

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

Project Title Catering for learning diversity using e-learning tools in English Language teaching	Project Number 2017/0185 (Revised) (Assigned by the EPMS)
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Basic Information

Name of School: [REDACTED]

Beneficiaries

- (a) Sector: Secondary
(Please tick the appropriate box(es))
 - (b) Students: 130 (in number)* and S4 (class level/age)*
 - (c) Teachers: 12 (in number)*
 - (d) Parents: 0 (in number)*
- Participating Schools (excluding applicant school): 0 (in number and types)*
 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.
(Example: To enhance students' interests in reading through story-telling, singing, and drama...)
 - 1) To cater for learning diversity through e-learning tools which could make learning more personalized and allow students to learn in their own pace
 - 2) With multimodal input and output, students are more motivated and the students of different learning styles can be more easily catered for.

- (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
 - Promote students' social and emotional development
 - Enhance leadership and teachers' professional development
 - Others (please specify) _____
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
(Please tick the appropriate box(es))
 - School development plan: The major concern of the school is to help students become active learners. One of the strategies addressing this major concern is to effectively promote and assess students' learning through classroom interactions and extended learning tasks. The English panel addresses the school major concern by promoting e-learning. It is hoped that e-learning tools can offer more opportunities for students to consolidate the knowledge in different contexts and facilitate the launch of extended

learning activities for students to apply the knowledge and skills they have learnt. It also makes peer assessment and teachers' feedback more timely and effective.

- Survey findings:**
In 2016/17, flipped learning involving the use of e-learning tools was carried out in F.1. From the school-based Active Learners' Survey, it was found that the multi-modal text could initiate students' interest.

- Literature review summary:**
Warschauer (1996) pointed out that e-learning can motivate the less capable students as it offers chances for weaker students to participate.
Ajayi (2009) proved that multimodal texts offered students of different learning styles the opportunities for diverse interpretations and representations of visual images based on the interplay of self-identity and social-cultural worlds.
Major updates of the ELE KLACG (P1-S6) (2017) from the Education Bureau highlighted the importance of cultivating students' information literacy, advocating the use of multi-modal texts to enhance the ability to read and write effectively.
George Betts and Maureen Neihart (1988) stressed the importance of giving tiered instructions with tiered assignments, which could be achieved through the use of e-learning tools.

- Assessments on students' performance:** Our school adopted the flipped classroom strategy in the [REDACTED] project in 2016/17. It served as a pilot program for this project. Results from the pilot programme showed that there was an increase in weaker students' motivation towards the content to be learnt and it allowed students to complete the pre-lesson task.

- Relevant experiences:** By 2017, all teachers have attended at least 1 seminar or joined a training program about e-learning. In 2017/18, all panels are required to launch a subject-based e-learning program. In March 2018, an e-learning workshop designated for English teachers was launched. Teachers also frequently exchange their experience in using e-learning tools in the form meetings and panel meetings. In 2018/19, every teacher has to launch an individual-based e-learning program as a part of the school's initiative to promote e-learning by the Academic Committee.

- Others (please specify)** _____

Multimodal Text vs traditional text

In the 21st century, with the advancement of technology, reading does not involve only words, but also multimodal elements like visual representations and audio materials. The shift must be addressed in our curriculum because students are expected to develop their literacy, be it reading or writing, through the incorporation of multimodal elements. As these elements are readily available in the everyday context, like social media or online platforms, with the e-learning tools, students could be exposed to these texts. They can serve as the input to initiate students' motivation. Simultaneously, they could serve as materials for output, with the assistance of e-learning tools, for instance, if students want to add more multimodal elements to complement their output to make it more authentic or achieve the communicative purpose. These elements can be accessed selectively by students considering their own ability and learning targets, making learning more personalized.

Enhancing interactions in the English classroom

The traditional interactions between teachers and students make it difficult to cater for the weak and strong students at the same time. Traditional chalk and talk approach cannot allow multiple teacher-student interactions to take place simultaneously. With the e-learning tools, tiered instructions and tasks are made possible. The lesson design can really give more tailored support for weaker students while

further unlock the potential of the stronger counterparts. Teachers can give tiered feedback during the learning process on e-learning platforms, thus allowing students to get the best out of the instruction. Ultimately, students can have learning objectives appropriate to their levels and proceed in their own pace.

Becoming the protagonist in learning, students can stretch their own learning. One noteworthy point is that with e-learning tools, students can also share their own masterpieces on the platform. Weaker students and stronger students can learn from each others and peer assessments can be conducted. Such a move can also give students a communicative purpose.

(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.)

(Example: The project adopts the drama-in-education strategy and uses popular children songs to arouse students' interest in reading in a fun and interactive way...)

Goals:

In each module, the following is proposed:

Pre-reading	<p>Flipped learning</p> <p>Multimodal texts are put online using Edpuzzle or Nearpod to motivate learners with different learning styles. Multimodal texts can cater for learning diversity as they are likely to motivate visual learners through its intrinsic appeal and assistance to the understanding process. The learners are likely to process the information more easily with the cognitive demand being reduced with visual or audio aids. The multimodal texts being used include videos or pictures offering semantic and syntactic support for the students' output.</p> <p>Different levels of online assessment tasks are designed to engage both the strong and weak students in learning, with multiple focuses. Stronger students can accomplish advanced questions while weaker students can complete the basic ones. Weaker students can also re-watch the videos and attempt the question form multiple times, which can consolidate their input. Besides, videos of various levels of difficulty are featured on the online platforms so strong students can learn in their own pace. For instance, F.4 capable students can access the videos showing the content at DSE level, which can cater for high achievers and stretch their learning further.</p>
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While-learning	<p>Understand, Interpret and analyze different texts</p> <p>Multiple learning focuses concerning reading are selected for different classes. For instance, weaker students can focus on basic reading strategies, or those required to attempt section B1 in HKDSE reading paper while stronger students can focus on advanced reading strategies which enable them to attempt section B2 in HKDSE reading paper. E-learning tools like [REDACTED] or [REDACTED] can assist students to undergo learning in their own pace during and outside class time with tiered instructions given by teachers. A unit overview featuring the use of e-learning tools is produced to standardize the teaching of each class. Tiered standardized packages link up reading, speaking and writing tasks. E-learning tools like QR codes offer learning sources for advanced learners to expose themselves to a wide variety of multimodal texts, like some authentic oral discussion videos or speeches from Tedtalk.</p>
Task	<p>Students are required to produce multimodal texts using e-learning tools like [REDACTED] or [REDACTED]. Different requirements are set for students of different levels, allowing them to proceed from one to another to stretch themselves. Using e-learning platforms such as [REDACTED] and [REDACTED], students can conduct peer assessments, the criteria of which differ for stronger students and weaker students to cater for learning diversity. Such a design allows students to learn in their own pace and encourages peer interactions.</p>

(ii) Key Implementation Details

Project period: (September 2018) to (August 2019)

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
Sept 2018	Professional Development Workshop I on the use of e-learning tools to cater for learner diversity conducted by the Project Coordinator	All English Teachers and Project Coordinator
Oct 2018	<ul style="list-style-type: none"> ➤ Planning among teachers and finalizing the unit overview featuring the use of e-learning tools and teaching focuses for weak and strong students (<i>phase 1</i>) ➤ Prepare all learning and teaching materials including the multimodal texts and theme-based English learning package (speaking tasks, genre features, multimodal texts of various genres, sources for extended learning, tiered authentic exemplar analyses, graphic organizers to be submitted through google doc) 	S.4 English Teachers and Project Coordinator

Nov - Dec 2018	Implementation (<i>phase 1</i>) Lesson study will be conducted, i.e., collaborative lesson planning, lesson observations and post-lesson conference.	S.4 English Teachers and Project Coordinator
Jan 2019	<ul style="list-style-type: none"> ➤ Mid-year evaluation: to evaluate the program and introduce the refinements to the program in the second phase ➤ Professional Development Workshop II on the use of e-learning tools to cater for learner diversity conducted by the Project Coordinator 	All English Teachers and Project Coordinator
Feb - Mar 2019	<ul style="list-style-type: none"> ➤ Planning among teachers and finalizing the unit overview featuring the use of e-learning tools and teaching focuses for weak and strong students (<i>phase 2</i>) ➤ Prepare all learning and teaching materials including the multimodal texts and theme-based English learning package (speaking tasks, genre features, multimodal texts of various genres, sources for extended learning, tiered authentic exemplar analyses, graphic organizers to be submitted through google doc) (<i>phase 2</i>) 	S.4 English Teachers and Project Coordinator
Apr - May 2019	Implementation (<i>phase 2</i>) Lesson study will be conducted, i.e., collaborative lesson planning, lesson observations and post-lesson conference.	S.4 English Teachers and Project Coordinator
Jun - Aug 2019	Program evaluation and Professional Development Workshop III conducted by the Project Coordinator on how to sustain the benefits of the program	All English Teachers and Project 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.):
Four S4 English Teachers and 1 project coordinator (English Panel Head) are involved in designing the learning of teaching materials, monitoring and evaluating the effectiveness of the e-learning program catering for learning diversity.

(ii) Roles of teachers in the project:

(Please tick the appropriate box(es))

Leader

Co-ordinator

Developer

Service recipient

Others (please specify) _____

(iii) Principal's involvement in the project:

She is the project advisor and will supervise the implementation of the project through meetings with the project coordinator, participating in the professional development workshops and evaluation meetings.

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

(iv) Number of teachers involved and degree of input (time, types, etc.):
Four S4 English Teachers and 1 project coordinator (English Panel Head) are involved in designing the learning of teaching materials, monitoring and evaluating the effectiveness of the e-learning program catering for learning diversity.

(v) Roles of teachers in the project:

(Please tick the appropriate box(es))

Leader

Co-ordinator

Developer

Service recipient

Others (please specify) _____

(vi) Principal's involvement in the project:

She is the project advisor and will supervise the implementation of the project through meetings with the project coordinator, participating in the professional development workshops and evaluation meetings.

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

Grant Sought: HK\$ 196,400

Budget Item*	Expenditure Detail (Including the breakdown for the budget items)		Justifications
	Item	Amount (\$)	
i) Staff	12-month salaries + MPF of 0.5 supply teacher	28,865 x 1.02 x 1.05 x 12 x 0.5 = 185,487 (Standard rate of a supply teacher with 0.2 inflation rate (estimated) and MPF payment)	The supply teacher will take some teaching load off the S.4 English teachers and the Project Coordinator in order to provide space for them to plan lessons, design the strategies & and teaching aids and conduct lesson study. The teacher will teach 1 F.2 class (8 lessons/cycle) and 3 classes of LA lessons (2 lessons/cycle for each class)
ii) Equipment	<ul style="list-style-type: none"> ➢ 2 sets of Tablet PC for English teachers ➢ Software, i.e., learning apps 	<ul style="list-style-type: none"> ➢ 2,400 x 2 = 4,800 ➢ 1113 	The tablet PCs and software facilitate English teachers to prepare e-learning materials for pre-lesson activities, lessons, extended learning activities and assessment.
iii) General expenses	➢ Audit fee	➢ 5,000	
Total Grant Sought (\$)		196,400	

Assets Usage Plan

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
computer hardware	2 sets of tablet PC	2	\$4800	For teachers to produce other videos for flipped learning and being lent to students to produce multimodal texts displaying their learning outcomes and completion of online learning tasks
computer software	Learning apps	1	\$1113	For production of multimodal texts in other forms as assignments and for promotion of English activities

(III) Expected Project Outcomes

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

- Observation: _____
 Focused group interviews: _____

- Pre-and post-activity surveys: Questionnaires are incorporated in the mid-year and end-of-year reflections. Students are required to indicate whether their learning can be more tailored and they are more engaged through the use of e-learning tools.

The success criterion: More than 70% of students believe the project can make their learning more tailored

- Record of participation in online assessment tasks: the Edpuzzle platform can record the completion rate of students in various online learning tasks; The success criterion: More than 70% of students participate in each of the online learning assessment tasks

- 10 Students' work will be collected in random; success criterion: 70% of students have used the syntactic and semantic input in the multimodal texts; among those who use the input from the multimodal texts, weaker students use at least 1 syntactic structure and 1 idea from the multimodal text while stronger students use at least 2 syntactic structures and 2 ideas from the multimodal texts

- (ii) Please state the project deliverables or outcomes.
(Please tick the appropriate box(es))

- Learning and teaching materials
2 packages (Phase 1 & Phase 2) incorporating the following: **multimodal input, standardized lesson plan** (e-learning tools & teaching focuses included), **theme-based packages** (speaking tasks, genre features, multimodal texts of various genres, sources for extended learning, tiered authentic exemplar analyses, graphic organizers to be submitted through google doc)
- Resource package
 DVD
- Others (please specify): Workshop materials for teachers' professional development about the use of e-learning tools to cater for learning diversity

* The learning and teaching packages developed are copyright-free for wider dissemination

Sample Lesson Plan

Background elements

Lesson slot: 40 minutes – lesson 1 of the day (8:35am-9:15am)

Room: Homeroom of 4D (strong class)

Objectives

- To acquire the sentence patterns
- To acquire the ideas for writing

Materials: _____, notebook, learning and teaching package

Class profile: 26 students of upper intermediate English proficiency

Pre-lesson task: Sts have basic ideas about sports and have accomplished the online learning tasks after watching the videos about the semantic and syntactic knowledge about the local football development. The video is accessed through scanning the QR code in the learning and teaching package.

Learning outcome

The students will be able to produce correct sentences using the syntactic structures introduced in the video
The students will be able to identify the problems of the local football development and formulate corresponding solutions

Follow-up

Produce a video suggesting what the government can do to foster football development in Hong Kong

Procedure

Time	Procedures		Interaction	Purpose/ Rationale
	Teacher activity	Student activity		
5 min	Activate students' memory by asking questions relevant to the videos, e.g. what are the difficulties faced by the local football team?	Answer teacher's questions based on the videos watched before. The videos can be accessed through scanning the QR code on the package	T/sts,	Activate sts' schema and make sure they have watched the videos
15 min	Ask the students to work in groups to identify the possible solutions based on the problems raised in the video	Work together to identify the possible solutions to the problems faced by the local football teams	Sts/sts	Sts can have discussion based on the semantic input of the videos
10 min	Ask students to write sentences suggesting solutions using the syntactic structures in the videos	Write sentences on suggestions using the syntactic input from the videos	Sts/sts	Sts can practice using the syntactic structures from the videos
5 min	Ask the students to proofread the sentences written by another group on the online platform like Padlet	Engage in peer evaluation	Sts/sts	Sts can further consolidate their input by identifying the common problems
5 min	Comment on the peer evaluation and point out the common mistakes	Jot down the notes and prepare to incorporate the syntactic patterns into the videos. The task instruction for the video production is included in the package. The package also includes other materials for producing the videos. Students have to integrate the learning from the online assessment tasks with the materials available in the packages to produce the multimodal text as a display of learning outcome.	T/sts	Sts' misconception on the syntactic patterns can be clarified and the input in the videos can be utilized in the production of videos

Rationale for catering learning diversity

- Strong students watch videos at home and engage in flipped learning so their learning capacity increases
- Peer evaluation can let strong students be the resource person for the weak students and both of their learning can be consolidated
- Students can negotiate on the semantic and syntactic knowledge through group work

Report Submission Schedule

My organisation 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 date	Type of Report and covering period	Report due date
Final Report 01/09/2018 - 31/08/2019	30/11/2019	Final Financial Report 01/09/2018 - 31/08/2019	30/11/2019