

Quality Education Fund
Application with Grant Sought Not Exceeding \$200,000
Part B: Project Proposal (Revised)

Project Title Self-Directed Learning for English Language	Project Number 2016/0440 (To be assigned by the EPMS)
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Basic Information

Lung Kong World Federation School Limited Lau Wong Fat Secondary School

Beneficiaries

- (a) Sector: Kindergarten Primary Secondary Special
(Please tick the appropriate box(es))
- (b) Students: 400 (in number)* and S1 – S4 (class level/age)*
- (c) Teachers: 12 (in number)*
- (d) Parents: 0 (in number)*
- (e) Participating Schools (excluding applicant school): 0 (in number and types)*
- (f) Others (please specify): _____

** Please specify where appropriate*

Proposal

(I) Project Needs

- (a) Please state the aims of the project in clear and concise terms and elaborate on how the proposed project could impact on school development.
- To help students become better self-directed learners by equipping them with knowledge before English lessons via flipped learning, they will be able to learn or review the materials beforehand or after the lesson in school. With the assistance of English panel, students can develop a sense of ownership of their English learning and they can become more independent learners.
 - To help students become more responsible learners by providing them with ample exercises in the SDL corner and motivate students using intrinsic incentives like a sense of achievement or extrinsic incentives
 - To raise the English panel's knowledge in IT and incorporate IT into their teaching
- (b) (i) What are the areas of the needs and priorities of the school?
(Please tick the appropriate box(es))
- Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
 - Promote students' social and emotional development

- Enhance school management / leadership and teachers' professional development / wellness
- Others (please specify) Catering for learner diversity
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
(Please tick the appropriate box(es))
- School development plan: Catering for learner diversity is one of the main concerns in the school's 3-year plan
- Survey findings: _____
- Literature review summary: _____
- Assessments on students' performance: Recent in-school assessments on students' English and DSE results show a declining trend on students' English capabilities.
- Relevant experiences: _____
- Others (please specify) _____

(c) Please elaborate on 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.

1. A (series of) staff development workshop(s) on flipped learning will be organized for English teachers. Depending on the learning progress of the English teachers, workshops on the basics of flipped learning, creating materials for flipped learning, and/or incorporating flipped learning into the English curriculum may be followed.
2. By setting up a SDL corner in the school's existing English corner, students can freely access grammar and vocabulary worksheets and exercises to strengthen their learning during recess, lunch, and after school. Upon completing a certain amount of exercise, students can get additional marks towards their report card.
3. Students are encouraged to participate in a SDL project where they will research on a topic and present their findings in a video. The video will be uploaded on _____ for all other students and outsiders to watch. The video can be a short story, a poem, a how-to video, a speech, etc. The SDL project assistant will help students with the recording and making the video.
4. Further materials will be developed with other subjects (i.e. Geography, Integrated Science, History, etc) in promoting Reading Across the Curriculum (RaC) as part of students' daily reading at school or at home. Such reading materials should relate to their learning in other subjects.

(II) Project Feasibility

- (a) Please describe the design of the project, including:
- (i) Approach/Design/Activity (Applicants are advised to provide details on project activities as well as learning and teaching arrangements.)

To make this project a success, the school will hire a project assistant to achieve its objectives and goals. The project assistant should be a university graduate with a degree in English language or equivalent, proficient in working with cameras

and related equipment, and knowledgeable in using a video editing software. Applicants with an education degree or diploma, or are pursuing an education degree or diploma are preferred.

We will develop our school based flipped learning materials, to be used in the junior forms, to **complement the existing syllabus** for the upcoming years alongside our junior form English teachers. These flipped learning materials will revolve around the **elective modules** our school has selected for teaching in their senior secondary classes. Each form will cover the same three electives with progressive difficulties for the higher forms, so horizontal alignment and vertical alignment will be incorporated in the curriculum planning for these flipped classroom videos (Refer to Appendix 1). English teachers assign the video and questions as pre-lesson materials.

For students without access to the Internet or a computer at home, they can use the facilities at school to watch the videos and complete the accompanying online exercises.

Besides flipped learning, the English department plans to create our own **SDL corner** that provides junior form students with additional remedial worksheets which focus on grammar, reading comprehension, and vocabulary. Using the promise of additional daily marks towards students' report card as extrinsic incentives, we hope to build a more solid English foundation for our junior form students.

To further nurture students' motivation in English and English reading habit, more reading materials selected by other subject teachers will be given to students to expose them to English materials outside their English lessons. The English teachers and project assistant will make necessary adjustment to the reading materials in order to suit the students' needs.

Finally, in order to enrich the English atmosphere, we encourage students to participate in their own SDL project where students produce a short clip, which can be in the form of a speech, a poem, a presentation, etc, and such clips will be uploaded onto the Internet for all to see. Through doing this project, we hope students can be more independent and responsible for their learning. The project assistant will assist in producing and editing these clips.

Observation will be made. A focused interview and questionnaire will be conducted at the end of the academic year to evaluate and assess the effectiveness of this program. Statistics, such as the performance of the online exercises and the usage of the SDL corner will be collected to assess the students' habit of learning and their autonomy.

The copyright of the deliverables/materials developed should be vested with the QEF. Any reproduction, adaption, distribution, dissemination or making available of the deliverables to the public for commercial purposes by the service provider is strictly prohibited.

(ii) Key Implementation Details

Project period: May 2018 to August 2019

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
May 2018	Project Assistant starts working at school	PL (Project Leader), PA (Project Assistant)
May 2018 to July 2018	Project Assistant working with English teachers on preparing and creating flipped classroom videos	All English teachers, PA
June 2018 to October 2018	Organize (at least) 2 workshops for English teachers on using/learning Flipped Classroom/eLearning	PL
June 2018 to August 2018	Making and editing flipped classroom videos Preparation for the SDL Corner	PA
September 2018	Managing accounts for students and teachers for Flipped Classroom	PA
September 2018 to April 2019	Facilitating the SDL projects by which S4 students pick their own topic for presentation that can be counted as practice for SBA.	All English teachers, PA
September 2018 to April 2019	Managing the SDL Corner	PA
August 2019	Submission of summary report and budget report	PL

(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.):
12 English teachers, the teachers who are teaching junior form English will be working alongside with the project assistant in making flipped learning materials as developers. 2 English teachers will be in charge of leading and coordinating the task assignments and arrangements.

(ii) Roles of teachers in the project:

(Please tick the appropriate box(es))

Leader

Co-ordinator

Developer

Service recipient

Others (please specify) _____

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

Grant Sought: HK\$199000

Budget Item*	Expenditure Detail (Including the breakdown for the budget items)		Justifications
	Item	Amount (\$)	
i) Staff	1 project assistant \$14000 x 10 x 1.05	\$147000	The extra manpower needed to help run all the activities smoothly
ii) Service	Workshops for teachers on learning flipped learning	\$8000	None of the English panel has any experience in conducting flipped learning
iii) General expenses	Miscellaneous materials	\$7000	To be used for making worksheets and flipped learning materials
	Audit fee	\$5000	
Total Grant Sought (\$):		\$167,000	

* Please cross out as appropriate

(III) Expected Project Outcomes

- (i) Please describe how to evaluate the effectiveness of the project.
(Please tick the appropriate box(es))

- Observation: Student's learning attitude, especially in the weaker classes. For example, 70% of students will take initiative in answering questions or asking questions.
- Focused group interviews: Focused interviews for higher ability groups and lower ability groups will be carried out at the end of the academic year. 70% of them agree that their self-directed learning skills are strengthened.
- Pre-and post-activity surveys: _____
- Performance change of students in assessment:
- Students' performance trend can be compared with performance trend in the previous years.
 - Students will be able to do reading in English on their own.
 - Students will learn more words and expressions.
- Others (please specify) _____

(ii) Please state the project deliverables or outcomes.

(Please tick the appropriate box(es))

- Learning and teaching materials
- Resource package
- DVD
- Others (please specify) _____

Report Submission Schedule

Project Management		Financial Management	
Type of Report and covering period	Report due date	Type of Report and covering period	Report due date
Progress Report 1/5/2018 - 30/4/2019	31/5/2019	Interim Financial Report 1/5/2018 - 30/4/2019	31/5/2019
Final Report 1/5/2018 - 31/8/2019	30/11/2019	Final Financial Report 1/5/2019 - 31/8/2019	30/11/2019

Appendix 1 – Proposed Initial Framework for Flipped Classroom:

Form	Content			Total
1	Short Stories (at least 2 videos)	Workplace Communication (at least 2 videos)	Social Issues (at least 2 videos)	At least 6 videos
2	Short Stories (at least 2 videos)	Workplace Communication (at least 2 videos)	Social Issues (at least 2 videos)	At least 6 videos
3	Short Stories (at least 2 videos)	Workplace Communication (at least 2 videos)	Social Issues (at least 2 videos)	At least 6 videos

All videos will have English subtitles. There will be accompanying lesson materials to go with the videos in the lesson after viewing.

Lung Kong WFSL Lau Wong Fat Secondary School

English Language

Short Stories Module (Flipped Learning)

By the end of this 3-year module, students will be able to:

1. identify the key elements of a short story (S1)
2. appreciate the advanced elements of a short story (S2)
3. write their own short stories with targeted skills and techniques (S3)

Secondary 1	Secondary 2	Secondary 3
<p>Through some famous fairy tales (e.g. The Ugly Duckling, Little Red Riding Hood, Cinderella and Jack and the Giant Beanstalk) and some well-known classics (e.g. Peter Pan, Around the World in 80 Days, Happy Prince, Wizard of Oz...), students will be asked to identify the key elements of a short story.</p> <p>Key Elements in a Short Story:</p> <ul style="list-style-type: none"> ● Setting ● Characters ● Plot (Introduction, rising action, conflict, climax, falling action and conclusion/resolution) 	<p>Students will be given the opportunity to re-visit the key elements of a short story.</p> <p>Students will be introduced to more advanced elements of a short story.</p> <p>Students will be asked to compare and evaluate some short stories with reference to the key elements and advanced elements.</p> <p>Advanced elements of a short story:</p> <ul style="list-style-type: none"> ● Theme ● Style and Tone ● Moral 	<p>Students will be given the opportunity to re-visit both the key elements and advanced elements of a short story.</p> <p>Students will be asked to plan their short stories in a step-by-step manner.</p> <p>Students will be asked to focus on the theme and setting (WHEN and WHERE).</p> <p>Then, they will be asked to give more thoughts to the moral of the story (WHAT readers can learn from it).</p> <p>It will be followed by characterization (WHO and their backgrounds and personalities).</p> <p>The plot-writing part will serve as the production and consolidation stage.</p> <p>Students will be asked to make sure the story include a rising action, a conflict, a falling action and a resolution.</p>

Key Concepts of Workplace Communication (Flipped Learning)

A list of different (but not exhaustive) types of genres in writing usually found in Workplace Communication

- A report
- A memo
- An email
- A business letter
- A proposal
- A letter of complaint
- A letter of application
- A letter of advice
- An agenda
- Designing a leaflet
- A sales letter

We will cover the selected types of genres in writing in the flipped classroom videos.

Form One	Form Two	Form Three
<ul style="list-style-type: none"> • Letter of advice (first introduced in reading passages found in Unit 2 of the text book) <ol style="list-style-type: none"> 1. Identify problems from letter/video from different common everyday situations 2. Brainstorm different ways to tackle problems found in letter/video 3. Teach the format of writing a letter of advice 	<ul style="list-style-type: none"> • Letter of complaint (similar situation found in Unit 7 of the text book) <ol style="list-style-type: none"> 1. Show several common complaints found in different common everyday situations 2. Identify problems from letter/video 3. Teach the format of writing a letter of complaint 	<ul style="list-style-type: none"> • Letter of application (similar situation found in Unit 6 of the text book) <ol style="list-style-type: none"> 1. Reasons for choosing a job/career 2. A day in the life of a ... (list 2 to 3 common jobs for students) 3. Reading job advertisements from various sources 4. Teach how to compile a curriculum vitae/resume 5. Teach the format of writing a letter of application

Key Concepts of Social Issue (Flipped Learning)

A list of different (but not exhaustive) types of social issues

<ul style="list-style-type: none"> • child labor • drink-driving / drinking and driving • domestic/family violence • gun control • high housing prices • Internet crime • obesity • poverty • smoking • flu outbreak • traffic jam/congestion 	<ul style="list-style-type: none"> • copyright issues • electronic waste • food safety • high crime rates • homelessness • medium of instruction • pollution • racial discrimination • drug abuse/addiction • teenage pregnancy • unemployment
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We will cover the selected topics in the flipped classroom videos.

Form One (LS is also teaching poverty in S1)	Form Two (similar topics covered in English textbooks)	Form Three (similar topics covered in English textbooks)
<ul style="list-style-type: none"> • poverty/homelessness • high housing prices 	<ul style="list-style-type: none"> • pollution • electronic waste 	<ul style="list-style-type: none"> • teenage pregnancy • unemployment

For each topic/video, the video will talk about the

- Impact – how the matter affects/will affect you (the world) directly/indirectly, in the short/long term
- Causes – what causes the problem/social issue, cause and effect
- Solutions – what solutions we recommend

Though not always, the following can be discussed/covered in the video:

- Opinions from different parties/stakeholders
- Survey results to interpret people's opinion