

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

Schedule 1 P.4

Project Title Effective use of e-resources to enhance students reading ability	Project Number 2014/0336 (Revised)
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Basic Information

Name of School / Organisation / Individual

Buddhist Chi King Primary School

Beneficiaries

- (a) Sector: ☒ Primary
(b) Students: 288 and P4-P6
(c) Teachers: 8
(d) Parents: 576

Proposal

(I) Project Needs

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

1. To develop students' reading ability systemically by formulating a curriculum based reading programme in P4-P6;
2. To engage the students' reading motivation and interest by facilitating a language-rich learning environment with interactive reader and reading activities in school and even at home;
3. To cater for learning diversity by adding different stimulants inside the reading programme;
4. To develop and promote teachers' capacity in digital learning by acquiring external professional support, provide them with hands on experience and sharing among the colleagues;
5. To advocate flipped classroom technique for reading by extending support for parent companion reading through the electronic reading function

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

(i) ☒ Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development

☒ Others: Promote e-learning at English subject learning.

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

☒ School development plan:

1. Promoting self-directed learning and digital learning are our major concerns in 2014-17.
2. Strengthening "Read to learn" in P4-P6 is our English subject focus this year.
3. School has set up the wifi throughout P1-P6 classrooms and has purchased 42 tablet computers and projection device for subject uses. There are 14 tablet computers are delegated for English learning.

☒ Survey findings:

Caritas Youth and Community Service – Library service conducted a survey in 2013 with over 1000 P5-P6 students among 18 Hong Kong primary schools about their reading habit. 2/3 of P5-P6 students spend less than 1 hour to read after school. 10.1% of them are using the e-reading materials while only 6% of them are using traditional books. The electronic reading is becoming a trend among primary students. The survey also showed that over 80% of them lack family support while reading.

☒ Literature review summary:

EDB has launched a support scheme for e-learning in school so as to promote using e-textbooks and e-learning resources in class. Also, EDB offers a series of professional development programmes from 2014 as to promote IT in education (e-learning series) that aimed to equip teachers with the new teaching strategies.

☒ Assessments on students' performance:

2012-2014 school exam results showed that the P4-P6 students are . TSA results from 2011-13 also reflected that the student reading exam result

☒ Relevant experiences:

1. English subject teachers have been using different mobile apps for teaching including keynote app and mind map to prompt their learning motivation such as vocabulary and sentence structure.
2. P3 students are using an online reading platform in 2014-15. The student's reading interest and motivation are both obviously enhanced.

☒ Others:

According to the library inventory 2013-14, there is a very limited amount of English readers at school. The quality and quantity of school English readers should be improved.

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

1. To implement reading systemically into the core-curriculum

School doesn't have a systematic reading programme in Key stage 2 currently. We tried to encourage the students to read newspapers and DEAR TIME (known as Drop Everything And Read), though the result is disappointing. Students choose the reading materials randomly and don't have initiative to read English books even with teacher explicitly support and a series of award schemes to motivate them. Thus, to reform the reading programme aligned with English curriculum will provide us a clear picture to follow, assess and enhance their reading ability such as enhancing students' comprehensive skills, understanding different language functions as well as enriching vocabulary.

In order to develop an ever-improving capability to use English for various purposes, it is not sufficient for learners merely to know the rules and focus on the forms, they must also learn how to apply such knowledge to purposeful communication in real-life or simulated situations. Therefore, including different text types into our reading programme is the main core to our target. It is important to introduce a variety of text types to learners at primary level. We believe that conscious learning and explicit teaching of different text types enables learners to become effective readers and proficient language users. Each text type has its structural, stylistic and linguistic features. Other than the text types covered in the textbooks, we are going to choose various text types of e-readers that can fit in our school curriculum. All interactive readers will be aligned with the school P4-P6 curriculum. The interactive readers will be cross-platform designed that allow students to access it no matter what computer they are using.

12 comprehension worksheets will be also designed for some readers (4 readers per level) for learning consolidation. The plan (for details of the worksheets) will be as follows:

Levels	Module (School Curriculum)	Books chosen Text type	Language and Communication Functions (including Reading Skills)	Vocabulary
P.4	Food and Drinks	Story (fiction)	-Make simple suggestions -Make simple comparisons of various kinds	Food items Quantifiers
	Changes	-Account -Leaflet -Blog (non-fiction)	-Identifying fact and opinion -Sequencing	Action verbs
	Changes	Story (fiction)	-Make predictions and refer to future actions -Express preferences, ideas and plans -ask and describe what people do regularly and when they do it	Daily Habits
	People and places around the world	-Informational -Catalogue (non-fiction)	-Classification -Diagram labelling	adjectives

P.5	Caring for others	Story (fiction)	-Give simple rules, regulations, warnings and prohibitions -Describe the manner and frequency with which people carry out actions, the purposes and results of the actions	Adverbs
	People and places around the world	-Biography -News (non-fiction)	-Identifying supporting ideas -Scanning -Skimming	Verbs form (Present perfect tense)
	Fun with making things	-Recipe -Story (fiction)	-Describe simple processes and situations	Connectives
	Caring for others	-Report (non-fiction)	-Give a simple account of past events and what people did in the past -Scanning -Skimming -Sequencing	Indefinite pronouns
P.6	Changes	-Comics (fiction)	-Talk about future events, actions and processes -Make simple conditional statements	Conditional clauses
	People and places around the world	-Story (fiction)	-Express preferences, ideas and plans -Draw other's attention to people and things and describe them briefly	Nouns and verbs relating about the theme
	Caring for others	-Report (non-fiction)	-Make predictions and refer to future actions -Make simple conditional statements -Scanning -Skimming	Nouns about environmental protections
	Caring for nature	-Story (fiction)	-Express concern and sympathy -Make simple suggestions	Connectives

2. To enhance sense of enjoyment while reading with the new interactive readers and activities

Our students come from a lower socio-economic status, they don't have such language-rich environment all the time that can benefit English learning. Their vocabulary building skill is limited as well. Hence, it becomes a vicious circle – the more they have grown up the more they are afraid of English. Thus, school will use interactive readers and blend with different interactive activities in the new curriculum as to provide multiple stimulants to students for reading and further increase the enjoyment of reading.

3. To facilitate digital learning widely in reading

Students are revealed to a digital dominated era, the connection between IT and their daily life cannot be overlooked. After promoting digital learning this year, P3 students are obviously engaged to read and being able to consolidate what they learn. Adding electronic elements as reading stimulant is a way to generate students' learning interest and motivation. With the proved success, the new reading curriculum will be formulated with interactive elements.

Other than 4 compulsory readers that will be taught in each level, through P.4-P.6, around 10-12 supplementary e-readers will be provided for each level. Students are encouraged and assigned to read all readers from time to time. The reading scheme for P.4-P.6 will be as follows:

Reading Period	Supplementary E-readers	Assessment
Late November	(1)	➤ Students have to complete exercises on the platform after reading. ➤ Teachers can observe students' performance with the help of summary report. ➤ Parents can go through the companion reading even they are not capable of English. This helps us gain more support for our students' reading.
Christmas Holidays	(2-3)	
Chinese New Year	(4-5)	
March	(6)	
Easter	(7-8)	
Buddhist Holidays	(9-10)	
Late May-June	(11-12)	

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

(i) Approach/Design/Activity

1. Approach

With our experience of e-learning, tablet computers, wifi infrastructure, projectors and so on, the interactive readers will definitely increase the attractiveness and willingness of reading. The interactive readers will be installed in the school tablet computers and launched on the learning management system. So for school time, students are no longer limited to stay inside the computer room or library to start their reading, now they can read anywhere with the school tablet computers: they can read it with their group mates, the NET/ local teachers or the English ambassadors.

Flipped classroom technique will be applied in the plan too. Student will be told to pre-learn before the reading class and try to fully utilize the lesson time for inter-class interaction.

2. Design

As to better cater for learner diversity, P4-6 students will be taught separately in different groups according to their ability. Less able students will have class withdrawal models (IRTP class) in order to give more supportive help to them so that they can work and progress at a rate commensurate with their abilities and aptitude.

Period	Teaching and Learning Activity Designed	Measures for catering for learner diversity
At the beginning of the programme (Around Sept)	Pre-learning activity	<ul style="list-style-type: none"> ➤ Pre test will be arranged as a measurement ➤ Assess their reading ability changes for this project and find out their reading levels spread of P4-6 ➤ Assign groups according to different ability levels or backgrounds keeping each team as diverse as possible
During the year	Methodology <ul style="list-style-type: none"> ➤ Enhance students' reading strategies: <ol style="list-style-type: none"> 1. prediction 2. questioning skills (5W1H) 3. reference skills 4. skimming ➤ Teachers will take role as a facilitator to monitor their comprehension and adjust their reading as needed ➤ Identify new vocabulary in the reader ➤ Summarize the key idea of the reader ➤ Guided reading 	<ul style="list-style-type: none"> ➤ Set a goal for the year-end learning performance (e.g. reader theater, story recreation). Students can choose their level according to their ability. ➤ Use different levels of questions to cater learning differences, closed or open-end questions ➤ Questions may be of the following six types: <ul style="list-style-type: none"> -knowledge -comprehension -application -analysis -synthesis -evaluation ➤ Questions that the teacher sets for supported and independent reading must be carefully chosen because they need to motivate students and make them want to read for meaning. ➤ E-readers are equipped with reading recording system. Each student can record the content and listen. Students can adjust the number of recordings based on their different abilities in order to refine the reading.
	Pedagogical applications <ul style="list-style-type: none"> ➤ Draws students' attention to the book title, author's name and illustrations on the book cover. Able students may be introduced to other parts of the book (e.g. the spine, the blurb, the contents page) to further develop their understanding about books. ➤ Guide learners to predict the content of the books he/ she is going to share 	

	<ul style="list-style-type: none"> read with them. ➤ Does not stop to explain vocabulary or ask comprehension questions in the first reading, but points to the illustrations on the page to help learners understand the flow of the story better. ➤ Re-read the story a second time, inviting students to join in whenever they feel better. ➤ Involves the students more and more in reading the book until they can read the whole book aloud confidently. ➤ Conduct different post-reading activities (e.g. form in groups) such as role-play, singing or games to help students internalize the language items encountered the book. ➤ For able students, they are asked to extend the story through follow-up activities such as using the apps to record and recreate the stories. 	
May-June	Consolidation Year-end performance <ul style="list-style-type: none"> ➤ Students in a group will choose one favourite story that they learnt in a year. ➤ Story re-creation will be the eventual output in this plan. ➤ Student will be asked to re-create the readers content in the tablet computers with their group mates. 	<ul style="list-style-type: none"> ➤ Reader theater ➤ Some groups can rewrite some parts of the story and make their own I-books. ➤ More able groups can act the story out.
June-July	Post-test <ul style="list-style-type: none"> ➤ It will be done at the end of the project; therefore we can generate concrete data to analyze the effectiveness of e-learning in reading. 	

3. Sustainability

As to sustain the reading programme, 4 books per levels will be chosen to make printed copies for subject uses next year. Post test will be done at the end of the project; therefore we can generate concrete data to analysis the effectiveness of e-learning in reading.

(ii) Key Implementation Details

Project period: 09/2015 to 08/2016

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
09/2015	Prepare for the tender; Curriculum planning with the English panel	Principal; PSMCD; English panel teachers
09-10/2015	Co-planning with the service provider; Teacher professional development workshop on digital learning; Teacher training workshop; Account creation for students and teachers; P4-6 parents sharing workshop; Confirm the interactive readers details (including the text type and content that match with the school curriculum); Prepare the school digital devices; Student pre-assessment	PSMCD; English panel teachers; P4-6 students and parents; Service provider

10-11/2015	School digital devices testing; Students training workshop; Trial run on P4-P6; Resolve the technical barriers	IT panel teachers; P4-6 English teachers; P4-6 students
11/2015-06/2016	Implement the interactive reading programme in P4-P6; On-going lessons observation; Evaluate the student performance; Refine the classroom teaching strategies if needed Student post-assessment	P4-6 English teachers; P4-6 students
07-08/2016	Student yearend performance; Project review; Data analysis; Parent sharing workshop; Publicize the project on website; Plan and sustain the reading programme for 2016-17	Principal; English panel teachers; TSS; P4-6 students and parents

Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

(b) (i) Number of teachers' involved and degree of input:

Principal will be responsible for the school direction planning and funding resources.

PSMCD will take place in overall curriculum and resources planning. All teachers in English panel will be involved in the professional development session. 1 English panel chairperson and 7 P4-P6 school English teachers will join and implement this plan. P3 English teachers will share their experience on running e-reading programme last year. P4-P6 English teachers will be included in the project planning, the curriculum co-planning and fine-tuning, student performance observation and evaluation. IT panel teachers and 1 TSS will provide technical support while using school tablet computers with online access. TSS will assist in website editing.

(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\$120,200

Budget item	Expenditure Detail		Justification
	Item	Amount (\$)	
Service	Teacher professional training workshop on digital learning (e.g. 2 hours X 2 sessions X \$700/hour)	\$2800	English teachers are not experienced on digital learning as they don't need to use the digital device intensively. Training will cover the digital device application and introduce the latest trend of IT in education.
	Teacher training workshop on interactive reading programme with tablets computer application (e.g. 2hours X 1 sessions X \$700/hour)	\$1400	Hands on training workshop on the reading programme application on tablet computers and PC
	Co-planning (e.g. 2 hours X 2 sessions X \$700/hour)	\$2,800	Meeting with panel teachers and service provider to co-plan the reading lessons arrangement and the reading worksheet design and development.

	<p>Licensing/copyright of a well-established interactive reading programme for all P4-P6 students for the pilot project</p> <ul style="list-style-type: none"> • Cross-platform designed (PC, and • Electronic reading function • Students' work storage function • Pre and post assessment • LMS for data collection and interactive readers central hosting service • Online access for students and teachers • Student performance report 	\$70,000	<p>Cross-platform design is essential as students will have different/ multiple devices at home.</p> <p>All recorded report data will be further used in project evaluation e.g. their post-read exercise performance, their spending time online, their login frequency, their pre/post test result. This will help us to review and plan our next stage.</p> <p><i>Rough breakdown (for reference only):</i></p> <ul style="list-style-type: none"> - Around 60% for the platform/LMS, etc. - Around 40% for the functions/features, etc.
	<p>Licensing/ copyright readers for P4-P6 interactive reading programme</p> <ul style="list-style-type: none"> • 4 printed readers (Around 300sets) • 36 e-readers online (Around 300sets) <p><i>(Readers should be aligned to our curriculum need and can show a holistic reading overview in vocabulary, reading levels and words count.)</i></p>	\$25,000	<p>We will integrate those e-readers in the classroom to pilot the new teaching and learning pedagogy with mobile devices. For some of the selected titles we will use the printed version so students can nurture their reading habits. They will bring those books home to read with parents so parents will be involved and take part in this project. This is particularly important for pupils or parents who are in the beginning stage of e-learning at home. This combination of resources will allow all kids at school to go forward to the same destination regardless of different family backgrounds.</p> <p><i>Rough breakdown (for reference only):</i></p> <ul style="list-style-type: none"> - Around 35% for the printed readers, etc. - Around 65% for the e-readers, etc.
	<p>Reader comprehension tasks worksheet design and development</p> <ul style="list-style-type: none"> • Editing • Proofreading • WS design and development (e.g. 1 set for each level: \$700 X 2hrs X 3 sets) 	\$4,200	<p>Worksheet will be designed and prepared by native speaker to make sure the material qualities are all of a professional standard.</p> <p><i>Remark: others (e.g. 2 sets for each level) will be developed by teachers</i></p>
	<p>Pre-test and post-test (e.g. \$3000/set X 3 forms)</p>	\$9,000	<p>Pre and post test will be prepared by independent professional consultant. Data analysis of the overall performance and individual learners' performance should be covered.</p>
General expenses	QEF audit fee	\$5,000	For auditing.
Total		\$120,200	

Asset Usage Plan

Category	Item Description	No. of Units	Total Cost	Proposed Plan for Deployment
Book and VCD	4 Printed readers for home reading with parents	300sets	Around \$8,000-10,000	Printed readers will be stored in English room for substantial use/development

(III) Expected Project Outcomes

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

- ☒ Observation: Teachers will observe the student performance during the lessons to see whether their level of involvement in the reading lessons has changed and the digital equipment has motivated the student to read effectively. Also, to observe the students and see if they have successfully worked out the mechanics of flipped classroom.
- ☒ Pre- and post-activity surveys: P4-P6 students will go through pre and post test in this plan. Teachers will compare the pre and post test result to see their level of reading ability has changed.
- ☒ Performance change of students in assessment: The reading exam result will be used to evaluate their reading ability as well. Teachers will compare the student average score of last Term I and II to further decide whether those reading techniques can be applied wisely to exams.

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

- ☒ Learning and teaching materials (e.g. At least 2 sets of worksheets developed by teachers, for each level.)
- ☒ Resource package (e.g. co-plan record, teaching tips, etc)
- ☒ Others: Yearend student learning performance

*The ownership and the copyright of the deliverables (i.e. the worksheets developed by teachers) will be vested in the Grantor so that they can be disseminated to all 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 1/9/2015- 31/8/2016	30/11/2016	Final Financial Report 1/9/2015- 31/8/2016	30/11/2016