

The British Council is seeking funding to develop a 2-year teacher development programme aiming to develop collaboration between English teachers, using tablets to support language learning and to support teachers to develop ideas of best practice with integrating tablets within their schools.

The British Council proposes to work with 3 secondary schools over an approximate 2-year period, offering school-based workshops and consultancy on a regular basis throughout the 2-year period. At the end of the first academic year, British Council will host an inter-school sharing session, inviting speakers from the participating schools, and inviting non-participating schools to join the sessions. At the end of the second academic year, British Council will host a conference to share ideas of best practice. By the end of the project period British Council will have produced an ebook for free dissemination to secondary schools in Hong Kong. This ebook will contain (i) approaches, issues, challenges and solutions, and lesson ideas collaboratively over the 2-year period with the participating schools, and (ii) short videos supporting the lesson ideas, which could involve both clips of a class in action, as well as teacher reflections on specific teaching or learning issues which arose in lessons integrating tablets.

The programme will be rolled out in two phases:

- (1) Year 1: Workshops and consultancy on a regular basis at participating schools.
Focus: (i) to develop collaboration between teachers using tablets to supporting language learning; (ii) to develop teacher confidence with functions and apps for language learning
End of academic year: June sharing session to reflect on what has been tried and learned this year
- (2) Year 2: Workshops and consultancy on a regular basis at participating schools.
Focus: (i) to develop teacher confidence with using a range of tablet apps to support language learning across the curriculum; (ii) to support teachers with developing instructional videos and ebook in best practices.
End of academic year: June conference to share ideas of best practice, and promote the ebook and instructional videos

Tangible outcome: We intend to make the ebook freely available through dissemination through our Teach English web page. It is proposed to be produced by British Council, with ideas for content created in collaboration with the schools participating in the project. This ebook is proposed to include:

- (1) Approaches, issues, challenges and solutions as well as lesson ideas and patterns which integrate tablets for the purpose of supporting language learning;
- (2) Suggested activities found to be successful by integrating tablets;
- (3) Ideas of best practice;
- (4) Written and video-based reflections on classroom practice, activities in action and teaching and learning issues arising in lessons integrating tablets. The videos could include short clips of a class in action, commentary/reflection from the teacher, students or British Council Consultant on salient teaching and learning points from the lesson.

We propose that this project comes under the Quality Education Fund's project theme "*Learning and Teaching*", as outlined on page 1 of the *Guide to Applicants* document, specifically under the sub-theme "*Effective Learning and Teaching of Languages*". Referring to page 2 of the same document, the scope of this project is proposed to relate in part to the points quoted below:

- "*establishing a language-rich environment to support language learning and creating opportunities for learners including Non-Chinese speaking students to use the language for purposeful communication both inside and outside the classroom by providing diversified learning activities such as film appreciation, training camp, debates, study trips, etc.*"
- "*enhancing students' language development strategies for self-access learning and life-long learning by strengthening the "reading to learn" culture and making use of information and communication technology to develop learning resources to promote learners' independence*"

- “developing school-based curriculum, devising effective learning, teaching and assessment practices / resources to facilitate the implementation of the new senior secondary curriculum”
- “encouraging collaboration among teachers by implementing collaborative lesson preparation, peer lesson observation, co-teaching, etc. and networking schools to cultivate a sharing and collaborative culture in the education sector and to disseminate good practices”

This project supports wider government policies on education, in particular the pilot scheme (implemented in 2011) on e-learning in Schools, as recommended by the 2009 report by The Working Group on Textbooks and e-learning Resources Development, which promotes a paradigm shift from teacher-centred to student-centred learning. Through the 2-year professional development project, sharing session, conference and the dissemination of the ebook, this project supports both teachers and students, and facilitates student-centred learning through promoting e-learning.

(1) Goals and objectives

Long-term objectives

The overall long-term objectives of this project are:

- (i) to motivate students with learning English;
- (ii) to develop ideas of best practice with using tablets to support language learning;
- (iii) to develop teacher collaboration within and between schools.

Short-term objectives

Through the duration of this project period, the short-term objectives of this project are:

- (i) to develop teacher confidence with integrating tablets to create a motivating and language-rich environment for students to learn English
- (ii) to encourage a teacher’s collaboration network within and between schools

Method

These will be measured qualitatively by feedback from teachers during the project period.

To meet the objectives of this project, we aim to develop and disseminate products which:

- (i) identify ways to support language learning through pedagogically sound methods using tablets
- (ii) are of high quality and will not date quickly
- (iii) are easy to access
- (iv) have potential to support teachers with their self development in skills in both language learning and elearning, and where possible, language across the curriculum.
- (v) promote activities which are engaging at a linguistic, cognitive, and visual level for junior secondary students who are not first-language or proficient English speakers
- (vi) relevant to the Hong Kong curriculum and context

Junior secondary students are proposed to benefit in the short-term by: (i) promoting activities which encourage creative and collaborative use of language across the curriculum; (ii) increasing their motivation to study through English medium. In the long-term this increased motivation and capacity to learn through English may result in more effective learning at higher education levels.

Junior secondary teachers are proposed to benefit in the short-term by (i) facilitating collaboration between teachers therefore facilitating support from colleagues beyond the input provided from British Council Teacher Development Consultants, something which our school-based work to date has shown that teachers; (ii) increasing teacher confidence with using tablets and tablets in the classroom.

Virtual space for the project

Project website: hosted on British Council Hong Kong website
<http://www.britishcouncil.hk/en>

In order to give the project an identify and momentum, we propose the development of webpages which will provide a platform for (i) updates; (ii) schedules of events; (iii) resources and links; (iv) photographs or audiovisual media from main events that take place on the project.

(2) Needs Assessment and British Council's Capability

(i) British Council Capability

Through many years of work, the British Council has developed excellent pedagogic ties with schools and other educational institutions. We are able to identify qualified staff members who would be provided with the time within their schedules for the duration of the project and be given the facilities to work closely with participating schools and external consultants in order to achieve the deliverables.

We believe that our expertise and experience as outlined below demonstrates both our genuine interest in the exciting changes brought about by elearning and the widespread interest in using iPads and tablets for classroom learning.

Our interests in delivering this project, therefore, are two-fold:

- the continued provision of support of positive and constructive teaching approaches and language awareness-raising, which we have developed through our extensive experience in English language teacher training;
- relating our knowledge in effective integrating learning technologies to English language teaching.

(a) British Council expertise and experience in language learning through integration of tablets

The British Council has experience in delivering several different teacher development courses on the theme of e-learning which have included tablet integration. As such, we have been service providers for EDB teacher development courses in e-learning for the Curriculum and Development Institute and the NET advisory section. We are also service providers in e-learning contracted to individual schools. This training has enabled us to support the EDB's e-learning priority by working with schools and teachers who are considering purchasing tablets, schools who have just purchased tablets, and schools who have more experience with using tablets. We have also offered tablet training to teachers of non-language subjects who are teaching their subject through the medium of English.

Most recently, in order to develop a networking platform to help teachers share ideas, we have invested in offering a free iPad activity morning in collaboration with True Light Middle School. We had over 80 teachers (upper primary/junior secondary) from 62 schools attend and received very positive feedback.

As a result of our school-based training in tablet integration, we propose that this experience and expertise will enable us to plan appropriate and tailored training and consultancy for the participating schools.

(b) British Council expertise and experience in English language education

The British Council has considerable knowledge, expertise and experience in developing materials for English language teaching, as evidenced through ongoing materials development for our online resources such as *LearnEnglish Kids* and *LearnEnglish Teens*, and in Hong Kong has provided teacher development workshops for English teachers for over 15 years.

The British Council Teacher Development Unit currently comprises 3 members, all of whom hold diplomas in English language teaching (e.g. Cambridge DTEFLA/DELTA), and also hold Master's Degrees in English language or Education-related subjects.

The British Council has considerable experience in developing successful video-based projects. For example our websites *LearnEnglish Kids* and *LearnEnglish Teens* host a number of in-house produced videos which are popular and frequently used to by English teachers around the world.

<http://learnenglishkids.britishcouncil.org/en/>
<http://learnenglishteens.britishcouncil.org/>

In 2010/11, we developed the Primary English E-learning Resources website for the Education Bureau, an e-learning solution which mapped British Council LearnEnglish Kids multimedia materials to the EDB curricular themes for Key Stage 2. Each of 60 units presented a pre-task; an online task and post-task.

<http://peer.edb.hkedcity.net/>

(ii) Needs Assessment

A number of schools we have worked with recently are just starting out with tablet integration. There is support and training available from a number of providers; however we have observed that despite many schools investment in mobile devices, tablets and training, few teachers are integrating these regularly into their classes. We would like to offer a more long-term project, to support school leaders, panel heads and teaching teams gradually through this transition and help teachers learn together to create a supportive environment within schools in terms of professional development with tablet integration. We intend, through a *long-term* project, and regular contact with the participating schools, to build teacher awareness and confidence with this type of learning technology.

In particular, we have observed that tablets are a motivating tool for junior secondary students, particularly those of lower levels of English, and we hope to develop teacher skills in motivating students to engage with language, in order to develop their language skills.

From our work in a number of schools, we are also aware that many teachers are interested in increasing the amount of communicative, creative and collaborative speaking and writing based activities in class. Through our experience with tablets, we have developed extensive experience focusing on supporting these type of activities, and we therefore feel that tablets are excellent tools to facilitate communicative, creative and collaborative classroom environments.

(3) Targets and Expected Number of Beneficiaries

The proposed beneficiaries of this project are, in the short-term, both teachers and students of junior secondary. We are aware that 100 schools were able to apply for funding to support the development of their learning technologies infrastructure earlier in 2014.

We propose to work with the teachers of three secondary schools in different parts of Hong Kong. As we estimate that there will be approximately 20 teachers per school and that each teacher will be teaching approximately 90 students (3 classes), our estimated number of beneficiaries is approximately 5,400 students (if 60 teachers – 20 from each school - teach approximately 90 students each). If we add the teachers involved, (i.e. approximately 60), this number reaches approximately 5,460.

Phase 1 (year 1)

This year will consist of a regular cycle of consultancy, (optional observations), and workshops, the latter held both onsite at the individual schools (for workshops tailored to school needs) and on British Council premises (for workshops designed to promote inter-school collaboration). Observations would be an optional element to be discussed with schools. These sessions aim to promote teacher collaboration and increase familiarity with a range of functions and apps that can be integrated in a pedagogically sound way to support English language learning and where possible, English language across the curriculum.

This year is begun with a launch event, where all the participating teachers can meet each other and share current practices and motivations for joining the project.

The year is consolidated with the organization of a sharing session for participating schools to share with other schools what they have learned and how they plan to move forward.

Phase 2 (year 2)

This year will consist of a regular cycle of consultancy, (optional observations), and workshops, the latter held both onsite at the individual schools (for workshops tailored to school needs) and on British Council premises (for workshops designed to promote inter-school collaboration). Observations would be an optional element to be discussed with schools. These sessions aim to support teachers to assist the development of ideas for the ebook, and develop teacher confidence integrating tablets to support language learning.

The year is consolidated with the organization of a conference to share with other schools what British Council and participating teachers have learned from this project.

Methods

Familiarity and confidence with integrating tablets in the curriculum to support language learning – will be promoted in the following ways:

- (1) through input sections in workshops
- (2) through input in consultancy sessions
- (3) through input from the above-mentioned collaboration
- (4) through promotion of experimentation, co-teaching, (observation and feedback)

Teacher collaboration will be promoted in the following ways:

- (1) Between teachers of the same school:
 - a. Through reflection sections of workshops
 - b. Through exploring online tools to support teacher collaboration
 - c. Through the setting up of teacher collaboration approaches during consultancy sessions
 - d. Through providing support and resources for teachers to conduct peer observation and co-teaching
- (2) Between teachers of different schools:
 - a. Through hosting workshops for all participating schools
 - b. Through hosting a launch event (start year 1) sharing session (end year 1) and conference (end year 2)
 - c. Encouraging an interschool sharing platform

We would like to draw on what we have learned from our experience as a service provider of e- and tablet integration, to work closely with a small group of schools to develop a community of forward-thinking teachers keen to work together to develop ideas of best practice.

We are not aware of other long-term projects using tablets specifically to support the EDB objectives of providing language enriched environments within schools to support language learning.

(6) Extent of Teachers' and Principals' Involvement in the Project

The ebook can be developed without the involvement of teachers; however we believe that the product will be more relevant, effective and sustainable with collaboration with teachers in its development stages.

We propose BC consultants will develop the ebook, while ongoing experimentation and professional development of participating teachers will lead to the contribution of ideas for the ebook.

(7) Implementation Plan with Time-line

Schedule 1 P. 11

Time frame	Action	Outcome	Involvement of other parties
YEAR 1			
November-December 2015	Needs analysis and workshop preparation	We will have collated a phone-based needs analysis with each school	3 participating schools
January 2016	Launch event	We will have hosted a launch event, bringing together the participating teachers from the 3 schools.	3 participating schools
February-March 2016	Workshop at each participating school	We will have visited each participating school to conduct an initial workshop. Aims: to provide initial input and frameworks regarding integration of technology into language classes	3 participating schools
April-May 2016	Consultancy visit to each participating school	We will have visited each participating school to conduct 1-1 discussion, reflecting on plans and activity and how best to implement a collaborative platform within the school.	3 participating schools
May-June 2016	Workshop at each participating school	We will have conducted a workshop at British Council, inviting all participating teachers. Aims (i) further familiarity with the functionality and a range of apps that can be used to support language development (ii) setting up an inter-school collaboration network	3 participating schools
June-early July 2016	Consultancy with each participating school	We will have provided face-to-face or online consultancy to discuss reflections on what has been tried out so far and how the school could encourage peer observations and co-teaching	3 participating schools
Mid-July 2016	Sharing session hosted by British Council	We will have held an open sharing session for interested stakeholders; we will have collated qualitative data regarding quality and usefulness of each of the above months input	3 participating schools; invitation to other HK local schools, EDB officers

YEAR 2			
September - October 2016	Consultancy with each participating school	We will have provided face-to-face or online consultancy, e.g. conducting 1-1 discussion, reflecting on developing an action plan for professional development for the coming year	3 participating schools
October-November 2016	Workshop at each participating school	We will have conducted a workshop at all participating schools, tailored to the action plan discussed in previous visit	3 participating schools
December-February 2017	Workshop at each participating school or at British Council	We will have conducted a workshop. Aims: to identify strengths from observations and areas of interest for development and possible strategies to address them	3 participating schools
March-April 2017	Consultancy with each participating school	We will have provided face-to-face or online consultancy to support preparation of contributions to the conference and receive ebook contributions and instructional video contributions	3 participating schools
April-June 2017	Preparation of products for dissemination	We will have prepared a series of instructional videos and an ebook for dissemination	
June 2017	Sharing session hosted by British Council	We will have held an open sharing session for interested stakeholders; we will have collated qualitative data regarding quality and usefulness of each of the above months input	3 participating schools; invitation to other HK local schools, EDB officers
July-August 2017	Dissemination of ebook	We will have made the ebook available for download	

(8) Expected Deliverables and Outcomes

We seek QEF support for the main tangible deliverable outlined below:

An ebook, produced by British Council consultants, based on ideas arising from the professional development teachers at the participating schools. This ebook is proposed to include:

- (a) Lesson plans which integrate tablets for the purpose of supporting language learning;
- (b) 2-3 min videos accompanying some of the lesson plans, which could include clips of a class in action, and commentary/reflections from the teacher or British Council consultant on salient teaching or learning issues arising
- (c) Ideas of best practice.

The ebook is proposed to be made freely available. Commercialization of these deliverables does not form a part of this project proposal. There is potential for the format of this product to be used as an expansion model, developing similar products for different age groups in the future.

Through achievement and dissemination of the ebook, we aim to promote the following outcomes of the project:

Outcomes

- (1) Enhancement of students' motivation to learn English;
- (2) Enhancement of students' English skills through facilitating language-rich and communicative activities;
- (3) Enhancement of teachers' awareness of techniques to integrate tablets into the curriculum with pedagogically sound approaches;
- (4) Increased potential for continued professional development of teachers through facilitating and promoting collaborative approaches to professional development.

(9) Budget

Terms for the minimum payment to charge

Services	HOURS	RATE	TOTAL	Remarks
a) Consultation visit in school*	24	HKD980*	HKD23,520	*followed the pricing standard of QEF
b) Workshop delivery in school*	36	HKD980*	HKD35,280	*followed the pricing standard of QEF
c) Workshop development & preparations*	60	HKD980*	HKD58,800	*followed the pricing standard of QEF
d) Website development & maintenance	34	HKD1,120	HKD38,080	
e) Project management			HKD26,400	
f) Event management			HKD53,760	
SUB TOTAL			HKD235,840	
General Expenses				
g) Admin support	12 workshops	HKD3,150	HKD37,800	@\$3,150 per workshop
h) Printing	12 workshops	HKD2,300	HKD27,600	@\$2,300 per workshop
i) Publicity	Brochures (estimate 400 copies)		HKD20,000	Charged at actual cost
	Project logos & documents		HKD5,000	
	Pull-up banners, posters & flyers		HKD10,000	
i) Venue	Sharing session in Year 1		HKD10,000	Charged at actual cost
	Conference in Year 2		HKD10,000	
k) Intellectual property rights				Not applicable to this project
l) Audit fee			HKD5,000	As per QEF request
SUB TOTAL			HKD125,400	
GRAND TOTAL			HKD361,240	

* Note that for the development and delivery of consultation and workshop delivery sessions, British Council will recruit experienced secondary English teachers with IELTS band 9 English proficiency, experience with integrating tablets into classroom teaching, and experience of materials development.

(10) Evaluation Parameters and Method

The project manager will oversee the internal and external validation processes, produce and submit regular progress reports, interim financial reports, a final report and an end of project financial statement within 3 months of the project completion.

Evaluation of short-term objectives

Referring back to the short-term objectives outlined in the part C section 1:

- (i) *to develop teacher confidence with integrating tablets to create a motivating and language-rich environment for students to learn English;*
- (ii) *to encourage a teacher's collaboration network within and between schools.*

These are proposed to be based primarily on feedback collected from stakeholders involved, through the following channels:

- (a) Participating teachers will also be asked to provide feedback after each face-to-face session with British Council Teacher Development Consultants, a short time after the session, by being invited to respond to either a written questionnaire or an online closed-choice questionnaire. This questionnaire will ask participants to evaluate for example: to what extent the session (1) met their expectations, (2) met session objectives, (3) met their school and individual needs, (4) had an effective trainer, (5) had relevant content for their curriculum, (6) provided sufficient content and guidance; (7) what they will carry forward from the session; (8) what they would like to see in the next session; (9) what further support they will need to implement ideas from the session; (10) what they found most/least useful. As such, this questionnaire would provide both qualitative and quantitative data for evaluation purposes. This data would be collated and used in the evaluation report.
- (b) We intend to organize and host a sharing session after year 1 and a conference after year 2 for interested stakeholders. Attendees will be asked to complete questionnaire feedback, providing us with further insight and qualitative feedback as to how the making of the products has benefited the participating schools, and how we might be able to adapt and improve the project if rolled out with adaptations in the future. This data would be collated and used in the evaluation report.

We will further measure the success of this objective of the project quantitatively by collecting data about the number of downloads, to provide an indication of the reach of the product resource.

Evaluation of long-term objectives

Referring back to the intended long-term outcomes, as mentioned in part C section 1:

- (i) to motivate students with learning English;
- (ii) to develop ideas of best practice with using tablets to support language learning;
- (iii) to develop teacher collaboration within and between schools.

We understand that implementation of new approaches and methods in teaching will take time to become embedded into teachers' craft knowledge, and observation of measured enhancement in learning will take time to become evident, therefore in the short-term duration of this project, we feel that qualitative feedback from teachers' oral feedback at sharing sessions may provide the best insight into the relative enhancement of teachers' awareness of techniques to support language learning through use of tablets.

However, we will also be able to collect data over the longer term too, and help provide guidance for schools on how they can continue to evaluate the success of this training over the longer term.

We would build into some of the input sessions a framework to raise teachers' awareness of the importance of evaluating their own teaching, and methods for doing so, for example, by providing teachers with a set of student feedback sheets and online feedback collection tools, which can be used with students after particular activities or lessons, so that teachers can collect students' feedback. These various different feedback sheets and online feedback collection tools would, for example, enable teachers to collect qualitative and quantitative data on: (1) how well activities/lessons have been received, (2) how useful particular activities/lessons are perceived by students to be, (3) how enjoyable particular activities/lessons are perceived by students to be. We would also raise teachers' awareness of how this data can be acted on by the teacher to effect pedagogical change and improvement over time. We propose to encourage teachers to use an online tool to log regular journal entries, including their reflection on student feedback and their own reflections on their teaching over time. This could also be used to log individual or school-wide problems, action points, solutions, experiments, learning points, feedback, and ideas for best practice. This log would be proposed to be shared with the trainers, and therefore used to feed back into the project, and to have a better understanding of how the long-term project objectives are being met.

All the feedback mentioned above will enable us to better understand the need for further work and development of products and teacher training in this area.

(11) Sustainability of the Outcomes of the Project

We intend to promote the pedagogically sound integration of tablets for the purpose of enriching the language environment and engaging students. Therefore we intend through this project to motivate students with their learning of English, which may have a future impact on learning capability through English medium at higher education levels and in other subjects taught through English medium.

While the curriculum content does occasionally change, we will endeavour to encourage schools to develop integration of tablets into sections of the curriculum around core curriculum topics. In doing so, the lesson plans, activities and reflections captured in the ebook will have longevity, for the future usage of other teachers.

We propose that the project can benefit the education sector as a whole by facilitating the sharing of knowledge and insights teachers have gained. A key priority of this project is the development of sharing networks, collaborative working practices and familiarity with online collaboration tools, so that the participating teachers can continue their professional development beyond the timeline of this project. The sharing session and conference also have a networking and collaborative objective, with the intention to promote teacher sharing between schools beyond the timeline of this project.

There may also be potential to expand the project into (i) the senior secondary curriculum (ii) develop teacher skills with tablet integration to promote the subject learning in specific subject areas. It should be noted however, that these suggestions for future potential do not form part of this project proposal.

(12) Dissemination / Promotion

The ebook is proposed to be uploaded to the Teach English website or if appropriate, another British Council website aimed at supporting teachers and made freely available for download. Some videos and other content within the ebook will be shown at the end of year 2 conference to promote this product. These will be further promoted at other future events we hold where junior secondary teachers are key stakeholders e.g. future teacher development workshops, activity events, networking events and outreach events.

As this project is does not involve large amounts of newly-generated British Council learning materials, and as the learning and teaching insights and ideas generated will largely originate from the participants involved in the project, we have not included a fee for intellectual property rights.

Part D: Details of Collaborating / Participating Organizations

At this point, we have not approached other organisations to collaborate on this project. However, we partnered with teaching staff at elearning school, True Light Middle School in Tai Hang, and we may approach their staff to speak at our launch, sharing or conference event reflecting on their development and evolution as a school which has successfully integrated elearning.

Part E: Declaration

I confirm the organization's eligibility for application and declare that all the information given in the application is true and accurate and there is no duplication of funding from other Government sources for the same activities.

We understand that if this application is approved, I am required to pledge to participate actively in project promotion, publicity and dissemination activities in respect of this project.

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 Date	Type of Report and Covering Period	Report Due Date
Progress Report 01/07/2015-31/12/2015	31/01/2016	Interim Financial Report 01/07/2015-31/12/2015	31/01/2016
Progress Report 01/01/2016 – 30/06/2016	31/07/2016	Interim Financial Report 01/01/2016 – 30/06/2016	31/07/2016
Progress Report 01/07/2016-31/12/2016	31/01/2017	Interim Financial Report 01/07/2016-31/12/2016	31/01/2017
Progress Report 1/01/2017-30/06/2017	31/07/2017	Interim Financial Report 1/01/2017-30/06/2017	31/07/2017
Final Report 1/07/2015-30/11/2017	28/02/2018	Final Financial Report 1/07/2015-30/11/2017	28/02/2018

Asset Usage Plan – Not Applicable to this project.

