Application with Grant Sought Not Exceeding $200,000
Part B: Project Proposal

Project Title	Project Number
Creative writing workshop through e-platform	2017/0998 (Revised)

Basic Information

Name of School / Organisation / Individual

Chan's Creative School

Beneficiaries

(a)	Sector: Primary	
(b)	Students: 240 (in number) and P.4 & P.5 (class level)	
(c)	Teachers: 12 (in number)*	

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.

      The project aims at developing students' writing skill which is the focus of the English department. In addition, the project would address the school's mission for developing students' self-directed learning through the e-platform. With the project, teachers and students would have more opportunities to make use of the e-platform to teach and learn.

(b) (i)What are the areas of the needs and priorities of the school?

      In school development plan (2017 – 2020), it is stated clearly that the school would help students develop self-directed learning so as to edge their potential and creativity. Another focus of the school is to encourage the use of electronic platform in learning and teaching. In the mid-term elevation of the English department this year, teachers found that students' writing skills needed improvement. Therefore, to promote students' creativity through writing with e-platform serves three folded purposes.

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

Literature review summary:

      The nurturing of creativity is the key task of modern education. Creativity is "the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others." (Franken, 1994). In face of the information explosion with the development of internet, it is not appropriate to put all the stress on developing students' skill. What is important in today's world is to prepare students for life beyond the classroom? Students should be educated to be creative as "creative ideas will be defined simply as one that is both novel and useful (or influential) in a particular social setting." (Flaherty, 2004) The world is changing so rapidly that age-longed practice or strategy might not be viable in the rapidly changing society. Students have to create their own solution. Therefore, the importance of nurturing students' creativity goes without saying.

      The Education Bureau of Hong Kong SAR has already defined creativity as one of nine generic skills to be promoted. (Curriculum Guide, 1998). However, how to develop students' creativity? Different subjects would have different subject-specific strategies. English language education could have a role in developing students' creativity. How to develop creativity? The fundamental issue is what are the pre-conditions for the development of creativity. Creativity is not a kind of blue sky thinking. It involves various skills such as identification of the problem, detailed planning skills, organization skills and idea implantation. In English language teaching, one of the common practices requiring similar skills is narrative writing or story writing.

      Story writing is an appropriate strategy especially to primary school students. Firstly, it is

within the students' schema. Children are exposed to numerous stories of various themes since they are small. They are familiar with this type of writing. Secondly, it is the stated in the curriculum guide as the teaching and learning objectives of the schooling. Students are also required to understand the story structure that comprises setting, characters, problems, events and solutions. (Curriculum Guide of the English language, 2017).

There are three issues that should be clarified before making use of story writing as a means to nurture students' creativity. First of all, when students reach primary school, they might have at this point an intuitive feel for what "seems like a story" and what "doesn't". But this "story-sense" varies in degree for each student, and it is not something that can be relied upon to occur automatically. A sense of what a story is can be reinforced during classroom reading of stories, and also, importantly, in post-story discussion. If students are led in a helpful way in these discussions, they may begin to see similarities and differences between books of different writing styles and content and will begin to form an idea of the forms and structures that stories generally follow. We should explicitly tell students what the ingredients of a good story are. Experienced learners have through years of learning grasped the elements of a good story. Yet these are so subtle that we seldom are aware of this. Students have to go through vigorous learning to master this. Some students cannot wait for achieving the ends but leave earlier.

Second of all, is writing a story necessarily meant creative writing? Writing a story in itself can be creative. One has to think of the interesting setting, characters, funny plot and interest-raising ending. However, merely writing a story can be boring sometimes. Some practices like pictorial writing can't be very creative. Students' imagination is bound by the pre-set boundary. Therefore, to boost students' creativity through teaching them narrative writing, one key feature is novelty. How to inject the element of unexpectedness or novelty is important.

Last of all, teachers find marking this kind of story writing difficult. As Beard (2012) once stressed that the outcomes of creative writing are not often unpredictable. The validity of creative writing is difficult to calculate in terms of quantifiable outcomes.

The present project is not merely to help students develop the skills for writing a story. It aims at developing students' ability to write a story with novelty as an element in their mind. To begin with, the present project makes use of some well-known stories such as Cinderella to help students grasp the elements of a story plot. Most stories begin with dilemmas or problem. For example, what Cinderella encounters is her being maltreated by her stepmother. How could she solve the problem? Grasping the plot, students are encouraged to image another setting for the main character. They might inject any new or novel elements to the already well-known story. They can create a new and different settings for the story. The details of the project would be explained in the implementation plan. Yet, the main idea is to help students rejuvenate the old stories with new elements.

Teachers' involvement and participation is important for the success of this project. On one hand, the present project shouldn't serve as a detachment from the formal curriculum. Narrative writing by all means is a language learning practice. The language elements taught in the formal curriculum complement with the creativity nurturing activities. The project would communicate with teachers the key sentence pattern or vocabulary taught and help students to recycle these language elements in writing a new story.

On the other hand, the sustainability of the teaching ideas relies on teachers' endorsement. There are teachers' concerns including how to incorporate the teaching practices into the formal curriculum. In addition, teachers find marking creative writing difficult to score. To address teachers' needs, the present project will compile a teachers' handbook so that they can pick up some strategies appropriate to be put into classroom. Moreover, instructor will co-construct a scoring rubric with teachers so as to facilitate them to score the creative writing.

To facilitate an effective communication among students, instructors and teachers, there will be a platform on the internet where students' work will be uploaded. Therefore, students can share their novel ideas with the others and teachers can keep abreast of students' performance.

(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.

The writing workshops will merge with the school curriculum in teaching narrative writing. Yet, it is not pictorial writing. The workshops stress the element of novelty. Students are encouraged to take different perspectives, create a plot on her own, find a solution, and create a new ending to the old story.

Narrative writing can be very creative. It is possible to twist the story setting. For instance, in the story of Cinderella, Cinderella's mother was not dead. It is Cinderella's father who died. What would happen to Cinderella then? For instance, it is possible to reverse the characters inside the story. Cinderella was not a kind-hearted girl. Rather she is an evil-minded girl, always thinking how to rebel against her step-mother who was kind and gentle. Cinderella lives in modern world without prince or fairy. How can she solve her problems then?

While conventional writing training in the school is curriculum- based, this programme is "fun- based" in which creativity comes first. A hassle- free, fun- based learning environment makes English learning enjoyable and memorable. It aims at nurturing students' imagination & flexible thinking skills, at the same time fostering their interest and confidence in using English. These skills, in return, benefit students in their English learning in the curriculum. Moreover, teachers will co- work with project instructors on course planning in which teachers can advise writing elements (e.g. vocabularies) they expect to be recycled in the programme while students are writing new stories. In the last workshop, they will exchange opinion with project instructors on how they can refine their creative writing teaching in the curriculum.

The experience would help enrich teachers' repertoire of teaching strategies while the teaching material would be incorporated in the school curriculum to benefit students. Some of the strategies such as rewriting a new ending to an old story or inserting a new character in a scene may be integrated into the curriculum and become part of the writing curriculum of the school. Consequently, this project aims at aligning with the school- based curriculum, helping students become strong language learners.

(II) Project Feasibility
(a) (i) Approach/Design/Activity

Approach

The project will be launched in a series of writing workshops for students and briefing sessions for teachers. Instructors will go to school to conduct the workshops with students. Instructors will develop the scoring rubrics of creative writing together with teachers through the workshops. The project aims at being an extension from the curriculum instead of being a detachment from the formal curriculum. This project will be started in p.4- p.5 students.

The use of electronic platform, which will be sourced from a third party provider, is an integral part of this project because it caters to our students' needs for assignment submission, peer assessment and teachers' needs for monitoring students' performance. Both teachers and students will be introduced to the use of the electronic platform prior to commencement of this project.

Design and Activity
1. Workshops for students

There will be 7 workshops held in the school for students. These workshops will be taught by external instructors. Each 1hr workshop will be divided into 2 parts, i.e. teaching session and writing session. During the teaching session, students will be taught with one specific topic in creative writing to help them build up creative writing skills step- by- step. More importantly, the writing session is not merely a writing class but a time for them to use their imagination. Students are encouraged to think of out of the box and to break the stereotypes in these old stories. They will be also asked to twist every part of a story in the way they want. Students have to finish their writings in the workshop for instructor's marking. The drawings will be done at home. Students can submit their works through the platform. Good writings and drawings will be compiled into a booklet and will be delivered to students after this project ends.
Here are details of each workshop:

(1) Student's workshops *(Each workshop includes a teaching session & a writing session)*		
Workshop	**Content**	**Time**
1	Introduction of electronic platform & Project	1hr
2	Settings: ● To identify background of a story: time, place, location, period and culture, etc. Writing task for students: ✓ To change the setting of the story (e.g. is it possible for the story happened in Asia rather than Europe?) ✓ *Rewrite and draw the new settings.*	1hr

3	Plot : ● To look into structure of a story: beginning, development, climax, solution and ending. Writing task for students: ✓ To study the given story carefully and outline the story plot. ✓ *Rewrite and draw the beginning and development of the new story. (Other parts will be covered in later sessions.)*	1hr
4	Characterization: ● To identify protagonist/ antagonist/ other characters in the story; ● To analyze their traits, behaviour or thought process. Writing task for students: ✓ To think out of the box and challenge the social and gender stereotypes established in story. (E.g. women are always weak in the stories.) ✓ *Rewrite and draw the new protagonist/ antagonist.*	1hr
5	Solution/ Climax/ Falling action : ● To identify any critical event happened as a turning point of a story. Writing task for students: ✓ To twist/ rewrite the existing critical event in the story to make it become more interesting. ✓ *Rewrite and draw the new events in the story.*	1hr
6	Ending: ● To identify outcome of the story. Writing task for students: ✓ To twist/ rewrite the ending of the story. ✓ *Rewrite and draw the new ending of the story.*	1hr
7	Meaning/ Teaching: ● To identify symbolism/ teaching/ implied meaning in the story and how they connect to the audience today. Writing task for students: ✓ To review their own story and to identify any teaching/ meaning in their story. ✓ *Write down and draw the teaching/ meaning of their story.*	1hr
	Total:	**7hrs**

2. Workshops for teachers

Teachers are invited to participate in 4 workshops (1 on the platform and 3 on the project, each 1.5-2 hrs). These workshops are aimed at facilitating professional development of teachers and enhancing efficiency of both teaching and learning. In the workshops, instructors will brief teachers on this project, introduction of the use of electronic platform, and more importantly to work out together for a scoring rubrics and a list of teaching content for recycling in the project, which can help teachers in their teaching.
Here are the details of each workshop:

(2) Teacher's workshops		
Workshop	**Content**	**Time**
1	● To brief teachers on the whole project, including the teaching strategies	2hrs
2	● To brief teachers on the usage of e- platform. To collect teachers' opinion on curriculum content (e.g. vocabularies, sentence pattern, etc.) to be recycled in this project	1.5hrs
3	● An interim review on the project; To work out a scoring rubrics with teachers.	2 hrs
4	● A comprehensive review on students' performance throughout this project; ● An exchange of opinion on syllabus content which can be included in the future creative writing workshops.	1.5hrs

	Total:	7 hrs

3. The electronic platform

The electronic platform will be sourced from a third party vendor and it brings benefits for different parties who participated in this project:

For Students
- *Submitting assignment*

By using the electronic platform, students will submit their writing assignment at the end of each workshop and their drawings at home. Students can assess the platform anytime and anywhere.
- *Peer assessment*

Students are not merely able to read their own works on the platform but also works from their classmates. It enables students to independently assess their own and other students' progress with confidence rather than always relying on teacher judgment. Like Facebook, they can give out "likes" and leave a few lines of comments to their classmates. When students self and peer assess, they are actively involved in the learning process and their independence and motivation are improved. Students, who can review their work and judge the degree by which it reflects explicitly stated goals or criteria, can assess the quality of their work and revise it accordingly.

To carry out self- and peer assessment through e- platform, guidelines/ questions (e.g. Does the writing make you laugh/ cry?) will be given to students for both self- and peer assessment. Upon completion of the assignments, the first step is that students evaluate their own work using the guidelines given. Then, they feel free to view their peers' works, leave comments and rate them. Hence, at the end students can compare comments received from their peers and teachers with the one they make on their own work. By such comparison, students can reflect on their work and learn how to review/ appreciate a piece of writing from different angles, hence increasing their sense of achievement, helping them move forward in the programme.

The ability to comment on their own works or the other classmates' work is a crucial step towards self-directed learning (Knowles, M.S., 1975). Students understand the requirement of the task and can pursue to complete their task on their own. To help students grasp the gist of assessing the work, peer assessment practices would be conducted during the workshop.
- *Individualized learner record*

The platform is able to generate a comprehensive learner record for each students to show their attendance, submission status, performance on each assignment and instructors' feedback, which serves as a source for students' revision.   P.4 and P.5 students will use two different stories to cater for the difference in learner's abilities.
- *Reward scheme*

A reward system is available to increase learning incentives of students. To encourage active participation, every comment will be counted in the reward scheme. Students who are the most actively involved will be rewarded with souvenirs. For each workshop, top 20% students with the highest marks will get stamps. They can get a certificate and a trophy in the end to credit their good performances and to encourage their motivation in writing.

For Teachers/ Instructors
- *Easy access*

Instructors can upload teaching materials & assignment to the platform before each workshop, and they can also mark students' works and give comments via this platform. It saves much time & effort used for handling with paper- based teaching materials.
- *Students' Performance Management*

Teachers/ Instructors can review individual and collective performance through the electronic platform. They can easily target students who need extra help and to oversee the general progress of the students throughout the project, so that teachers/ instructors can communicate in the teachers' workshop to facilitate efficiency of creative writing teaching.

(ii) Key Implementation Details
Project period: (06/2019) to (05/2020)

Month / Year	Content / Activity / Event	Target Beneficiary /Participants
06-07/ 2019	Procurement of e-platform, inviting instructors and preparation of teaching materials.	Students & teachers
08/ 2019	Teachers workshop 1	Teachers
10/ 2019	Teachers workshop 2 Students workshop 1 (30students/ class, 4 class for each form)	Teachers & Students
11/ 2019	Students workshop 2 (30students/ class, 4 class for each form)	Students
12/2019-01/2020	Teachers workshop 3 Students workshop 3 & 4 (30students/ class, 4 class for each form)	Teachers & Students
02-03/2020	Students workshop 5 & 6 (30students/ class, 4 class for each form)	Students
04-05/2020	Students workshop 7 (30students/ class, 4 class for each form) Teachers workshop 4	Students & teachers

(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
All English teachers are supposed to be involved to comment on students' works. Students would feel pleased if their teachers could credit their effort. But specifically primary 4 and 5 English teachers would be more involved in offering instructors their targeted language which would be recycled in the project and collect students' feedback concerning the organization and structure of the sessions. Primary 4 and 5 English teachers will join the sessions so that they would co-opt some strategies to be employed in their daily teaching.
(ii) Roles of teachers in the project
Teachers will attend workshops to provide curriculum content which can be recycled in this project (e.g. vocabularies). They will also work with instructors to develop a scoring rubrics for creative writing. Teachers will also give opinions on the project based on students' works. At the end of the project, they will also give feedback during preparation of students' handbook. Collaborative meeting can be carried prior to the first teacher's workshop. Also, teachers and project instructors will communicate with project instructors in teacher's workshops. Especially in the first and the last workshops, teachers will discuss with project instructors on how the project can align with and refine the school- based curriculum. Of course, during the course of the project, teachers will work closely together on issues arising from the execution of the project.

Grant Sought: HK$ 198,100

Budget Item*	Expenditure Detail (Including the breakdown for the budget items)		Justifications
	Item	**Amount ($)**	
i) Service	A. 2 Instructors for students' workshops	$58,240 ($1,040/hr X 1 hr/ session x 7 sessions/form x 2 form X 4 class/form)	A. To help students develop their creativity and imagination through old stories. (More than 10 years of teaching experience in primary education and relevant experience in developing school- based reading lessons/curriculum).
	B. 2 Instructors for teachers' workshops	$14,560 ($1,040/hr x 7hrs x 2 instructors)	
	C. Post- session service from	$ 28,800 ($20/per piece X 30 pieces/class X 4 class X 2	

	the instructors	forms X 6 sessions)	B. To enrich teachers' knowledge in teaching creative writing. C. Instructors would comment on students' works and analyze students' strength and areas for improvement. Students' works would be posted on the platform for sharing.
	D. Training for using the e-platform	$ 2,080 ($1,040/hr x2hr x 1 session)	
	E. Development of teaching material	$10,200 ($170/hr x 60 hr)	D. Teachers will be familiar with the platform so that they could comment on students' works.
ii) Equipment	e- platform for students	$9,800 (one-year on site licence)	A. To subscribe an already existing electronic platform provided by a professional vendor to cope with different functions.
	Electronic devices	$62,400 (2,400/unit x 26 unit)	B. I-pads are acquired to facilitate students to achieve the tasks required. The school is a private school and its financial resource relies majorly on the school fee received. The school is not eligible for the other government funding scheme to buy the necessary equipment.
iii) General expenses	Booklet for students Document charge, reward scheme (a certificate and a trophy will be presented to students to highlight their good performances in learning writing and to encourage their motivation towards writing. Audit report	$4,000 $3,020 $5,000	A. A booklet consists of good student works (stories and illustrations) and will be given to teachers and students at the end of the project.
Total Grant Sought ($):		$198,100	

(III) Expected Project Outcomes

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

The effectiveness of the project will be elevated through two ways: (1) students' works exhibit ideas and elements of creativity (the criteria of which would be co-constructed together with teachers) (2) the questionnaire delivered to students assessing their responses towards the project.

The project would be initiated in June with teachers and instructors co-planning the topics and the list of vocabulary to be recycled in the coming academic year. Starting in September 2019, the project would be launched. Though the last workshop for student is scheduled in May 2020 but the follow-ups activities are extended beyond the last workshop to the summer vacation assignment. Some more web-based practices are laid out in addition during summer vacation to offer students opportunities to reinforce what they have learnt.

(ii) Please state the project deliverables or outcomes

- Teachers' handbook including teaching resources and handouts
- Students' booklet consisting of good students' works
- Students' handbooks

Report Submission Schedule

I / My school / My organization 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 1/6/2019 - 30/11/2019	31/12/2019	Interim Financial Report 1/6/2019 - 30/11/2019	31/12/2019
Final Report 1/6/2019 - 31/5/2020	31/8/2020	Final Financial Report 1/12/2019 - 31/5/2020	31/8/2020

Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment	i-Pad	26	$62,400	*Continue use by school*
book & VCD				
computer hardware				
computer software				
musical instrument				
office equipment				
office furniture				
sports equipment				
Others				

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).