

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

Schedule 1 P.4

Project Title An e-learning approach of differentiation strategy in English language for P1-6	Project Number 2013/0850 (Revised)
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Basic Information

Name of School / Organisation / Individual

S.K.H Good Shepherd Primary School

Beneficiaries

- (a) Sector: Primary
- (b) Students: 332 and P1-6
- (c) Teachers: 10
- (d) Parents: 664

Proposal

(I) Project Needs

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

1. To arouse an effective learning in English through cater the learner differences in terms of their English learning abilities, their learning motivation and interest also their preferred learning models with gifted education strategy in an interactive English curriculum for P1-6 students;
2. To maximize the students learning exposure and further strengthen their confidence in English learning by setting different Listening and Reading tasks on the interactive English curriculum through cooperative learning model;
3. To foster the gifted students' self study skills by extending electronic learning for student to learn after school time;
4. To promote e-Learning in school through utilizing the existing mobile devices while and after lessons;
5. To improve the teacher professionalism on using e-learning approach in English teaching with gifted education strategies by holding professional training workshops and co-planning with the teammates.

(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: Enhance the school based gifted education into language learning; enhance e-learning culture to fit with the educational trend of EDB and it can be a sample for other subjects; cater for learners' diversity to support for less able and gifted students

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

- School development plan: Gifted education strategies and improve student language ability are our school 2012-15 major concerns. School adopts e-learning English platform which aimed to promote self learning culture and further to extend the student learning at home. The proposed plan is aligned with our school development direction.
- Survey findings: School has analyzed the effectiveness of promoting gifted education in school. The result shows students learning motivation and interest can be effectively improved.
- Literature review summary: Gifted education is proved to enhance the teaching and learning effectiveness that can consistently cater the learning diversity for different students.

- ☑ Assessments on students' performance: According to the assessment results(especially TSA results), students are quite weak in listening and reading. They will be more confident to speak and respond to the question if they can understand. Therefore, in this stage we start with listening and reading.
- ☑ Relevant experiences: School has experienced in using e-learning to match with our school based gifted education strategy in English subject. We apply an e-learning platform to induce target groups' learning effectiveness in English. Result shows that using electronic elements can successfully enhance the school based gifted education strategy and it is highly welcomed by the chosen students. Fast learner can expose to enrichment learning while less able students can build confidence when doing the reinforcement.

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

1. To better enhance our school based gifted education strategy: School has been implementing gifted education over years, the students started to get boring on the traditional learning activities.

Traditional learning can no longer fulfill their needs in this generation. Thus, to facilitate a set of new learning environment and activities for different groups of students in an interactive way can rejuvenate our school based curriculum

2. To supplement the existing teaching strategy in English: With proved success in e-learning with our P2-4 target group in 2013-14, we found that e-learning can be a way of differentiation teaching.

To develop an interactive curriculum can help us to cater the learner difference precisely, every student can learn in their most comfortable way, and we can gather the student data to further refine our teaching. It leads us to a better learning output at the end.

Base on our school background, students got weak parental support at home, student used to rely on teachers when they do any English learning activities, to establish an interactive English curriculum can extend the learning with multimedia support especially in their listening and reading skills.

3. To train up the teacher professionalism on gifted education: School has very less resource to produce extra teaching and learning material for gifted education.

The plan contains professional development workshops and co-planning session with the school teachers, it can not only train up the teacher professionalism but also allow them to utilize what they learnt about differentiation strategy on designing the interactive English curriculum.

4. To strategically implement e-learning in school: As we all know that e-learning is a trend for local schools. After testing the effectiveness of e-learning in a small target group with such good result, we plan to design various learning activities during and after class and to assign different tasks for students in an electronic way. School will lend the existing 10 tablets and open MMLC for students while recess or after school.

It is aimed to strategically form an e-learning culture in school, to expand the success on using e-learning with school based gifted education strategy and to let everyone grant a fair chance on e-learning.

(II) Project Feasibility

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

(i) Approach/Design/Activity

1. Approach:

Less able and gifted development programme - Differentiation strategy will be applied in this plan.

Differentiation strategy emphasizes “one size does not fit all”, different students would have their special learning weakness, some are concentration, some are memorization, and some are literacy skills.

With adding multimedia support in the e-curriculum, for example, those who are weak at concentration can learn to listen with animated illustration attraction and for those who are weak at memorization, they can repeat what they have taught by teachers on the e-curriculum with audio read aloud as reinforcement.

We put different learning support on the e-curriculum and transform the teacher as a facilitator in the lessons, so teachers can use the quality lessons time to acknowledge their student learning need and refine the student input.

Elite student will be told to do further exercise online as an extension when the average and remedial student building up their foundation. This is the value of applying differentiation strategy in rejuvenating our school curriculum – to cater the learner’ difference in a more precise way.

The e-curriculum will be designed to cater elite, average and remedial P1-6 learner’s need. Therefore, lesson and classroom activities will be established according to their learning ability.

2. Design:

An interactive English curriculum will be designed for P1-6 to cover 2 skills mainly – listening and reading.

Teacher will go through the interactive English curriculum including the songs, listening tasks, vocabulary, reading texts and grammar games with the students while lessons and further assign the exercise as homework for reinforcement learning.

4 modules will be produced for each form.

3. Activities

In terms of differentiation strategy, cooperative learning and individual learning are both important for the learners.

Whole class activities:

Students will be go through the core-curriculum in whole class activities. During the lessons, the whole form of student will be divided into 3 groups including (elite groups: Lovely; average group: Friendly; remedial group: Happy). Therefore student can learn with others who have similar learning ability.

Teachers will use the e-curriculum to lead into the lessons and gain the students attention such as listening animation, songs, vocabulary/grammar game, so during the lessons time, the e-curriculum will take place as a supporting teaching tools.

Students can learn in a more fun and comfortable environment with a playful tool.

Teacher will combine the e-curriculum in their daily textbook teaching. Besides the printed homework, the online homework will also be asked to finish in routine.

After the lesson, teacher will assign the interactive curriculum homework for the groups. Therefore students do the listening and reading reinforcement over and over at home with the prepared online exercise as mentioned.

The fast learner can learn more on advance or they can preview the next lessons contents while the others go through the reinforcement learning. So student will have individual learning progress even in a group.

Pull out classes:

School will also have pull out classes: P1-6 elite student will be invited to join the after school advance studies class for extensive learning on the interactive curriculum (e.g. learn advance levels) and for P1-6 remedial students they are asked to stay after school to go through the reinforcement learning online with teacher guidance and support.

For the elite class, teacher will set an aggressive target to challenge them: the students will be asked to finish whole year online exercise within 1 school term and to compete with their group mates. For those who can accomplish the target within 1 term, they will further go to the advance level in term II. It is aimed to extend their English capacity as much as they can under the project year.

Regarding the remedial class, students will be asked to review their previous level of learning, for example, P3 students will be asked to review P2 learning content in order to reinforce their English foundation in parallel with their daily learning with extended teacher support.

Assessment:

All P1-6 students will be assessed in listening skill and reading skills. Assessment will be designed for each form of students in written format.

Teachers will design a set of test papers base on what they have learnt online as to assess their ability changes in the end of project, the result will be compared with the previous academic year to see how the newly added electronic element can be an effective tool to improve their listening and reading skill.

The e-curriculum contents includes:

	Module Covers	Skills focus	Skills Cover / Type
Key stage 1 (P1-3)	<ol style="list-style-type: none"> 1. Family and friend 2. Caring and Sharing 3. Five sense 4. Places and activities 5. The world around us (bonus module) 	Listening	<ol style="list-style-type: none"> 1. Songs 2. Listening 3. Vocabulary 4. Reading 5. Grammar games
Key stage 2 (P4-6)	<ol style="list-style-type: none"> 1. Family and friends 2. Changes 3. Places and activities 4. Caring for others 5. The world around us (bonus module) 	Reading	<ol style="list-style-type: none"> 1. Songs 2. Listening 3. Vocabulary 4. Reading 5. Grammar games

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

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
06/2015	Prepare for the tender.	Principal; All English teachers
07 – 08/2015	Co-planning for P1-6 interactive e-curriculum (6 hours) Teacher sharing session of this plan (1 hours); Professional teacher development workshop in e-learning and gifted education (2 hours); Produce the P1-6 interactive e-curriculum; Parent sharing sessions (2 hours)	All English teachers; 664 parents; Trainer
09/2015 – 03/2016	Implementation of the plan: <ul style="list-style-type: none"> • P1-6 group teaching with interactive curriculum (2 modules per term; 5 periods per module) • P1-6 individual learning (in regular basis) • P1-6 pull out classes (elite and remedial students) • Assessment (4 times per year) 	All English teachers 332 students
04/2016	Analysis the student performance; Collect teachers' feedback; Collect students' feedback; Assign parent questionnaire	332 students; All English teachers; 332 parents
05/2016	Parent sharing session (1 hours); Teacher sharing session (1 hours);	664 parents; All teachers of the school
	Prepare for the plan deliverables; Evaluation of the project; Distribute leaflets and launch the project resources pack on school website	All English teachers; 1 TSS Vendor

* Computers and tablet PCs: School will open MMLC and lend 10 tablets for students.

(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.):

1 principal will be in charged for the plan direction. The English panel will be the project leader to lead all English teachers to follow with the plan objectives, implementation and schedule. 10 P1-6 English teachers will involve in the co-planning, designing, teaching and data analyzing process. 1TA will be assist in the pull out classes follow up. All school teachers will participate in the professional development workshop so they can bring the teaching ideas for their subject planning with the professional tactics sustainably.

(ii) Roles of teachers in the project:

Leader Developer Co-ordinator Service recipient

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

Grant Sought: HK\$141,400

Budget item*	Expenditure Detail		Justification
	Item	Amount (\$)	
Service	Teacher professional training (2 hours X \$700/hour)	\$1,400	Professional training in differentiation strategy with IT elements (2 hours);
	Develop and license Learning Platform (generate report, listening play functions, recording system, instant response)	\$40,000	School will use interactive curriculum to merge with the classroom teaching and after school pull out classes. Student will be divided into groups and will be assigned different learning tasks during and after the class.
	P1-6 interactive e-curriculum and content including the songs, listening tasks, vocabulary, reading texts and grammar games (6 forms X 8units)	\$80,000	Teacher will ongoing review the student learning progress and data to refine the teaching and design the lesson activities
	Cloud service	\$15,000	For programme hosting
Equipment	Computers and tablets	N/A	School will open MMLC and lend 10 tablets for students
General expenses	QEF audit fee	\$5,000	For project auditing.
Total Grant Sought (\$):		\$141,400	

Asset Usage Plan (Not applicable)

(III) Expected Project Outcomes

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

- Observation: To observe the 3 groups of student in-class performance such as the activities involvement, participation in the class, their response to the teachers during the differentiation strategy has been applied with the interactive curriculum.
- Focused group interviews: This part of data will be mainly collected from the pull out classes: elite and remedial classes after school. Teacher will collect the student qualitative feedback while terms end to analysis the effectiveness of using advance gifted education strategy with e-learning: are they enjoying? Do the remedial students find it easier to follow the classroom teaching? Do the elite students learn extensively and further can simulate their learning motivation?
- Performance change of students in assessment: School will prepare 4 assessments for each forms to test their listening and reading skills. The data will be compared with the past traditional assessment paper to see whether e-learning can enhance their learning result.
- Others: Questionnaire: We will assign parent questionnaire to see if they see the student changes in language attitude and if they will support school to do e-learning or not.

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

- Learning and teaching materials
- Resource package
- Others: Leaflet

e.g. P.1 to P.6 interactive e-curriculum for 6 forms, including materials* for 48 units (i.e. songs, listening tasks, vocabulary, reading texts and grammar games, etc.)

*The ownership and the copyright of the deliverables, such as the e-curriculum and/or learning and teaching materials for the 48 units will vest in the Grantor. They will be submitted to QEF upon completion of the project and disseminated to schools.

Report Submission Schedule:

The grantee commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Report	
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