

2015/0027 (Revised)

Activating self-access English learning through an award scheme with flipped classroom framework

1 GOALS AND OBJECTIVES

1.1 LONG TERM GOALS OF THE PROJECT:

This project aims to develop a school-based and curriculum-based learning and teaching environment that is rich in information technology elements. Through the use of an array of hardware and software, we plan to empower our students' learning and our teachers' facilitation and collaboration by means of a flipped classroom approach with e-learning elements.

1.2 SHORT TERM GOALS OF THE PROJECT:

We are devoted and committed to construct a variety of multimedia-rich, interactive, stimulating, interesting and meaningful learning resources in a curriculum-based approach to boost our teachers' readiness for integrating technology with the existing teaching and learning activities as well as to nurture our students' motivation in learning English through multiple channels within and outside the classroom. Our goals are further explained by the following objectives:

1.2.1 Developing students' independent learning of English using IT resources through the launching of a self-access learning award scheme

We are enthusiastic on creating online resources that are easily accessible to students. Strategies of 'Reading to Learn' and 'IT for interactive learning' under the Four-Key tasks will be incorporated in this project as the core foundation of the project. Therefore, self-access studying will be the major focus of our project.

As learnt from the experience of different IT pilot schools, we can see the effectiveness of employing IT for teaching. However, interactive and holistic use of IT elements and the atmosphere of self-studying among students are still in the development stage. As a result, we would like to evoke the use of IT in the curriculum to encourage self-access study.

The main obstacle that is often encountered by our teachers is the lack of time to cover all materials in the curriculum thoroughly within lesson time. It is also a challenge for teachers to find suitable online resources and then tailor them to the needs of our students and to address teaching and learning objectives. Therefore, our Self-access Learning Award Scheme will be targeted at resolving these obstacles to enhance teaching and learning effectiveness.

The Self-Access Learning Award Scheme (the Scheme) will be separated into four different areas each answering our students' different needs.

English Activities Award (Phase 1-3)

Level	S1 to S3
Content	It focuses on fostering an English learning environment in school. Throughout the school year, a number of English activities and trivia will be held in the English room. Students will earn points by participating or competing in English contests. Points can also be earned by completing regular online quizzes that prepares students for the English trivia.
Curriculum linkage	The content of the English trivia will be closely related to the English language curriculum. For example, S1 trivia content for the second term will be about Unit 4 Cooking Fun and Unit 5 Wonderful People. Vocabulary will include names of common dish, tastes and textures of food, characteristics of people etc. As for S2, the content will be from Unit 4 Getting around Hong Kong and Unit 5 Amazing Wildlife. Grammar Trivia will include conditional sentences, adverbs

	of sequence and opinion related adjectives etc.	
Teacher support	<p>Teachers will provide guidance on vocabulary learning (like phonics and syntax) and will teach grammar items in their lessons.</p> <p>Teachers will also provide opportunities for students to practice playing the online trivia.</p> <p>Students may also visit the ESALC to practice playing the trivia games during lunch and recess.</p>	
Examples of Activities		Applications / Activities
		Connection with the School-based Curriculum (Topic / Language Focus)
	S1:	<p>- Interclass English trivia competition</p> <p>Application: Quizlet, Kahoot!</p>
	S2:	<p>- Interclass English trivia competition</p> <p>Application: Quizlet, Kahoot!</p>
	S3	<p>- Interclass English trivia competition</p> <p>Application: Quizlet, Kahoot!</p>

Self-access Award (Phase 1-3)

Level	S4 to S6	
Content	It aims to encourage our students to fully utilize the resources available in our ESALC and thus help them to form a habit to learn in an autonomous way. By coming to the ESALC to study, students can earn points through an attendance recording system online. The points obtained will be counted towards the award scheme.	
Curriculum linkage	The materials provided for self-access learning are closely related to the HKDSE and TSA. There will also be extra grammar practice materials provided for lower form students which are suited to their curriculum.	
Teacher support	A teacher will be on duty in the ESALC. Students may seek help from the teacher. English teachers will help students form study groups and set group targets. They will encourage them to make use of the materials in the ESALC. Students will be required to sign a visiting record every time they visit the English Centre. The record will be synchronized with an online system monthly.	
Examples of	Materials provided for self-access learning	Connection with the School-based Curriculum (Topic / Language Focus)

Resources	Speaking demonstrations	Speaking demonstrations linked to SBA and speaking papers for the HKDSE will be stored in the computers. Students will watch and complete worksheets about speaking skills.
	Dictation recordings	Recordings of different sentences and passages will be stored in the computers in ESALC. These will be related to common vocabulary used in the public examination. (e.g. names of famous places in Hong Kong)

Extensive Reading Award (Phase 2&3)

Level	S1 to S2
Content	It promotes reading online through the use of different visual and multimedia resources. This is foreseen to arouse students' interest and increase motivation in learning English. An online platform for the award will be sourced and set up. Students may login to the online platform to read, watch or listen to English multimedia materials that are relevant to their learning and are suited to their level of English. After watching the materials, students will need to complete reading and integrated skill tasks to earn points for the award. They will be required to respond to the materials in the form of speaking and writing during lesson time.
Curriculum linkage	This award is related to reading and listening skills in English. Materials that are linked in content to the themes in students' textbooks will be developed and used.
Teacher support	Teachers will guide students to find materials that are suited to their level of reading on the online platform. They will also monitor the progress of students through the scoring system in the online platform (as stated in 1.2.2) and provide guidance in four different skills since resources online will be multimedia resources.

Examples of e-reading materials	Materials	Language Focus	Format	Connection with the School-based Curriculum
	S1: - Articles about food, recipes - Vocabulary related to names of dish, taste and texture of food	Identifying topic sentences, skimming and scanning, Vocabulary	- eBooks - Flashcard applications (e.g. Quizlet)	- Unit 4 – Cooking Fun Linked to dictation scope and the theme of Cooking Fun (Please refer to Appendix 1)
	- Videos - Online exercises - Lesson materials (to align with the flipped classroom concept)	- countable and uncountable nouns - how many/ how much - some/ any - imperatives	- videos - PPT presentations	Linked to core grammar items taught in Unit 4 which includes countable and uncountable nouns and the usage of how much and how many. (Please refer to Appendix 1)
	- Recording about food - Cooking shows	- Listening for sequence - listening for	- Sound recordings	Linked to dictation scope of Unit 4 and the theme Cooking Fun which is about

			specific information	- Video clips	food
	S2:	- Blog entry on going on tours - Names of Public transports and MTR stations	- cause and effect, inference questions, sentence completions	- Blog - Flashcard applications (e.g. Quizlet)	Linked to dictation scope of Unit 4 and the theme Getting around Hong Kong (Please refer to Appendix 1)
		- Videos - Online exercises - Lesson materials (to align with the flipped classroom concept)	- Prepositions <i>by</i> and <i>on</i> - Adverbs of sequence - Conditional sentences (type I and II)	- Videos - PPT presentations	Linked to core grammar items taught in Unit 4 which are prepositions <i>by</i> and <i>on</i> , adverbs of sequence and conditional sentences (type I and II)
		- Blog entry on going on tours - Directions to get around Hong Kong	- listening for times and dates - listening for directions, completing a route on a map	- Sound recordings - Videos	Linked to dictation scope of Unit 4 and the theme Getting around Hong Kong which is about going on tours and directions to get around Hong Kong (Please refer to Appendix 1)

Individual Presentation Award (Phase 2-3)

Level	S1 to S6				
Content	It aims to raise students' self-efficacy in English by inviting individual students to post their presentation or English-related work (in video format) onto the online platform, inviting others to vote for the best presentation. Through this award, we aim to nurture students' presentation skills, autonomous learning of English as well as self- and peer-evaluation skills.				
Curriculum linkage	Topics of presentations will be closely related to the content of students' textbook and speaking lesson materials. This allows students to practice using the vocabulary and language from their textbooks and also practice different presentation strategies.				
Teacher support	Teachers will provide guidance for students in terms of their presentation strategies, the content development of their presentations and students' use of language in English lessons.				
Examples		Topic	Format	Training/ Support	Connection with school-based curriculum
	S1:	My Wonderful Teacher	Group interview with	- speaking practice in lesson time -sample videos	Linked to Unit 5 Wonderful People Students will use vocabulary

			teachers		learnt from Unit 5 Focus on interviewing skills
	S6:	Workplace communication	Group interaction	-speaking support from teachers in assigned speaking lessons -pre-discussion preparation materials	Connected to the SBA for the S6 syllabus in the HKDSE. Students will be encouraged to review other groups' work after their SBA to learn from each other

An overall award will also be given to the best performing students who have accumulated the highest score at the end of the school year.

1.2.2 Integrating technology into English language curriculum using flipped classroom method

Alongside the Scheme, an online platform will be designed and administered to facilitate the learning of English in students' everyday classroom. The online platform aims to incorporate a flipped-classroom structure. Materials that are relevant to pre- and post-lesson learning such as vocabulary learning and content related multimedia resources (e.g. school-based multimedia teaching videos on reading, grammar, writing and listening) will be placed on the online platform to help students preview and review what they have learnt in the classroom.

As seen in Section 1.2.1, the contents of the award scheme will be tailored to relate to the English language curriculum. For example, students can be asked to complete a vocabulary activity before the beginning of each teaching unit to familiarize themselves with new vocabulary and the topic of the unit. After completing the reading passage in each unit, students can then complete the extensive reading task online to consolidate their reading skills and their knowledge on the topic.

Using online resources in a flipped classroom method can benefit our students because it encourages them to study in after school hours. It can also provide teachers with a more comprehensive view of the learning of the students with online tools. Flipped classroom is also beneficial to the learning of weaker students as it spares more lesson time for the student to comprehend and practice newly learnt English language skills. Using an online platform, students can access the resources conveniently. Using a scoring system and a gaming method in presenting the online tasks can promote students' motivation and interest.

Initially, the proposed features of the online English learning platform include:

- An online platform where students can access tasks and activities conveniently by means of multiple devices.
- A scoring system online that can keep track of students' progress and performance simultaneously as students participate in various tasks and activities.
- User administration and database development
- Content uploading and sharing system
- Materials development tools and different materials templates supporting audio, videos, text, animations and etc.
- Discussion forums to facilitate interactive sharing and discussion among students and teachers.
- Voting features to provide peer-assessment channel for student feedback.
- Reporting and analysis features
- Ranking chart to promote usage and performance
- Corresponding activities (e.g. an online survey related to the vocabulary trivia) to English activities in school on the online platform that can be completed using resources in the English Self-access Learning Center.

- Self-access learning materials on the online platform that are curriculum-based and can support students' learning. (e.g. recordings of listening exercises, graded grammar activities)

1.2.3 Disseminating technological resources into the English Language curriculum

Using technology in the classroom not only promotes students' interest in the subject, it also benefits teaching by enabling the use of multimodal teaching materials and by increasing the interactivity within the classroom environment. In view of these benefits, we propose to infuse technology into the English language curriculum by a few different ways. First, we will provide professional support to all English language teachers by setting up regular meetings to share different online and technological tools. Our teacher-in-charge will also be joining different English classrooms to demonstrate the use of IT resources to students and teachers. We will also designate time for English lessons to be held in our English Self-access Learning Centre, at least three times every semester for each level.

We will develop lesson manuals about flipped classroom and school-based L&T materials, and teaching sets for grammar and vocabulary for teachers to lessen teachers' burden on preparing lessons. To accompany the online multimedia teaching resources, workshop for teachers will be conducted by the project leader to introduce the concept of flipped classroom and how to integrate e-learning into school-based English curriculum once every semester. Workshops will also be held to introduce the online platform by the platform developers to teachers to help build confidence in using it.

2 Needs analysis

2.1 SCHOOL DEVELOPMENT

2.1.1 Three year development plan

Our school has just entered the first academic school year for our new three year development plan. Three major directions for development have been decided for the coming three years namely promoting the effectiveness of teaching, developing students' autonomous learning and aiming for excellence.

Our Scheme correlates to the school's three-year plan by introducing the flipped-classroom methodology through setting up the online platform. The Scheme also answers to the school's call to develop students' learning autonomy. The four areas of award aim to promote a self-access learning environment in school as well as to nurture the habit of autonomous learning of students.

2.1.2 English Self-access Learning Centre

The English self-access Learning Centre was newly launched in February in the academic school year 2014-2015 to celebrate the school's 15th anniversary. This English self-access Learning Centre can be a powerful tool to encourage students and promote their interest in learning English. To fully utilize this valuable asset, our scheme proposes to hold various activities and to encourage student usage through the point award system.

2.2 CURRENT ACADEMIC SITUATION IN THE SCHOOL

2.2.1 Students' performance in English language

Our students have weak English language foundation. We are actively seeking ways to facilitate our students to learn English. The use of information technology can enhance our English lessons as well as extend the learning activities beyond the classroom. We believe that this can help our students construct confidence in learning and using English.

2.3 READINESS AND FAVORABLE CONDITIONS OF THE SCHOOL

2.3.1 Students embrace technology

Our students have extensive experience in using technology. This provides the project with a great starting point. We think that the use of information technology can arouse the interest of students to study English and to reach more English language materials.

2.3.2 Supportive and collaborative morale among different staff units

The school and all staff members acknowledge and are supportive in the development and implementation of eLearning projects in different subject areas across various KLAs.

2.3.3 School's support in manpower and resources for the development of eLearning

The school will be in full support of the Scheme. We have formed an eLearning team headed by our Academic affairs manager. Teachers from different KLAs are involved and will collaborate in various project in different subjects.

2.3.4 QEF project experience

Our project experience with the QEF is an asset for this project as the core members of previous projects will provide their valuable advice to this project as well.

2.3.5 Teacher expertise

The project leader has participated in various eLearning workshops and is well equipped to face the challenge of the project. The expertise will be valuable in planning and implementing the scheme.

As a result, the project leader will be relieved from her full-time teaching duties. She will be assigned one class instead of three classes of English. An additional teacher should be recruited to relief the duties of the teacher and to support the administration of the project.

3 ACTION PLAN**3.1 TARGETS AND EXPECTED NUMBERS OF BENEFICIARIES**

Targets	No. of Beneficiaries	Benefits expected
Students (S.1-2 students)	200 (based on the number of students in the school year 14/15)	A series of school-based self-access teaching and learning materials will be developed to facilitate pre- and post- lesson learning of students outside the classroom and during after-school hours. Since our students are keen on information technology, with the help of a scoring system of the award scheme. We expect that students will become more motivated in learning English and will develop habits of self-access learning.
Students (whole school)	800	The award scheme will be disseminated to other levels in the second and third stage of the project to benefit all students.
Teachers (S.1 and S.2 English teachers)	6	Curriculum-based self-access learning materials will benefit teachers in enhanced use of lesson time and shortened time in searching and adapting online materials.
English Teachers	14	Through sharing of benefited teachers of S.1 and S.2 on using online materials from the Scheme. Through the development of curriculum-based materials catered to English Language teaching.
All Teachers	68	English teachers will share their experience and project outcomes with teachers of other subjects to promote use of IT in teaching.
Administrators	4	Principal, Vice-principals are equipped with the new prospects of learning and new perspectives of knowledge acquisition.
Parents (S.1 & S.2)	100	Parents of S.1 & S.2 students will benefit from the project through learning about how the award scheme and the online resources can be used to improve students' learning experience. Parents will be well informed through means of parents' letters, WhatsApp

		group messages and SMS messages.
Parents (whole school)	450	Parents can learn about the use of online learning resources that facilitate students' learning.

3.2 EXPECTED DELIVERABLES AND OUTCOMES

Deliverables	Outcomes
A school-based online platform rich in curriculum-based materials that can promote pre- and post- lesson self-access learning outside school hours dedicated to the Self-access Learning Award Scheme	Students of S.1-3 can access the online learning resources effectively to enhance their learning experience Scoring system and student progress can be easily tracked by teachers and students. Detailed student performance on online activities will be available to teachers to inform every day teaching. Teaching and learning resources developed for different levels relevant to the school curriculum and catered to students' levels of language is available for teachers' use.
Teacher training in using the online platform for developing resources and administering student progress.	Teachers' IT literacy and readiness to apply IT as effective stimulator are enhanced through workshops by the project leader and the platform developers and lesson manuals. They will be more confident in applying IT and using flipped classroom method in their lesson design, classroom teaching and assessment for learning.
Practical experience and documentation	The overall school-based development and experience from this project will provide a practical example for other subject areas to instill self-access learning online resources. Resources generated from this project will also be shared to other schools through the school's website.

We acknowledge the acceptance of the QEF Intellectual Property Right Policy so as to confirm the copyrights of the deliverables developed are vested with the QEF to ensure that they can be disseminated to all schools.

3.3 IMPLEMENTATION PLAN WITH TIMELINE

Time	Activities	Objectives and outcomes	Target Beneficiary/ Participants
March 2016 - April 2016	<p>Preparation Work for the Project</p> <ul style="list-style-type: none"> ● Hire additional teacher for the project ● Development of teaching manuals and materials ● Tryout teaching materials online in the classroom. ● Outline the criteria and functions of the online platform (March 2016) ● Source and quotation for the online platform. (March 2016 – April 2016) ● Design reading contents for the online platform ● trial of the functionality of the online platform ● Student induction to the English Self-access Learning Centre (ESALC) 	<ul style="list-style-type: none"> ● By the project leader ● To setup an Extensive Reading online platform ● Promoting self-access learning in the ESALC 	<p>Project leader</p> <p>S1 Students</p> <p>Project leader</p> <p>Project leader</p>

	<ul style="list-style-type: none"> ● English Teacher workshop (1) to introduce the eLearning plan ● Class visits by project leader to demonstrate use of various eLearning tools in English lessons 	<ul style="list-style-type: none"> ● Promoting self-access learning in the ESALC ● Introducing ESALC and teaching students how to make use of e-learning resources 	<p>Project leader</p> <p>Project leader</p>
<p>Phase 1</p> <p>March 2016 - July 2016</p>	<p>Flipped Classroom Learning (April 2016 – July 2016)</p> <ul style="list-style-type: none"> ● Regular floating lessons held in the ESALC (at least three times every semester for each level). ● Teacher co-planning sessions to implement eLearning resources in English lessons (once every unit for S1 and S2) ● Classroom co-teaching sessions (at least once for each form in S1 to S2) to demonstrate use of technological tools 	<ul style="list-style-type: none"> ● To tryout and promote the idea of flipped classrooms in S.1 and S.2 	<p>Project leader</p> <p>S1-S2 students</p> <p>S1 and S2 English Teachers</p>
	<p>English Activities Award</p> <ul style="list-style-type: none"> ● English trivia for S.1 to S.3 using iPad application. (individual) (March – May) ● English trivia for S.1 to S.3 using iPad application (inter-class) (June – July) ● Regular English room activities in ESALC 	<ul style="list-style-type: none"> ● Encourage and engage students to learn English ● Promote students' interest in English learning 	<p>S1 to S3 students</p> <p>S1 to S3 English teachers</p>
	<p>Self-access English Learning Award</p> <ul style="list-style-type: none"> ● Encourage formation of study groups in senior forms ● Set visit targets (e.g. 3 times for coming semester) for senior form students to visit the English Centre for self-access learning 	<ul style="list-style-type: none"> ● Promote and maintain an English Learning environment in English language classroom using online tools ● Create a self-access learning atmosphere 	<p>S4 to S6 students</p>
	<p>Overall Award</p> <ul style="list-style-type: none"> ● Award presentation ceremony for the Scheme (July 2016) ● Evaluation on performance and feedback from stakeholders for the English activities and the usage of the ESALC 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the award scheme and further suggestions and development 	<p>All students</p> <p>Project leader</p> <p>English teachers</p>
<p>Mid July 2016 - August 2016</p>	<p>Preparation work for the project</p> <ul style="list-style-type: none"> ● Test run of the Extensive Reading online platform ● Upload content materials onto the platform <p>Presentation Award</p> <ul style="list-style-type: none"> ● Invitation to students to contribute works to the platform (photos, videos etc.) 	<ul style="list-style-type: none"> ● Finalise and fine-tune the Extensive Reading online platform 	<p>Project leader,</p> <p>English teachers</p> <p>English teachers</p> <p>S1 to S6 students</p>

Phase 2 September 2016 - January 2017	Extensive Reading Award <ul style="list-style-type: none"> ● Introducing the Extensive Reading online platform to students (setting accounts, look at different functions, points system etc.) ● Regular updates and promotions on different content of the Extensive Reading online platform ● Students will access learning materials on the online platform before each unit. 	<ul style="list-style-type: none"> ● Introduction of the Extensive Reading online award and individual presentation awards ● Creating a technological norm in the English Language learning classroom 	English teachers Project leader assistant teacher S1 to S2 students
	Flipped Classroom Learning <ul style="list-style-type: none"> ● Student induction to the English Self-access Learning Centre (ESALC) ● Teacher workshop (twice, 3 hours each) to introduce the Extensive Reading online Platform ● Co-teaching lessons with project leader to demonstrate use of various eLearning tools in English lessons (at least once for S.1 and S.2). (October 2016 – January 2017) ● Regular floating lessons held in the ESALC (at least three times every semester for each level). ● Teacher co-planning sessions to implement eLearning resources in English lessons (once every unit for S1 and S2) (October 2016 – January 2017) 	<ul style="list-style-type: none"> ● Introduce ESALC and teaching students how to make use of self-access learning resources ● Foster an English eLearning environment in the school ● Create a technological norm in the English Language learning classroom ● Regular English room activities in ESALC to encourage students' self-access learning 	Project leader Service provider Project leader, English teachers English teachers S1-S6 students English teachers, project leader
	English Activities Award (October 2016 – January 2017) <ul style="list-style-type: none"> ● English contests for S1 and S2 classes using iPad application. (individual) (October 2016 – November 2016) 	<ul style="list-style-type: none"> ● Create a self-access learning atmosphere to arouses students' interest in English learning 	S1 to S2 students
	Overall Award (September 2016 – January 2017) <ul style="list-style-type: none"> ● Monthly report on online performance of individual students 		Project leader
	English Presentation Award (October 2016 – January 2017) <ul style="list-style-type: none"> ● Invitation and upload of student presentations on the Extensive Reading online platform ● Teachers train and encourage students to upload and comment various contents on the online platform. (September 2016 – January 2017) ● Students can comment and rate the presentations by their schoolmates online. (September 2016 – June 2017) 	<ul style="list-style-type: none"> ● Promote an English learning environment in school ● Arouse students' interest in participating in the English Presentation Award 	Project leader, English teachers S1 to S6 students

	<p>Self-access English Learning Award</p> <ul style="list-style-type: none"> ● Visits to senior forms English classrooms to introduce English self-access learning resources in the ESALC, once for every class ● Encourage formation of study groups in senior form 	<ul style="list-style-type: none"> ● Promote the use of the ESALC among senior form students 	<p>S4 to S6 students Project leader English teachers</p>
<p>Phase 3 February 2017-June 2017</p>	<p>Extensive Reading Award</p> <ul style="list-style-type: none"> ● Regular updates and promotions on different content of the Extensive Reading online platform ● Students will access learning materials on the online platform before each unit ● Students will access follow-up materials on the online platform after each unit 	<ul style="list-style-type: none"> ● Monitor and encourage the use of the Extensive Reading online platform 	<p>Project leader S1 to S2 students</p>
	<p>Flipped Classroom Learning</p> <ul style="list-style-type: none"> ● Project leader visits different classes to promote and monitor use of various eLearning tools in English lessons (at least once for S.1 and S.2). (January 2017 – June 2017) ● Regular floating lessons held in the ESALC (at least three times every semester for each level). ● Teacher co-planning sessions to implement eLearning resources in English lessons (once every unit for S1 and S2) (October 2016 – January 2017) ● Unit materials developed by subject teachers (at least one topic per teacher) 	<ul style="list-style-type: none"> ● Create a technological norm in the English Language learning classroom ● Foster an English eLearning environment in the school ● Create a technological norm in the English Language learning classroom 	<p>Project leader, English teachers S1 to S2 students</p> <p>S1 to S6 students English teachers</p> <p>English teachers, project leader</p>
	<p>English Activities Award (January 2017 – June 2017)</p> <ul style="list-style-type: none"> ● English contests for S1 to S3 classes using iPad application. (inter-class) (January 2017 – February 2017) ● English contests for S1 to S3 students using eLearning resources. (inter-class or individual) (March 2017 – June 2017) 	<ul style="list-style-type: none"> ● Regular English room activities in ESALC to encourage 	<p>English teachers S1 to S3 students</p>
	<p>Overall Award (January 2017 – June 2017)</p> <ul style="list-style-type: none"> ● Monthly report on online performance of individual students ● Prize presentation ceremony to award students with outstanding performance (July 2017) 	<ul style="list-style-type: none"> ● Create a self-access learning atmosphere to arouses students' interest in English learning 	<p>Project leader S1 to S5 students</p>

	<p>English Presentation Award</p> <ul style="list-style-type: none"> ● Invitation and upload of student presentations on the Extensive Reading online platform. ● Teachers train and encourage students to upload and comment various contents on the online platform. ● Students can comment and rate the presentations by their schoolmates online. 	<ul style="list-style-type: none"> ● Promote an English learning environment in school ● Arouse students' interest in participating in the English Presentation Award 	<p>S1-S6 students</p> <p>English teachers</p>
	<p>Self-access English learning Award</p> <ul style="list-style-type: none"> ● Teachers set group targets for students to visit the ESALC during English lessons. (January 2017 – February 2017) ● Teachers invite and encourage students to make use of the ESALC for self-access learning. (January 2017 – June 2017) 	<ul style="list-style-type: none"> ● Promote the use of the ESALC among senior form students 	<p>S4-S6 students</p> <p>English teachers</p>
July 2017- Aug 2018	<p>Project Management</p> <ul style="list-style-type: none"> ● Evaluation of the outcomes of the project and suggest further development for the school ● Dissemination of the results and outcomes of the project to QEF and other schools 	<ul style="list-style-type: none"> ● Summarise and evaluate the project effectiveness and outcomes 	<p>Project leader</p>

3.4 EXTEND OF TEACHERS' AND PRINCIPALS' INVOLVEMENT IN THE PROJECT

Project Team Structure and Role
<p>Principal</p> <ul style="list-style-type: none"> ● Supervise the overall development and provide direction for the project. ● Support in contingency situations, resolve conflicts and motivate teachers' support
<p>Vice Principal</p> <ul style="list-style-type: none"> ● Supervise collaboration of different units, the schedule of implementation, provide support for resources and review related school policies.
<p>Academic Administrator</p> <ul style="list-style-type: none"> ● Advise the Award Scheme framework, interface the project team with other related departments, coordinate the implementation of the scheme and bridge feedback channel
<p>English Language Department Panel and Advisor</p> <ul style="list-style-type: none"> ● Advise the award contents, framework and curriculum implementation. ● Interface with all subject teachers ● Review and integrate scheme content to cater for the school's curriculum ● Provide feedback and advice throughout the scheme
<p>Project Leader</p> <ul style="list-style-type: none"> ● Coordinate and implement the scheme within the timeline, interface with all subject teachers ● Be in charge of the development and implementation of the scheme <p><u>Teaching duties:</u></p>

- Test-run the materials developed, to use the class as a pilot class for flipped learning, to ensure the effectiveness of the project on teaching and learning.

Project monitoring:

- Oversee different areas of the project, preparation of the various activities, see to the daily administration of the ESALC, dissemination of flipped classroom model and related e-learning materials in other classes etc.
- Liaise with external developers and service providers
- Develop a teachers' handbook on the use of various applications, online tools and resources for teachers to develop e-learning materials.
- Develop school-based teaching sets of e-materials that can be used in S1 to S2 English language lessons including online materials, online assessments, lesson materials and lesson plans.
- Plan and host of English activities under the Scheme.
- Evaluation and documentation of the scheme

Supply Teacher

- 0.5 teaching duties
- Help free the work of the project leader. The teacher will be sharing the teaching duties of the project leader.
- Actively use resources developed in the project in English lessons and to facilitate the fine-tuning of the materials
- Supportive role in other English lessons
- Help promote the use of eLearning resources in the English classroom. And to facilitate teachers in setting up flipped classrooms.

English teachers

- Support in the implementation and promotion of the scheme
- Provide feedback and evaluation channel
- Cooperate and provide support in the administration and content development of the scheme

3.5 BUDGET:

Budget item	Item details		Rationale
	Item	Budget	
Equipment	Tablet computers	3,700 x 22 = 81,400	<p>Tablet computers can be used in the ESALC and the English language classroom.</p> <p>In the ESALC, students can make use of the tablet computers to access to the online spelling game and online grammar games. They can also use them for accessing the Extensive Reading online platform as well as connecting to various self-learning resources online.</p> <p>In the English language classroom, tablet computers can be used as a vehicle of interaction. Students can use this to respond spontaneous to classroom activities. They can also collaborate online to complete different classroom tasks.</p>
Services	Online award platform	80,000 (50,000 for initial setup, and 30,000 for	The online platform of the Extensive Reading Award mainly serves two purposes, to enforce students' reading habit and interest in comprehending English language materials and to encourage

		the maintenance of the platform)	self-access learning by asking for student contribution to the online platform.
	Computer applications	8,000	To purchase useful applications for the teaching and learning purpose. And to enhance interactivity, classroom management and to incorporate flipped classroom method. Some applications that we plan to add to our repertoire are Quizlet (costs USD24.99 per year per teacher account), Popplet (cost HKD38.00 per copy. Note: there is a LITE version available but it only allows one local board which would be problematic when the device is shared between classes)
Personnel	Supply teacher	25,505 x 18 x 0.5 x 1.05 = 241,023 (round off to whole number)	The school will recruit an additional teacher to replace some of the routine teaching duties of our key project leader so that he/she can be released for the planning, implementation and evaluation of the project to ensure that all the objectives of the project are reached. This personnel will also become part of the project team to support the implementation of the project.
General expenses	Miscellaneous (Printing and decorations)	1,077	This is the budget for stationery and consumables within the course of the scheme
Audit fee		5,000	
Total		416,500	

Assets Usage Plan

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
computer hardware	Tablet computers	22	\$81,400	Continue to be used by school

4 REVIEW CRITERIA AND PROCESS

4.1 EVALUATION PARAMETERS AND METHODS

Objective	Developing students' independent learning of English using IT resources through the launching of a self-access learning award scheme
Baseline Data	Interactive and holistic use of IT elements and the atmosphere of self-studying among students are still in the development stage.
Benchmarks	Students know what resources are in the ESALC and how to access. Students make regular visits to the ESALC for self-learning. Students participate in interactive activities in the English Self-access Learning Award Scheme.
Measures and performance indicators	Use of questionnaire to collect students' opinion and thoughts on the ESALC at the beginning of the project and the end of each evaluation period Record of students' usage of the ESALC Participation rate of students in English award activities Number of award winners at the end of the school year
Objective	Integrating technology into English language curriculum using flipped classroom method

Baseline Data	IT elements are limited to the administration processes and lesson preparation. interactive and holistic use of IT elements and the atmosphere of self-studying among students are still in the development stage
Benchmarks	An online platform will be designed and administered to facilitate the learning of English in students' everyday classroom. Materials that are relevant to the preparation and follow-up of the classroom lesson such as vocabulary learning and content related multimedia sources will be placed on the online platform
Measures and performance indicators	Establish an online platform Collection of materials on the platform for students' access Data on students' usage of the online platform for pre- and post- lesson activities

Objective	Disseminating technological resources into the English Language curriculum
Baseline Data	Limited use of multimodal teaching materials Limited interactivity within the classroom environment
Benchmarks	Setting up regular meetings to share different online and technological tools Our teacher-in-charge will also be joining different English classrooms to demonstrate the use of IT resources to students and teachers. Time will be designated for English lessons to be held in our English Self-access Learning Centre.
Measures and performance indicators	Number of regular meetings and meeting minutes Record of different IT infused English lessons Record the number of English lessons held in the ESALC

4.2 SUSTAINABILITY AND DISSEMINATION PLANS OF THE PROJECT

Sustainability

Teachers involved in the project will be able to use and develop e-materials for flipped classrooms.

Teachers involved in the project will become the pilots for e-Learning and flipped classroom development. They will be able to share their experience with other teachers in school.

Dissemination plans

At the end of the project, all the school-based e-materials developed, will be uploaded to the school website. We will also invite other schools to visit us to learn about the scheme. Meanwhile, resources will also be submitted to the Quality Education Fund for dissemination purposes to benefit the education industry.

4.3 REPORT SUBMISSION SCHEDULE

My school commits 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
Progress Report 1/3/2016 - 31/8/2016	30/9/2016	Interim Financial Report 1/3/2016 - 31/8/2016	30/9/2016
Progress Report 1/9/2016 - 28/2/2017	31/3/2017	Interim Financial Report 1/9/2016 - 28/2/2017	31/3/2017
Final Report 1/3/2016 - 31/8/2017	30/11/2017	Final Financial Report 1/3/2016 - 31/8/2017	30/11/2017

Item No.	Description	Part of	Chinese
		specification	meaning
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