

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

Project Title Use of e-storybooks on English Language Learning	Project Number 2013/0795 (Revised)
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Basic Information**Name of School / Organisation / Individual**

Po On Commercial Association Wan Ho Kan Primary School

Beneficiaries

- (a) Sector: Primary
 (b) Students: 150 and P1-4
 (c) Teachers: 5
 (d) Parents: 300

Proposal**(I) Project Needs**

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

1. To enhance 'Read to learn' by forming a good and regular reading habit through establishing an English e-library online;
2. To extend the reading learning process to listening and speaking practice by offering karaoke reading and real time voice recording function in the interactive storybooks;
3. To cater to learner diversity in reading by offering different set of leveled storybooks and mentioned electronic function to different learners;
4. To arouse the learner's motivation and interest in reading using different learning stimulation during lesson such as animated big books and peer collaboration on producing their own storybooks;
5. To extend the authentic learning environment by applying visual and audio support to interactive storybooks used at home for enhancing self-reading habit in students;
6. To equip teacher professionalism in mobile learning skills through designing various reading related activities with mobile devices in class

(b) (i) What are the areas of the needs and priorities of the school?

- Enhance learning and teaching to facilitate students' gain knowledge on subject/ learning areas / generic skills development
- Enhance school management / leadership and teachers' professional development / wellness
- Others (please specify): Focusing on English Language reading skill and extension to Listening and speaking and develop effective e-learning strategy and implementation capability among teachers.

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

- School development plan:
 1. Promoting IT in education is one of our school's major concerns. Effective use of IT can enhance learner's motivation and language skills.
 2. School has been successfully chosen as one of the 100 public sector schools in the Support Scheme for e-Learning in Schools. P1 and P4 are our main targets to start our e-learning plan in English subject.
- Survey findings:
 1. School conducted survey about the home facilities to support e-Learning. It has been found out that over 90% of our students have a computer with online access at home.

- ☑ Literature review summary:
 1. PISA 2012 survey has found that students in Hong Kong have great reading ability but their reading motivation needs further enhancement.
 2. EDB has stressed the importance of promoting self-learning at school and applying IT in education for better teaching and learning.
- ☑ Assessments on students' performance:
 1. The student learning diversity is large in our school, especially in English subjects, since we have a mixed population of local Chinese and Non-Chinese Speaking (NCS) students. NCS students' English ability is generally better than the local Chinese students.
- ☑ Relevant experiences:
 1. School has joined EMADS (Mathematics). It has been proved that students' learning motivation and effectiveness is enhanced through e-learning mode.
 2. We have purchased 20 tablet computers for classroom teaching and learning in the past years

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

1. To enhance the existing PLPR-W programme with e-library:

The school has been carrying out PLPR-W programme over the past few years wherein printed storybooks are used by NETs and other teachers during lessons.

To meet different needs of our students, the school has planned to integrate IT in their reading time with new technologies, such as karaoke reading, real time voice recording function and post reading questions read-aloud to arouse their interest on reading during/after the lessons.

The e-storybooks can facilitate the teaching and learning effectiveness because slower learners can keep repeating the story and practicing the pronunciation of difficult words. This leads us to better cater to their learning diversity, and predictably motivate the learners' on self-access reading and the engagement on learning.

2. To complement teacher's professional development in e-learning:

The school promotes IT in education. Teachers have actively participated in many different professional development programs on e-learning and they are ready to implement e-learning in English lessons. By joining the support scheme for e-Learning in school in 2014, the school grants more resources on establishing the e-learning infrastructure for the students.

The English teachers have been putting in great effort in promoting reading and have planned to enhance the existing teaching strategies with both online and offline electronic reading materials using tablets as to promote e-Learning and reading culture in our school.

3. To adapt new resources for promoting Read to Learn:

Some students who come from low socio-economic families do not have enough chance to access extensive reading resources. The school has planned to apply for QEF as an extra funding source to develop an e-library with multimedia storybooks, which can give students more opportunities to read English books in routine.

The storybooks are going to be designed in a fun and interactive way to give students more chances on output such as listening tasks and speaking tasks. Reading e-storybooks would allow students to practice listening and speaking as well.

(II) Project Feasibility

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

(i) Approach/Design/Activity

● **Approach**

This project incorporates the idea of “flipped classrooms”. As to increase the learning effectiveness, it requires learners to read the storybooks on the e-library before the lesson. It is to stimulate their participation and confidence in the lessons. They might participate better because they have firsthand information of the book that can help them to be more involved in the class. It is the key factor to drive their learning motivation. Teachers will consolidate students’ learning with various cooperative learning activities.

● **Project design – Integration into the PLP-R/W curriculum**

The e-library will support the PLP-R/W programme. The storybooks cover different themes and language functions so that the student can read and generate the ideas before and after the class. The e-library will merge with PLP-R/W programme the reading session, some of the e-storybooks will be added to current PLPR readers.

In this plan, teacher will allocate 4 periods per month to read the storybooks with the class. 6 titles will be designed for each level, and all of them will be aligned with the school-based curriculum. Students will be asked to read same theme of PLPR readers and the e-storybooks every month so as to create learning resonance and improve their reading interest.

P1-4 students are required to read e-storybooks and finish the online post-reading exercise as homework to form a good and regular reading habit. Meanwhile, teachers can assess the progress of the students online and prepare lessons accordingly.

● **Project design – Feature**

To further cater to the individual learning differences and to promote the greatest benefit from e-library, adding audio and visual supports as well as the book leveling are significant in learning engagement. Different leveled storybooks will be assigned to students. In order to facilitate a better reading environment, each storybook will have the karaoke reading and real time voice recording function in order to extend the reading process to listening and speaking.

● **Activities**

In a “flipped classroom”, students are required to pre-read and pre-learn before the lesson.

Before pre-reading, students are expected develop the necessary reading skills, such as skimming or looking for gist, by the guidance provided by the teachers. To promote students’ high order thinking skills and critical thinking skills, collaborative learning activities and peer-assessment will be conducted during the lesson.

The NET teacher will be allocated 3 lessons to cover share reading parts with the kids including story background introduction, story lead in, story telling, story skimming and vocabulary building. During the class, students have to complete different tasks such as group discussion, role-play, readers’ theater etc.

Local teacher will allocate 1 lesson to do the reinforcement learning. During the class, student will be recalled the key vocabulary and re-design the story. Teacher will follow up their reading comprehension progress. Students can create their own story base on the story pictures.

After the lesson, students also have to review the content and finish the post reading exercise as consolidation. At the end of the program, each group will pick the story they love the most and produce their own storybooks as part of their project.

(ii) Key Implementation Details
Project period: 6/2015 to 5/2016

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
6/2015	Prepare for the quotation or tender; co-planning	Principal 5 English teachers 1 NET IT panel teacher Vendors
6-7/2015	Development and Installation of e-library in school tablets; Prepare for the student learning management platform; Student training session;	5 English teachers 150 students 1 NET IT panel teacher All teachers in schools Vendor
7-9/2015	Teacher training workshop for e-library application; Professional development on e-learning	5 English teachers 1 NET 150 students 300 parents
9/2015-3/2016	Implementation of the e-library plan; analyze and observe student reaction and progress; Refine the teaching tactic for onward teaching Parents sharing session.	5 English teachers 1 NET 150 students 300 parents
3-4/2016	Consolidate the student reading analysis and feedback; collect their own storybooks; conduct parent survey; Teacher sharing session	5 English teachers 1 NET 150 students 300 parents All teachers in schools
5/2016	Evaluation of the project	Principal 1 NET 5 English teachers IT panel teacher

(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.):

Regarding the implementation, 5 English teachers, 1 NET, and the IT panel teacher will be the key persons to run this e-library program. The school will allocate 1 period per week for NET. Teachers will co-teach with the Net and act as facilitators in the classrooms. English teachers will be responsible for the data analysis and follow up their homework and reading rewarding scheme. The IT panel teacher will assist in the tablet computers arrangement and application. The Principal will be the supervisor of the whole plan.

(ii) Roles of teachers in the project:

Leader Co-ordinator Service recipient

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

Grant Sought: HK\$ 124,000

Budget item	Expenditure Detail		Justification
	Item	Amount (\$)	
Service	Professional development workshop (10 hours; \$700/ hour) e.g. - 3 hours Teacher Training in e-learning - 4 hours co-planning; - 3 hours for IT consultancy	\$7,000	Teachers will be involved in different professional training workshops including: the trend of e-learning and case sharing on e-teaching; on-going co-planning with the consultants before and during the programme launch and also they will go through the hands-on trial session with various digital devices in order to minimize the technical barriers during lessons.
	<u>Learning management platform</u> - Recording student reading data - Real time learning progress Report system <u>E-library</u> Develop and implement an e-library: Contents and animation for classroom use (for 24 storybooks) - Leveling - Reading comprehension - E-worksheets - Karaoke reading - Real time voice recording function	\$48,110	The system will generate various student data including the performance of individual book quizzes, the completion of the e-reading target, student login status, and the usage of each electronic reader. All these data will be shown in the monthly report from the system so that teachers can monitor students' progress from time to time. The e-library will be comprised of 24 electronic storybooks which provide karaoke reading function, real time voice reading function. It will also include teaching materials for classroom use such as e-worksheets and reading comprehension exercises.
	<u>Interactive e-books</u> 24 storybooks	\$48,840	
	Hosting service for the program (1 year central hosting service)	\$15,000	Hosting service for external access (e.g. at home) during the project year (12 months). Central hosting will enable students to access the e-library when they are not in school.
General expenses	QEF audit fee	\$5,000	For auditing project.
Total: (Round up to the nearest hundred:)		\$123,950 (\$124,000)	

Assets Usage Plan (Not applicable)

(III) Expected Project Outcomes

- (i) Please describe how to evaluate the effectiveness of the project;
- Observation: Onwards observation is needed in this project. Since there are multi-media elements add on as a simulation in reading, the student motivation and interest in reading can be predictably enhanced. Thus, it is necessary to observe the learners' reaction whether the e-learning could be a key factor to expand the learning effectiveness of our school reading plan.
 - Focused group interviews: The class teacher in each class will be involved in the focus group interview. It is to generate their qualitative feedback on the project such student interest in the programme, why they would participate more in such setting, how they extend the learning at home etc.
 - Pre- and post-activity surveys: After forming a regular reading habit on our e-library system, it is supposed to have improvement in their English learning. We will compare the examination result with previous year to see if the plan can arouse the learning resonance that achieves Read to Learn.
 - Performance change of student in assessment: Student will be assessed from reading records, book quizzes and reading assessment. Teacher's observation and students' survey will be conducted. Students' completion and performance recorded in the Learning Management Platform predictably shows positive and regular reading patterns.
- and (ii) Please state the project deliverables or outcomes.
- Learning and teaching materials:
 - Resource package:
e.g. 24 teachers' guides and 24 student worksheets.
 - Others:
e.g. 4 sets of students' work – their own designed storybooks.

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 – 31/5/2016	31/8/2016	Final Financial Report 1/6/2015 – 31/5/2016	31/8/2016