



Collaborative Blended Learning Curriculum Design and Development Programme

Final Report

QEF Project No. 2007/0411

Submitted in December 2010

Project Title:

Collaborative Blended Learning Curriculum Design and Development

Programme

Organization:

**City University of Hong Kong – Centre For Innovative Applications of Internet
and Multimedia Technologies (AIMtech Centre)**

Project Period:

Phase I: From October 2008 to March 2009

Phase II: From April 2009 to September 2009

Phase III: From September 2009 to March 2010

Phase IV: From March 2010 to July 2010

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Introduction

The Collaborative Blended Learning Curriculum (CBLC) Design and Development Programme is aimed to respond to a recognized need on providing continuous professional development training programme for further progress of IT in education as stated in the Consultation Document on the Third Strategy on Information Technology in Education. With the provision of an IT-mediated environment, an optimal use of blended learning curriculum framework for both curriculum building and classroom interaction enhance teaching and learning activities, while teachers are able to receive support and facilitate their teaching outcomes through a collaborative environment (Right Technology at the Right Time for the Right Task, & Information Technology in Education, Way Forward, EDB 2007; Fok & Ip, 2006, 2007).

This project has successfully casted a direct and positive impact on teachers' professional attributes by equipping them the latest e-pedagogical skill and knowledge. Blended learning, one of the most effective e-pedagogical models in teaching and learning, has been proved viable and welcomed by most of the participating teachers and students. Within this project, a number of activities, training workshops, public dissemination of the project deliverables and evaluations have been conducted to evaluate the outcome of this project and for future reference.

In this final report, an overview of the major activities, findings, recommendations and dissemination of the project deliverables shall be included. Despite the most of the experimental studies do not come up with a statistically convincing outcome, it is strongly believed that this project serves its purpose well by introducing the blended learning approach and set the base tone for future research.

It is encouraging to notice that the project reveals its significance across all domains of the project. Efforts in developing the blended learning capacity of both teachers and students were great success. Through series of CPD programme and a collaborative and mutually supportive network, knowledgeable teacher leaders can assist colleagues in becoming effective teachers through reflective practice. And within this network, teachers from different schools may seek and reach help from other teachers. In this project, teachers engaged in the reflective process that includes: amplifying the meaning of one's work through the insights of others; applying meaning beyond the situation in which it was learned; making a commitment to adjustments, plans, and experimentation; documenting learning and providing a rich base of shared knowledge in order to provide the opportunities for teachers to maximize meaning from experiences. Subsequently, these teacher leaders build capacity in schools. Furthermore, new innovative ideas will bound to be found in such a positive, enthusiastic and collaborative environment.

Right Technology at the Right Time for the Right Task, & Information Technology in Education, EDB, 2007, retrieved from <http://www.edb.gov.hk/index.aspx?nodeID=6140&langno=1> Apple W. P. Fok and Horace H. S. Ip, 2007, Collaborative Curriculum and Instruction Design for Personalized Online Instruction Delivery, Proceedings of International Conference on Web-Based Education (WBE 2007), Chamonix, France, March 14-16, 2007.

Budget Summary

Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff cost	1,728,032-	1,504,226.6	223,805.4
General Expenses	100,000-	75,738.2	24,261.8
Equipment	95,663-	81,247-	14,416-
Services	912,637-	801,943.63	110,693.37
	2,836,332-	2,463,155.43	386,457.07

**For the details of the expenses, please refer to the financial report submitted.

Activity Summary

The following activities had been conducted during the project period as shown in the proposal submitted for this project in 2009.

Deliverables and Outcomes	Descriptions
a. Seminars and Workshops	<ul style="list-style-type: none"> • Conduct CPD training programme for teachers and seminars for parents. These include 30 seminars for teacher leaders; 24 seminars for teachers; and 2 seminars for parents (all Phases) • Prepare and manage all aspects of training sessions
b. Facilitating Teaching and Learning in school	<ul style="list-style-type: none"> • Design and develop blended learning activities and resources for diverse learning needs through collaboration • Lesson Observation • Onsite training workshops • Join school visits to promote collaboration and sharing • Action Research Report (Phase I teachers) • Reflective Report (Phase II and III teachers)
c. Education Research Studies	<ul style="list-style-type: none"> • Analyze and report results and findings from experimental studies
d. Curriculum and Instructional Design Set	<ul style="list-style-type: none"> • Integrate and publish a collection of teachers' work in the CBLC programme will be gathered and published as an Experience Sharing Suite for English Language Education
e. Good practices Presentation and Sharing	<ul style="list-style-type: none"> • Collaborate and share teachers' blended learning instructional designs • Join school visits to promote collaboration and sharing
f. Evaluation	<ul style="list-style-type: none"> • Analyze and produce an evaluation and experience sharing report • disseminate our findings and experience of blended learning curriculum design and implementation

Various activities had been conducted within the project period and each activity disseminated the core value of this project. The following table illustrates the value of project deliverables in brief and the recommendation to QEF in disseminating these deliverables. The project outcomes of the experimental studies have been submitted to different international conferences and will be published next year.

Dissemination Value of Project Deliverables

Item description	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
<p>「網上學習新里程」交流會</p>	<p>Attendees were enthusiastic about the possibility of building a school-based blended learning curriculum by casual verbal interview after the event</p>	<p>Organized by Catholic Education Office, the seminar was held on 8 November 2009 in St. Francis Of Assisi's English Primary School. [redacted] [redacted] [redacted] [redacted] [redacted] was invited to be a guest speaker to present the development of school-based blended learning curriculum and aims to arouse student's learning interests and improve their English. 180-200 attendees in this event</p>	<p>It is difficult for QEF to disseminate this event but it established a good example of project introductory event for future reference.</p>
<p>“創意與免費應用軟件的結合：令你的教學更有Power 更有Point！”</p>	<p>Teachers were actively seeking help from the presenters about the assistance in teaching from free software</p>	<p>The seminar was held on 27 June 2009 by [redacted] [redacted] [redacted] The target of the seminar was all primary and secondary school teachers.</p>	
<p>“Student Engagement: The Key to Successful Learning Activities”</p>	<p>In this seminar, [redacted] presented some general thoughts on [redacted]</p>	<p>The seminar was scheduled on 17 October 2009 and conducted by [redacted] [redacted] [redacted]</p>	

how teachers can best support student learning and emphasized the importance of engaging students in productive learning activities.

Posters and invitation letters had been delivered to 530 primary schools in July and August 2009

The seminar attracted over 40 teachers from 17 different primary schools to join.

Publicity on Collaborative Blended Learning Curriculum

By Youtube video which uploaded by CPRO http://www.youtube.com/watch?v=Pvj7iZonZOw&feature=channel_page

A media conference on CBLC programme was organized on 17 August 2009 by Communications & Public Relations Office (CPRO), City University of Hong Kong to disseminate how the programme could help teachers to deploy and integrate web-based technologies to enhance teaching and learning.

Yes, it would be feasible and worthwhile for QEF to widely disseminate because there were two schools participants shared their experience with the CBLC programme so that other schools can learn from their experience and the video on youtube is free and simple to use.

WELS Sharing Day 2009

There were two teaching experience sharing sessions presented by eight outstanding schools which had conducted the experimental studies. Teachers presented their successful design and implementation of their curriculum

WELS Sharing Day 2009 was organized on 30 November 2009 at St Patrick's Catholic Primary School (Po Kong Village Road). This sharing session demonstrates the successful cases and completion of the CBLC phase I & II programmes which had the participation of over 150 teachers from more than 50 primary and secondary schools. It was also the great opportunity for teachers to share their good and effective practices in integrating in-class teaching activities and online learning with

Video footage and photos were taken by the project team. It is recommended that these video and photos could be used in producing a DVD for dissemination for non-participating schools.

By doing so, one of the major findings and experience sharing session in this project could benefit the whole education sector.

plans.

Apart from the teaching sharing sessions, a demonstration session was also being conducted to further promote using E-LEARNING PLATFORM to support Chinese and English teaching and learning in schools.

the support of new media, advanced educational tools and platforms. Invitations were sent to all primary schools in Hong Kong, Education Bureau and Publishers. The event attracted nearly 200 principals and teachers from different schools to participate.

**2010 周年研討會
暨聯校教師專業
發展日**

The Development Day will be held on 26 March 2010 by Hong Kong Professional Teachers' Union.

was invited to present with a topic called "匯通教學體驗會" the use of E-LEARNING PLATFORM in teaching and learning and the blended learning environment in Hong Kong.

**Aided Primary
School Primary
Meeting 資助小學
校長會**

In order to further promote blended learning in Hong Kong education, an Aided Primary School Primary Meeting was organized on 10 March 2010.

**Canossian Primary
School Meeting**

presented the blended learning and the e-pedagogical

The meeting was held on 18th March 2010 at the meeting room of the St. Mary's Canossian School.

approach to the principals and teachers from 8 Canossian primary schools. Most of the participants were keen on the e-learning perspective.

Twenty primary school principals and teachers from eight Canossian primary schools attended the meeting. [redacted] was invited to promote the blended learning education environment with a topic called: “協作匯通教學課程分享會”.

Briefing Session on the Pilot Scheme on e-Learning in Schools cum Partnership Session

More than 50 primary and secondary schools representatives visited the sharing counter for more information.

The session was organised on 15th May 2010 at the school hall of the Yan Chai Hospital Wong Wah San Secondary School and the WELS team was invited by the EDB to present the School-based Blended Learning Curriculum Project which supports schools to enhance learning through the use of electronic media under the Pilot Scheme on e-Learning.

CBLC Website

<http://icg.cityu.edu.hk/projects/cblc/index.html>

The website presents all the relevant information and research analysis for all schools in Hong Kong.

The Website provides all the analysis and highlights of this project.

This website will disseminate the program result and substantially impact all schools and students in Hong Kong

It's the most efficient way to introduce the result of this project to the public.

CBLC Booklet

Refer to the attached hardcopy

The booklet includes 10 outstanding instructional plans which were all developed by participating teachers. These booklets

The booklet provides extensive details on each outstanding instructional approach which can be an example to schools or

**Learning and
Teaching Expo
2010**

were distributed to more than 250 schools as one of the major dissemination methods of the project deliverables.

The event was organised by Hong Kong Education City Limited on 15 - 17 July 2010 (Thursday to Saturday). Collaborated with Educational Publishing House Limited; WELS team promoted and demonstrated the application of information technology to enhance learning and teaching providing teachers with updated information on teaching, logistic support and an interactive platform.

teachers about the trend of the current e-pedagogical approach.

It is recommended that QEF could mass the booklet and deliver to all schools in Hong Kong to set the basic tone of e-learning scheme in schools.

CBLC: CPD Training Workshops

As the previous progress report suggested, a number of training sessions had been conducted across all 4 phases of this project. The main goal of these CBLC CPD workshops is to introduce the e-pedagogical approach to teachers. Teachers acquired necessary skills and knowledge through the professional guidance from the project team consultants and tutors. There was a set of aims and goals assigned to each workshop and by passing through various milestones either individually or in a group, a substantial impact on teachers' professional development is achieved.

Self-evaluation questionnaires were then distributed to the teachers in order to gain an extensive insight on the workshop efficiency and effectiveness from the teachers' point of view (Refer to the Evaluation section below for detail summary). According to the feedbacks from the first 3 phases, the aim of the Phase IV CBLC CPD training workshop was changed to demonstrate the flexibility and diversity of the blended learning instructional designs. The feedback result showed that the teachers who participated in Phase IV training workshop could successfully integrate various online tools into different learning task and design creative pedagogical activities which cater different individual teaching needs.

The summary and the analysis are shown on the Evaluation section and the following tables are the training workshop outlines for various phases.

Phase I and II Training Workshop Outline:

Sessions	Training Sessions	Outcomes
I	1 Pedagogical Uses of an E-learning Platform	Self-evaluation questionnaire
	2 Administrative Uses of an E-learning Platform	Self-evaluation questionnaire
	3 Curriculum Design and Planning I	Self-evaluation questionnaire
II	4 Blended Learning Instructional Design	<i>A blended learning instructional design</i>
	5 Pedagogical Uses of Web Resources	Self-evaluation questionnaire <i>An online instructional design</i>
	6 Pedagogical Uses of Online Discussion Board	Self-evaluation questionnaire <i>An ODB instructional design</i>
III	7 Pedagogical Uses of Storytelling	Self-evaluation questionnaire <i>A Storytelling instructional design</i>
	8 Pedagogical Uses of Story Creator	Self-evaluation questionnaire <i>A Story Creator instructional design</i>
	9 Curriculum and Instructional Design I	<i>One Tailored Module Design</i>
IV	10 Content Design I	<i>A Learning Object Design</i>
	11 Experimental Studies I	<i>An Action Research Plan</i>

	12	Curriculum Design and Planning II	A school-based curriculum design for a selected group of students
V	13	Content Design II**	<i>A Learning Object Design</i>
	14	Experimental Studies II**	An experimental study plan

Phase III Training Workshop Outline

Workshops	Content of the Workshop
1 School Admin and Content Management: Use of E-LEARNING PLATFORM School Admin Functions and Authoring Tools to design teaching materials	This is an introduction of the Blended learning Instructional Design Workshop series. Teachers will have a general idea on how to make use of various applications in E-LEARNING PLATFORM. These include applications for system administration, material management, curriculum and planning, sharing and collaborative teaching functions. Teachers will have an opportunity to adopt and explore various pedagogical uses of the available resources in the e-learning platform.
2 Storytelling: Pedagogical Uses of Picture Writing and Story Creator	The main objective of this workshop is to encourage pedagogical uses of two advanced e-learning functionalities, <i>Story Creator</i> and <i>Storytelling</i> . Teachers will be able to create new instructional plans for a school-based curriculum. While <i>Story Creator</i> is a tool to encourage situational dialogues, <i>Storytelling</i> can be used to enhance students' picture writing and storytelling skills. Teachers can make use of these tools on both curriculum building and classroom interaction levels to brainstorm ideas, share live experiences and express personal feelings in different scenarios.
3 Book Shop & Bulletin Board: Pedagogical Uses of Web Resources and Online Discussion Board	This workshop will introduce to teachers what blended learning is and how it helps enhance teaching and learning objectives. Teachers will learn how to develop blended learning instructional designs to support personalized teaching and learning outcomes. They will share among other teachers on how to design their own curriculum using <i>Bulletin Board</i> and <i>Book Shop Link</i> functions.

Phase IV Training Workshop Outline

Workshop outline	Intended Outcome
Getting started with blended-learning	At the end of this training, you will be able to get familiar with the environment of the web-based

In this workshop, you will explore the different components of the web-based education system and learn how to use these components to design and develop resources for a blended-learning mode of delivery. You will also learn how to effectively transform a traditional face-to-face classroom session to a blended-learning mode using the system. Specific blend-learning design will be provided for teachers as guidelines and references. The topics covered include:

- What is blended learning and how do you get started
- An overview of the setting, interface and administrative features of the web-based education system
- Introduce and practise using the tools available at the system to create, manage, schedule, organize and deliver the course contents.
- Design and develop a blended-learning module

education system from the students, teachers and school administrators' perspectives, put up content materials for student learning, post announcements, manage and assign homework, make available the contents for student learning.

Using bulletin board and online resources to facilitate student learning

In this workshop you will learn how to use the bulletin board to design and develop engaging and effective activities to facilitate collaborative learning online. You will also learn to use bookshop links to develop and design learning activities and resources for flexible delivery. The topics covered include:

- Introduce the different functions and purposes of using the bulletin board in teaching and learning.
- Strategies in designing bulletin board activities
- Using discussions to enhance student learning and communication
- How to select the appropriate online learning resources for your students
- Using bookshop link template to create

At the end of the training, you will be able to make use of the bulletin board and bookshop links to conduct effective teaching and learning activities. You can also have a better idea to make use of the online resources to develop and deliver flexible learning materials to your students.

teaching and learning materials for in-class and out-of-class activities

- Using online resources to create and design teaching and learning activities

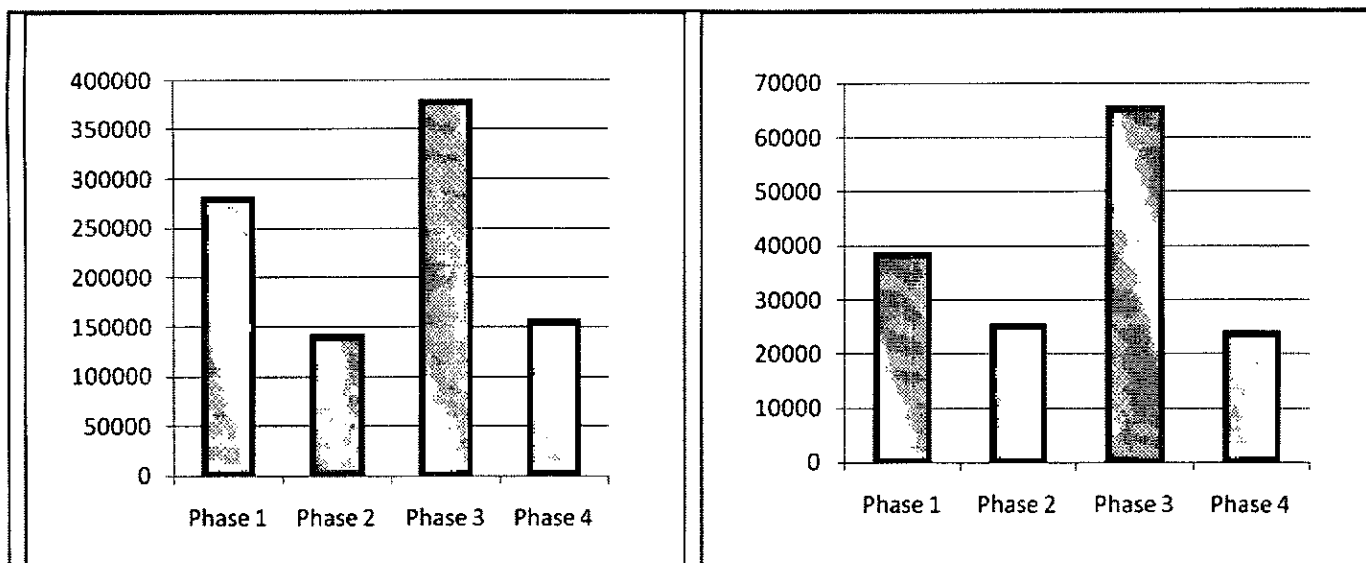
Using picture writing and story creator to develop students' writing competency

In this workshop you will learn how to make use of the online writing tools to help your students to accomplish the writing tasks – from organizing their thoughts to express their ideas in writing.

The topics covered include:

- Introduce picture writing tools and story creator
- Strategies and guidelines to organize and design creative writing activities
- Different usage of storytelling
- Explore various online writing activities in a variety of contexts
- Using writing assessment tools to provide feedback to facilitate student learning

At the end of the training, you will be able to make use of the picture writing tools and story creator to design, develop and deliver various writing activities to students and integrate the different writing approaches into the school-based curriculum.



Comment:

- Students' usage is proportional to the teachers' usage across all phases
- The average usage of phase 1 and 2 is lower than the average usage of phase 3 and 4 in both teachers and students records
- Students' and teachers' usage increased in phase 3 proved the significance of training workshop in a positive way
- Usage of phase 2 and 4 were low due to schools' examination periods
- Record supports that the CBLC training approach serves its goal by illustrating the continuous growth in both usage
- Should introduce the strength of e-learning to students and teachers in revising the examinations

Blended learning training materials for the workshops

In order for teachers to explore more different styles of blended learning curricula and designs, the exemplars of blended learning curricula were designed and developed. All these materials can be reused and disseminated to further promote blended learning in schools, but more importantly, encourage teachers to try out various e-pedagogical designs effectively. This set of training materials as the project deliverables will be sent to QEF.

In Phase II, the junior secondary blended learning curriculum framework was designed to guide various instructional designs. Teachers use it as a template to further develop their own teaching plans.

- [-] Nature and the environment : 1
 - [-] 1.0 : Planning a Class Hiking Trip
 - [-] 1.0 : Stimulation - Where to go hiking?
 - [-] 2.0 : Familiarization
 - [-] 3.0 : Reading - '3-Day Hiking Trip in Hong Kong'
 - [-] 4.0 : Discussion
 - [-] 5.0 : Activity - Vocabulary on what to wear and bring for hiking
 - [-] 6.0 : Consolidation and Further Reading
 - add procedure
 - [-] 2.0 : Personal Teaching Schedule
 - [-] 1.0 : General English
 - add procedure
 - [-] 3.0 : My Class Hiking Itinerary
 - [-] 1.0 : Brainstorm - What would be included in a hiking itinerary?
 - [-] 2.0 : Writing Input
 - [-] 3.0 : Plan and organize the writing structure
 - [-] 4.0 : Writing
 - [-] 5.0 : Assessment and Editing
 - [-] 6.0 : Write the final product
 - [-] 7.0 : Share Reading
 - add procedure
 - add chapter
- [-] Leisure and Entertainment : 1
 - [-] 1.0 : Interviewing David Beckham
 - [-] 1.0 : Stimulation - David Beckham's Profile
 - [-] 2.0 : Familiarization
 - [-] 3.0 : Reading - 'An Interview with David Beckham - Lunch with Beckham'
 - [-] 4.0 : Discussion
 - [-] 5.0 : Activity - What are the questions? (watching an interview with Beckham)
 - [-] 6.0 : Consolidation and Further Reading
 - add procedure

Nature and the environment -> Planning a Class Hiking Trip -> Reading - '3-Day Hiking Trip in Hong Kong'

Title:	Reading - '3-Day Hiking Trip in Hong Kong'
Procedure:	3 . 0
Description:	Reading the text 1. Students read / listen to the text. 2. Teacher asks Ss what they think of the places and how they are described in the text. E.g. breathtaking views, beautiful hiking tracks, etc. 3. A worksheet to consolidate the adjectives used to describe the scenery and paths of the destinations.

	Name: 3-Day Hiking Trip in Hong Kong Description: Module: Nature and the environment Theme: My Hiking Trip Last assigned date: 2009-05-19	Flash
<input type="checkbox"/>		Remove

	Name: Describing natural scenery and hikes Last assigned date: 2009-04-09	Remove
<input type="checkbox"/>		

Assign as Homework

In Phase IV, the below chapter was designed to demonstrate how to utilize bulletin board as a tool for in-class and out-of-class activities. It also shows that bulletin board can be used in different learning activities other than as a motivation task.

Curriculum Plan Edit Curriculum Add Module Edit Module Add Chapter Edit Chapter Add Procedure

Curriculum: Bulletin board and online resources
Module: Me, My Family and Friends Level: 1
Chapter/Unit 1.0: Ben's Family

Learning Process	Description	Alternate Activity / Teaching Resources	Add Resources
1.0: Bulletin board My family members	Do you have a younger brother or sister? Can you describe him or her? Say some ways in which you can be kind to your little brother or sister.	My family members My family members	+ Add
1.0: Bulletin board		Who are the owners of these things? An interesting place in Hong Kong	+ Add
2.0: Bulletin board My mother	What happened in the picture? Describe the picture in 30 words.	My mother	+ Add
3.0: Bulletin board My father	If your father is tired after work, what can you do to help him relax?	My father	+ Add

The below chapter demonstrates the integrated task of using bulletin board and online resources in-class and out-of-class learning activities.

Curriculum Plan			
Curriculum: Bulletin board and online resources			
Module: Me, My Family and Friends Level: 1			
Module: Using My Five Senses Level: 1			
Module: Places and Activities Level: 1			
Module: Me, My Family and Friends Level: 2			
Chapter/Unit 1.0: My Pen Friend			
Learning Process	Description	Alternate Activity / Teaching Resources	Add Resources
1.0: Ice-breaking activity: Who am I?	Bulletin board: Who am I? Write five sentences to introduce yourself to class.	<input type="checkbox"/> Who am I? <input type="checkbox"/> Myself	+ Add
2.0: Motivation: Whole Class Clock	Use this online resource to set the different time and pose the question 'What time is it?' and let students answer. http://www.teachingtime.co.uk/clock/clockres.html	<input type="checkbox"/> Clock	+ Add
3.0: Game: Bang on time	Use the game to practise the structures what they have just learned about telling the different times on the clock. Game: Read the time in words and then stop the clock when the hands are in the matching position. http://www.teachingtime.co.uk/clock2/clockwordsres.html	<input type="checkbox"/> Bang on Time	+ Add
4.0: Format of a personal letter	Use the letter generator to help students learn to identify all the essential parts of a personal letter, and then generate letters by typing information into letter templates. http://www.readwritethink.org/classroom-resources/student-interactives/letter-generator-30005.html	<input type="checkbox"/> Letter Generator	+ Add
5.0: Tell your classmates about your day	Bulletin board: What do you do every day? What time do you do these things? Share your day with your classmates.	<input type="checkbox"/> Tell your classmates about your day	+ Add
6.0: Letter writing: Write a letter to your pen friend	Bulletin board: Post a letter on board. Tell your pen friend the time you do some activities. Read your classmates' posting and give suggestion to them.		+ Add

The below chapter demonstrates uses of website links only in all teaching and learning tasks.

Curriculum Plan			
Curriculum: Bulletin board and online resources			
Module: Me, My Family and Friends Level: 1			
Module: Using My Five Senses Level: 1			
Module: Places and Activities Level: 1			
Module: Me, My Family and Friends Level: 2			
Module: Fun and Games Level: 2			
Module: Places and Activities Level: 2			
Chapter/Unit 1.0: My poem			
Learning Process	Description	Alternate Activity / Teaching Resources	Add Resources
1.0: Pre-tasic Familiarization	Read out the poem and find out the rhymes and rhyming words.	<input type="checkbox"/> Uncle Dave's Car... online poem	+ Add
2.0: Motivation	Use this online game to help students to recognise and notice words that rhyme.	<input type="checkbox"/> Rhyming Game <input type="checkbox"/> Rhyming Game	+ Add
3.0: Reading: Rhyming poems- Meet the Creeps	Read out this poem and find out the rhymes and rhyming words. Teacher can also play the audio part of the poem. Comprehend the poems by completing the activities there. http://www.bbc.co.uk/schools/wordsandpictures/songvow/poems/poem.shtml	<input type="checkbox"/> Poem reading	+ Add
4.0: Consolidation: Rhyming words	Use the online rhyming games to consolidate students' understanding of rhyming words. Students need to drag and drop the correct rhyming word onto each line of the rhyme.	<input type="checkbox"/> Rhyming game	+ Add
5.0: Tutorial: What is an acrostic poem?	Use this resource to teach students to recognize the format of an acrostic poem.	<input type="checkbox"/> How to write an acrostic poem	+ Add
6.0: Reading: Acrostic poem	Read acrostic poems written by children from around the world.	<input type="checkbox"/> Acrostic poem	+ Add
7.0: Writing: Write an acrostic poem	Use the poem maker to help your students to write their own acrostic poem.	<input type="checkbox"/> acrostic poem	+ Add
8.0: Extended Learning: Suggested poem reading	Select some poems from these resources. Ask students to read these poems at home. They can comprehend the poems by completing the worksheet in these resources. http://resources.skota.edu.mt/wp-content/uploads/2009/12/pgs-48-67-Poems.pdf	<input type="checkbox"/> Rhyming poems	+ Add

Facilitating Teaching and Learning at schools

Design and develop Blended learning activities and resources for diverse learning needs through collaboration

Through collaboration and thoughtful planning, teachers are able to design and develop blended learning activities and resources for diverse learning needs through collaboration. School visits and onsite training workshops have been conducted according to different schools requests. Particular attentions have been put on the activity designs, materials selection and scheduling of lessons for different student groups.

During the programme, 27 learning object designs had been completed from teacher groups with the support from the project staff. These designs included reading text, game, tutorial and picture writing designs. Most teachers were able to adapt some of the existing design templates from the e-learning platform.

25 blended learning Instructional designs had been completed. Teachers learnt how to tailor-made various blended learning instructional designs on a curriculum building level during and after training sessions.

Concerning level of mastery, most teachers were able to make use of and draw reference from the instructional plans and resources available in the e-learning platform to enrich their own designs. A large number of them could master the skills of selecting relevant resources in the system to build their curriculum. However, they were expected to form specific objectives and pedagogical approaches in their designs so that they could demonstrate a clear sequence in their school based curriculum. Three teachers in a group, with the assistance of the instructor, designed and developed different both design and development of a school-based Bulletin Board curriculum and teaching module with Book Shop.

Their designs were used to support teachers' lesson observation. These formed a collection of teachers' instructional design set for further collaborative activities. 10 out of the outstanding curriculum designs were collected and published as a booklet and they experience was shared in the WELS Sharing Day 2009. These instructional designs along with the feedbacks of the project participation were composed by teachers and therefore, could provide insights to other teachers who did not participate in this project in applying e-pedagogical approach at schools. These booklets were distributed to more than 250 schools as one of the project deliverables dissemination methods.

Education Research Studies

Lesson Observation

Teachers scheduled a lesson to be observed by project instructors. Based on a design they developed after the training sessions, teachers were required to demonstrate an optimal use of blended learning in his or her classroom so as to enhance reflective teaching and particular teaching and learning outcomes. By the end of the project, 40 lesson observations had been conducted.

In order to facilitate the lesson observation and design, flexible consultation hours were open to teachers starting after the training sessions on action research plant throughout the implementation year of the project. Teachers received comments to their design before the arrangement of lesson observation.

After the lesson, the teacher reflected on the design, problems encountered and resolutions in their reflective reports. Most of the teachers reflected that they were beneficial from the flexible consultation hours to ask questions which facilitated their learning outcomes.

After those lesson observations, discussions and reflections were conducted by the instructors with the teachers. Outcomes and key observations were identified in the below:

1. Teachers utilize the conventional teaching approach instead of the interactive E-pedagogical approach due to the strong base of the conventional teaching training.
2. Teachers tend to deliver the content or the target skill instead of developing students' learning skills. For example, teacher "guides" students in creative writing.
3. Teachers show enthusiasm on developing the E-pedagogical approach as they realize the students' needs and the modern trend of education evolution.
4. Classes were delivered in productive, engaging, interesting and positive atmosphere as teachers took up the moderator and motivator role in the classrooms.
5. Teachers are willing to seek and work out solutions for each problem with our instructors.
6. All teachers possess outstanding teaching technique and were reminded that E-pedagogical approach did not present itself only as an electronic presentation.
7. Teachers express their concerns on the time control and monitoring of students' progress. It's difficult to understand students' learning outcomes and obstacles in an efficient manner.
8. All teachers express their willingness of using new media and advanced technology to facilitate teaching and learning. All teachers agree that it is not as difficult as they expected in the past.
9. A fruitful resource bank is useful and supportive for various learning activities and significantly fits and caters for individual differences.
10. Teachers request for more support on school implementations. As school culture is different, special attention and strategies should be provided.

Action Research Report

Within the experimental studies, participating schools and teachers were required to submit an "Action Research Report" to the project team for feedbacks and improvements. Teachers submitted their research reports after the completion of the experimental studies. In the research report, teachers were required to express their results and opinions in four aspects, which included identifying problem(s) with the studies, designing and implementing a possible solution, reporting the results and self-reflecting the achievements and suggestions within the study. Among 10 experimental studies, there were 6 reports received and the details were summarized in below;

Summary of the Action Research Report

Identifying a problem (i.e. the way of integrating THE E-LEARNING PLATFORM/ICT in teaching)

- The problem was mainly about the P1 students' inadequate techniques of using computer. It needs time to teach the students how to use the system, icons as well as the mouse etc.
- Most of the P1 students do not have computers at home, even if they have computer, they do not have home internet. So they do not have knowledge about computer.
- It's difficult to assign them doing online tasks at home.
- Inadequate reading resources for P1 in the e-learning platform.
- The flash stories which state for suiting P1 in the e-learning platform were quite difficult for students.

Design/propose a possible solution

- Using the e-learning platform in the effective way by utilizing the new resources set by the teacher. The new resources which accompany with the present school curriculum that designed by the teacher can fit the needs of the students and care for the learning differences.
- Use one IT lesson per week for the online learning lesson and let them use school computer room at the lunch time can tackle the problem for lack of computers at home. Because of these, the participation to enter the e-learning platform was higher than before.

Reporting results

- Objectives: According to the post test of reading, the marks of the target class P1A was higher than the other two classes P1B and P1C. The range of difference was higher than the pretest. The P1A students have got great improvement both in reading motivation and reading abilities which fulfill the objectives of this project made.
- Student reactions: (1) students were very interested in learning in the IT lesson. (2) Their motivation in learning English increased a lot. They were so excited to use the computer for reading the stories and singing the song. (3) Their participation and involvement in using the e-learning platform were high.

- Improvement of student language output: (1) the students' reading abilities were higher by reading lots of different reading resources such as songs and flash stories. (2) Students can read aloud with confidences in the English lessons than before. (3) the students' listening ability of English was enhanced by the audio functions of the reading stories and songs etc. (4) one of the objective for using the reading resources in the e-learning platform were used as the supplementary tasks or exercises for the modules of Primary one English subject in second term, it can enhance and consolidate the learning of the modules taught.

Self reflections and suggestions

- The e-learning platform can provide a way of learning English through the informative computer technology. It can motivate the students to learn English in different areas such as reading, writing, listening, speaking as well as funny games.
- Because of this action research focus on the reading, our students use more reading resources for lower classes; however, there were not many those resources of the reading room in e-learning platform. But there were many good resources in the e-learning platform for the senior levels such as P5 and P6
- The system does provide the function for right click. It was inconvenient for using copy and paste function.
- Lack of instruction, lesson, planning or guidelines for some reading resources that I have used.
- Sometimes, the sound of speed does not match the characters' mouth or body gestures.
- Some mistakes were found in some resources.

Suggestions:

- The resources were good for consolidating and supplement what they have learnt in the modules. However, they were lack of instructions and guidelines to use such resources or tasks. So more of those should be provided.
- More reading resources such as flash stories, songs or games of P1 and P2 can be provided in the system.
- Extend the time for time out as if ignoring the computer.
- More frequently check the mistakes made in the resources.

Identifying a problem (i.e. the way of integrating THE

- It was convenient to conduct the lesson if the teacher was familiar with The e-learning platform System.

E-LEARNING**PLATFORM/ICT in teaching)**

Design/propose a possible solution

- Many e-learning tools are very useful
- There were some exercises or games which have many error
- There are not enough exercises for future tense.

Reporting results

Not Provided

Self reflections and suggestions

- It was so effective to use the e-learning platform in teaching

Identifying a problem (i.e. the way of integrating THE E-LEARNING PLATFORM/ICT in teaching)

- Pupils did not have ideas in writing.
- ICT can provide more support in helping pupils to write.
- The input was interesting and interactive.

Design/propose a possible solution

- The e-learning platform provides an interactive way for pupils to learn
- They could read the materials and write at their own pace.
- The e-learning platform enhanced pupils' self-learning.

Reporting results

- Pupils enjoy reading the online materials and they enjoy doing the story-telling online.

Self reflections and suggestions

- The e-learning platform was helpful in providing lots of materials for teachers to choose.
- Teachers could adapt and use the ready-made materials in their presentation.
- Teachers could assign homework and further reading or revision for pupils to do online at home which helped cater for learners' diversities.

Identifying a problem (i.e. the way of integrating THE E-LEARNING PLATFORM/ICT in teaching)

- It was not easy for all students to take part in all the learning activities.
- The e-learning platform could switch traditional advisor-lead instructions to learner-oriented paradigms and therefore increase the interaction between students and teachers.
- Technical problem encountered by the students when logging into the system

Design/propose a possible solution

- Utilized the Book Shop and Bulletin Board to motivate students' participation
- Students responded well to the adaptation

Reporting results

- Found that the Bulletin Board motivated the students to express and write

● Utilizing the e-learning platform in teaching could enhance most students, especially less able students, reading and promote self-learning among them.

Self reflections and suggestions

- Using the e-learning platform in teaching can really arouse students' interests in learning English.
- It could provide students a lot of opportunities to learn English and apply what they have learnt.
- The e-learning platform offers plenty of reading materials and exercises for students.
- The description of the resources were too general

Identifying a problem (i.e. the way of integrating THE E-LEARNING PLATFORM/ICT in teaching)

- Teachers needed time to adapt this new approach
- Technical problem encountered by the students when logging into the system

Design/propose a possible solution

- The technical support team continuously provided professional guidance and support
- Better collaboration among teachers

Reporting results

- Students responded well by showing increased engagement in learning through the e-learning platform
- Teaching became more flexible after mastering the basic e-learning features

Self reflections and suggestions

- The e-learning platform was an interesting, systematic and innovative way in teaching English Teachers can plan and organize the learning objectives as well as design and arrange the diversified learning activities.

Identifying a problem (i.e. the way of integrating THE E-LEARNING PLATFORM/ICT in teaching)

- Time-consuming to find a right web for teaching and learning

Design/propose a possible solution

- Better to arrange more exposure of English accents to students through the use of ICT.
- Outcome: more exposure, better listening power.
- Use the sound tracks as presentation and imitation

Reporting results	● Students results were improved
Self reflections and suggestions	● Good to use interactive games to motivate and consolidate the learning outcomes.

To summarize, all action research reports showed positive feedbacks of the studies. Students were much more motivated when the e-learning platform introduces as the teaching aid or major teaching medium. In order to facilitate the transformation of the learning and teaching experience, system stability and user-friendliness need to be enhanced. More training workshops should be conducted in an onsite manner as teachers face various technological problems domestically. More importantly, project team should provide more support and professional advice when teachers are establishing their school-based curriculum design.

Reflective Report

Every teacher participant of Phase II was required to submit a reflective report individually after training workshops and lesson observations. In the reports, teachers were required to

- 1) Compare/reflect on your present teaching practices and experiences
- 2) Identify a teaching objective/goal that you think the E-LEARNING PLATFORM/ICT can help more
- 3) Design/propose an effective way to use the E-LEARNING PLATFORM/ICT?
- 4) After experiencing the teaching plan, report the findings (i.e. whether the objectives can be made not, and why; problems and constraints encountered; student reactions; improvement of student language outputs, etc.)
- 5) Share their own experience of using the E-LEARNING PLATFORM/ICT in teaching
- 6) Suggest any improvement in preparing such a lesson, using a system (WELS) or a website

Teacher	Summary of feedbacks
Ms. Leung	<ul style="list-style-type: none"> ✓ Positive Feedback ✓ The School Admin & Content Management workshop demonstrated how teachers may transform the curriculum and teaching materials into online exercises and games. ✓ Students were encouraged to share their experience of keeping pets on the e-learning platform, bulletin board. ✓ Students were interested in expressing and sharing their ideas online. Teacher use the bulletin board as a motivation task when opening up a new topic. ✓ Students get a chance of reading plenty of different text types which are not included in the textbook ✓ Teachers can monitor students' records and performance to check students' understanding on specific topic and pay more attention on those topics and help students to do better in the future ✓ The e-learning platform helps students to develop a habit of self-learning even during holidays

Mr. Chu

- ✓ Positive Feedback
- ✓ School Admin & Content Management workshop provided some tailor-made and flexible materials which are quite useful to my students
- ✓ The use of the bulletin board as a motivation task for the opening up a new topic is very useful.
- ✓ The students could provide more and unexpected ideas through their discussion and use these material or share different ideas in class when teaching new topics or even in writing lessons.
- ✓ Learning tasks include listening, spelling, and multi-media e-learning resources further expand more able students' vocabulary and build a vocabulary foundation for the less able students
- ✓ The story creator provided practical opportunities for students to write their own stories by choosing different background, pictures, colours and characters. It raised their great interests in creating their own stories and they were eager to finish it and have more opportunities to write in different text types such as dialogue, story ending, notice .

Ms. Lai

- ✓ Positive Feedback
- ✓ The use of polling is effective in gathering data from students and save precious teaching time and foster teacher-pupil interaction after school.
- ✓ Teaching tools used
- ✓ Polling, Storytelling, Pedagogical purpose, Extended Reading, Phonic games, TSA online exercise, Remedial work, Grammar teaching and Holiday assignments
- ✓ Problems encountered:
 1. Polling- time limit were either set too long or too short resulting in low response rate
 2. Storytelling- robbery: online reading interrupted by slow loading in class
 3. Pedagogical purpose: self-access story reading e.g. animated story of Cinderella and post-reading questions – successful as a post-exam activity as the story is too long
 4. Extended Reading e.g. Internet Safety from FBI official website with reflective questions – students found it difficult to locate the exact icon for the text
 5. Phonic games: To supplement P.1 school-based phonics lessons- some students cannot access the games especially in the evening
 6. TSA online exercise as revision on specific genre e.g. drama e.g. built-in problems as students could not re-do the same exercise even when they accidentally pressed the wrong button and submitted the test.
 7. Remedial work to cater for learner weaknesses e.g. error corrections- Students could not submit the text and the symbols used were difficult to locate. E.g. ☒
 8. Grammar teaching e.g. writing news report- resources available are too difficult for primary students.
 9. Holiday assignments on different aspects – quite effective

Ms. Ng

- ✓ Positive Feedback
- ✓ Learned how to establish and organize learning materials into adequate curriculums for the diversified level of my students.
- ✓ Find different text types that suit their students.
- ✓ Used the story creator function to interest the students to write the some dialogues as they had the opportunity on choosing their favorite characters and backgrounds
- ✓ a picture writing function that I found useful which could provide beautiful pictures to attract students to write stories or short essays
- ✓ Problems Identified:
 1. The Bulletin Board created a copying area which allowed the students to copy others' works and used them as their own and that they could not learn from these web-based functions at all.
 2. Even though there were counters for counting on the login and out of the students in the Bookshop, I could not indeed verify them that they had actually read the books as the counter only count by login and logout but could not verify whether they were reading the books. Although there are follow-up reading comprehensions after the reading exercises, most of the comprehensions are on multiple choice basis, the students can randomly select any answers without thinking.
 3. The Story Creator function provides another copying area for some of the students as in Bulletin Board

Ms. Cheung

- ✓ Positive Feedback
- ✓ The e-learning platform provided some pictures to the students and let the students write their favourite festival. Students really enjoyed sharing their own festival among their classmates.
- ✓ It provided the chance for the students to practice their writing and speaking skill as well
- ✓ Recommendations:
 1. The e-learning platform can provide different learning tasks such as writing, listening, spelling, and multi-media e-learning resources to build a vocabulary foundation for the lower achievers and further expand high achievers' vocabulary
 2. The e-learning platform can provide more pictures, stories, grammar exercises, etc.

Ms. Wong
and Ms. Lai

- ✓ Positive feedback
- ✓ The students are more ready to express themselves freely in oral or written form without rehearsing or detail planning
- ✓ Single-focused exercises were good for lower ability group
- ✓ Recommendations:
 1. More integrated exercises and challenging games can be designed for high

achievers.

2. More different kinds of games/exercises... can be added for teachers to choose from. More phonics elements can be added, for example, the picture or photo of the mouth shape of similar sounds.

Mr. Fung	<ul style="list-style-type: none">✓ Positive feedback✓ Using the flash e-books and games in the e-learning platform can enhance teaching effectiveness and it can arouse students' interest.✓ E-books because they help motivating students and help students consolidate the things they've just learnt.✓ Teachers can think of using resources in the e-learning platform as they are planning how to teach, and put share their ideas among colleagues through the WELS curriculum tree.✓ Recommendations:<ol style="list-style-type: none">1. The e-learning platform can integrate Java because loading html pages is quite time-consuming and inconvenient.
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- Ms. Tang**
- ✓ Positive feedback
 - ✓ Know how to operate the e-learning platform and its user-friendliness after joining the workshops
 - ✓ it gives teachers lots of materials to choose
 - ✓ Students were interested in using the e-learning platform
 - ✓ Story telling is a good tool to introduce a new unit and a motivation tool
 - ✓ The student language outputs were definitely improved
 - ✓ Recommendations:
 1. The e-learning platform can add some useful links for teachers and students, such as dictionary or encyclopedia.

Ms. Siu	<ul style="list-style-type: none">✓ Positive feedback✓ Gained the valuable experience of applying and managing online resources that would facilitate my teaching process after joining the workshops✓ The e-learning platform provides a stimulating environment and exciting opportunity for students to learn in an interactive way✓ The School Admin & Content Management workshop demonstrated how teachers may transform the curriculum and teaching materials into online exercises and games.✓ The e-learning platform also provided examples of how teachers may build up and expand their school-based curriculum on the THE E-LEARNING PLATFORM platform.✓ Different groups of students can learn progressively by completing their own achievement-based learning tasks at their own pace.✓ Students were interested in expressing and sharing their own ideas on the e-learning platform bulletin board.✓ The book shop feature also provides extensive online resources for students.
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✓ Students gain the opportunity of reading various text types which are not included in their textbooks.

✓ Recommendations:

1. Should organize more workshops or demonstrations to teachers

Experimental Studies

A total of 10 schools confirmed with their curriculum plans for experimental studies. During the reporting period, most teachers choose to adapt their school based curriculum plans from THE E-LEARNING PLATFORM. Teachers worked in groups and learnt how to develop a personalized instructional plan and putting theories into practice.

All teacher groups conducted a 13-week experimental study based on specific teaching and learning needs in their own schools. Consultation hours were open to all teacher participants on request. This support was particularly important and valuable for full time teachers who needed to design with provision of consultation in flexible hours.

From these experimental studies, we intended to understand the effectiveness of different activities and material types in teaching and learning. Personal characteristics were found in teachers' designs and made significant differences in students' learning behaviors and outcomes. The data reflects that the target group of students used the curriculum and the system more intensively. The materials selected for various learning activities are different from different target groups which generate a clear picture of students' usage pattern in the relation to teachers' teaching preferences. Reading Room and Playground are the most popular dimensions that teachers found most useful as there are many animated stories and games. Storytelling provides an environment to develop students' writing competence. Although significant outcomes have been received from students, teachers found online marking is still difficult.

1. The Learning of Reading

Class: 5B

Period: 13 March to 31 May 2009

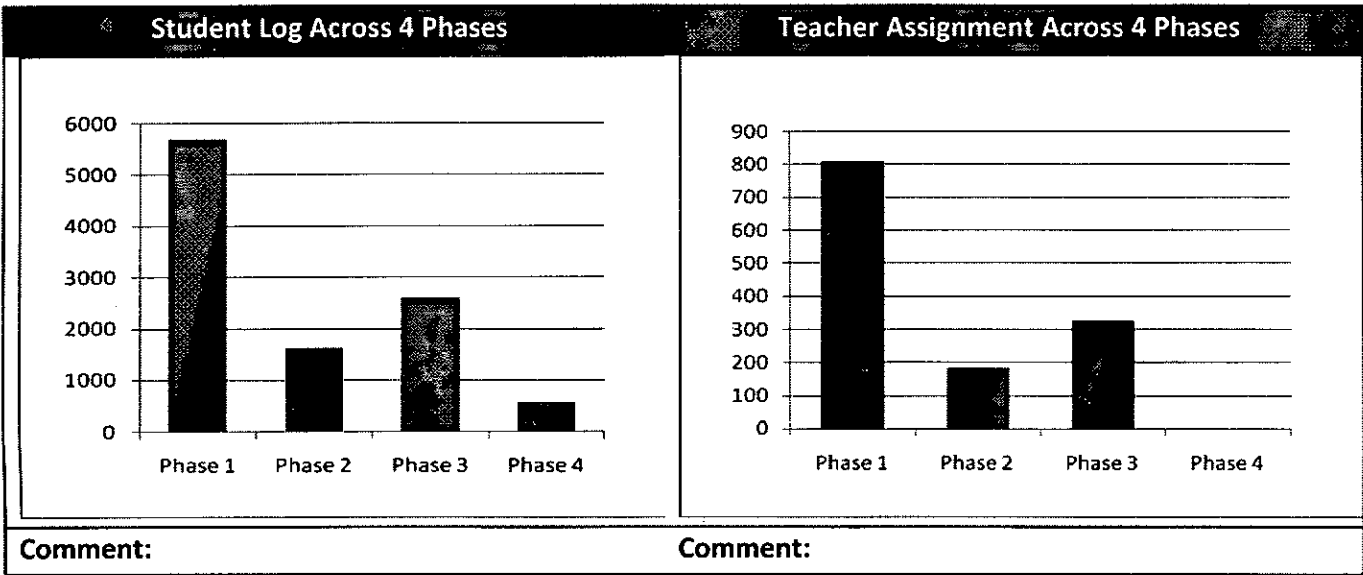
Experimental Study Plan	
Background and Motivation of the Studies	<ul style="list-style-type: none"> ● Students are weak in comprehension. ● Most of them have difficulties in understanding passages and acquire useful information. ● Most of them do not have the technique of answering questions.
Objectives of the study	<ul style="list-style-type: none"> ● Enhance Students' reading skill ● Enhance the technique of acquiring useful information from the comprehension passage.
Components, Tasks and Activities	<ul style="list-style-type: none"> ● Adapted the curriculum of ... ● Simplified some of the post reading questions. ● Use The e-learning platform material in classroom, therefore students do not have their own computers amended the post reading questions to MC form.
Expected Outcomes,	<ul style="list-style-type: none"> ● Students' reading skill can be improved.

Performance tasks and Evaluation	<ul style="list-style-type: none"> ● Students can get the accurate information from the comprehension passage. ● Keep on monitoring their progress.
Pedagogical approach has been used	<ul style="list-style-type: none"> ● KWL ● Shared reading
Identify the following components in the curriculum plan	<p>a. Teaching – guided and/or ~reading passages online</p> <p>b. Self-learning – independent self-pace learning ~Wenet homework</p> <p>c. IT-mediated – e-learning materials or tools</p> <p>d. Conventional – Textbook or paper-based approach ~Textbook</p>

Data Analysis

Student						
Form\Dimension	Book Shop	Login	Playground	Reading Room	StudyRoom	Resources Room
5A	70.59%	100.00%	88.24%	88.24%	88.24%	58.82%
5B	63.64%	100.00%	84.85%	84.85%	78.79%	75.76%
5C	47.06%	100.00%	91.18%	97.06%	85.29%	67.65%
5D	47.06%	97.06%	70.59%	73.53%	61.76%	61.76%
5E	45.71%	97.14%	85.71%	85.71%	74.29%	28.57%
Average	54.71%	98.82%	84.12%	85.88%	77.65%	58.24%

Usage Analysis



<ul style="list-style-type: none"> ● The student login span is proportional to the teacher assignment span in this case. ● Students login dropped on the Phase 4 was due to the end of the school semester and final examination week. ● The average login of the students is higher than the usage of the other schools 	<ul style="list-style-type: none"> ● Teacher's assignment rate peaked at the Phase 1 state as many teachers assign homework to the students for the whole year in the beginning of the academic year. ● Teachers added extra homework at the Phase 3 to the students as for the 2nd semester supplementary exercises ● The average of teacher assignment is higher than the usage of the other schools
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2.

Class: 4C

Period: 16 March to 31 May 2009

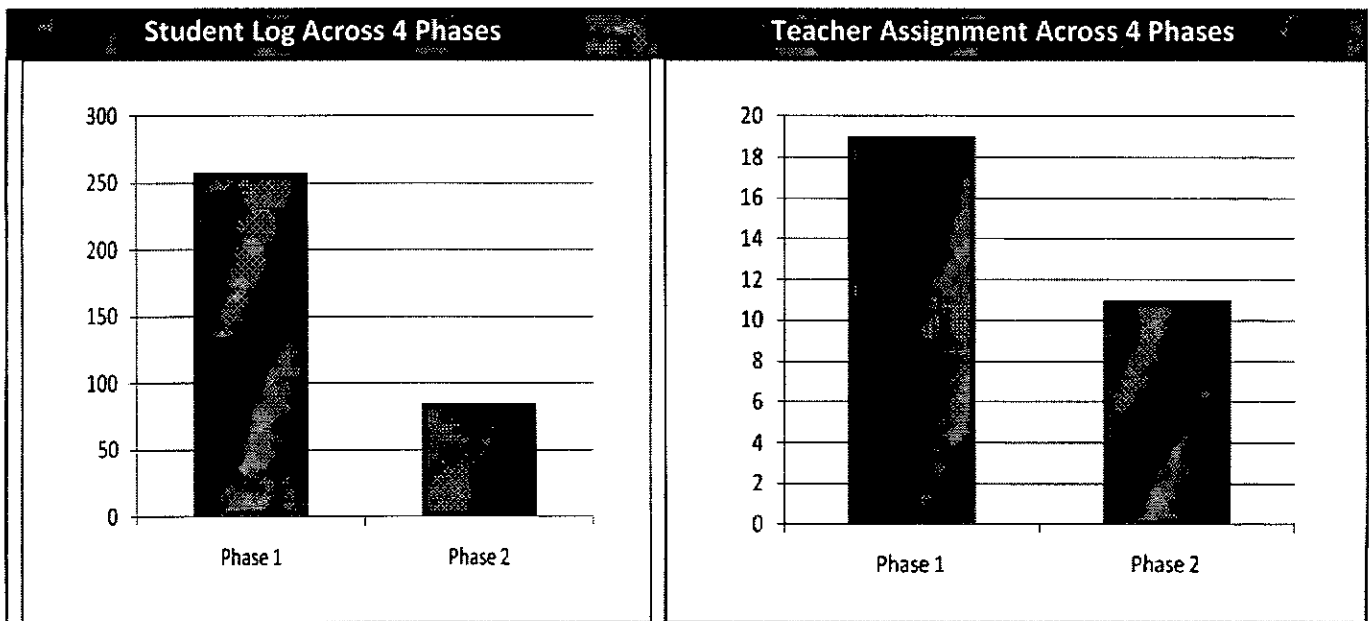
Experimental Study Plan	
Background and Motivation of the Studies	<ul style="list-style-type: none"> ● Students are weak in reading texts in English ● Lack of reading motivation in English ● Inadequate confidence in reading English
Objectives of the study	<ul style="list-style-type: none"> ● Increase the students' motivation in reading through interesting on-line reading resources like songs, poems and stories etc. ● Enhance the students' reading ability ● Provide more on-line sources of reading resources
Components, Tasks and Activities	<ul style="list-style-type: none"> ● Self designed curriculum ● Providing different on-line reading resources and enhance reading abilities in the reading field ● Reading activities and tasks are mainly on-line songs, poems and stories.
Expected Outcomes, Performance tasks and Evaluation	<ul style="list-style-type: none"> ● Increase in reading motivation and abilities in English through the on-line reading. ● Performance in the classroom lessons and the scores of the worksheets will be used for checking ● A group interview with the students will be also used for the evaluation of the project.
Pedagogical approach has been used	<ul style="list-style-type: none"> ● Information and communications technology (ICT) pedagogical approach is used in the project.
Identify the following components in the curriculum plan	<ol style="list-style-type: none"> a. Teaching – guided and/or guided teachings b. Self-learning – independent self-pace learning self learning approach. c. IT-mediated – e-learning materials or tools

audio and visual resources with animated pictures are provided

Data Analysis

Student					
Form\Dimension	Login	Playground	Reading Room	StoryTelling	StudyRoom
4A	100.00%	74.29%	77.14%	5.71%	48.57%
4B	85.71%	65.71%	68.57%	5.71%	34.29%
4C	94.29%	91.43%	85.71%	60.00%	82.86%
4D	85.71%	65.71%	60.00%	11.43%	48.57%
Average	91.43%	74.29%	72.86%	20.71%	53.57%

Usage Analysis



Comment:

- The student login span is proportional to the teacher assignment span in this case.
- Data for phase 3 and 4 was unavailable due to the school dropped out the project in 2009-2010 academic year
- The average login of the students is lower than the usage of the other schools in phase 1 and 2

Comment:

- Teacher's assignment rate was high at the Phase 1 state as many teachers assign homework to the students for the whole year.
- Data for phase 3 and 4 was unavailable due to the school dropped out the project in 2009-2010 academic year
- The average of teacher assignment is an outlier when comparing the usage of the other schools

Period: 16 April to 31 May 2009

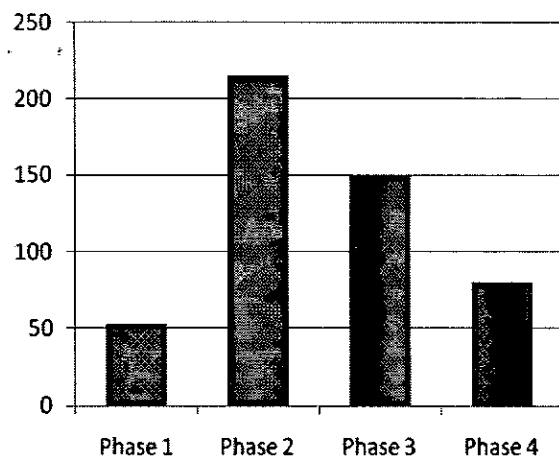
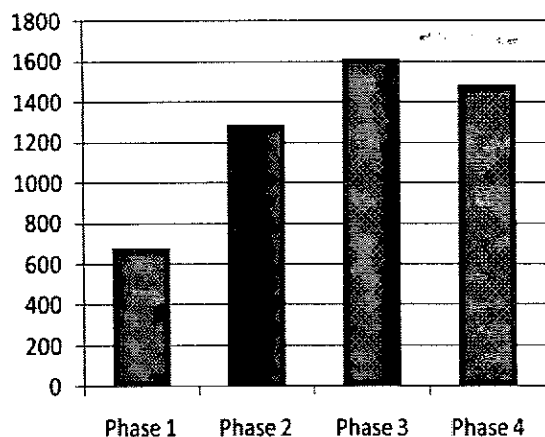
Experimental Study Plan	
Background and Motivation of the Studies	<ul style="list-style-type: none"> ● Students always make grammatical mistakes,
Objectives of the study	<ul style="list-style-type: none"> ● To improve students' awareness in the use of correct tenses.
Components, Tasks and Activities	<ul style="list-style-type: none"> ● grammatical exercise ● picture writing exercise ● bulletin board
Expected Outcomes, Performance tasks and Evaluation	<ul style="list-style-type: none"> ● Some of the students achieved but some lower ability students cannot.
Pedagogical approach has been used	<ul style="list-style-type: none"> ● Information and communications technology (ICT) pedagogical approach is used in the project.
Identify the following components in the curriculum plan	<p>a. Teaching – guided and/or Guide students to read the text chosen.</p> <p>b. Self-learning – independent self-pace learning Arrange the exercise to students for self-learning regularly.</p> <p>c. IT-mediated – e-learning materials or tools Online exercise</p>

Data Analysis

Student					
Form\Dimension	Login	Playground	Reading Room	StoryTelling	StudyRoom
3A	70.00%	55.00%	65.00%	0.00%	30.00%
3B	100.00%	90.00%	90.00%	0.00%	95.00%
3C	96.00%	96.00%	96.00%	0.00%	92.00%
3D	80.00%	52.00%	28.00%	40.00%	64.00%
3E	76.00%	44.00%	56.00%	0.00%	48.00%
3F	72.00%	40.00%	40.00%	0.00%	28.00%
3G	92.00%	60.00%	64.00%	4.00%	72.00%
Average	83.64%	61.82%	61.82%	6.67%	61.21%

Usage Analysis

Student Log Across 4 Phases	Teacher Assignment Across 4 Phases
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Comment:

- The student login span is proportional to the teacher assignment span in this case.
- Students maintained high usage after they familiarize themselves with the platform in Phase 1.
- The average login of the students is similar to the usage of the other schools

Comment:

- Teacher's usage increase after the participation of the workshop in Phase 2.
- The average of teacher assignment is similar to the usage of the other schools

Class: 4C
 Period: 16 March to 31 May 2009

Experimental Study Plan

Background and Motivation of the Studies	● P.4 students did not have sufficient grammar drilling
Objectives of the study	● a grammar focus curriculum, includes focus on various sentence patterns, parts of speech and tenses.
Components, Tasks and Activities	● tailor-made around 10% of materials on top of a WELS grammar curriculum
Expected Outcomes, Performance tasks and Evaluation	<ul style="list-style-type: none"> ● Students to have better grammar usage. ● Enhance grammar ● Evaluate by performance of picture writing, by class observation on how they perform during class and a post test we developed.
Pedagogical approach has been used	● Information and communications technology (ICT) pedagogical approach is used in the project.
Identify the following components in the curriculum plan	<p>a. Teaching – guided and/or</p> <p>1/3 time of regular lesson supported with the e-learning platform and other elearning materials</p>

b. Self-learning – independent self-pace learning

the teacher demonstrates in class of how to do homework, 60% materials self-learning homework

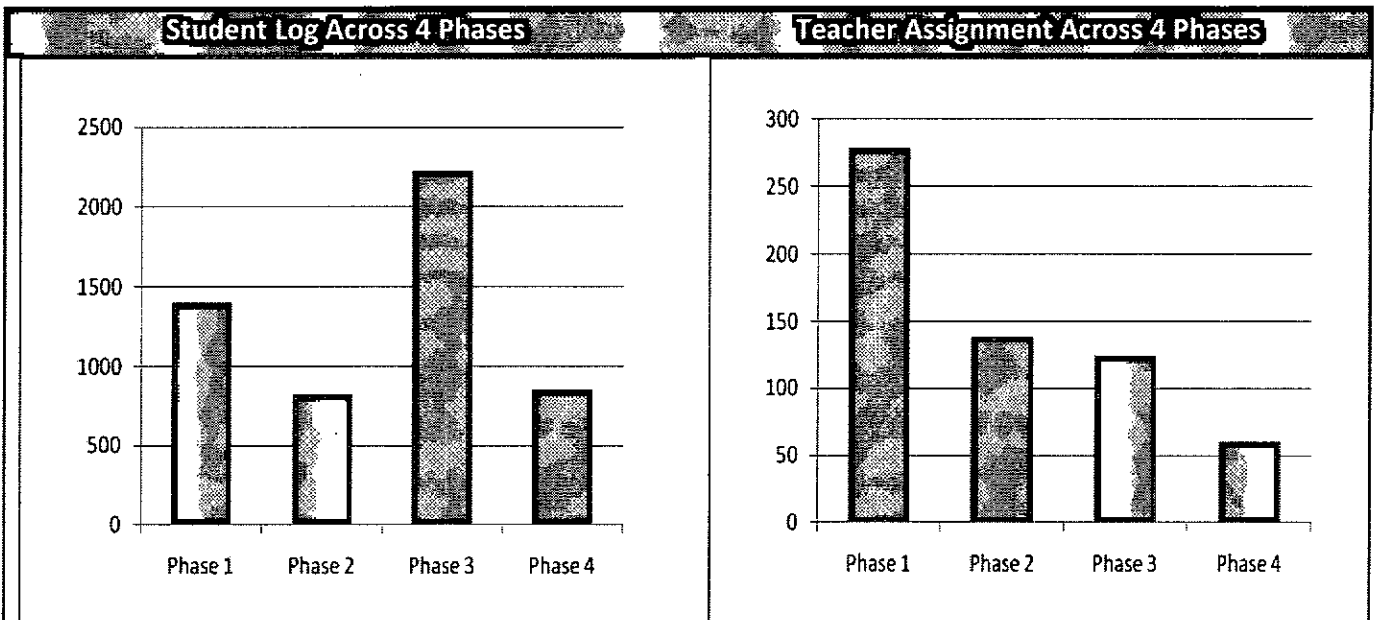
c. IT-mediated – e-learning materials or tools

Every English lesson is IT-mediated. Tools such as Visualizer, projector, computers, materials from E-book, the e-learning platform and other English learning websites.

Data Analysis

Student					
Form\Dimension	Login	Playground	Reading Room	StoryTelling	StudyRoom
4A	100.00%	74.29%	77.14%	5.71%	48.57%
4B	85.71%	65.71%	68.57%	5.71%	34.29%
4C	94.29%	91.43%	85.71%	60.00%	82.86%
4D	85.71%	65.71%	60.00%	11.43%	48.57%
Average	91.43%	74.29%	72.86%	20.71%	53.57%

Usage Analysis



Comment:

- Students' usage was similar across phases.
- The average login of the students is similar to the usage of the other schools

Comment:

- Teacher's assignment rate peaked at the Phase 1 state as many teachers assign homework to the students for the whole year in the beginning of the academic year.
- The average of teacher assignment is similar to the usage of the other schools

5. Sai Kung Sung Tsun Catholic School

Class: 6B

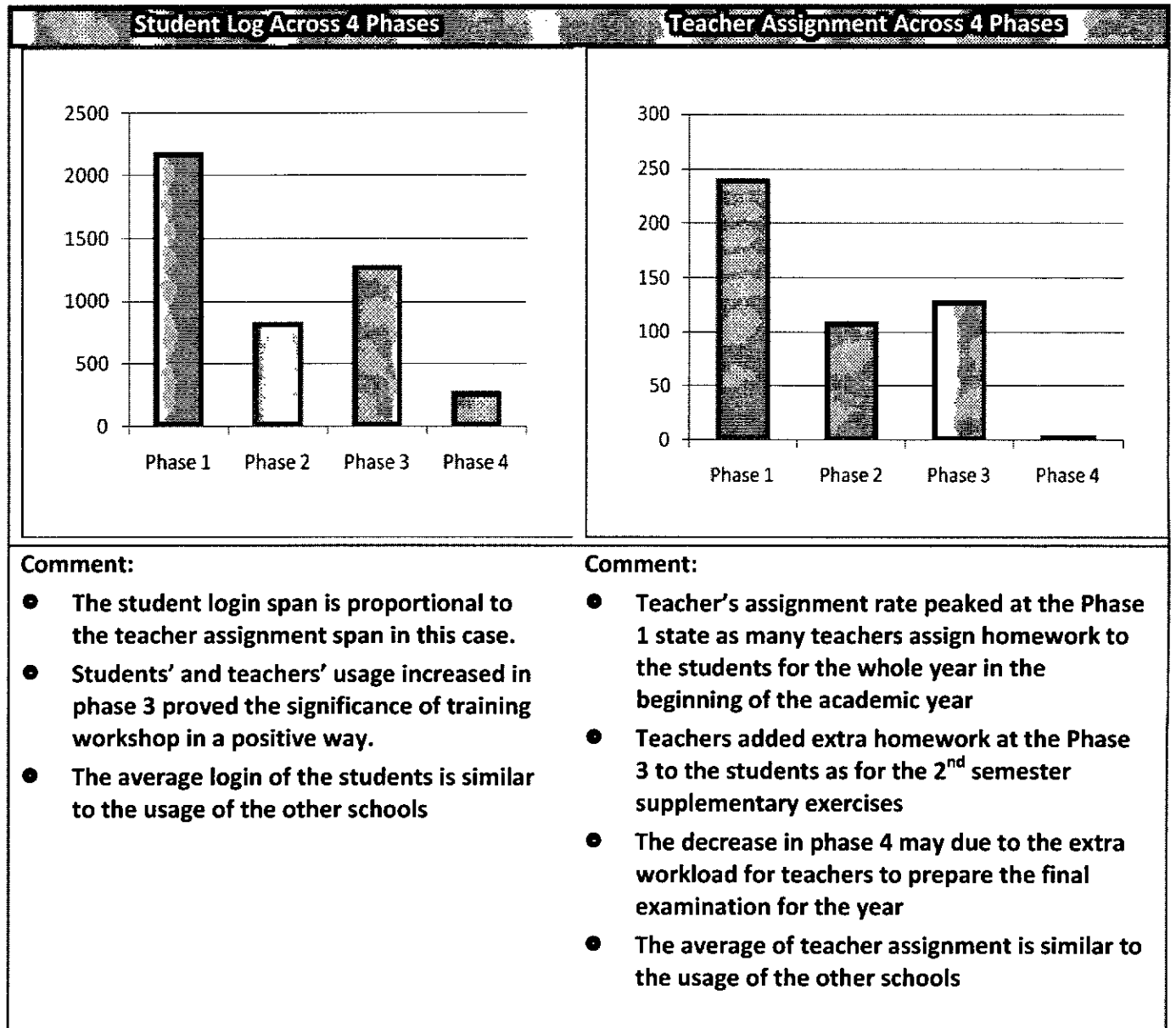
Period: 16 February to 18 May 2009

Experimental Study Plan	
Background and Motivation of the Studies	<ul style="list-style-type: none"> ● grammar materials for practice are not enough ● students are not motivated to do e-learning practice
Objectives of the study	<ul style="list-style-type: none"> ● To increase students' ability on grammar usage, especially on adjectives and adverbs. ● To cultivate students' self-learning habit, and get familiar with e-learning
Components, Tasks and Activities	<ul style="list-style-type: none"> ● tailor-made a grammar curriculum on adjectives and adverbs
Expected Outcomes, Performance tasks and Evaluation	<ul style="list-style-type: none"> ● Students will be able to compare and contrast different usage of adjectives and adverbs. ● Students completed a pre-test and will be assessed in a post test after the 13-week self-learning
Pedagogical approach has been used	<ul style="list-style-type: none"> ● Information and communications technology (ICT) pedagogical approach is used in the project.
Identify the following components in the curriculum plan	<p>a. Teaching – guided and/or tutorials in class and exercises.</p> <p>b. Self-learning – independent self-pace learning Assigned weekly homework.</p> <p>c. IT-mediated – e-learning materials or tools e-learning materials: Use materials available in the e-learning platform, E-books. Tools: Visualizer, computer, projector</p>

Data Analysis

Student			
Form\Dimension	Login	Reading Room	StudyRoom
6A	100.00%	96.77%	100.00%
6B	100.00%	100.00%	100.00%
6C	100.00%	88.89%	88.89%
Average	100.00%	97.26%	98.63%

Usage Analysis



Class: 5D
 Period: 16 February to 18 May 2009

Experimental Study Plan	
Background and Motivation of the Studies	Weakness in grammar
Objectives of the study	Enhancing students' grammar ability
Components, Tasks and Activities	Tutorial Game Guided Writing Exercise

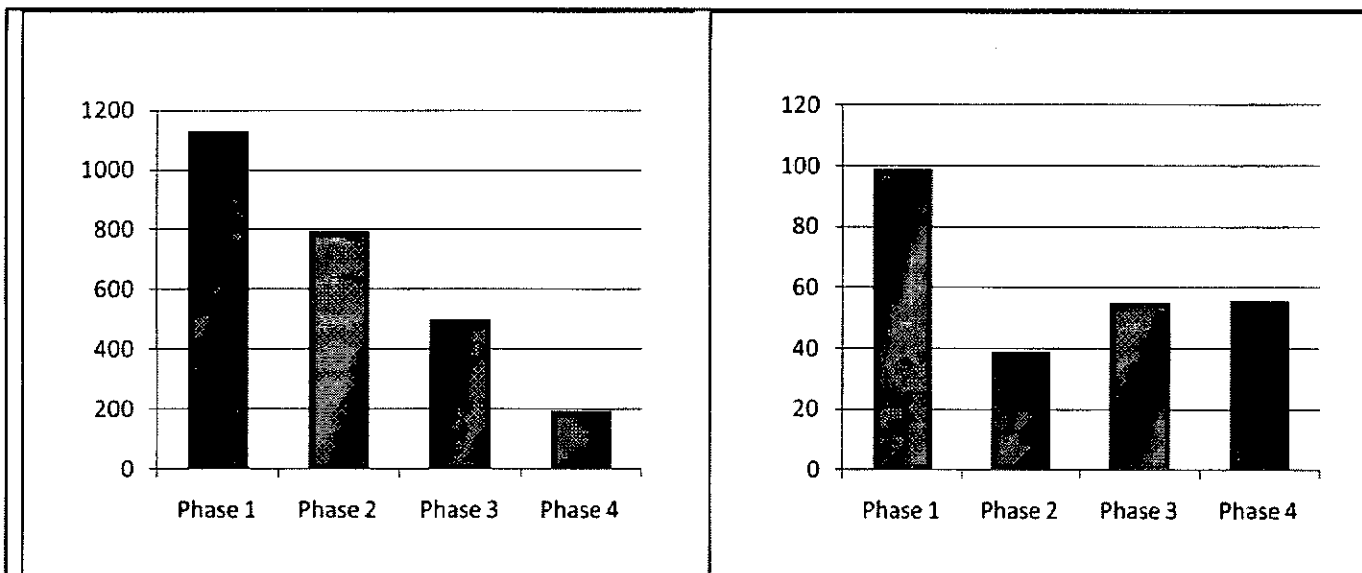
	Bulletin Board Comprehension
Expected Outcomes, Performance tasks and Evaluation	Improved grammar ability
Pedagogical approach has been used	Information and communications technology (ICT) pedagogical approach is used in the project.
Identify the following components in the curriculum plan	<p>a. Teaching – guided and/or tutorials in class and exercises.</p> <p>b. Self-learning – independent self-pace learning Assigned daily homework.</p> <p>c. IT-mediated – e-learning materials or tools e-learning materials: Use materials available in THE E-LEARNING PLATFORM, E-books. Tools: Visualizer, computer, projector</p>

Data Analysis

Student					
Form\Dimension	Login	Playground	Reading Room	StoryTelling	StudyRoom
5A	100.00%	24.00%	52.00%	100.00%	8.00%
5B	96.15%	88.46%	80.77%	92.31%	30.77%
5C	100.00%	76.92%	61.54%	92.31%	53.85%
5D	100.00%	100.00%	100.00%	100.00%	100.00%
Average	99.03%	72.82%	73.79%	96.12%	48.54%

Usage Analysis

Student Log Across 4 Phases	Teacher Assignment Across 4 Phases
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Comment:

- Students' usage decreased across phase with the low participation of teacher
- A classic example to illustrate the dynamics between teachers and students in learning efficiency.
- The average login of the students is lower than the usage of the other schools

Comment:

- Teachers' usage was low across all stages.
- The cause for this result is uncertain due to the lack of communication with this school
- The average of teacher assignment is lower than the usage of the other schools

Class: 1B

Period: 30 March to 31 May 2009

Experimental Study Plan	
Background and Motivation of the Studies	<ul style="list-style-type: none"> ● Students are not able to learn many vocabularies in one lesson. ● Students are not able to understand the contents of texts by themselves. ● Students have some difficulties in reading out a story by themselves
Objectives of the study	<ul style="list-style-type: none"> ● Students are able to have a good habit to prepare well, e.g. some vocabularies before the lessons. ● Students are able to read out the texts by themselves. ● Students are able to understand more about the contents of texts by themselves
Components, Tasks and Activities	<ul style="list-style-type: none"> ● Reading ● Tutorial ● Game
Expected Outcomes, Performance tasks and Evaluation	<ul style="list-style-type: none"> ● Read a book every day ● Good use of online resources

Pedagogical approach has been used

- Information and communications technology (ICT) pedagogical approach is used in the project

Identify the following components in the curriculum plan

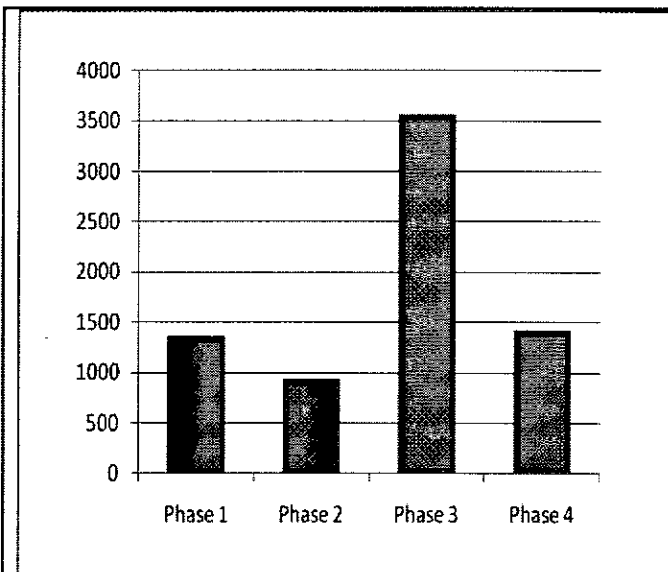
- a. Teaching – guided and/or**
guided teaching, peer teaching
- b. Self-learning – independent self-pace learning**
 - 1. pace learning
 - 2. independent learning
 - 3. self-learning
- c. IT-mediated – e-learning materials or tools**
 - 1. bulletin board
 - 2. PPT
 - 3. e-learning games
 - 4. interactive stories from internet
- d. Conventional – Textbook or paper-based approach**
 - 1. activity approach
 - 2. songs approach
 - 3. story approach

Data Analysis

Student				
Form\Dimension	Login	Playground	Reading Room	Resources Room
1A	100.00%	100.00%	100.00%	46.43%
1B	100.00%	100.00%	100.00%	39.29%
1C	96.55%	89.66%	89.66%	37.93%
1D	100.00%	100.00%	89.29%	25.00%
Average	99.12%	97.35%	94.69%	37.17%

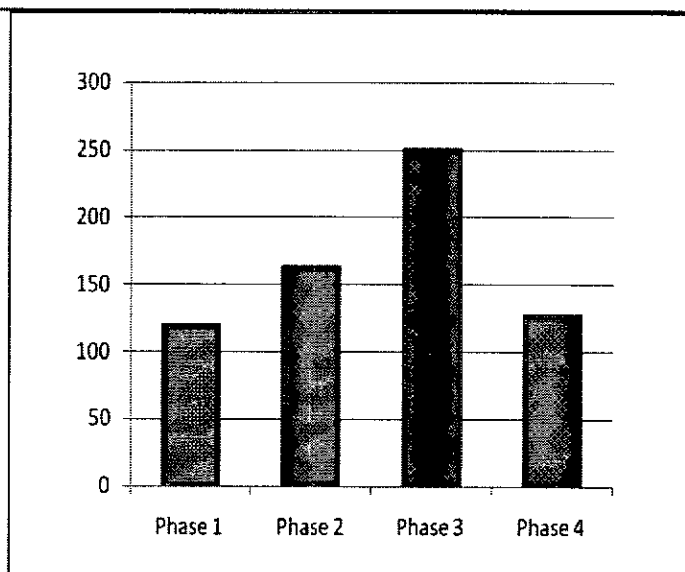
Usage Analysis

Student Log Across 4 Phases	Teacher Assignment Across 4 Phases
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Comment:

- Students' usage was similar across phases 1 2 and 4.
- The average login of the students is similar to the usage of the other schools



Comment:

- Teachers' usage increased steadily across phase 1, 2 and 3
- The increase may due to the increasing knowledge that the teachers acquired from workshops
- The decrease in phase 4 may due to the extra workload for teachers to prepare the final examination for the year.
- The average of teacher assignment is similar to the usage of the other schools

Class: 5B
 Period: 30 March to 31 May 2009

Experimental Study Plan	
Background and Motivation of the Studies	● One class with different learning performance of P5 with other class
Objectives of the study	● Enhance reading ability
Components, Tasks and Activities	● Modified from the experimental study of reading in...
Expected Outcomes, Performance tasks and Evaluation	● Learning performance improved
Pedagogical approach has been used	● KWL
Identify the following components in the curriculum plan	a. Teaching – guided and/or - Teach the reading strategies to students after the pre-test.

- Some help from the teacher when students feel difficult in doing worksheets.

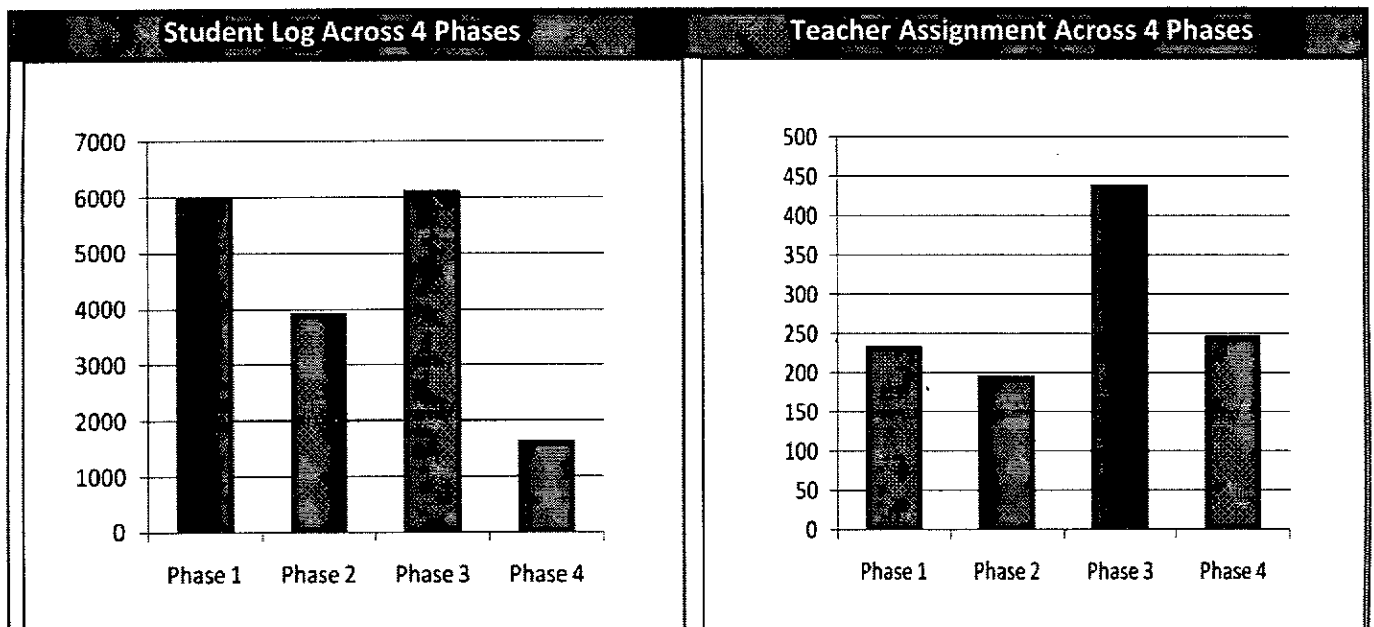
b. Self-learning – independent self-pace learning

Self-learning: provide different kinds of authentic texts for students by using THE E-LEARNING PLATFORM weekly.

c. IT-mediated – e-learning materials or tools

- E-learning
- Texts from THE E-LEARNING PLATFORM

Usage Analysis



Comment:

- The student login span is proportional to the teacher assignment span in this case.
- Students' and teachers' usage increased in phase 3 proved the significance of training workshop in a positive way.
- The average login of the students is higher than the usage of the other schools

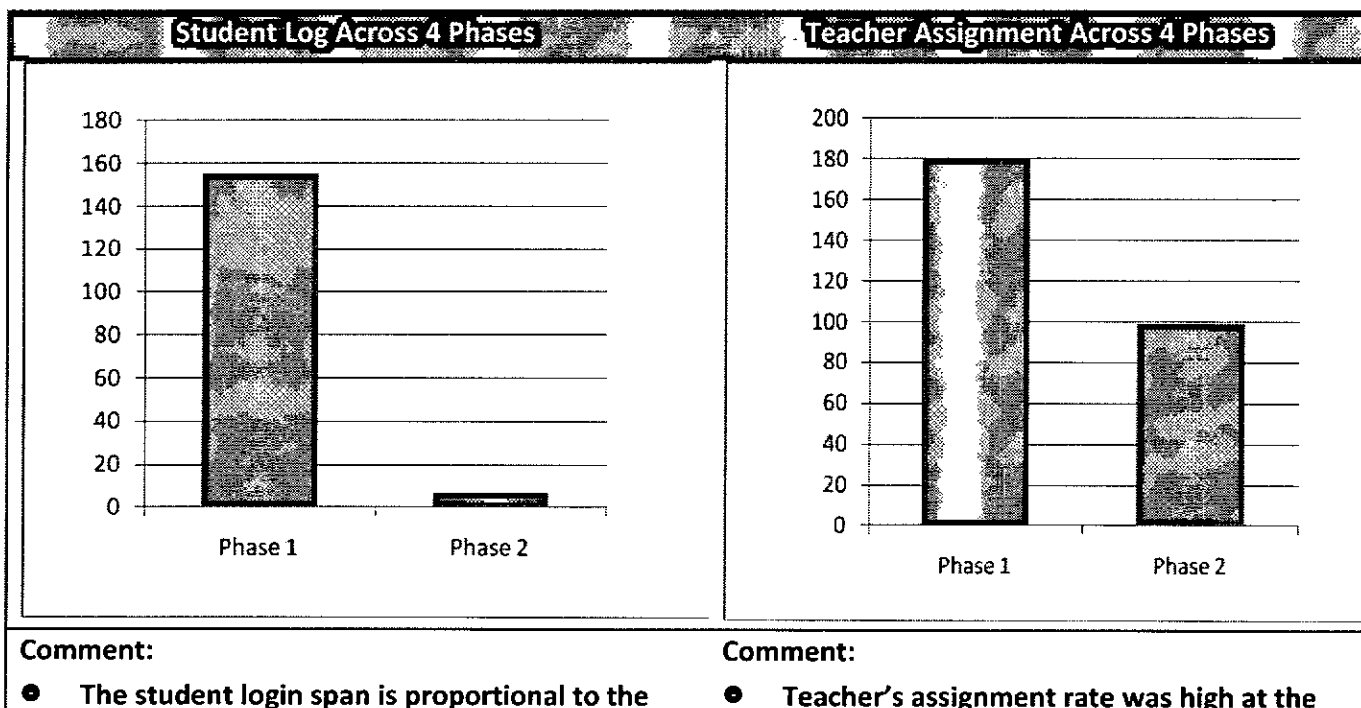
Comment:

- Teacher's assignment rate was high at the Phase 1 state as many teachers assign homework to the students for the whole 1st semester.
- Teachers added extra homework at the Phase 3 to the students as for the 2nd semester supplementary exercises
- The average of teacher assignment is higher than the usage of the other schools

Period: 13 February to 14 May 2009

Experimental Study Plan	
Background and Motivation of the Studies	<ul style="list-style-type: none"> ● Writing skill needed to be advanced
Objectives of the study	<ul style="list-style-type: none"> ● Student will have more ideas and motivated to write
Components, Tasks and Activities	<ul style="list-style-type: none"> ● 3 modules had been developed including PowerPoint, reading exercises, and learning sheets
Expected Outcomes, Performance tasks and Evaluation	<ul style="list-style-type: none"> ● Students have more ideas in writing ● Learn how to organize ideas before writing ● Better sentence structure
Pedagogical approach has been used	<ul style="list-style-type: none"> ● Process writing and self –editing
Identify the following components in the curriculum plan	<p>a. Teaching – guided and/or Guided writing with the help of PowerPoint and reading texts about different topics.</p> <p>b. Self-learning – independent self-pace learning Students write on their own after reading or doing the online materials.</p> <p>c. IT-mediated – e-learning materials or tools Use of online materials in welnet.</p>

Usage Analysis



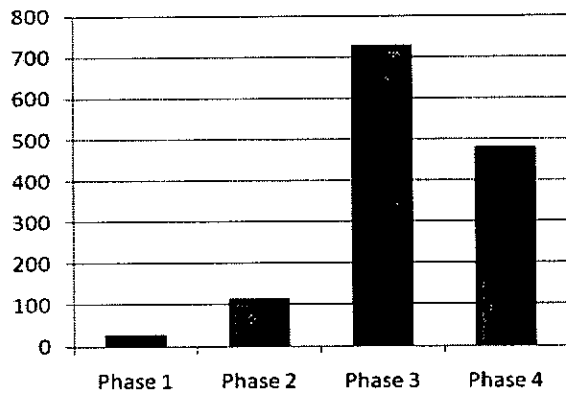
<p>teacher assignment span in this case.</p> <ul style="list-style-type: none"> ● Data for phase 3 and 4 was unavailable due to the school dropped out the project in 2009-2010 academic year ● The average login of the students is lower than the usage of the other schools in phase 1 and 2 	<p>Phase 1 state as many teachers assign homework to the students for the whole year.</p> <ul style="list-style-type: none"> ● Data for phase 3 and 4 was unavailable due to the school dropped out the project in 2009-2010 academic year ● The average of teacher assignment is lower than the usage of the other schools in phase 1 and 2
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Class: 4
 Period: 12 April 2010 to 11 July 2010

Experimental Study Plan	
Background and Motivation of the Studies	● Writing skill needed to be advanced
Objectives of the study	● Student will have more ideas and motivated to write
Components, Tasks and Activities	● 4 writing programmes developed
Expected Outcomes, Performance tasks and Evaluation	<ul style="list-style-type: none"> ● Students have more ideas in writing ● Learn how to organize ideas before writing ● Better sentence structure
Pedagogical approach has been used	● Process writing and self –editing
Identify the following components in the curriculum plan	<p>a. Teaching – guided and/or Guided writing</p> <p>b. Self-learning – independent self-pace learning Students write on their own after reading or doing the online materials.</p> <p>c. IT-mediated – e-learning materials or tools Use of online materials.</p>

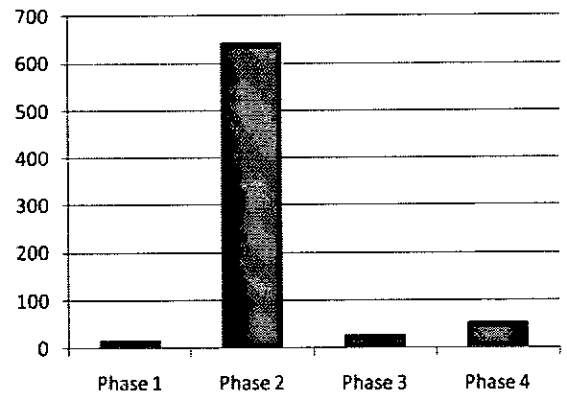
Usage Analysis

Student Log Across 4 Phases	Teacher Assignment Across 4 Phases
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Comment:

- Students' usage was low in Phase 1 due to the novelty of the platform for both teacher and student
- Usage spiked in Phase 3 and 4 due to the massive assignments allocated by teachers in Phase 2.
- The average login of the students is lower than the usage of the other schools



Comment:

- Teacher's assignment rate peaked at the Phase 2 state as many teachers assign homework to the students after the training workshop on Phase 2
- Teachers assigned all the homework for the students to finish on phase 3 and 4
- The average of teacher assignment is an outlier when comparing the usage of the other schools

Good practices Presentation and Sharing

WELNET Sharing Day was organized on 30 November 2009 at St Patrick's Catholic Primary School (Po Kong Village Road) and teachers were invited to present their successful design and implementation of their curriculum plans, and an award ceremony was organized to acknowledge teachers' efforts and contributions. Teachers had the opportunities to formally present their curriculum and instructional designs as good practices. To acknowledge teachers' contribution, a certificate and a souvenir has been presented.

This sharing session demonstrated the outstanding instructional design and implementation and completion of the CBLC phase I & II programmes which over 150 teachers from more than 50 primary and secondary schools participated in. It was also the great opportunity for WELNET school teachers to share their good and effective practices in integrating in-class teaching activities and online learning with the support of new media, advanced educational tools and platforms. Invitations were sent to all primary schools in Hong Kong, Education Bureau and Publishers. The event attracted more than 250 participants including publishing companies, principals and Chinese and English subject teachers to participate in.

Evaluation – Performances and Feedbacks of Teacher

Participants

As the CBLC CPD training workshops were one of the major deliverable which induced the sustainable effect of this project, teachers were required to fill in self-reflective questionnaire upon completion of each workshop. 4 different kinds of questionnaires which contained various questions regards to specific content of various workshops were given to teachers to fill in. Among all phases, 53 workshops sessions were conducted in 28 selected days during the project period, more than 290 teachers attended the training sessions. The below shows the details of the training workshops had been conducted and the questionnaire results across 4 phases;

Training Workshop List

Types of activities	Brief description	No. of participants				Questionnaire Feedbacks from teacher participants
		school	teacher	student	others (Please specify)	
Phase I						
Training Session I (English) 1. Pedagogical Uses of an E-learning Platform 2. Administrative Uses of an E-learning Platform 3. Curriculum Design and Planning I	28 Oct, 1 Nov 2008 Room Q, The City University of Hong Kong		56			60% of participants checked "Agree to Strongly Agree" in the Self-reflective Questionnaire
Training Session II (English) 1. Blended Learning Instructional Design	11, 18, 22 Nov 2008 Room P, Room Q, MMW245 0		30			50% of participants checked "Agree to Strongly Agree" in the Self-reflective Questionnaire expressing their condiment in the design and development of a school-based bulletin board curriculum.

<p>2. Pedagogical Uses of Web Resources</p> <p>3. Pedagogical Uses of Online Discussion Board</p>	<p>The City University of Hong Kong</p>					<p>46.2% of participants checked "Agree to Strongly Agree" in the Self-reflective Questionnaire expressing their confident in the design and development of a teaching module with Book Shop</p>
<p>Training Session III (English)</p> <p>1. Pedagogical Uses of Storytelling</p> <p>2. Pedagogical Uses of Story Creator</p> <p>3. Curriculum and Instructional Design I</p>	<p>10, 11, 13 Dec 2008</p> <p>Room P, The City University of Hong Kong</p>		<p>28</p>			<p>92.3% to 100% of participants found the workshop and the sharing with other teachers useful</p> <p>100% of participants found THE E-LEARNING PLATFORM useful and the facilitator useful</p>
<p>Training Session IV (English)</p> <p>1. Content Design I</p> <p>2. Experimental Studies I</p> <p>3. Curriculum Design and Planning II</p>	<p>6, 7 Jan 2009</p> <p>Room P The City University of Hong Kong</p>		<p>33</p>			<p>84.4% to 100% of participants were comfortable in understanding the strategies and implementation of a curriculum design</p> <p>85.3% to 100% of participants were confident in design and develop a school-based IT-rich curriculum and an experimental study to evaluate various pedagogical uses of the available resources in THE E-LEARNING PLATFORM</p>
<p>Training Session V (English leaders only)</p> <p>1. Content Design II</p> <p>2. Experimental Studies II</p>	<p>25 Nov 2008</p> <p>Room P The City University</p>		<p>25</p>			<p>No evaluation data from the questionnaire survey</p>

	of Hong Kong				
Phase II					
Training Session I Primary Section 1. Pedagogical Uses of an E-learning Platform 2. Administrative Uses of an E-learning Platform 3. Curriculum Design and Planning I	7 Mar 2009 Room P The City University of Hong Kong		29		87% of participants agreed that the objectives of the workshop were achieved 79 % of participants agreed that the workshop met their overall expectations 87% of participants found the workshop useful
Training Session II Primary Section 1. Blended Learning Instructional Design 2. Pedagogical Uses of Web Resources 3. Pedagogical Uses of Online Discussion Board	12 Mar 2009 Room G The City University of Hong Kong		23		100% of participants expressed their confident in both designing and developing a school-based bulletin board curriculum and teaching module with book shop
Training Session III Primary Section 1. Pedagogical Uses of Storytelling 2. Pedagogical Uses of Story Creator 3. Curriculum and Instructional Design I	20 Mar 2009 Room E The City University of Hong Kong		23		100% of participants found the workshop and the sharing with other teachers useful 99% of participants found THE E-LEARNING PLATFORM useful and the facilitator useful
Training Session IV Primary Section	23 Mar 2009		13		No questionnaire survey had been conducted

<p>1. Content Design I</p> <p>2. Experimental Studies I</p>	<p>Room P The City University of Hong Kong</p>				
<p>Training Session I Secondary Section</p> <p>1. Pedagogical Uses of an E-learning Platform</p> <p>2. Administrative Uses of an E-learning Platform</p> <p>3. Curriculum Design and Planning I</p>	<p>27 Mar 2009</p> <p>Room E The City University of Hong Kong</p>		<p>23</p>		<p>66.7% of participants agreed that the objectives of the workshop were achieved</p> <p>75% of participants agreed that the workshop was useful</p> <p>50% of participants agreed that the workshop met their overall expectation</p>
<p>Training Session II Secondary Section</p> <p>1. Blended Learning Instructional Design</p> <p>2. Pedagogical Uses of Web Resources</p> <p>3. Pedagogical Uses of Online Discussion Board</p>	<p>9 Apr 2009</p> <p>Room G The City University of Hong Kong</p>		<p>17</p>		<p>100% of participants expressed their confident in both designing and developing a school-based bulletin board curriculum and teaching module with book shop</p>
<p>Training Session III Secondary Section</p> <p>1. Pedagogical Uses of Storytelling</p> <p>2. Pedagogical Uses of Story Creator</p> <p>3. Curriculum and Instructional</p>	<p>24 Apr 2009</p> <p>Room E The City University of Hong Kong</p>		<p>16</p>		<p>62.5% of participants were able to integrate IT elements in teaching and to develop a school-based blended learning curriculum</p> <p>93.7% of participants agreed that The proposed blended learning curriculums enable</p>

Design I					them to cope with the curriculum changes.
Phase III					
Training Session I Primary Section 1. Pedagogical Uses of an E-learning Platform 2. Administrative Uses of an E-learning Platform 3. Curriculum Design and Planning I	12 Sept 2009 Room P The City University of Hong Kong		37		92% of participants agreed that the objectives of the workshop were achieved 95.8% of participants agreed that the workshop met their overall expectations 100% of participants found the workshop useful
Training Session II Primary Section 1. Blended Learning Instructional Design 2. Pedagogical Uses of Web Resources 3. Pedagogical Uses of Online Discussion Board	18 Sept 2009 Room P The City University of Hong Kong		37		77.8% of participants expressed their confidence in both designing and developing a school-based bulletin board curriculum and teaching module with book shop
Training Session III Primary Section 1. Pedagogical Uses of Storytelling 2. Pedagogical Uses of Story Creator 3. Curriculum and Instructional Design I	19 Sept 2009 Room P The City University of Hong Kong		37		100% of participants found the workshop useful 90% of participants found that the sharing with other teachers useful 90% of participants found THE E-LEARNING PLATFORM useful and the facilitator useful
Advanced Training Work shop I:	30 Oct 2009		24		No survey data

School Admin and Content Management: Use of THE E-LEARNING PLATFORM School Admin Functions and Authoring Tools to design teaching materials	Room P The City University of Hong Kong					
Advanced Training Work shop II: Storytelling: Pedagogical Uses of Picture Writing and Story Creator	13, 30 Nov 2009 Room P The City University of Hong Kong		25			No survey data
Advanced Training Work shop III Book Shop & Bulletin Board: Pedagogical Uses of Web Resources and Online Discussion Board:	3 Nov 2009 Room Q The City University of Hong Kong		25			No survey data
Phase IV						
Mini Workshops I Getting started with blended-learning	19 May 2010 Room P The City University of Hong Kong		23			No survey data
Mini Workshops II Using bulletin board and bookshop links to facilitate student learning	26 May 2010 Room P The City University		25			No survey data

	of Hong Kong					
Mini Workshops III Using picture writing and story creator to enhance students' writing competency	29 May 2010 Room P The City University of Hong Kong		5			No survey data

In general, most teacher participants of the four reporting phases, including primary English and Chinese and secondary English subject teachers expressed their confidence in mastering basic functions. They were confident in the use of IT tools as a supplementary resource for teaching.

The overall performance and rating of teachers shown were very encouraging. The figures showed that the majority of teachers felt comfortable and confident on the THE E-LEARNING PLATFORM system, collaborative blended learning Curriculum and the training workshops. Phase II and III teachers performed better than the phase I teachers. This implied that the training workshops and even the project had been improved and could be further assist teachers in the blended learning and teaching environment.

However, the figures revealed that teachers in all the phases were not confident in the pedagogical uses of storytelling as it is an advanced learning technology to them. Besides, in the area of action research plan for reflective teaching, it revealed that a small portion of teachers were confused and less comfortable. The major difficulties these teachers involved were how to make use of the blended learning designs on curriculum building level and how to demonstrate an enhancement on classroom interaction level.

Conclusion

The CBLC programme successfully provided a feasible and workable one-stop solution that supports teachers to easily transform their teaching from traditional face-to-face teaching into blended learning mode.

The project has already trained over 200 primary and secondary English and Chinese subject teachers through hands on experience on different blended learning designs to cater different teaching needs. Other than this, through the project, over 250 primary school teachers who had participated in WELNET Sharing Day 2009 have experienced the advantages and effectiveness of blended learning environment.

From some of the experimental studies, students did not show statistically significant enthusiasm on the e-learning project. This may due to the unfamiliarity of e-learning system and the user-friendliness of the system. It is suggested that the system may be improved in a way that user interactive guidance could be developed. The system did not facilitate teachers' teaching routine as they only used the system to distribute homework like exercises and readings.

Despite the result of the experimental study, the feedbacks which gathered from various participated teachers and school administrators were supportive. With the professional guidance from the consulting team, teachers found that their confidence and competency in IT teaching had been increased. They become more aware about the transformation of education and the vital skills that they have to acquire in order to facilitate their professional career development.

Obviously, as a pioneer project, this project serves its objective in arising teachers' and students' awareness in e-learning and equipping them those necessary skills. Continuous effort has to be made in order to transform our education so that it could cope with the modernization of the society.

More work should be done on disseminating the project to more schools. It is therefore recommended that additional resources could be allocated to the project in an effort to increase the number of participating schools and improving the system based on the findings from this project. In addition to this, further project marketing may be necessary to make non-participating schools aware of this project and to garner their support for it.

Appendix