

Part B Project Summary

2007/0162 (Revised)

Project Title: Promoting 'New Literacies' in Hong Kong Schools (推廣本港學校新識字計劃)

Project Number (To be assigned by the EPMS)

Name of Organization: CERC, Faculty of Education, University of Hong Kong

1. Goals: This professional development project, which incorporates a substantial collaborative research element, has two main goals: I. to build the English language literacy teaching confidence, skills and knowledge of P4-6 and S1-3 English language teachers; II. to research, develop and disseminate a collection of high-quality multi-modal formative English language literacy education resources, including case studies, which actively involve teachers and students in the development and deployment of literacy skills.

Objectives: I. To identify and describe a range of upper primary and junior secondary English language teachers' and students' existing literacy knowledge and skills, including their responses to recent literacy initiatives, and other factors which influence and shape their capacity to undertake effective 'new literacy' teaching practices in their classrooms; II. To develop, trial and evaluate a range of content and context-appropriate English literacy activities and procedures which are linked to the English language curriculum outcomes; III. To identify and describe the range and type of teacher and school-level support needed for the effective development of 'new literacy' practices in upper primary and junior secondary English in Hong Kong. IV. To improve students' and teachers' skills in engaging with a range of texts in line with the above discussion of 'new' literacy practices. V. To foster collaboration and sharing of best practices in literacy teaching between teachers and classrooms in the upper-primary and lower secondary sectors. VI. To document and disseminate via a DVD-rom and the existing Faculty of Education website, <http://web.hku.hk/~sbapro/>, innovative and effective English literacy education practices linked to high quality teaching and learning, in order to support improved performance in English language across the Hong Kong education system.

2. Targets: Expected number of beneficiaries: 12 schools (6 upper primary + 6 junior secondary) initially with wider dissemination as the project matures.

3. Implementation Plan: I. Duration: 2 years II. Process / Schedule: Action research project in nine stages (see attached plan for details) III. Collaboration with other parties / partners: External evaluator/advisor: Professor Allan Luke (Queensland University of Technology)

4. Products: I. Deliverables: a. A comprehensive research report in monograph form describing the project rationale and findings. b. An interactive DVD-Rom which demonstrates innovative and effective practices in 'new literacy' practices in English in Hong Kong schools. c. In addition, a one-day conference for teachers and schools on the results of the study and the implications for 'new literacy' teaching in Hong Kong schools will be held. II. Commercialization potential of deliverables / outcomes: Marketable to EFL/ESL contexts III. Dissemination of deliverables / outcomes: The DVD will be disseminated to all schools in Hong Kong. Additional workshops will be offered to interested schools and teachers to share the project findings

5. Budget: 4,374,700 (a) staff cost: 1,766,478 (b) equipment: 73,880 (c) services: 2,459,700 (d) works; NIL ;(e) general expenses: 54,642 (f) Contingency: 20,000

6. Evaluation:

I. Performance indicators: Indicators of success will include not only increased teacher knowledge and skills in the development of 'new literacy' activities and materials, as measured by the nature of the classroom activities and projects demonstrated over the course of the study, but also enhanced teacher confidence and enthusiasm, and increased school-wide support for 'new literacy' approaches, as well as evidence in the form of samples of student work. Additionally, Professor Allan Luke (Queensland University of Technology) has agreed to act as an external advisor/reviewer for the project.

II. Outcome measurements: Questionnaire surveys and individual and/or focus group interviews will be conducted with participating teachers and other members of the case school communities, as well as with focus groups of other practicing and prospective teachers to find out the effect and impact of the project at every stage from conception to final dissemination and impact. The evaluation model used will be that recommended by the QEF, with clearly designated indicators and measures of success developed as a result of the initial questionnaires of key stake-holders