

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

Project Title Flipped learning for English Learning – Tree-free Reading	Project Number 2016/0277 (Revised)
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Basic Information

Name of School / Organisation / Individual
ELCHK Lutheran Secondary School

Beneficiaries

- (a) Sector: Kindergarten Primary Secondary Special
- (b) Students: 405 from 13 Classes (in number)* and S1 to S3 (class level/age)*
- (c) Teachers: 14 English teachers and the KLA Heads as the core working teams (in number)*
- (d) Parents: 405 (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.

- To apply “flipped learning” model to enhance students’ English reading and speaking skills;
- To develop students’ reading skills and speaking fluency through mobile app;
- To boost our teachers’ capacity in using IT in education for classroom facilitation and promoting a self-learning programme and reading ability.

- (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
- Promote students’ social and emotional development
- Enhance school management / leadership and teachers’ professional development / wellness
- Others (please specify) develop reading ability, self-learning, teachers and students’ IT literacy

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

- School development plan:

- Under our 3-year development plan, we have 2 core concerns: (1) Through reviewing and deepening our existing curriculum, we integrate e-learning into the curriculum to enhance learning effectiveness. (2) Develop our teachers’ capacity in integrating and using e-learning for bettering learning effectiveness. Among different plans, using e-learning and RaC (Reading across the curriculum) to nurture students’ reading ability is our direction for the coming 3 years.
- RaC is one of our strategies to promote reading interest since 2 years ago for the whole school. In English Language, we have extended our RaC curriculum from History to Integrated Science in 2 years. English, History and IS subjects teachers co-plan lessons and we build up a linkage between English and the other subjects.

- Survey findings: Our internal assessment shows that our students are in need of more exposure of reading and different reading texts. Currently we have 1 dedicated English lesson per cycle for our junior form students for reading lesson. However, we are using printed books and class sets that required us to rotate among 4 to 5 groups of students per form. This structure restricts our students to have 3 books read intensively with teachers’ guidance only. We believe this is a bit far from what we need in nurturing reading interest and ability compare to electronic reading texts blended with multi-media resources.

Research findings:

- “Flipped Classroom advancing learning at home making more room for classroom interactive learning” and it is suggested “how mobile technology and Internet resources are leveraged to create an impact on learning effectiveness” from the Fourth Strategy on IT in Education (EDB May 2014)
http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/it-in-edu/Policies/4th_consultation_eng.pdf
- Researchers (Lin Shen and Jitpanat Suwanthep, 2014) conduct a study on e-learning for building speaking ability at Thailand for EFL students. “Data from the questionnaires suggested that firstly, the majority of the students preferred working on e-learning constructive role plays in speaking classes.” Moreover, the research also shows that student’s performance has a clear different (progress) when e-learning tools are used.
http://asian-efl-journal.com/PTA/January_2011_Shen.pdf

- Relevant experiences: Our school has successful experience in implementing e-learning with focus on general English news reading. However, we are still in the stage of general understanding of flipped learning and we plan to include e-learning into our regular classroom in year 2017 to 2018.

- (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.

After S3, students face a big leap in S4 meeting the HKDSE English requirements. Often students feel discouraged because they feel the gap is too big, i.e. they cannot read a long passage, or they are not confident in group discussion and individual presentation. This is why we want to focus on developing their reading skills from junior forms. However, while the students’ English reading level is not advanced, secondary students do not like reading young children’s reading materials, especially if they know they are for primary. This will only discourage the students. Providing excerpts or incomplete texts also do not work because students do not find them engaging. Hence, matching the right levels with mature and relevant content is the first key for motivation for our students.

Our English panel suggests we use the school-based selected texts for students to do storytelling as part of their speaking skills training through mobile learning and flipped learning, where students can listen to the native English language and speak a short paragraph each time.

This supplements our existing practices through reading and meets our needs to address learning diversity.

- a. Provide leveled reading content for different groups within a class to address learning diversity.
- b. Allow students to choose what they like to read within the selection.
- c. Monitor each group’s reading progress against the goals through the mobile app and reading comprehension.
- d. Encourage students to do speaking through storytelling with the bespoke mobile app and share it with peer for peer assessment, e.g. Like, simple rating.

To leverage IT in education, reading comprehension should also cover our common exam question types and be marked by the mobile app automatically:

- Multiple Choice Questions
- Identification of Writer’s Views
- Sequencing
- Choosing Headings for Sections
- Other reading strategies

Flipped learning and mobile learning are the new strategy for us to tackle learners' reading interest. Students will pre-learn and read at home and have higher participation during the classroom. Some of the lessons we will assign selected vocabulary or background for research of study before the classroom lessons. That means students can use our tablets at classroom and also their mobile to practice at home. Mobile application is the easiest, most popular and simplest accessible channel for our students.

(II) Project Feasibility

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

(i) Approach/Design/Activity

Design: Students' Choice and Learner-centric's Content

This project adopts e-learning for our S1 to S3 students as part of their reading and speaking resources and self-learning. Students will have a teacher's pick list (for intensive reading during flipped classroom) and an option list (students choose for self-directed enrichment reading). Students' choice allows self-directed, self-paced to choose content they like and level of difficulties.

Under this project, our students will be supported by regular assignment, review and monitoring from teachers to make good use of the e-resources and self-learning opportunities through classroom instruction and self-directed learning tasks. At classroom, students will make use of the mobile apps and the e-readers to read aloud, read by themselves and use developed content at different apps to learn and deepen their understanding and usage of the vocabularies and language functions under clear reading and speaking instruction.

For self-directed learning, our teachers will monitor their progress by reviewing their usage and performance every month. For the non-motivated classes, our teachers will break down the reading target into a weekly assignment so we can better support their learning. Our teachers will provide quality and timely feedback to improve learning and hence the teacher as well. The details are explained in below:

- Teachers set a target number of books and related reading comprehension exercises to be completed monthly as for students' reading goal.
- Monitoring the reading progress, completion rate and scores of the exercises, teachers can understand the reading level of each student more easily, so as to provide more suitable teaching materials to cater learners' diversity.
- Additionally, the scores of the reading comprehension exercises will be counted as part of students' daily assessments which ensures students to finish the reading tasks seriously.
- For students whose progress is behind schedule or their scores are far from satisfaction, our assistant teacher will offer extra after school tutorials to help those students to catch up with the norm.

Content: RaC approaches

We aim to select leveled interactive e-readers that can integrate into our school-based curriculum with cross-subject topics. This is not an add-on, but a school-based curriculum enhancement to focus on learner's interest with diverse subjects, topics, levels for students to choose, learn and peer assess.

English teachers hold regular meetings with the related RaC subject heads and teachers to do mapping among different subject curriculum and evaluate students' performance and learning progress. The work schedule is as follows:

Period	Item	Teachers involved
Jan 2018	Curriculum-mapping	Department heads of English, History, Integrated Science and Geography
Jan 2018	Test of reading comprehension	Junior Form English Teachers
Jan 2018	Selection of RaC readers (topics related to knowledge taught in RaC lessons)	Department heads of English, History, Integrated Science and Geography

Jan-Apr 2018, Aug 2018	Design school-based reading comprehension materials based on some selected readers	English teachers
Feb-Jun 2018, Sep-Dec 2018	Storytelling activities (inside and outside classrooms)	English teachers
Feb to Mar 2018	Theme-based presentation on RaC topics (non-fiction readers)	English teacher History/Integrated Science/ Geography teachers as the judges of the competition
Apr 2018	Interclass Theme-based presentation on RaC topics (non-fiction readers) Competition	English teacher History/Integrated Science/ Geography teachers as the judges of the competition
Dec 2018 to Jan 2019	Evaluation Meeting	Department heads of English, History, Integrated Science and Geography

Flipped Learning: Learner-centred

Traditionally, the teacher is typically the central focus of a lesson and the primary disseminator of knowledge and skills during the class period. The teacher asks questions and students answer. Engagement in this mode is limited. The flipped classroom shifts instruction to a learner-centered model in which class time goes in greater depth after students read the teacher's pick. Class time will be used for more learning performances, group reading and activities.

This enhances student engagement as it is an essential part of the learning process. A lack of engagement creates classroom management and discipline problems. Learner-centred focuses on students and helps them to engage!

Under this pedagogy, students will be assigned with the reading text that lead to better understanding of the target reading content before the lessons. Some key vocabulary and language functions will be pre-learnt from different mobile applications before the lessons.

For more able students, they are encouraged to learn more extended knowledge related to the reader content through some reference videos or clips which help broaden their horizon and arouse their further interest on the topics.

With this arrangement, teachers can free up the time to teach and explain during classroom time. This can strengthen the effectiveness of the use of classroom time especially when learners ability are very diverse.

e.g.

	English Language	History	Integrated Sciences and Technology	Geography
Robotic Body	e-reader about Robot and how it benefits human's life. Learn about: Use 'ed' adjectives to describe feelings that someone has / had about something; Use the connective 'if' to express conditions and use the simple past tense to express past thoughts		Learn about how a bionic body parts and a robot help human and promote the well-being of a human.	NIL

Light and Solar System	e-reader about listening, reading and speaking activities about Light and the Solar System. Learn about comparative adjectives to make comparisons and use superlative adjectives to make comparisons.	NIL	How scientists research and found the cause and effect for Light Pollution.	Learn about course and effect of Light Pollution. Learn about Solar System.
Dangerous Jobs	e-reader for listening and reading activities to understanding about how the natural disasters happened and how it was managed by human. Learn about connective to show cause and effect for natural disasters.	-----	-----	How human activities bring damage to the environment and how human response to them through different jobs.
Online Shopping	e-reader about online shopping telling how physical exchange of goods to become online shopping. Learning about how to write timeline and how to explains the pros and cons.	History of money in society development.	How technology changes the shopping model.	

Application of flipped learning and e-learning resources at classroom and at home

Under this pedagogy in this project, students will be supported to make good use of the e-resources and teachers will monitor students' progress with quality feedback provided to ensure effective learning and teaching.

Students will be assigned with reading texts that lead to better understanding of the target reading content before the lessons. Some key vocabulary and language functions will be pre-learnt from different mobile applications before the lessons. For example, we will choose an e-reader / reading text in an ebook format as the classroom learning topic.

For illustration how we use flipped learning, we would like to use the Robotic Body as the topic to explain.

Before classroom learning:

- A core set of vocabulary items will be introduced as pre-lesson learning. Different groups of students will be able to access to different contents.

Vocabularies include: nerves, upper-arm muscles, bionic arm, movement, prototype and more terms related to this topic.

- For example, capable groups will learn some core items plus some more challenging content related to Robotic Body. They will be asked to research for latest development from the other countries and some case studies how the robot is used to improve human's quality life.

- Weaker groups will focus on some videos on how the robotic body be used in some real cases. This can arouse their learning interest and help them learn some basic vocabulary items. Sometimes we will use apps () for learners to complete the pre-lesson learning tasks. This will be under a self-directed learning approach at home.

During classroom learning: Teachers will make use of different tools for classroom facilitation. We will teach based on the topic, first to arouse students' interest in the topic and help them build the connection of the topic to their everyday life.

- Afterwards, capable group learners will move to investigate how robotic body parts make life difference, research and share their points of view. This will require more understanding, researching skills, further reading, building connection and last, presentation skills. If they can master this topic well, they can move on to debate about the moral size of the development of super-robot in the society.
- For weaker groups, we will help them to comprehend the text thoroughly, make use of the texts to understand the language features and how a robot help human improve life quality. Last, they will make use of the learnt language on this topic to retell or summarize what they have learnt. This of course will depend on how far they can reach and teachers will allow rooms for them to acquire more according to their progress of understanding on the topic.

After classroom learning: Students will be assigned to carry on their learning at home. Different learning tasks will be designed during our co-planning meetings.

- Capable learners will focus more on their refection, extended learning and share of their acquired knowledge. So, writing, drafting a presentation or a report will be their focus. We will also locate a classroom time or activity time for them to share or display what they have learnt.
- For weaker groups, we will focus on helping them reinforce their language learning through the topics and help them consolidate their learning on both understanding and also language focus.

For more able students, they are encouraged to learn more extended knowledge related to the reader content through some reference videos or clips which help broaden their horizon and arouse their further interest about the development of robot and how robotic body parts can bring positive value to human and the possible drawback on it.

With this arrangement, teachers can free up the time to teach and explain during classroom time. This can strengthen the effectiveness of the use of classroom time especially when learners ability are very diverse.

Mobile Apps: Self-learning and Classroom use

Mobile apps provide educational technologies such as online videos, voice over, exercises to help students read and understand. Students should be able to use their mobile phones, tablets, PCs to access the app.

Many students may not read at home, but are willing to read on their mobile while waiting for a bus to school. Easy accessibility using travel time or recess time provides more opportunity for students to catch up.

The school will also provide tablets for classroom use, including group voice over, creating sound effects (live or recorded), digital research and online collaborative activities and some extended learning collaboration.

Curriculum Integration (Integration into the school-based S1 to S3 English Curriculum)

We will select electronic books to map to our existing curriculum through the co-planning meetings. Selection of the reading texts will be those are relevant to:

- (a) language functions (tenses, connectives and formulaic expression);
- (b) Text-types (e.g. short stories, information texts, documentaries, articles and etc.);
- (c) Themes or topics or content (e.g. environment, culture, science, inventions, technology, personal growths and etc.)

We have regular monthly co-planning meetings for this project. After identifying those electronic books, we can plan and integrate them into the existing teaching plan and use them as class readers, or for self-learn or after school enrichment classes according to the diversity of learning needs.

This project allows us to apply electronic books for intensive reading so we plan to cover more topics and language functions through electronic books so our classes can co-currently learn at the same time for the same titles:

- History
- Integrated Sciences
- Geography

Subject teachers from History, IS and Geography will also teach the related topics during the subject lessons after English teachers have taught the related text and language functions and prepared students with relevant language and background knowledge.

Subjects teachers will encourage students to move up to further inquiry activities on the chosen topic or themes so that students can learn more and deepen on the topics.

High-order reading skills will be concerned for this project

When we use the text for the classroom learning, different strategies will be applied:

- (a) read aloud for others → (b) read thoughtfully when pondering over a challenging text →
- (c) skim a text quickly to gain an overall impression → (d) read critically when assessing the force of an opinion or argument → (e) read analytically when analyzing the writers' intent and use of language → review message and information contain → make comparisons and synthesize materials from different sources.

Those are high-order reading skills that we need to prepare our students for their future.

Building connection from electronic books / e-text to real life

For each electronic book we will adopt and design the lesson plans that focus on leading students to build the connection between the e-reading texts to their real life. Since students can practice speaking, certain amount of discussion tasks based on the speaking practice will be designed and use for the classroom facilitation. We will also develop our own e-learning resources on the mobile apps to facilitate the need of reinforcement of language function learning and vocabulary learning. Extended paper-based activities will be adopted as well so students can write and draw to share how they connect the topics to their everyday life.

Capacity Building

- (1) Our English teachers will lead the project, co-plan and design the curriculum and lesson flow, develop school-based resources on the mobile applications and implement the programme. Through hands-on experience, teacher training (also with the other KLAs teachers), co-planning, implementation and reflection, we can enrich our experience and skills
- (2) Conceptual understanding of flipped learning and mobile learning will particularly be featured from the workshops. We plan to invite an instructor from the university to facilitate the face to face workshop for us.

How can the e-resources be used?

The e-resources under this project will be used for our classroom teaching and learning and self-directed learning, from pre-lesson learning tasks, classroom learning activities based on apps and post-learning tasks. They will be more on the language learning for the self-directed learning while the topics chosen will be relevant to the other subjects.

Students will be assigned the homework to pre-learn with the chosen or developed e-learning resources. After classroom learning, students will be required to complete the reading tasks and exercises as the self-directed learning part.

Furthermore, we will choose some e-readers that are relevant to our chosen themes or topics for capable groups of students for their additional self-directed learning.

Since we selectively pick ebooks that contain contents relevant to our History, IS and Geography topics with language functions that are relevant to our school-based curriculum, those reading texts will then become part of the real application of those language functions instill in the authentic texts. Through the mapping, tailoring (lesson plans and assignments) of resources and co-planning of teaching plan, our teachers can make use of those resources to teach and to assign homework every year. The developed resources and good practice will then become part of our school-based curriculum and resources.

Role of teachers from the other subjects:

Subject teachers from History, IS and Geography will propose topics based on their curriculum for our English teachers to consider. After our panel team's mapping and selection of reading texts or ebooks, they also teach the related topics during the subject lessons and our English teachers will teach the related topics and equip students with relevant language and background knowledge, while at the same time students can demonstrate their learnt reading skills.

Goals	Activities	Deliverables
Develop school-based resources	English teachers and the other subject teachers will co-plan some topics that can fit for learner's interest and across related subjects. Co-planning meetings: English teachers will co-plan classroom activities and formulate the lesson plan on how to develop and assign differentiate activities to capable groups of students and less able students. English teachers will use the resources for classroom facilitation. Subject teachers (History, IS or Geography) will teach the chosen topics at their normal classroom and show specially linkage of the topics between what will be taught at English lessons and what will be taught at their subject classrooms. English teachers will review the resources and amend the resources to better address our need at classroom.	<ul style="list-style-type: none">• Lesson plans• Worksheet• Classroom activities• Vocabularies at• Discussion questions at

Integration of new resource to our school-based curriculum	Our teachers will co-plan and integrate the resources into our school-based curriculum to strengthen our curriculum.	<ul style="list-style-type: none"> An enhanced school-based curriculum with mobile learning support and cater learner diversity.
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Teacher Training:

The training workshop will include

- (i) Conceptual framework of Flipped learning
- (ii) How to flip and what to expect?
- (iii) Implementation difficulties and how to overcome it
- (iv) How to address learning diversity under flipped learning?
- (v) How to make use of different mobile apps to support flipped learning?

Trainer's requirement:

From university or front-line educator(s) with sound experience in flipped learning and with solid English curriculum design experience.

Participation and Role of Parents:

Parents are considered as one of the key stake holders in this project. Besides receiving and reading the regular reports from the e-resources and assignment platform, our parents will also be suggested to make use of the selected topics to open the conversation with their kids at home. We will issue parent notice at our school's intranet to invite them to play an active role for this project. We will suggest them to monitor and have active conversation with their kids about the taught topics at home so students can make use of what they have learnt to share to their parents in their mother language or in English language (if situation is allowed). Additionally, parents are encouraged to provide suitable supervision and support to students at home.

(ii) Key Implementation Details

Project period: 2/2018 to 2/2019

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
Feb 2018	Co-planning and integration of our school-based electronic readers outline and flipping learning strategy, define resources needed for flipped classroom, confirm expected learning outcome, Professional Development Workshop; Hardware and software preparation	14 English teachers, 6 KLAs teachers, Project Leader IT coordinator
Feb - Jun 2018	Regular co-planning on lesson plans, Lesson resources development, Pilot run on mobile classroom (all classes) and flipped learning (elite classes), Collect feedback and share to the parents who will be provided with regular performance reports and results and adjust the plan and lesson plans.	14 English teachers, Parents Project Leader Service Providers
	<ul style="list-style-type: none"> -Launch to all S1 to S3 students (2 to 3 readers should be selected for classroom) -Students can pick electronic books they like to read, 3 to 5 books are required for their self-reading at home with follow up learning activities. -Classroom observation and peer-to-peer observation -Sharing of good cases on panel team 	14 English teachers, Project Leader Service Providers IT coordinator 6 KLAs teachers will join in our reflection and interim sharing.

Jul 2018	Mid-term project review: Teachers' focus group and students' focus group to collect feedback, report and documentation.	14 English teachers and 6 teachers from other KLAs, Project Leader Service Providers IT coordinator
Jul - Aug 2018	Modification of material design if necessary.	14 English teachers, Project Leader Service Providers IT coordinator
Sep - Dec 2018	Re-launching the modified program to all S1 to S3 students, Regular co-planning on lesson plans, Lesson resources development, Pilot run on mobile classroom (all classes) and flipped learning (elite classes), Collect feedback and share to the parents who will be provided with regular performance reports and results and adjust the plan and lesson plans if necessary.	14 English teachers, Parents Project Leader Service Providers
Jan - Feb 2019	Project evaluation: Survey, Teachers' focus group and students' focus group to collect feedback, report and documentation. Suggest and decide the future implementation and sharing to the other subject teachers. Select, extract and store reading resources for future use.	14 English teachers and 6 teachers from other KLAs, Project Leader Service Providers IT coordinator

(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.):

Our Panel Chair and 13 English teachers will lead, co-plan, design, implement and review the project. Classroom observation and peer-to-peer observation will be conducted. Regular co-planning, reflection and sharing will be organized as well. IT coordinator will ensure we have stable Wifi and tablets to run the mobile classroom and flipped learning. Other 6 KLAs teachers will contribute the topics related to their curriculum through co-planning and our English teachers will define the learning goals, develop the classroom resources and implement it. Our principal will monitor and provide guidance to us regularly for this project.

Role of English teachers:

Our Panel Chair and 13 English Teachers will lead, co-plan, design, implement and review the project. Classroom observation and peer-to-peer observation will be conducted. Regular co-planning, reflection and sharing will be organized. English teachers will also take up the role of monitoring and evaluation of the project.

IT coordinator:

To ensure we have stable Wifi and tablets to run the mobile classroom and flipped learning.

Other 6 KLAs teachers:

They will review, identify and suggest topics related to their curriculum to our English teachers for mapping. Through co-planning meetings with our English teachers, they will share their subject's needs. Our English teachers will then select relevant texts to map into the school-based English Curriculum and design related classroom resources with concrete scheme of work. Afterwards, 6 KLAs teachers will teach the selected topics with the reference to the English eBooks English teacher selected at the specific period so students can learn the same topic from the subject and also from English lessons.

(ii) Roles of teachers in the project:

Leader

Co-ordinator

Developer: Curriculum integration and lesson plans

Service recipient: Training workshops

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

Grant Sought: HK\$145,800

Budget Item*	Expenditure Detail		Justifications
	Item	Amount (\$)	
i) Service	Professional development offered by an instructor from the university or other organization on mobile learning and flipped learning and lesson observation. (Approx. 2 times x 3 hours)	5,000	Flipped learning and mobile learning are the focus of workshops.
	Electronic content for In-class reading texts and for self-directed learning reading activities (topics and language should be aligned to our school-based curriculum and need of RaC, eg. IS, History and etc.)	50,000 (RaC content, text, video, audio and graphical image)	Quality of electronic content with more multi-media support will be easier to engage students in reading. This project emphasizes on using multi-modal text to engage different types of learners so the electronic content to be chosen for this project should be highly multi-media enriched.
	3 Mobile applications in iOS for (i) electronic readers (voice-over speaking function), (ii) vocabulary game and (iii) quizzes and real time collaboration activities (eg. auto-grouping, competition and etc.)	30,800 (440 students x \$70) (include teachers account and licenses)	We need few mobile applications to support our flipped learning classroom to enrich the classroom interactivity and re-enforced practice of reading and speaking in a self-learning mode.
	Tailoring of school-based scheduling (when and what to release, AND set up of our RaC scope and sequence to the mobile application and for the PC access)	5,000	We are not seeking for the generic e-reading content but e-readers that aligned to our school-based English curriculum and RaC strategy. So, we will require a tailoring of the school-based schedule according to our curriculum need.
	e-learning consultant service for co-planning of curriculum integration and lesson e-resources and turn them into e-learning resources in platform. (3 forms x 3 sets of samples; around 4 hours per set). English teachers will then design	25,200 (for assisting us to develop 9 sets of school-based resources; 6 school visits for co-planning and	Consultant to work with us for the resources to facilitate the teaching of speaking activities according to our need and also the focused reading strategy. Lesson plan showing how we do flipped learning and use the readers for classroom teaching will be co-planned and developed.

	2 other sets of materials with the skills and knowledge acquired as they know the needs of their students the best.	meetings)	<p>The e-learning consultant should co-plan the framework with us and should develop 9 sets of school-base resources. Each set contains activities for capable groups of learners and weaker groups of learners. Our teachers will then review, feedback and also conduct adaptation to address our learner diversity.</p> <p>Meanwhile, our teachers will also develop 2 more sets materials that can be used for some of the target groups of learners (to be identified during the co-planning meetings) or additionally add to the strongest classes. We believe those classes can complete the selected topics faster so they may have rooms to go further or deeper on the topics.</p>
ii) General expenses	Auditing fee	5,000	For auditing
Total Grant Sought (\$):		<u>121,000</u>	

Assets Usage Plan

Not applicable

(III) Expected Project Outcomes

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

- Observation: Teachers' observation confirms that :
 - (1) Learners' are more in engaged in English reading and speaking, RaC approach, flipped classroom and self-directed reading and speaking activities through the mobile app.
 - (2) Students' confidence and performance are enhanced in both reading and speaking at classroom.
- Focused group interviews: Focused group will
 - (1) review the behavioral change of students for higher ability group and lower ability group in their reading interest and ability;
 - (2) the strategy and effectiveness compare to printed-based class readers under the mobile learning and flipped learning approaches in this project. Student focused group will check on students' overall perception of flipped classroom, mobile learning and their improvement on reading and speaking skill through this project.
- Pre-and post-activity surveys show teachers' capacity in applying IT for education is built:
 - (1) 70 % of teachers are more confident in facilitating flipped learning (with e-learning) in classroom and their perception of the change of learners' engagement in English reading at classroom and in self-directed learning mode.
 - (2) 70% of teachers agree that the training workshop is able to enhance their understanding and practice skills about flipped learning.
 - (3) Students survey to collect feedback on students' feeling on the use of flipped learning and the RaC e-reading resources.

- Student's self-learning is promoted: 75 % of students are able to complete reading all the assigned readers and related reading tasks at home under a self-directed learning mode.
- We will measure if students' reading and speaking skills are enhanced through assessment of learning:
 Since the project only last for 1 year, it is hard to generate a distinguish progress in performance. In order to make the progress clear and measurable, we will design some reading quizzes to assess their improvement in reading skills by each term end. We are expecting more than 50% of students can meet our expectation that can demonstrate their reading ability.
 For speaking part, we will design the assessment tasks based on the reading text and topics to assess students' speaking performance. We will then compare students' performance on this assessment to our previous school assessment (previous 2 years). We are expecting over 40% of students can improve their speaking performance.
- Facts checking:
 - i. We fully implement the e-readers we proposed and establish our school-based RaC curriculum and content.
 - ii. We successfully implement the resources developed at classroom and at self-directed learning
 - iii. We successfully apply flipped learning at classroom and through this project, we sharpen our teachers' capacity in using e-learning.

(ii) Please state the project deliverables or outcomes.

- Resource package (readers' reading passages and exercises, classroom resources, and quizzes at the mobile application to share to the other schools)
- Others: (i) School-based mobile learning strategic plan; (ii) School-based S1 to S3 enhanced RaC curriculum with connection to electronic books for mobile classroom and flipped learning.

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
Progress Report 1/2/2018 - 31/1/2019	28/2/2019	Interim Financial Report 1/2/2018 - 31/1/2019	28/2/2019
Final Report 1/2/2018 - 28/2/2019	31/5/2019	Final Financial Report 1/2/2019 - 28/2/2019	31/5/2019

The ownership and the copyright of the deliverables should vest in the Quality Education Fund Secretariat so that it can be disseminated to all schools.

Our school should ensure that all procurements of goods and services are carried out an open, fair and competitive basis.