

**Quality Education Fund**  
**Application with Grant Sought Not Exceeding \$150,000**  
**Part B: Project Proposal (Revised)**

Project Title	Project Number
Developing a self-directed English eLearning programme through the use of tablets	2015/0276

**Basic Information**

Name of School: Chi Lin Buddhist Secondary School

**Beneficiaries**

- (a) Sector:  Kindergarten  Primary  Secondary  Special (Please tick)
- (b) Students:  
Stage 1: 16 students (in number) and S4 Green (the higher ability group in S4) (class level)  
Stage 2: 104 students (in number) and S1-S6 Green (the higher ability groups from S1 to S6) (class level)  
Stage 3: 338 students (whole school) (in number) and from S1 to S6 (class level)
- (c) Teachers: Stage 1 and 2: 7 (including the NET) (in number)  
Stage 3: 49 teachers (all teachers and the Principal) (in number)
- (d) Parents: 332 (in number)

**Proposal****(I) Project Needs**

- (a) Please state the aims of the project in clear and concise terms and elaborate how the proposed project could impact on school development.

Our school was a skills opportunity school. It now specializes in students with different kinds of special educational needs (SEN) incorporating a variety of emotional and learning disabilities. This project will serve as a pilot eLearning programme in the school. It aims to promote using tablets to implement self-directed eLearning, enhance students' interest in learning and cater for learner diversity.

- (b) (i) What are the areas of the needs and priorities of the school?
- Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
- Enhance school management / leadership and teachers' professional development / wellness
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
- School development plan: One of the major concerns of the school year is to explore multiple modes of learning and enrich students' learning experiences. This pilot programme on tablet teaching and learning will address the main concern of the school development plan by engaging students and catering for learner diversity as well as improving their learning effectiveness.
- Assessments on students' performance: 100% of our students are suffering from different kinds of special educational needs (SEN). Though students are re-streamed into four groups in each year level according to their English abilities, they learn very differently in style, speed, abilities, interests and needs. For example, some SEN students have difficulty in understanding conceptual knowledge. However, they can excel in other areas. Teachers have observed that they benefit very much from interactive and multi-sensory learning activities.

- (c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.

With the aid of useful educational tablet apps, students can learn more interactively and effectively based on their learning speeds, styles, abilities, interests and needs. Also, the use of tablets in the topic to be studied will help students to enhance their self-directed learning, problem-solving and IT skills. These skills will assist them in the future and encourage them to be life-long learners.

**(II) Project Feasibility**

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

(i) Approach/Design/Activity

The project enables the students to work on individual, small groups or whole class activities in a unit named Anti-Drug Campaign from the module of Teenage life. It is anticipated that the apps will not only maintain their interest in learning but highlight their enthusiasm in all areas that they study.

Four major tablet learning apps will be used in the teaching and learning of the unit. The design of the 20 periods for the unit is shown as follows:

Period	Objectives	Methods	Possible problems	Solutions
1	To introduce students to and raise their interest in the topic	Teacher uses a <b>tablet learning app</b> to design a quiz on the reasons for drug abuse to help elicit students' prior knowledge of the topic.	Students may get very excited to start the eLearning programme and the teacher has to handle some discipline problems. Also, some careless students may drop and destroy their tablets.	Introduction to using tablets in the classroom will be given to students before the first period of the unit. A consent stating clearly how they should behave and treat their eLearning tools will be signed by the students and parents before the programme.
2-4	To learn new words related to drug addiction and rehabilitation, and words with suffixes	Teacher uses a <b>tablet learning app</b> to design concept matching games to build and consolidate students' vocabulary power.	Students with higher abilities may finish the matching games quickly. So teacher must ensure extension work is created.	The more competent students can help the weaker students by acting a student advisor or they go to the eBook to listen to their dictation content.
5-7	To read an email and a speech and test students' comprehension skills	Teacher uses a <b>tablet learning app</b> to design comprehension quizzes about the more interesting side of an anti-drug campaign.	Students who do not prepare before the lessons may be reluctant to answer the questions.	Instant help and some useful eLearning tools such as an online dictionary can be offered to ease their anxiety to attempt work.
8-13	To learn and practice the grammar items in the unit	Teacher uses a <b>tablet learning app</b> to design grammar quizzes in the unit.	Students may get confused about the grammar items.	They can work in pairs or groups to go over the quizzes. They can continuously repeat the quizzes.



14-15	To listen to some phone calls and make a presentation to the class	Students go to <b>eBook</b> and complete their notes and exercises. They also need to video their presentations.	The integrated task would be difficult for some students with poorer listening and speaking skills.	They can go back to audio files a number of times to practice and improve their pronunciation of some hard words from the internet.
16-20	To write a reply email to someone who has drug problems and create the reply email in a video.	Students write the reply email and search for information related to the problem. Then they use a <b>tablet learning app</b> to upgrade the content of their email.	Some students may find it difficult to write the reply email.	Good work from the students can be shared instantly and used to demonstrate what the teacher is expecting from them.

A sample lesson plan is given to illustrate how the proposed applications help cater for learner diversity.

Time	35 minutes	Module and unit	Teenage life – Anti-drug campaign
<b>Objectives</b>	☞ <b>to test students’ comprehension skills</b> (i.e. identifying general/specific information and main ideas, making references, using reference skills, linguistic and contextual clues as well as understanding the connection between ideas)		
Prior knowledge	Basic daily life conversations Words related to reasons for drug abuse, drug addiction, rehabilitation and words with suffixes		
<b>eLearning tools adopted</b>	PowerPoint, <b>eBook</b> , <b>online dictionaries</b> , <b>Kahoot!</b> , <b>Quizlet</b> , <b>Socrative</b>		
<b>Measures to cater for learner diversity:</b>			
<ul style="list-style-type: none"> <li>★ Teacher tells students the objectives of the lesson to help them prepare for the learning content.</li> <li>★ Questions are set with a range of difficulty levels regarding different comprehension skills.</li> <li>★ Teacher divides the class into mixed ability groups to enable students work collaboratively.</li> <li>★ Teacher shows examples and provides timely support for the students while they are reading the articles.</li> <li>★ Students are able to use the eLearning tools to revise their previous learning content a number of times.</li> </ul>			

Procedures:

Time and tools	Teacher’s activities	Students’ activities	Clarification
3 minutes PowerPoint	✧ Tell students the learning objective of the lesson.	✧ Tell the teacher and the rest of the class the learning objective of the lesson.	✧ Do they know what they need to learn in the lesson?
5 minutes PowerPoint Tablets Tablet app (Socrative)	<ul style="list-style-type: none"> <li>✧ Divide them into <b>heterogeneous groups</b> (i.e. each group is made up of a <b>higher ability pair</b> and a <b>lower ability pair</b>) in order to cater for learner diversity in the activity.</li> <li>✧ Show students the rules of the quiz and explain what they need to do.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Sit in groups of 4 and decide their roles (i.e. 1 leader, 1 note taker, 1 timekeeper and 1 presenter) on their own</li> <li>✧ Briefly tell what they need to do in the activity.</li> </ul>	✧ Can they decide their roles?

	<ul style="list-style-type: none"> <li>✧ <b>Give them one or two examples</b> so that they can easily understand what they are required to do.</li> <li>✧ Recap.</li> </ul>	<ul style="list-style-type: none"> <li>✧</li> <li>✧ Tell what they are expected to do.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Do they know what they have to do?</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>✧ Check if students did prepare for the lesson.</li> <li>✧ Distribute tablets.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students report their preparation work.</li> <li>✧ Get the tablets.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Did they prepare for the lesson?</li> <li>✧ Are the tablets functioning well?</li> </ul>
PowerPoint Tablets Tablet apps (eBook, online dictionaries, Kahoot!, Quizlet, Socrative)	<ul style="list-style-type: none"> <li>✧ Ask students to read the relevant materials.</li> <li>✧ Walk around to provide timely support for them if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Go to <b>eBook</b> to read an email about an anti-drug campaign and a speech from an ex-drug addict by using tablets.</li> <li>✧ Students who do not prepare for the lesson or do not understand the two passages can revise the vocabulary <b>a number of times</b> by doing the quizzes on the <b>eLearning apps</b> or using the <b>online dictionaries</b>. The more competent students can also <b>help the weaker students</b> in the group.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Can they go to eBook and read the articles?</li> <li>✧ Can they use the eLearning tools to help them understand the articles? Are they able to work collaboratively?</li> </ul>
14 minutes	<ul style="list-style-type: none"> <li>✧ Ask students to log on their eLearning accounts.</li> <li>✧ Illustrate how to use the eLearning tool to answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students log on their eLearning accounts using their names and passwords.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Are they able to log on their accounts?</li> <li>✧ Do they understand how to finish the quiz?</li> </ul>
	<ul style="list-style-type: none"> <li>✧ Briefly go through the articles and start the quiz. Sample question 1 (easier): According to the email, when does the anti-drug campaign begin? Sample question 2 (harder): What caused Amy Fong to do drugs? <i>Comprehension skill involved: understanding the connection between ideas</i></li> </ul>	<ul style="list-style-type: none"> <li>✧ Get ready for answering the questions by using the eLearning app.</li> <li>✧ Work in groups to finish questions in the quiz as quickly as they can. The group leader and the more competent students in the group can be advisors of the weaker students to help them locate the relevant information and work out the answers.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Are they able to work collaboratively? Can the weaker students seek help from their group mates?</li> </ul>



	<ul style="list-style-type: none"> <li>✧ Check their answers and invite them to explain their answers.</li> <li>✧ Ask for their group scores to find out the winning group.</li> <li>✧ Recap.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Give explanation of their answers.</li> <li>✧ Pay attention to different comprehension skills covered in the questions.</li> <li>✧ Report their scores.</li> <li>✧ Tell what they have done/ learnt so far.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Are they able to explain their answers and point out what kind of comprehension skills covered in the questions?</li> <li>✧ Can they tell what they have done so far?</li> </ul>
3 minutes PowerPoint Tablets Tablet apps (Socratic, eBook)	<ul style="list-style-type: none"> <li>✧ Conclude the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Report what they have learnt in this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Can they tell the comprehension skills that they have learnt in the lesson and the keys to get the correct answers?</li> </ul>
	<ul style="list-style-type: none"> <li>✧ Give out homework.</li> </ul>		

Possible problems:

- If time is insufficient, leave the second section of the quiz to the next lesson.
- If students are able to finish the planned learning content, start the homework (analyze the different features of a speech) with them.

(ii) Key Implementation Details

**Project period:** 08/2016 to 07/2017

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
08/2016 – 03/2017 (Preparation stage)	<ul style="list-style-type: none"> <li>◆ Purchase and install tablets and other equipment</li> <li>◆ Professional teacher development workshops for English panel members conducted by experts from Education Bureau (Introduction to using tablets in the classroom)</li> </ul>	School IT department  All English teachers (including NET)
04/2017 – 06/2017 (Stage 1)	Develop the self-directed English eLearning programme through the use of tablets and school-based learning materials	16 S4 (Green) students
06/2017 (Stage 2)	Peer teaching and sharing sessions for all students in the higher ability groups	104 S1-S6 (Green) students
07/2017 (Stage 3)	Evaluation and sharing	All school teachers, fellow students and interested parents

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

(i) Number of teachers involved and degree of input (time, types, etc.):

7 English teachers (including NET) will be involved at the first two stages in the programme. Effective tablet teaching and learning strategies and materials will be designed and shared during the collaborative lesson planning meetings once every week. At stage 3, English teachers will share these strategies and materials with the rest of the teachers.

(ii) Roles of teachers in the project: (Please tick the appropriate box(es).)

 Leader Co-ordinator Developer Service recipient

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

**Grant Sought: HK\$85,600**

Budget Item	Expenditure Detail		Justifications
	Item	Amount (\$)	
i) Equipment	20 Tablets (\$3,700 x 20)	74,000	To allow each student to have one tablet to conduct English eLearning programme.
	Tablet smart cases (\$300 x 20)	6,000	To protect the back and the screen of the tablets.
	Mobile device management (MDM) software (\$200 x 20)	4,000	To centrally distribute apps to all of the tablets, and automate the configuration of settings, accounts, restrictions, and credentials.
	Lightning to VGA Adapter (\$400 x 4)	1,600	To support mirroring of what is displayed on the screen, including apps, presentations, websites and slideshows.
<b>Total Grant Sought (\$):</b>		<b>85,600</b>	

Remarks:

- Depending on the real unit price. 1 or 2 extra tablets could be bought if there is any extra money.
- Depending on the real prices of the equipment. Our school will top up the additional money for any price increase or newer models.

Paid by the school:

Category	Expenditure Detail		Justifications
	Item	Amount (\$)	
i) Equipment	Maintenance Fee for 20 tablets	14,000	To extend the hardware repair coverage to two years from the original purchase date and add up to two incidents of accidental damage coverage.
	Notebook computer	13,838	To facilitate the usage of mobile device management (MDM) software and the tablet charging cart.
	Maintenance Fee for the notebook computer	2000	To get direct telephone technical support for questions about the hardware and software.
	Tablet charging cart with Lightning Connector	26,798	To charge, transport, sync and move all of the selected apps, books, videos and music to each tablet.
ii) Services	Professional teacher development workshop (Introduction to using tablets in the classroom)	free of charge	To invite staff of Centre of Excellence Scheme on IT in Education of Education Bureau to teach English teachers the uses of tablets, the tablet apps and how to use these apps to design effective materials to enhance the effectiveness of teaching and learning.



## (d) Asset Usage Plan

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
computer hardware	Tablets	20	\$74,000	Continue to be used by school
	Tablet Smart Cases	20	\$6,000	
	Lightning to VGA Adapters	4	\$1,600	
computer software	Mobile device management (MDM) software	20	\$4,000	

(III) Expected Project Outcomes

- (i) Please describe how to evaluate the effectiveness of the project;
- Observation: 7 English teachers observe whether students' motivation, work production and enthusiasm have been enhanced.  
Success rate: In the final English panel meeting of 2016-2017 academic year, teachers relay that 70% of the feedback from the students will be positive.
  - Focused group interviews: 6 pairs of students (2 from high, middle and low ability level) and their parents will be invited to discuss their expectations before participating in the eLearning programme and share their experiences after participating in the eLearning programme.  
Success rate: It is expected that 70% of the feedback from parents and students during the interviews will be positive.
  - Pre-and post-activity surveys: Questionnaires will be given to students and parents at the beginning, in the middle and at the end of the project. They will be required to indicate and explain whether they have learnt more effectively and interactively with the tablets. Parents will indicate if there has been a change in their child's homework studies as a result of the tablets.  
Success rate: It is anticipated that 70% of the feedback will be positive at the end of the project.
  - Performance change of students in assessment: The pre-test and post-test results of the students on the topic Anti-Drug Campaign from *New Treasure Plus 2B* will be compared.  
Success rate: It is expected that 70% of the students will show improvement in their post-test results.
- (ii) Please state the project deliverables or outcomes.
- Learning and teaching materials: 6 PowerPoints and 5 series of quizzes developed by the game-based learning apps
  - Resource package: 6 lesson plans and 4 videos of students' group work
  - Others (please specify) All materials and experiences gained from this pilot eLearning programme will be recycled and served as a good example to other subjects to develop their subject-based eLearning programmes.

(IV) Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/8/2016 - 31/7/2017	31/10/2017	Final Financial Report 1/8/2016 - 31/7/2017	31/10/2017

