of the project team are responsible for developing the scheme of work, the activity framework, the reading and writing tasks and the assessment resources. The project team members will also have ongoing meetings to review the students’ reading performance and share the strategy and experience in classroom teaching.

(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\$ 108,600**

Budget item*	Expenditure Detail		Justification
	Item	Amount (\$)	
Service	1) Teacher professional development workshop \$700 x 2 hours	1,400	A content provider with expertise on the development of English e-Curriculum and using e-Learning teaching strategies in classroom teaching will be selected to conduct the workshop
	2) License of the interactive readers for classroom teaching and on-line Home Reading Programme in the project period		Our school has the right to use six of the interactive readers in classroom teaching. Consultancy will be provided for teachers to develop our school based learning and teaching resources
	- Teacher login (Around \$780 x 7 teachers)	5,460	All logins are for the implementation of different reading activities with using the apps on tablet
	- Activity group login (Around \$360 x 4 classes x 8 groups)	11,520	Student can participate in the on-line Home Reading Programme with their own login to reinforce and enrich the reading skills they have learned at school
	- Individual student login (Around \$280 x 130 students)	36,400	
Equipment	3) Softwares and educational apps		Some softwares and apps will be purchased
	- Mirroring software (Around \$200 x 4 classes)	800	To provide a wireless connection between tablets, PC and projector
	- Mind mapping apps (Around \$40 x 50 tablets)	2,000	To support students to generate and organize their ideas systematically
	- Vocabulary building apps (Around \$40 x 137 logins)	5,480	It allows teachers to create different word games and spelling quizzes to students
	- Dictionary apps (Around \$70 x 50 tablets)	3,500	To foster students' self-learning skills
Equipment	10 tablets (16GB/WiFi) \$3,700 x 10	37,000	To make sure the project is feasible and effective, we got 40 tablets, we need 10 more to enable 50 users to participate simultaneously in the "Mobile Reading Workshop"
General expenses	Audit fee	5,000	For auditing the project
<b>Total Grant Sought (\$):</b>		<b>108,560</b>	
<b>(To the nearest hundred (\$): )</b>		<b>(108,600)</b>	

**Assets Usage Plan**

Category	Item / Description	No. of Units	Total Cost (\$)	Proposed Plan for Deployment
Computer hardware	Tablets	10	37,000	For learning and teaching and other activities after the project.

**(III) Expected Project Outcomes**

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

- Observation: Teachers observe students' active participation and performance in learning activities.
- Focused group interviews: to ask about students' interest and comments on the levels, quality and quantity of the readers, and comments of the related reading activities held in the classrooms and at home.
- Pre- and post-activity surveys: collect data and information from teachers' interviews, analysing students' performance on pre- and post-activities and assessments.

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

- Learning and teaching materials
  - Teachers will design 1 to 2 worksheets for each e-reader. Since there are around 26 e-readers, after the project, there will be around 26 to 52 worksheets in total.
  - We will submit these deliverables to QEF so that they can be disseminated to all schools.

**Remarks:**

1. As teachers in our school work together to develop all the learning and teaching materials, including the scheme of work, lesson plans and worksheets, all of these will be integrated in our school-based curriculum. We will make good use of them and facilitate the implementation in the future.
2. As for the interactive readers, since they are licensed based, our school does not have the ownership. To maintain sustainability, our school has to request the content provider for permitted copies to continue the programme in the coming years.

**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 1/3/2015 - 31/1/2016	30/4/2016	Final Financial Report 1/3/2015 - 31/1/2016	30/4/2016