

Part B Project Summary (Revised)

Project No.: 2023/0284

Project Title: Revolutionizing Language-Learning for Maryknollers: A School-based English Blended Learning Initiative for 21st Century Learners

Name of Organisation: Maryknoll Convent School (Primary Section)

(1) Goals: Our primary goal is to nurture Maryknollers' language-learning competence and independence by developing a new school-based English Language e-curriculum and introducing innovative teaching and learning pedagogy

Objectives:

- (i) To develop school-based resources for P.4-6 students with systematic pre-, while- and post-lesson online learning stations to enhance English learning efficiency and students' self-directed learning ability via blended learning
- (ii) To develop a series of e-learning supporting tools on the learning platform to guide and give students immediately feedback and teachers more frequent learning data to monitor P.4-6 students' online English learning progress
- (iii) To expand our English teachers' professional capacity in curriculum integration, teaching strategies in flipped classroom and e-teaching, and supporting students' self-directed learning
- (iv) To engage parents to shift the focus from knowledge-based learning to nurturing of self-directed learning ability

(2) Targets: P.4-6 students, English teachers, P.4-6 parents

Expected Number of Beneficiaries: 450 P.4-6 students, 12 English Teachers, 450 P.4-6 parents

(3) Implementation Plan: (i) **Duration: Aug 25 - Jul 26** (ii) **Process/Schedule: Aug-Sep 25** Procurement and Tender, Development (Term 1&2 Resources and Tools), Review, Trial; **Sep 25 - Jan 26** Term 1 Usage, Evaluation, Enhancement, Development (Term 2&3), Review; **Feb - Jul 26** Term 2 Usage, Evaluation, Dissemination

(4) Products:

(i) Deliverables	Outcomes
school-based platform with school-based resources; enhanced English curriculum for P.4-6 with 22 units of learning stations, learning and teaching tools (auto-marking, monitoring and reporting features, interactive elements, AI speaking engine, AI writing engine); 450+ student & teacher accounts	Strengthened e-learning and self-directed learning elements in the school curriculum; New pedagogy strategies adoption (blended learning); Diversified learning tasks and assessment portfolio supported by learning data; More parents engagement in self-directed learning

(ii) Dissemination of deliverables/outcomes: Internal sharing with other panel, project sharing at school activities, QEF dissemination activities (if invited)

(5) Budget: \$487,500 (One-off) (a) Service: \$482,500 (b) General expenses: \$5,000

(6) Evaluation:

(i) Performance indicators:	(ii) Outcome measurements:
(before VS after project) An increase in self-directed learning time; an increase in support from self-directed learning; more blended learning and data-driven teaching adopted; more efficient feedback-giving and shortened feedback loop; more learning data for teaching and learning; Over 90% use of unit resources for teaching and learning	Positive Results (Over 70%) from Survey with Students, Teachers, Executive Team and Parents

Part C Project Details (Revised)

Project No.: 2023/0284

Project Title: Revolutionizing Language-Learning for Maryknollers: A School-based English Blended Learning Initiative for 21st Century Learners

1. PROJECT NEEDS

1.1 Project Aims

Our primary goal is to equip our P.4-6 students as independent and capable English language learners, aligning with the needs and demands of the 21st century. Recognizing the importance of self-learning habits, we aim to stretch their potential by implementing a comprehensive school-based English Language e-curriculum. This initiative will involve meaningful and guided pre-lesson preparation, interactive while-lesson activities as well as effective post-lesson consolidation through online learning stations on our school-based platform, with the support of a series of e-learning tools via flipped learning.

By embracing technology and incorporating Bring Your Own Device (BYOD) and e-learning strategies, we seek to create a more meaningful and interactive classroom environment. Through these methods, we will provide immediate and personalized feedback during classroom and home learning, catering for the diverse learning abilities, styles, and paces of our students. Furthermore, this approach will equip our teachers with up-to-date learning data, enabling them to plan and adjust their lessons effectively.

In addition to enhancing student learning outcomes, we also aim to provide additional support to our parents in co-educating our students as self-directed learners. By offering a comprehensive school-based English Language e-curriculum, we will empower our students to become confident, independent, and lifelong learners, fully prepared to succeed in their English language proficiency and beyond.

To achieve the primary goals, we have set our project objectives as below:

- (i) To develop school-based resources for P.4-6 students with systematic pre-, while- and post-lesson online learning stations to enhance English learning efficiency and students' self-directed learning ability via blended learning
- (ii) To develop a series of e-learning supporting tools on the learning platform to guide and give students immediately feedback and teachers more frequent learning data to monitor P.4-6 students' online English learning progress
- (iii) To expand our English teachers' professional capacity in curriculum integration, teaching strategies in flipped classroom and e-teaching, and supporting students' self-directed learning
- (iv) To engage parents to shift the focus from knowledge-based learning to nurturing of self-directed learning ability

(i) Developing a School-Based Curriculum and Introducing Blended Learning

Our first objective is to develop a comprehensive school-based curriculum that integrates blended learning and self-directed learning. This new curriculum will be designed specifically for P.4-6 students, incorporating innovative pedagogical approaches to enhance their English language learning experience. Additionally, we will create a platform and school-based resources that support the new curriculum and pedagogy, providing students with engaging and interactive learning materials.

The new e-curriculum integrates blended learning elements with online guided learning stations, with the help of e-learning support tools (see objective ii). These stations are structured systematically as pre-lesson, while-lesson and post-lesson tasks, aiming to guide our students to prepare meaningfully before class, engage effectively during class, and consolidate efficiently after class.

To support BYOD learning in P.4, which has been implemented in the 23-24 academic year, as well as in future years of BYOD learning mode in P.5-6, we hope to include an effective e-curriculum that is consistent horizontally and vertically. We have already identified a set of school-based resources to be further developed as online resources in this project. This set of specially identified resources have been unanimously agreed by the members in the English Department to have great teaching potential, thus have been chosen as the target resources to be launched in this project. Learning from our current practice of covering 1 unit per week, we aim to develop 22 units of the school-based resources in the project. After carefully reviewing our scheme of work, we will be able to allocate 22-25 lessons throughout the school year to

implement these developed resources and its relevant pedagogy. Through the series of co-planning and co-development meetings, and with the help of the hired consultant(s), we will further review the school-based materials of each learning unit in each level to be programmed onto our school-based platform as online learning stations.

For each unit, we aim to develop a series of online learning stations of pre-, while- and post-lesson learning, depending on the complexity and the type of task. Each station is designed to be bite-size and is meant to be finished in around 20-25 min.

Pre-Lesson	While-Lesson	Post-Lesson	Stations
<i>Possible stations:</i> <ul style="list-style-type: none"> ▸ Listening Exposure ▸ Pre-Learn Vocabulary ▸ AI Reading Aloud 	<i>Possible stations:</i> <ul style="list-style-type: none"> ▸ Vocabulary Learning ▸ AI Short Writing 	<i>Possible stations:</i> <ul style="list-style-type: none"> ▸ Vocabulary Consolidation ▸ Self-study Support Station ▸ AI Individual Writing 	3-4/unit

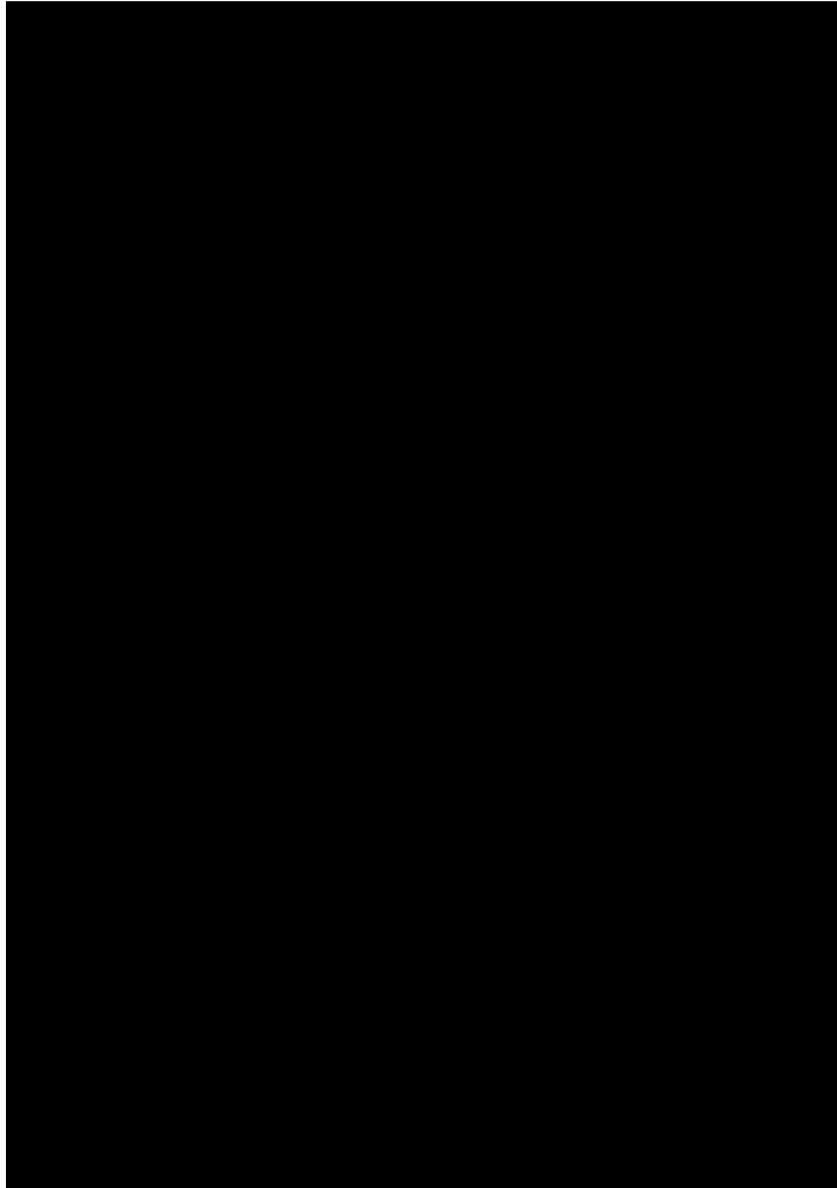
The goal of the pre-lesson tasks is to strengthen students' audio familiarity of the text and target vocabulary before class on their own. We hope to focus on audio learning and improve their pronunciation accuracy and fluency, by incorporating an AI Speaking Engine that can assess students' reading aloud performance and give immediate, constructive and personalised feedback. The goal of the while-lesson tasks is to engage students in online learning so as to give students more individual support and shorten the feedback loop during lessons. In this project, we hope to first start contextualised vocabulary learning and creative writing. Unlike traditional classrooms, with the development of while-lesson tasks, the new learning flow gives students immediate individual feedback while the teacher is facilitating and supervising the whole class. The goal of the post-lesson tasks is to cultivate students' habit of consolidation, with immediate constructive feedback. These stations consolidate students' learning with more engaging tasks and with immediate feedback given. This will replace some of our current paper-based take-home assignments to diversify the mode and type of assessments of learning.

The content and e-learning resources to be developed can and should blend with and better support our existing learning and teaching activities. With some existing in-class activities moved online and as SDL activities, it should also widen the possible range of in-class activities, creating room for meaningful and creative classroom learning activities.

To maximise the learning outcome of this project, there is a need to restructure the school-based content. As shown in the sample unit, there are many different focuses in a unit - rhyming words, spelling, grammar focus, antonyms etc. In some other units, there's identification of syllables, synonyms, prefixes and suffixes etc. Learning is rather segmented and loose as different units have different focuses.

In this project, the teachers' role will expand to learn to be a curriculum designer, or at least gain insights on designing a school-based curriculum. They will be able to acquire the macro perspective of designing a school-based curriculum. In the process, with the guidance from our project language consultant(s), our teachers are expected to undergo the professional development of 1) understanding and reflecting upon the teaching context (school, panel and student needs, students' level) and 2) aligning the learning and teaching with the teaching context (selecting appropriate units, enhancing irrelevant content, removing outdated content, identifying key teaching focuses, designing progressive learning etc.)

To illustrate with a sample unit from P.5 curriculum:



Some examples of content restructuring (*More concrete changes will be reviewed and suggested by the panel under the guidance of the language consultant(s)*):

e.g.	removing 'Glasgow' as it's an odd proper noun singled out in this unit → consider introducing it in some other units about city and country
e.g.	(meaning) introducing more than 1 possible meaning of 'square'
e.g.	moving the idea of 'ing' & 'ed' to other units or even levels that involves the teaching of 'continuous' and 'past' tense

Better Blended Learning (SDL & While-Lesson Connection) and Other New Teacher Roles

Blending Learning SDL: Pre-Lesson and Post Lesson While-Lesson	Old Learning Activities	New Learning Activities	Change in Teaching Focus / Teachers' Role
(Pre-Lesson) Listening Exposure to Rhyming words <ul style="list-style-type: none"> - square - beware - compare - prepare 	In-class reading aloud	Pre-lesson SDL listening and reading aloud	Teachers having more learning data on individual student's progress in pronunciation development Teachers as Learning Assessors
(Pre-Lesson) Vocabulary - Forming new words <ul style="list-style-type: none"> ● burn ● burst ● burner ● burning ● burden ● burglar 	In-class spelling newly formed words In-class reading aloud	Pre-lesson SDL listening and reading aloud Pre-lesson visual tools in helping students pay attention to spelling and word formation	Teachers saving class time from introducing monotonous form changing for more creative, fun and meaningful activities Teachers having more visual tools to help students structure words Teachers as Motivators
(Pre-Lesson) Pre-Learn Vocabulary <ul style="list-style-type: none"> ● individual words 	While-class or After-class meaning matching homework	Pre-lesson guided preparation on definition	Teaching saving class time from introducing straightforward meaning matching to activities that engage in the meaning of the words Teachers as Creators
(While-Lesson) Vocabulary in Context	/	Teachers introducing words on sentence level and focusing on usage Teachers having demonstration on connecting disassociated words	Teachers as Language Role Models, shifting lesson focus from word forming to meaning making
(While-Lesson) AI Creative Writing	/	Teachers having new possible teaching idea for for in-class group writing e.g. students coming up with other rhyming words e.g. students writing	Teachers as Facilitator, facilitating students' creation and in-class sharing

		creating paragraphs with the target vocabulary on the platform	
(Post-lesson Consolidation) Strengthening letter-sound mapping, word formation, spelling, meaning-matching or writing depending on the unit focus	/	Consolidating the key unit focus as consolidation with instant auto-checking	Teachers reviewing students' consolidation to see if more support is needed for individual student Learning having a clearer focus and unit-end outcome Teachers as Learning Mentors

Old Learning Flow

	Classroom Learning	Homework
	Paper-based Classwork Teacher manual marking Feedback given a few days later	Paper-based Homework Teacher manual marking Feedback given a few days later

New Learning Flow

Pre-lesson Self-Learning	Classroom Learning	Post-lesson Self-Learning
Guided Audio Learning Stations ‣ Guided Station Learning ‣ Personalised feedback ‣ Synchronised data shared with teachers for lesson preparation	Interactive e-Learning ‣ Interactive tasks for blended learning ‣ Auto-checked work ‣ Instant Feedback given	Diversified Learning Portfolio ‣ Diversified tasks supported by auto-marking ‣ Data stored and synchronised with teachers

We would consider setting up some self-directed learning bonus learning points for students. These ongoing self-directed learning data will all be immediately shared with the English teachers, and the scores could be used for internal award systems, or even formative assessment use.

To simplify the learning experience for our learners to learn coherently and our teachers to gather comprehensive and systematic learning data, we will consolidate all school-based e-learning onto a single platform that students will use throughout their senior primary years. This one-stop station will eliminate the need for students to navigate multiple platforms and will ensure a consistent and efficient learning experience from P.4-6. We will consider extending this to junior levels after the evaluation of this project.

Coinciding with the 100th school anniversary, the launch of this project marks a revolutionary way of our school. As this platform is expected to be used for many more school years, we hope to design the platform in a way that is sustainable for our school use.

(ii) Empowering Students through e-Learning and e-Tools with Aligned Curriculum-Based e-Resources

Building upon the developed curriculum, our second objective focuses on empowering students through e-learning and e-tools (e.g. instant marking and feedback, data analysis and real time performance data and etc.). We will develop a series of curriculum-based e-resources (22 modules per level) that align with the new curriculum and pedagogy. These e-resources will guide students' learning, provide immediate feedback, and facilitate their progress monitoring. By leveraging these resources, we aim to enhance students' online English learning experience, cater to their individual learning needs, and ensure their mastery of the curriculum objectives.

To support more individual assistance during classroom learning and self-directed learning, a variety of supporting learning tools are highly significant to this project. These tools are expected to be built-in in the school-based platform to support learning both at home and in class.

The following tools will be developed or licensed, then customised and programmed in a way that fit our school needs:

1. Real-time Auto-marking and Auto-saving Tool

All stations need to come with a reliable and highly accurate auto-marking tool, preferably one that has smart intelligence that could potentially assess simple answers to open-ended questions as well. To ensure students could receive feedback instantly, the engine has to mark and reveal results instantly, and most importantly could be shared real-time with the teachers on the system. This is especially crucial for the during-lesson tasks when teachers could respond to reward good work and explain errors immediately.

2. AI Writing Marking Engine

We hope to explore more diversity in while-lesson and post-lesson tasks. The first we hope to explore is an AI Writing Engine. This engine supports students to write creatively, assess their work and provide feedback to their quality. This would be extremely helpful if there are any group writing or creative writing tasks during lessons, as in traditional classrooms, teachers would not have enough time to supervise and comment on everybody's work. With the assistance of an AI writing engine, feedback and correction can be made instantly. This is also the case for sentence writing in the post-lesson stage. Students can actively apply new vocabulary into their own imagined context, with the AI writing engine acting as a home teacher giving advice and marking their work.

3. AI Speaking - Voice Recognition and Assessment Engine

To support students' individual speaking skills, the voice recognition and assessment engine could come in in the pre-lesson stage to help students. The engine should be able to allow students to record their voice, following the content of our school-based resources and assess students' recording against our benchmark. The engine should be able to draw students' attention to mispronounced words and allow them to repeat again and again for unlimited trials until the students have mastered it. This is an innovative learning method for students whose family support is weak. The AI speaking engine serves as a native speaking coach.

4. Audio Support for Native Narration

The platform should be able to support not only text input and output, but also audio or even visual output. This will be especially for the pre-lesson task preparation where students will be exposed to native narration, and post-lesson tasks in the self-study support station.

5. Self-study Support Engine with Personalised Feedback-giving Function

To build up students' self-directed learning tasks and to offer more family support on regular assessments, this project includes a self-study support engine, especially for Dictation tasks. This engine reads out the excerpt at a pace similar to teachers doing a dictation in class. It then auto-corrects what the students have typed and immediately points out the spelling error to the students. Students can choose to dictate wrong words one by one.

6. Interactive Elements

Given the developing typing skills among some students, we expect the platform to support more interactive elements in the online learning stations. Apart from simple fill-in-the-blanks, short questions and long questions, we hope to develop other interactive elements such as drag and drop, click and match etc. in our lessons. This would facilitate students' completion of self-directed tasks with less limitations and boost their motivation.

7. Monitoring and Reporting System

As the teachers would have to obtain learning data for lesson focus adjustments and planning, it is important that the lesson results are instantly shared with teachers. The school-based platform should have a clear class management system where each English teacher could oversee the data from their students in both pre-lesson and post-lesson tasks completed at home, and while-lesson stage. We hope to develop a monitoring system that is real-time and whose data can be assessed easily. It is expected that the IT developers could also walk us through the developed programme for the launch of the system to equip our teachers. These data will probably be used as part of our internal formative assessment, to diversify our assessment portfolio.

(iii) Strengthening Teacher Professional Development

We are committed to expanding the professional capacity of our English teachers. Through targeted professional development opportunities, we will focus on curriculum integration, teaching strategies for flipped classrooms and e-teaching, and supporting students' self-directed learning. Our team of young and dedicated English teachers are all very confident in the use of electronic devices in teaching, especially after school suspension due to COVID, and with the expertise gained in the first year of school's BYOD policy. By further equipping our teachers with the essential skills mentioned, we will ensure they are well-prepared to implement the new curriculum effectively and support our students in their English language development.

By addressing these objectives, we will bring about tangible changes in the school's curriculum, students' learning experiences, and teachers' professional development. This holistic approach will create a dynamic and effective English language learning environment, fostering independent and capable English language learners among our P.4-6 students. In this project, teachers will be involved in a number of professional development sessions:

1. Co-planning, Co-development and Review of School-based Learning Stations

Through a series of co-planning and co-development meetings involving senior-level teachers, our team of educators can acquire professional knowledge regarding curriculum structuring and planning for the flipped classroom approach. By enlisting the support of language consultant(s) to assist with vertical integration across the three levels and sharing best practices from other schools that have developed school-based materials, our team will enhance their expertise in curriculum planning and gain a broader perspective on planning strategies.

2. Professional Development Activities

Our project team will go through some professional development activities to understand the deliverables, and most importantly, how they can be used to teaching. These activities will be conducted in collaboration with the language consultant(s). To gain a deeper understanding of how the project deliverables can be effectively utilized, the team will form professional groups to explore the platform, test its functionalities, and provide valuable feedback. By doing so, they will gain insights into the challenges students may face when engaging in self-directed learning and refine their lesson planning to incorporate the platform effectively.

3. Teacher Professional Development workshops

Teacher Professional Development workshops are crucial to ensure that our primary English teachers are well-versed in the project's development. By providing them with the opportunity to deepen their understanding of vertical curriculum planning and the integration of e-learning, we will conduct project introduction sessions with teachers, focusing on two tentative key areas:

i) Curriculum Design: Flipped Classroom and Self-directed Learning

In this workshop, teachers will explore the concepts and strategies behind the flipped classroom model and self-directed learning. They will delve into the benefits of these approaches and gain practical insights into designing engaging and effective curriculum materials that align with these methodologies. Through interactive discussions and hands-on activities, teachers will develop the necessary skills and knowledge to implement flipped classroom techniques and foster self-directed learning among their students.

ii) E-learning with Data-driven Approach

This workshop will equip teachers with the tools and knowledge to leverage e-learning platforms effectively in the classroom. Teachers will explore the potential of using data-driven insights to personalize instruction, track student progress, and provide targeted support. They will learn how to integrate technology seamlessly into their teaching practices, ensuring that students have access to engaging digital resources and receive timely feedback. By leveraging e-learning platforms and data analytics, teachers will enhance their instructional practices and create a dynamic and adaptive learning environment.

(iv) To engage parents to shift the focus from knowledge-based learning to nurturing of self-directed learning ability

To effectively cultivate young students' self-directed learning abilities, the involvement of parents at home is key. It is hoped that through this project, parents who are heavily involved in students' education could have a better sense of what and how to help their daughters. They could be exposed to a larger range of pre-lesson preparation and post-lesson consolidation, given resources to conduct guided home education with students. For families who may not be able to

conduct home education with students, the platform will be designed in a way that is handy enough for a student of 8 to 11-year-old to access on their own.

Parents will be invited to join the project launch introduction and platform orientation to know about the project goals and roles. They will be involved in the project evaluation to share their perspectives and insight on support needed for self-directed learning.

1.2 Innovative Elements

New systematic and comprehensive e-initiative

A school-based e-initiative is entirely new to our school and to our English panel. In the past decade, to cater for the needs of our students, our English panel has been producing more and more school-based materials on their own. We would like to take the capacity of this project to systematically review them and integrate them vertically into a comprehensive e-curriculum for P.4-6 students. The development of an e-curriculum is a huge project and this project is the pioneer stage. This innovative project will start with 22 core teaching units of each level in our current school-based curriculum. These unit content will be programmed onto our new school-based platform. With materials being programmed digitally, the success of this project could be made sustainable and can benefit students, teachers and parents of future cohorts.

New learning approach with BYOD

This innovative approach of this project also goes in line with the Hong Kong Education Bureau's policy to promote the use of technology in schools. Our school first implemented the BYOD policy in the 23/24 academic year. Such learning mode will be extended progressively to other levels. This project is a perfect launch to support teaching and learning to maximise the educational benefits brought by BYOD. Having this new school-based platform developed, students can experience a new approach of learning, with more interactive and engaging learning activities in classrooms and have a more personalised and well-supported self-directed learning experience at home. Teachers could have learning data frequently and easily obtained via the platform. Parents will also have better concepts and support to assist their children with self-directed learning.

New insights on curriculum and e-curriculum integration

In addition, this new initiative will provide valuable insights into curriculum restructuring and e-curriculum integration. We will seek professional assistance from language consultant(s) who have experiences in similar projects with local schools to advise us on development and implementation. Through collaborative planning, development sessions, and lesson observations, our teaching staff will gain insights on curriculum planning, consolidation, and the development of school-based materials. This will equip our staff with new pedagogical skills and knowledge, particularly in flipped classroom and self-directed learning. It will enhance our English panel's capabilities and enable the development of a more engaging and self-directed e-curriculum for our students.

1.3 Alignment with School Needs (School, Teachers, Students and Parents)

School Mission and Vision and Core Values of Education

In Maryknoll Convent School (Primary Section), we value our students' intellectual competence. We develop in every student a thirst for knowledge and an ability to self-learn. We encourage our students to pursue excellence and realize their potential to the full. For the past decade especially, we have been preparing our students to be capable of continuing self-development to meet the quick changes in society and unprecedented challenges in life. Through this project, we hope to continue to pursue students' academic achievements in English by speeding up the feedback loop and giving them more specific comments on personal strengths and weaknesses, and assisting their home English learning.

Follow-up Actions from the Last Three-Year Cycle

The first major concern from the previous cycle is on developing students into motivated and independent learners. Our teachers have developed professionalism and styles of deploying e-learning in enhancing self-directed learning skills. It was indicated in the school evaluation report that the school and curriculum team should continue to foster students' abilities to be self-directed and self-motivated learners in the next school three-year cycle, and that more emphasis should be placed on enhancing 21st Century skills and implementing Blended Learning. This project carries forward the success our teaching staff built in the previous cycle and further strengthens the teaching capacity through a systematic e-curriculum. Application of Blended Learning pedagogy such as flipped learning is made possible.

Current Three-Year Plan

Curriculum and Assessment

To continue to engage students more positively in the learning process, to encourage and empower them to take greater initiative in self-directed learning

In our current Three-Year Plan, we have identified key areas of focus for curriculum and assessment, teaching, student learning and home learning with parents. The idea and structure of this project are rooted in the developmental needs identified in previous school reports. It is also well-supported by internal survey data, ensuring that our initiatives align with the specific needs and aspirations of our school community.

Under the **curriculum and assessment pillar**, we are committed to engaging students more positively in the learning process, to encourage and empower them to take greater initiative in self-directed learning. We believe e-learning has a big part to play, assisting students to learn at home, when with or without the presence of a teacher or parent. We therefore need a systematic e-curriculum that is well integrated with classroom learning to effectively step-by-step instill the possible learning preparation and consolidations they could do before and after class as a student.

We also recognize the importance and need of **ongoing professional growth** to upkeep our teaching quality and efficiency. Our school has been encouraging teachers to participate in learning communities where they can collaborate and share experience with peers and learn from one another. To support their further development, we will allocate resources to enhance e-teaching capabilities, especially in areas of supporting students' self-directed learning and pedagogical skills that make better use of learning data for planning and the use of e-learning to shift the focus from teaching to active learning. There is also a need to equip our teachers with curriculum planning skills. Through co-planning meetings in this project, we hope to encourage teachers to explore a more diverse range of assessments and involve in more continuous refinement of assessment methods, to create more space and time for students to engage in meaningful and active learning experiences.

Additionally, there is a strong need to cultivate our students with greater flexibility and responsibility in planning their own learning. We are open to trying new approaches to teaching and learning that facilitate a more flexible and student-centered environment and self-directed abilities. Apart from having informal education on self-directed learning, we see the need to incorporate these elements in our official curriculum.

With the need to further strengthen the partnership between the school and parents, we are committed to enhancing parent education and involvement. We seek to involve parents even more in our education direction and strategies, particularly in the area of self-directed learning. We recognize the crucial role of parental supervision and support in this process. With the support of our e-learning platform, parents can be assured of guidance regardless of their level of family support, allowing us to involve parents of different backgrounds and circumstances.

2. PROJECT FEASIBILITY

2.1 Key Concept and Rationale

Development of Self-directed Learning Skills through E-learning (Alignment with EDB's BYOD policy)

E-learning has emerged as a powerful tool for self-directed learning in primary level English language learning.

Aligning with the EDB's BYOD policy, our school is introducing it to our P.4 students in 23/24 and will be extending this to P.5-6 students in the years after. The e-learning curriculum is the software support of the hardware installations, putting e-learning into practice. Research suggests that e-learning can be an effective way to enhance students' learning experience, as it allows them to learn at their own pace and in their own time (Huang & Liaw, 2018)¹. Our school therefore would like to invest in developing a systematic e-curriculum and a school-based platform (Objective 1) that could support it to help our current students and their future counterparts to make better use of their learning capacity at their own learning time. With the guided learning stations (Objective 1), students can learn at their own pace without bound by class time. With the help of e-learning tools (Objective 2), the P.4-6 students won't be left unsupported when conducting learning online.

¹ Huang, H. M., & Liaw, S. S. (2018). Exploring learner acceptance of e-learning using technology acceptance model in vocational high school. *Journal of Educational Technology & Society*, 21(2), 69-80.

Self-directed learning is an important component of e-learning, as it enables learners to take ownership of their own learning and develop the skills, they need to become independent learners (Niemic & Ryan, 2009)², echoing our school's developmental goals. By engaging in self-directed learning, primary level English language learners can develop their language skills at their own pace, ensuring that they fully understand the material before moving on to new topics. Our project supports students to complete learning online at different learning paces at different stages.

Self-directed learning tends to be very vague and general and students would lose focus on what to do. This is especially true for young primary learners. According to the development guide on self-directed learning capabilities published by the EDB³, including self-directed learning tasks at the pre-, while- and post-learning stages could help them activate their existing knowledge, set learning goals, expand their knowledge base and skills, evaluate their own work, as well as reflect on the learning process. This forms the design basis of this project. Pre-lesson online learning stations can be an effective way to enhance student engagement, improve learning outcomes by providing individualized learning, and maximize in-class time by activating their previous knowledge and pre-learned basic concept.

During lesson, e-learning can provide opportunities for collaborative learning, which has been shown to be effective in improving learning outcomes for primary level English language learners (Kramsch & Whiteside, 2008)⁴. With AI support such as AI Writing Engine that we hope to develop, it supports students to work creatively together, practice their language skills, and provide feedback to one another, which can be particularly helpful for classroom learning where the teacher could not attend to or give feedback to each individual or group.

With the e-learning support, flipped classrooms are made possible in the while-lesson stage, benefitting primary English learning classrooms. The flipped classroom approach allows students to engage with the school-based materials at their own pace, enabling personalized learning experiences. Students can review content outside of class, freeing up valuable classroom time for interactive activities and discussions, which promote deeper understanding and language acquisition. Research in education highlights the benefits of implementing the flipped classroom approach in primary English learning classrooms. Studies have shown that the flipped classroom model enhances student engagement, active learning, and academic achievement (Bishop & Verleger, 2013)⁵, which is the ultimate goal of our project.

E-learning post-lesson tasks provide opportunities for learners to practise their English skills in a variety of contexts and modes, which is essential for effective language learning. Hence, this project helps diversify the assessment portfolio of our post-lesson tasks. Instead of giving our paper-based take-home assignments, there is a larger variety of consolidation tasks and assessment methods in the online learning stations for our learners.

Catering for Learner and Teaching Diversity: Assessment as Learning and Data-driven Approach

Assessment as Learning is an approach to assessment that involves students in the assessment process and enables them to take responsibility for their own learning. This approach has been shown to be effective in improving learning outcomes, particularly in primary level English language learning (Earl, 2013)⁶. During the class suspension period, formative assessments were designed to assess the learning performance of students. Due to Covid-19, the mode of continuous assessment included observation, revision tasks and project learning as well. The assessments focused on assessing the learning attitudes and skills instead of knowledge only. It would be a kind of self-directed learning approach to enhance self-awareness and self-management. With the goal of catering for learner diversity, this project further adopts assessment as learning and looks into the possibility of diversifying the modes and variety of assessment for learners of different types.

Research has shown that when students are involved in the assessment process, they are more likely to understand the learning goals and take ownership of their learning (Black & Wiliam, 1998)⁷, which is the key foundation of developing

² Niemic, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education*, 7(2), 133-144.

³ 3.10 Using life-wide learning to develop students' self-directed learning capabilities and bolster their confidence in language use URL: https://cd1.edb.hkedcity.net/cd/languagesupport/downloads/2022/2022_eng_part07.pdf

⁴ Kramsch, C., & Whiteside, A. (2008). Language ecology in multilingual settings: Towards a theory of symbolic competence. *Applied Linguistics*, 29(4), 645-671.

⁵ Bishop, J.L., & Verleger, M.A. (2013). *The Flipped Classroom: A Survey of the Research*

⁶ Earl, L. M. (2013). *Assessment as learning: Using classroom assessment to maximize student learning*. Corwin Press.

⁷ Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.

self-directed learning abilities. In addition, assessment as learning provides opportunities for students to reflect on their progress, identify areas where they need to improve, and set goals for future learning (Earl, 2013).

Apart from modifying assessment, a data-driven teaching and learning approach to learning can help teachers identify effective teaching strategies and focus, so they can make informed decisions about how to best support their students' learning (Baker, 2013)⁸. By using data to inform instruction, teachers can ensure that they are providing the most effective support possible for their primary level English language learners.

Research has shown that a data-driven approach to learning can be particularly effective in improving learning outcomes for English language learners (Baker, 2013). For example, teachers can use data to identify students who need additional support in specific areas of language learning, such as speaking or vocabulary. This approach involves collecting data on student performance and using that data to identify areas where students are struggling, as well as areas where they are excelling (Baker, 2013). This is why synchronisation of students' data and a friendly and reliable monitoring and reporting system is crucial to our project.

2.2 School's Capacity and Readiness

Ever since the last three-year cycle, our team of teachers has been focusing on developing students' self-directed learning skills, echoing the adherence from the EDB. In the 2021-2022 School report⁹, it showed that our school has already been actively encouraging panels to adopt more e-learning elements in teaching and learning. Our teachers have been familiar with using apps or Google Suite for the flipped classroom, online learning, group sharing and self-paced learning.

In a school survey, it revealed that 94% of Key Stage 2 students were capable of using digital tools to facilitate learning. 98% of our students could master the knowledge learned on the e-learning platform. 90% of our students liked to get feedback on learning performance from different forms of assessment. According to these data, we found that using different assessment modes could release time and space for students to engage in self-directed learning. The readiness from students gives us confidence in the launch of this project.

In terms of equipment, we have purchased tablets through other government funding in supporting students' use of gadgets in learning. We have launched this for 2 years. So far, it's been tested that the booking of tablets in school, Wi-Fi system and streaming media player could easily support e-learning in classroom. With the BYOD policy, P.4 and P.5 students will have their own tablet in learning. This will be extended to P.6 in the coming years. This frees up more capacity for classes with no tablets to book the common tablets in learning.

There has been a need for the development among teachers of an e-learning repertoire and enhancement of learning and teaching strategies to cater to the diverse needs of students in this fast-moving digital and knowledge era. A blended learning model had been implemented continuously. Online learning tasks were designed by different panels, especially in Chinese, English, Mathematics, General Studies and Science. Various online resources were provided to all students' grades, such as recording teaching videos, e-learning applications and software.

2.3 Principal's and Teachers' Involvement

The involvement of the Principal, Project Team, including Core Team and Assistant, as well as external consultants are crucial to the success of the project:

Advisory Role - Principal

1) Provide advice and direction to the overall project design and execution with her solid administration experience; 2) Allocate and mobilise manpower and resources to support the project; and 3) Resolve possible project obstacles

Executive Team - Project Leader: English Panel Head

1) Lead project execution, discussion, development and dissemination of the project; 2) Monitor project status and report to related parties; 3) Liaise and communicate with external and internal project team and parties; 4) Ensure project development within project timeline; and 5) co-ordinate meetings and keep track of activities' status and data for project evaluation

⁸ Baker, E. L. (2013). Data-driven decision making for English language learners: An overview of the literature. Teachers College Record, 115(2), 1-38.

⁹ School Annual Report - http://www.mcsp.edu.hk/Annual%20Plan%20and%20Report/Annual_Report_2021-22.pdf

Executive Team - Project Core Team: Deputy Heads and Level Coordinators

1) Assist development of deliverables; 2) Motivate level teachers to support and conduct curriculum integration; 3) Assist internal level meetings and professional exchange on pedagogies learnt

Executive Team – Project Assistant Team: Other English Teachers

1) Assist project leader and core team to execute the project; 2) Contribute in level meetings, provide constructive feedback on deliverables; 3) Participate in meetings, lesson observations, and project discussions; 4) Participate in Professional Development activities and workshops and applying concepts in teaching

External Project Team - Language Consultant(s) and Team

1) Provide consultation and advice on curriculum review and integration; 2) co-plan and co-develop school-based resources suitable for our students; 3) conduct Professional Development activities and workshops; 4) conduct level lesson observation and its related meetings to provide feedback on the new school-based approach and pedagogy; 5) support school-based implementation project deliverables and goals met

2.4 Targets and Expected Number of Beneficiaries

Parties	Direct Beneficiaries	Indirect Beneficiaries	Methods
Teachers	12 English Teachers 2 Teaching Assistants	Teachers from other panels	Professional Development Workshops, co-planning, internal Professional Exchange
Students	450 P.4-6 students	All future P.4-6 students	School-based Learning Platform, Resources, Supporting Tools, Data
Parents	450 P.4-6 parents	All future P.4-6 parents	Seminar and Parent Workshop

2.5 Implementation Timeline

Time	Items	Connection to Objective, Deliverables/Outcome	Person in Charge
Aug 25	<Pre-Project Stage> (Internal Panel Preparation before Project) Internal meetings to review curriculum on each level and discuss criteria for developing school-based resources for this project, or even pre-select some worthy tasks	Obj i, ii & iii: Aligned panel expectations on project structure and outcome; and aligned focus on content development to facilitate co-planning meetings with consultant team	Executive Team
Aug-Sep 25	<Kick-off Stage> Tender and Procurement Meetings on 1) development platform and tools; 2) curriculum co-planning and fine-tuning; and 3) co-planning and co-developing of content per form (Term 1) Project Introduction to Parents (Parents/ Meeting/Seminar/E-campus) Professional Development Workshops on 1) self-directed learning curriculum design Development and Review of Content (Term 1) Programming of 1) School-based Platform and tools; and 2) Content (Term 1 & 2)	Obj i, ii & iii: Communicate school needs and project expectations on platform, content and tools Obj iv: Engage parents in the project and assist them in helping their daughter(s) for self-directed learning at home Obj iii: stretch our staff's professional capacity on curriculum planning, e-learning with the use of data; and content development	Executive Team IT Programmers Language Consultant and Team
Sep 25 - Jan 26	<Launch - Term 1> <ul style="list-style-type: none"> Review developed deliverables (Platform, content, tools for enhancement) Test run platform and tools among teachers 	Obj i & ii to assist daily English teaching with self-directed learning support	Workshop Host Executive Team IT Programmers

	<ul style="list-style-type: none"> Platform Orientation with P.4-6 students; Pre-project Survey on self-directed abilities Use of the developed deliverables (School-based Platform with learning stations and tools) in first-term teaching Conduct pre-project survey Implementation of new flipped teaching method with self-directed learning) Informal professional exchange on good teaching practices and use of instant reports etc. Co-planning meeting on lesson observation; lesson observation and evaluation meeting of lesson observation (P.4 & P.5) Professional Development Workshops on 2) E-learning with real-time data Develop reviewed content (Term 2) Programme reviewed content (Term 2) Parents' meeting/updates to share students' progress using analysis Meetings on co-planning and co-developing of content per form (second-term) Programming of content (Term 2) 	<p>Obj iii to stretch our staff's professional capacity in content development</p> <p>Obj iv to introduce to parents the self-directed home support developed in this project</p> <p>Obj iv to informally collect feedback from parents and give updates</p> <p>Obj i, ii & iii to strengthen students' self-directed ability and enhance e-learning in classroom; apply flipped classroom and e-learning with data in actual teaching cycle.</p> <p>Obj iii to create a healthy and professional community in using e-teaching with data</p> <p>Obj iii to ensure implementation of e-learning with data in classroom, with constructive feedback from other teachers of the level</p> <p>Obj iii to stretch our staff's professional capacity in content development for second-term materials with more experience</p>	<p>Language Consultant and Team</p>
<p>Feb – Jul 26</p>	<p><Launch - Term 2></p> <ul style="list-style-type: none"> Ongoing Review and Enhancement Co-planning meeting on lesson observation; lesson observation and evaluation meeting of lesson observation (P.6) Use of the developed deliverables (School-based Platform with learning stations and tools) in second-term teaching Implementation of new flipped teaching method with self-directed learning with new practices shared among teachers Informal professional exchange on good teaching practices and use of instant reports etc. Conduct project-end evaluation with teachers, students and parents via survey Internal Teacher Sharing with other panels Project dissemination, publication, documentation and sharing activities 	<p>Obj iii to ensure implementation of e-learning with data in classroom, with constructive feedback from other teachers of the level</p> <p>Obj i, ii & iii to strengthen students' self-directed ability and enhance e-learning in classroom; apply flipped classroom and e-learning with data in actual teaching cycle.</p> <p>Obj i, ii, iii & iv to evaluate the change to students' English learning, self-directed abilities and use of e-learning with data</p> <p>Obj i, ii, iii & iv to share good practices with other panels and other educators; to evaluate the teaching practices and continue with it the following school year</p>	<p>Workshop Host Executive Team IT Programmers Language Consultant and Team</p>

2.6 Budget

Category	Item and Justifications	Amount
Service	<p>1. Professional Development Activities Hire freelance project-based language/curriculum consultant(s) through an agent (to share project experience from other schools, save our administration time and make the project more cost-effective)</p> <p>Role: To give advice, co-plan and co-develop on expected project deliverables (school-based platform, content resources, integration of tools in daily learning) and ensure implementation (lesson observations)</p> <p>1.1 Professional Development Workshops (6 hrs x \$860) i) Curriculum Design (Flipped classroom, self-directed learning) (3 hrs) ii) E-learning with data (3 hrs)</p> <p><i>Justifications: Trainer with experience of at least 8 years in curriculum design and conducting professional development workshops in related topics. Preferred with tertiary teaching experience. All English teachers will be required to participate in all workshops.</i></p> <p>1.2 Pedagogy Implementation Sessions (36 hrs x \$800) (Resources review, lesson co-plan, lesson observation and evaluation) with each level to ensure implementation of pedagogical knowledge and school-based platform and materials (3 levels x 12 hrs = 36 hrs)</p> <p><i>Justifications: Trainer with experience of at least 8 years in curriculum design and conducting professional development workshops; to assist and ensure smooth implementation of pedagogy learnt and resources developed</i></p>	<p style="text-align: right;">\$5,160</p> <p style="text-align: right;">\$28,800</p>
	<p>2. Language E-Resources Development (198 hrs x \$750/team/hour) Hire a team of language experts to review e-materials for all learning stations before programming and develop e-assessment criteria (the team should work parallelly work on materials of different levels to save project time) (3 levels (P.4-6) x 22 units x 3 hours = 198 hrs)</p> <p><i>Justification: A team of language content developers with experience in co-developing school-based materials or conducting projects of similar sorts preferred; Hourly cost split among the team</i></p>	<p style="text-align: right;">\$148,500</p>
	<p>3. Digital Development of Platform, Resources and E-support tools Hire IT programmers to develop school-based platform and e-learning supporting tools, and program our school-based resources so that we can support blended learning activities and self-directed learning</p> <p>3.1 Platform development/purchase/licencing/customisations User accounts (Teacher and students), security, database, host contents and courseware, cloud storage, and support access from tablets and PC browsers</p> <p><i>Justifications: School-based platform needed to track and support all e-learning activities classroom and to document and conduct analysis over students' performance. The platform will be used by all English teachers and all P.4-6 students, both in classroom and self-directed learning periods. The platform has to support simultaneous log-in and real-time synchronisation of data.</i></p> <p>3.2 Tailoring of E-learning supporting tools i) AI Marking Engines (Writing & Speaking) Development / Purchase / Licencing / Customisations ii) Other supporting tools (Auto-marking, monitoring and reporting features,</p>	<p style="text-align: right;">\$100,000</p> <p style="text-align: right;">\$120,000</p>

	<p>interactive learning elements)</p> <p><i>Justifications: Reliable AI marking engines are needed to assist self-directed learning; interactive learning features are to support meaningful blended learning and new pedagogy application with the use of learning data</i></p> <p>3.3 Programming series of learning stations for 22 school-based units onto the platform for access</p> <p>i) Digital tailoring of 22 units of different interactive learning content ii) Programming all assessment criteria for different tasks in 22 units</p> <p><i>Justifications: Special programming of school-based content is to support different online interactive stations and tailor AI marking accuracy</i></p> <p>This is a one-off development cost. The service is not measure by the number of hours, but by the cost of development by the IT Service Provider</p>	\$80,040
Sub-total:		\$482,500
General Expenses	Audit Fee	\$5,000
Sub-total:		\$5,000
Total:		<u>\$487,500</u>

3. Deliverables, Expected Project Outcomes and Evaluation

3.1 Deliverables

Obj (i)	A more comprehensive school-based e-learning curriculum with the integration of self-directed and blended learning; A tailored school-based e-platform with teacher and student individual accounts, and resources of 22 units with different learning stations
Obj (ii)	A systematic learning model with a series of e-learning supporting tools well-integrated onto the e-platform: real-time auto-marking, auto-saving, AI writing marking, AI speaking detection, audio support, personalised feedback-giving, interactive learning support, monitoring and reporting system
Obj (iii)	2 Teacher Training Workshops: 1) E-curriculum Design, 2) E-learning with Data-Driven Approach; 3) Supported Pedagogy Implementation Sessions (Co-plan, Observe, Evaluate)
Obj (iv)	Parents Seminar/E-Sharing on Project Introduction, Ongoing reports

3.2 Expected Outcome

Obj (i)	Increased e-learning and self-directed learning opportunities; New e-learning and self-directed learning elements in the school curriculum; Increased English practices and performance in general
Obj (ii)	More personalised and detailed feedback for learning; Much shortened feedback loop; More continuous learning data; More diversified learning tasks and assessment portfolio
Obj (iii)	Strengthened professional knowledge; Developed concepts and pedagogy in blended learning; Enhanced teaching quality with more diverse teaching tools and resources; Enhanced teaching quality with data-drive teaching
Obj (iv)	Better understanding on school-supported self-directed learning; More ongoing learning data from school for home-support learning; More parental engagement in school project

3.3 Evaluation Method, Target and Criteria

Obj (i)	(1) Statistics from E-system: i) An increase in self-directed learning time; ii) Over 90% of unit resources are completed; iii) Comparing project-start and project-end, there are improvements shown in 80% of students' English ability. (2) Survey with Executive Team/Leader: i) All deliverables developed; ii) All of senior form teachers and students have their own individual account on system and more than 90% have conducted learning and teaching on e-system; iii) 100% e-learning during the project year are well-documented on their teaching and learning portfolio; (3) Student Survey: Over 70% of students agree that i) there is an increase of e-learning and
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	self-directed learning; ii) there is more support from self-directed learning; iii) online stations are giving them more feedback in learning; iv) 80% of students find in-class learning more creative and meaningful. (4) Teacher Survey (P.4-6 Only): Over 70% of teachers agree that i) the curriculum becomes more comprehensive and structured with e-system tailored; ii) more meaningful teaching space is created in class with self-directed learning preparation
Obj (ii)	Teacher Survey: More than 70% of teachers agree that i) feedback-giving is more efficient and personalised; ii) More learning data is obtained for adjusting teaching focus and pace and revision purpose; iii) students in general showed improvements in general speaking ability and confidence in pronouncing target vocabulary when attending classes
Obj (iii)	Teacher Survey: i) More than 80% teachers have attended the workshops; More than 80% of teachers i) have tried using or used e-system in classroom teaching or assigned personal tasks on e-system; ii) are able to conduct more effective teaching with new pedagogy; iii) are more confidence in a data-drive teaching approach and micro-tuning teaching focus
Obj (iv)	Parents' Survey: More than 70% of parents agree that they have better understanding of their children's self-directed learning

4. Sustainability of the Project

The major deliverables of this project, including the comprehensive school-based **e-system and e-resources**, which are all **one-off development** in this project, will be used for at least 5-8 years in our future years of teaching, learning and assessment. As BYOD is the way forward, it is on our pipeline to make learning meaningful by integrating systematic e-learning and well-supported self-directed learning into our regular English curriculum.

We understand that our school is to bear the recurrent expenditure such as maintenance, operating cost and system upgrade etc. While we do not expect major changes of the e-system and its tools, we **have plans to spare more future funding on diversity of e-learning activities, and e-resources content upgrade** according to the needs of the students and curriculum refinement. We will also consider including other school-based materials after the project, depending on teachers and learners' readiness and needs.

As for sustainability of teacher professionalism, we will **accumulate and pass on good teaching practices** on to future senior level teachers, therefore when designing the e-system with the IT programmers, we would ensure that tailored practices can be transferred among teachers' accounts. Good practices will also be shared internally, inter-panels and also during dissemination to benefit a larger group of educators. If necessary, we will also consider videotaping lessons for demo purposes. All reports and well-supported self-directed materials will continue to be shared with parents of future batches via Parents' Meeting or other channels.

5. Dissemination/Promotion of Project Outcomes

We hope to disseminate our project journey, outcome and insights with teaching staff from our school and educators from other schools and organisations throughout the project period. Here is the tentative schedule and plan:

Time	Occasion / Target Audience	Objectives
Dec 25	Internal sharing with other subject panels in Maryknoll Convent School (Primary Section)	
Term 1 and/ or Term 2	Sharing during Staff Development Day (if any)	To introduce project aims and direction; showcase developed deliverables such as e-system, e-resources and tools etc., share outcome and insights on re-structuring e-learning curriculum and learning model with tailored school-based e-system and resources, share some experience and plans on personalised teaching and learning and future enhancements and exchange professional insights
May-Jul 26	Seminar at QEF Dissemination Events with other interested educators (if invited)	
Jul 26	School Website – General public, parents, students	

6. Report Submission Schedule

The school commits to submit proper reports in strict accordance with the following schedule:

Project Management (Should be submitted via the “Electronic Project Management System” (EPMS))		Financial Management (Hard copy together with supporting documents should be submitted to the QEF Secretariat by mail or in person)	
Type of report and reporting period	Report due on	Type of report and reporting period	Report due on
Final Report 01/08/2025 - 31/07/2026	31/10/2026	Final Financial Report 01/08/2025 - 31/07/2026	31/10/2026

School Declaration

1. Maryknoll Convent School (Primary Section) ensures the hired staff trainers have possessed English-related credentials to provide appropriate advice and support to teachers.
2. Maryknoll Convent School (Primary Section) ensures the openness, fairness and competitiveness of the procurement of services, and to conduct quotation/tendering in accordance with the QEF General Guidelines on Staff Administration and Procurement Matter to select the service provider(s).
3. Maryknoll Convent School (Primary Section) confirms the copyright of the deliverables/materials developed through this project should be vested with the QEF and understands that the expenditure items funded by the QEF is one-off. We promise to bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise.