

## Part C Project Details

2007/0162 (revised)

## Project Title: Promoting New Literacies in Hong Kong Schools

推廣本港學校新識字計劃

**1. Background: evaluation of the present situation that leads to the need for this project**

The two overall aims of the Hong Kong English language curriculum (Curriculum Development Council 2004) are:

- i.) to provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
- ii.) to enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

The development of successful literacy skills is central to meeting both these goals. Indeed, literacy – the ability to work meaningfully and purposefully with texts – is central to educational policy in most international contexts, including Hong Kong, where recent initiatives have included, the Extensive Reading Scheme (ERS), the Big Book Approach, Reading to Learn, the Reading Workshop and the Primary Literacy Program (PLP). But literacy has changed dramatically in recent decades, as a result of the increasing acceptance of socio-cultural perspectives within studies of language (Gee 1996; Lankshear 1997; Lee and Smagorinsky 2000; Ball and Warshauer Freedman 2004), as well as the increasing proliferation and prominence of multimodal forms of text and literacy (Alvermann 2002; Jewitt and Kress 2003; Kress 2003; Lankshear and Knobel 2006). Reading, writing and other language-related practices coming under the umbrella of literacy are embedded, or situated, within specific social practices; and just as social practices evolve as a result of technological, economic and cultural developments, so, as the title of a recent book on literacy education in schools reminds us, *Literacy moves on* (Evans 2005).

One significant development, already introduced above, is the rapid transformation of existing social practices, as well as the emergence of new ones, involving the production, reception and exchange of electronically generated and distributed texts, via computers, DVD, mobile phones, PDAs and so on. Associated with these technological developments are new, multimodal forms of textual practice, that combine words, images, sounds, hyperlinks, extensions, attachments and new semiotic languages (e.g. the emoticons, or ‘smileys’ used in email) that individually and collectively challenge our received ideas of ‘text’. Unfortunately, whilst many young people are extensive and proficient users of contemporary information and communication technologies, these technologies and their associated multimodal textual practices have not been fully exploited in schools and classrooms, entailing reduced opportunities for rich learning and an increasing tendency for many students to perceive education as a process which is foreign to them, lacking in relevance and thus ultimately alienating (Lankshear and Knobel 2006). There is a need to have an explicit educational focus on these technologies and their associated literacy practices. Nonetheless, it is also essential to bear in mind that in many educators’ views, the proliferation of modern technologies and the ease with which they can be accessed and used actually compromises the development of those traditional literacy skills that are highly valued by the education system

and fostered through its methods of assessment and evaluation. Thus, what is required is a paradigm shift in our broad understanding of what literacy – rather literacies – entail and how best they can be adapted and exploited in the context of our schools and the very worthy aims of the Hong Kong English language curriculum.

A second way in which literacy has ‘moved on’ is in the increasing recognition of the role of media texts and popular culture in the classroom. Children’s fascination with the media and popular culture can be a source of opportunity, rather than a distraction, in the classroom (Dyson 2003); indeed, educators can capitalize on these texts that have already captured children’s imaginations outside the classroom by incorporating them into the curriculum, thus promoting relevance and engagement, and following the educational precept to ‘start where children are at’ (Pahl and Rowsell 2005). Texts drawn from the media and popular culture have two particular qualities, which provide the possibility for intense experience within a meaningful framework (Misson 1998), making them invaluable classroom teaching resources: pleasure, which encourages students to invest themselves in tasks related to the text; and predictability, which provides a form of scaffolding that is particularly valuable for second language learners. This is not to say that current teaching practices in Hong Kong ignore the potential of media texts and popular culture in the classroom. However, it needs to be stressed that they offer a means to supplement and extend existing resources, so as to heighten curricular relevance and, nurture student motivation. In short: they are a key element in the development of literacy skills for negotiating and acting in the modern world.

A third way in which literacy has changed is in the recognition of the need to go beyond ‘functional’ approaches that treat literacy as an autonomous set of decontextualized, code-breaking skills (Street 1984; Street 1995). Critical approaches to text – spoken and written, visual and verbal – derive from critical social theory and its interest in matters of ethnicity, gender, class and identity. In particular, critical social theory recognizes that literacy entails situated, social practices and events and views texts as inextricably linked to questions of power and identity. It recognizes that within situated social practices, language mediates, not just the activities concerned, but also socially constructed discourses, ideologies and knowledge systems, social relations and socially situated identities (Barton, Hamilton et al. 2000). Thus, critical literacy is not an ‘add-on’ to traditional approaches, which are limited to a focus on literacy’s necessary yet insufficient encoding and decoding skills; it entails recognition of the co-construction of the word and the world (Freire and Macedo 1987) including an awareness of the ways in which curriculum constructs certain opportunities and options for students at the same time as it closes down others (Lin 2001). The notion of socially situated and constructed literacy practices is captured by Vasquez in describing her approach to negotiating critical literacy curriculum with young children:

A critical literacy curriculum needs to be lived. It arises from the social and political conditions that unfold in communities in which we live. As such it cannot be traditionally taught. In other words, as teachers we need to incorporate a critical perspective into our everyday lives in order to find ways to help children understand the social and political issues around them. (Vasquez 2004, p. 1)

At the same time, critical literacy should not simply be viewed as an alternative to traditional or ‘functional’ models of literacy. A useful approach that moves beyond such dichotomies is

Freebody & Luke's (1990; Luke and Freebody 2003) 'four resources' model, which argues for the necessary status of four components of successful literacy practice. These components include: "code breaker, ('how do I crack this?'), text participant ('what does this mean?'), text user ('what do I do within this here and now?') and text analyst ('what does all this do to me?')" (1990, p.7). In terms of literacy practices, these four roles correspond to decoding practices, semantic practices, pragmatic practices and critical practices (Freebody 1992).

The four resources model was adopted in the state of Queensland in Australia as an appropriate model to provide the framework for literacy curriculum reform across the state (2001). Also worth noting is the Canadian Multiliteracies Project involving collaboration between students, teachers and researchers, "exploring pedagogies or teaching practices that prepare children for the literacy challenges of a globalized, networked and culturally diverse world". Here in Hong Kong, one secondary school has employed the model as the basis for a school-based literacy program in both Chinese and English key learning areas (Firkins and Wong 2005; Firkins and Forey 2006; Wong, Chan et al. 2006). We believe these projects and reforms demonstrate the robustness of the four resources model.

Combining these four literacy practices with the components of new literacy practices outlined above we can formulate the following matrix of traditional and new literacy practices, which offers a framework for extending literacy work with teachers and students in Hong Kong English language classrooms:

Perspectives	Traditional Literacy Practices	New Literacy Practices (subsumes, but goes beyond, traditional practices)
Mode of Representation	Usually print-based and linear	Usually multimodal; hypertextual; with intertextual references expected
Readers' Role	Text-meaning recipients, focusing on code-breaking and comprehension	Four literacy practices including: code-breaking, comprehension; text use and analysis/critique
Location of meanings	Meanings perceived to be residing in the texts	Emphasizes unfolding situated meanings co-constructed by writers and readers as sociocultural agents
Evaluation-orientation	Closed-ended / convergent responses (e.g. code-oriented comprehension)	Open-ended / divergent responses (e.g. uncovering textual ideologies) and creative construction of new texts and meanings

It should be emphasized that the new literacy practices represent an extended notion of what successful literacy practices are about - and hence require of students - in the 21<sup>st</sup> century.

This capacity-building professional development project aims to build the 'new' literacy confidence, skills and knowledge of P4-6 and S1-3 English language teachers, at the same time researching, developing and disseminating a collection of high-quality multi-modal literacy

resources, including case studies, which actively involve students in the learning process. The proposed project incorporates a substantial school-based collaborative action-research element.

## **2. Readiness of the applicant organization for undertaking the project**

The Division of Language and Literature, the University of Hong Kong, the applicant organization, has a strong track record in attracting and completing QEF and other education-related grants, and has the necessary infrastructure to complete the project effectively. The proposed research team of four staff from the Division are also experienced in research in critical literacy theory and practice; new (multimodal) literacy studies; school-based research and development; curriculum development; and working with teachers on the implementation of theory-derived practice in the English language classroom. All the project personnel would contribute to the documentation and dissemination of the project outcomes, including the DVD.

## **3. Applicant organization's other favorable factors/facilities for implementing the project e.g. experience in implementing projects or activities of a similar nature**

The Division of Language and Literature has always been very supportive of the government's educational reforms, for example, the need to align assessment with curriculum reform. Through work with HKEAA and EMB, such as the Good Practices project, and other QEF projects, such as the Forms I-III SBA Project, the Division has also built up impressive knowledge and skills in undertaking various forms of collaborative and action-research and in developing web-based video cases. The Division also has a strong technical team who can provide technical expertise, support and advice in areas like CD-Rom design and web-based video technology. This project will enable the Division's partnership with the EMB to develop in new directions while incorporating the best practices and experience gained from previous partnership projects.

## **4. Goals and objectives**

### **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 new literacies activities and teaching strategies 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 teaching new literacies between teachers 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 new literacies education practices linked to high quality teaching and learning, in order to support improved performance in English language across the Hong Kong education system.

### 5. Targets and expected number of beneficiaries

The following table summarizes the proposed targets and expected beneficiaries; and ways of benefiting from the various components of the proposed project.

Beneficiaries (expected number of beneficiaries shown in bracket)	Ways of benefiting from the proposed project
Practicing English language teachers directly participating in the professional development project	Enhanced knowledge and skills in literacy education; more effective literacy learning systems; higher quality literacy practices linked to the curriculum; establishment of a pool of potential teacher literacy mentors/key schools
All practicing and prospective English language teachers who attend conference/use website and/or CD-Rom materials (potentially all practicing and prospective primary and secondary English language teachers in Hong Kong)	Greater reflectivity in relation to own literacy teaching practices; enhanced knowledge and skills in literacy; more effective school-based literacy teaching systems.
Students of all teachers directly or indirectly participating in the project (potentially all upper primary and junior secondary English language students in Hong Kong)	Increased access to and participation in high quality and effective English language literacy education implemented by professionally competent and reflective teachers, indirectly leading to higher quality learning and achievement.

### 6. Implementation plan and timeline of key tasks

#### a. Overview

Because of the need for the active participation of the teachers and students who jointly construct the learning context for new literacy practices, a collaborative action research approach has been adopted for this professional development, capacity-building project. Action research is particularly relevant to educational research in developing critical literacy approaches because of its problem-solving emphasis and its focus on critical reflection and the development of greater understanding over a period of time. Action research involves self-reflective cycles of identifying a situation/problem, planning a change, acting and observing the processes and consequences of the change, reflecting on these processes and consequences, and then re-planning, and so forth (Carr and Kemmis 1986; Burns 1999).

The proposed study will follow this model, with a series of teacher workshops, accompanied by questionnaires and interviews, providing input and reflection, followed by a period of school-based action in which various literacy teaching and learning activities and procedures will be developed, trialed and evaluated. The overall aim is for teachers to develop, research and evaluate curricular units that incorporate literacy learning activities utilizing multimodal, media and popular cultural texts, as well as incorporating critical literacy practices. Through this process, teachers will diversify their teaching, learning and assessment strategies and gain professional development, whilst students will enhance their confidence and learning how to learn capacities, at the same time and improving their literacy skills

#### b. Selection of schools and teachers

The proposal involves working intensively and collaboratively with a diverse group of 12-15 core schools, selected to provide a representative mix of EMI/CMI and Bands I-III, and up to 36 upper primary and junior secondary English language teachers in Hong Kong. Teams of 2-3 teachers from these schools will be extensively involved in the development of the school's literacy curriculum to align with 'new literacies' principles and practice. The number of participant teachers is purposely limited to 12-15 schools so that each and every participant can be intensively involved in the discussion and classroom-based research as far as possible. This is crucial to creating and maintaining the momentum for a core group of teachers in order to sustain the project. This will also provide opportunities for mutual support and on-going collaboration. Teachers and schools were identified through an open process of invitation to all Hong Kong schools.

#### c. Timeline of key tasks and teacher activities

(August-September 2008 –staff recruitment)	
<b>Stage 1 : Baseline data gathering</b>	<b>September - November 2008</b>
A range of data will be collected to create a richly contextualized picture of each teacher's and each school's existing literacy practices. All teachers will be asked to complete a detailed questionnaire, utilizing Likert scales and more open-ended questions, in order to collect base-line information about the similarities and differences in the case-study teachers' literacy education practices, attitudes and beliefs as well as their perceptions of the impact of relevant policy initiatives on teaching and learning in schools, and other contextual information about their school. Students will also be surveyed to gain information about their in and out of school literacy practices. In addition, interviews with teachers and classroom observations will provide more in-depth, contextualized information.	
Teacher activities:	
<ul style="list-style-type: none"> <li>• participation in pre-project interviews</li> <li>• completion of pre-project teacher and student surveys</li> <li>• classroom observations (by researchers)</li> </ul>	
<b>Stage 2: Professional development workshops</b>	<b>October – December 2008</b>
Three university-based workshops on Saturdays will be held to provide input on action-research and new literacies teaching and learning, and to develop teachers' understanding and skills in critical reflection and 'new literacy' education. Teachers will receive hands on experience of new literacies activities and teaching strategies and will engage in discussions on new literacies	

principles and how they can extend and enhance the English language curriculum. These workshops also serve to incorporate as many different viewpoints as possible so as to encourage among teachers a genuinely open discussion of their literacy teaching practices and how those practices can be built upon and extended. The workshops will be audio-taped and analysed.

Teacher activities:

- Participation in three half-day workshops on Saturdays at HKU
- Experiencing ‘new literacies’ activities, materials and teaching strategies
- Introduction to online forum
- Receiving ‘new literacies’ resource pack

**School-based action research planning**

**December -February 2009**

Teachers will draw on the input from the professional development sessions and, with researcher support, develop plans for their new literacies-infused curriculum for the following semester.

Teacher activities:

- Lesson observations
- Planning of action research (classroom units and activities) by teachers with support of researchers

**Stage 3: School-based action research implementation**

**March-July 2009**

Upon their return to schools participating teachers will commence the cycle of action and reflection. The research team will work collaboratively with each school to develop school-based ‘new literacies’ materials and curriculum units. Teachers and researchers will collect and assess samples of student work. Teachers will participate in an online forum for sharing experiences, reflections, and evaluations, in relation to literacy teaching practices, attitudes and beliefs over the semester. During this data collection period the project team will visit each school to observe lessons and to provide ongoing support. HKU will also provide technical support for the video-taping of up to six lessons in each class for inclusion in the DVD (see below for details). Video data collected will include retrospective analyses of teaching strategies, and recordings of classroom observations.

Teacher activities:

- Developing ‘new literacies’ units of work, materials, activities, lesson plans and assessments, collaboratively with the research team
- Implementing the above ‘new literacies’ activities with researcher support
- Participating in a researcher-moderated online discussion forum during stages three and four in order to share experiences of implementing new literacies in the classroom
- Reflecting on and evaluating the ‘new literacies’ curriculum implementation including collecting and assessing samples of student work
- Incorporating insights drawn from reflection into the ongoing planning of classroom ‘new literacies activities’

**Stage 4: Post-project evaluation and final conference**

**August 2009- January 2010**

A second round of teacher interviews and teacher and student surveys will be conducted for evaluation purposes. A final post-project conference will be held at HKU to consolidate learning, share effective new literacies teaching and assessment practices, and to disseminate findings from the project with participating teachers and the Hong Kong education community.

**Teacher activities:**

- Participation in post-project interviews and debriefings
- Completion of post-project teacher and student surveys
- Participation in post- project conference in August 2009, to be held at HKU.

**Stage 5: Data analysis****January -April 2010**

Data collected in Stages 1-4 will be catalogued and if necessary, parts transcribed. The research team will identify and describe similarities and differences in a range of aspects of new literacy teaching practices, including: classroom learning tasks and reasons for these; incorporation of 'new literacy' elements such as multimodal, popular cultural and media texts, and critical literacy. The attitude of students to different tasks and activities; attitudes of students to curriculum requirements; attitude of teachers to curriculum requirements; teacher and student response to teaching tasks used; comparison of reactions by teachers to the same tasks and activities; relationship between teaching and learning will also be examined. From this it is hoped to develop a highly contextualized and detailed model of the process of literacy learning and teaching in English language and the factors that influence it, as well as some understanding of how teacher interpretations and practices can be guided and supported to lead to more effective practices.

**Stage 6: Writing up, presentation & dissemination****April - August 2010**

Research team will prepare a monograph to submit to QEF, and DVD on the project to disseminate to schools. Exemplar material from all stages of the project will be used to design cases for the DVD. At the centre of each case will be a digitalized video file documenting a particular teacher or group's new literacy practices. Different segments of the video file will be hyperlinked to several audio/video-taped and transcribed commentaries by (1) the two to three English language teachers involved in researching their own practice in that school, (2) several other members of the school community who can comment on the literacy teaching and learning process. These hyperlinked video, audio and text files will be organized around key themes in the 'new literacy' learning model outlined above. In addition, viewers will have the opportunity to reflect on direct evidence of new literacies work of the teachers concerned, and develop their own understanding by comparing their reaction to the videos with a close reading of transcripts of the videos, and comparing their own reactions to the videos with the text and sound files of other teachers who have commented on the 'new literacy' practices shown. In this way, viewers will be encouraged to engage themselves in professional discourse on 'new literacy' learning and teaching with their peers.

One copy of the DVD-Rom will be posted to all secondary schools in Hong Kong, together with an information leaflet about this project. In addition to the publication of the DVD-Rom and the monograph, the results of the study will be presented at local forums such as the Hong Kong Educational Research Association, and at international forums such as the American Educational Research Association. Papers will be submitted to at least two international journals.

**7. Expected deliverables and outcomes**

The project will contribute directly to the Hong Kong educational community by providing both a



detailed highly contextualized picture of the 'new literacy' readiness of upper primary and junior secondary schools and the knowledge and skills required to implement 'new literacy' teaching more effectively, as well as a multi-modal resource bank of effective 'new literacy' activities and projects. This will indirectly improve learning outcomes for all students as well as enhance collaboration amongst schools. The tangible deliverables are:

- A comprehensive research report in monograph form describing the project rationale and findings.
- An interactive DVD-Rom which demonstrates innovative and effective 'new literacies' practices in junior secondary and upper primary English in Hong Kong schools.

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.

Budget breakdown						
	Category of Financed Item	Item Description and Calculation				Amount (HK\$)
A	Staff Cost	Post*	Salary	x Duration	+ MPF	Total Salary
	A1	Project Manager (SRA)	21,232	24	\$1000/month	533,568
	A2	Assistant Researcher/Technical Officer x 2	14,350 x2	24	5%	723,240
	A3	Senior Technical Officer	17,100	24	5%	430,920
	A4	Part-time Editor	250/hr	300 hours	5%	78,750
<b>Sub Total of Staff Cost</b>						<b>1,766,478</b>
B	<b>General Expenses</b>					
	B1	Consumables (CD-Roms, DVD-Roms, cassette tapes, DV tapes, paper, toner cartridges for printer, fax machine, copy machine, etc.)				10,642
	B2	Travel expenses for school visits, meetings, parking fees, fees for deliveries to schools				8,000
	B3	Conference/forum expenses (room booking, flyers, posters, light refreshment, lecture notes, lunch for speakers (\$60/person), etc.)				8,000
	B4	General office expenses, (e.g. water, stationery, printing cost for questionnaires, postages and express delivery fees, etc.)				20,000
	B5	Advertisement cost to recruit supply relief				8,000

		teachers for the 12 participating schools		
			<b>Sub Total of GE</b>	<b>54,642</b>
<b>E</b>	<b>Equipment</b>			
E1	3 Computers for staff (laptop/workstation including DVD R/W, fees for maintenance, upgrade and repair)		18,000	
E2	1 powerful workstation for video data storage and editing, with DVD R/W, plus maintenance and warranty		12,000	
E3	1 high-quality laser printer + toner for printing materials for teacher training workshops, transcripts, evaluation reports, questionnaires, etc		3,000	
E4	1 digital video camera including fees for maintenance, warranty, and repair for on-site shooting of lessons. High quality videos are required for production of DVD format. Approximate unit cost: DV camera: \$11,000, Accessories (additional battery, carry bags, filters, microphones for video cameras, etc.) \$2000		13,000	
E5	1 digital camera		2,500	
E6	1 tripod		750	
E7	2 digital voice recorders		3,100	
E8	1 transcriber		1,530	
E9	Computer software and license fees (e.g. software for multi-media editing, graphic design, etc. and license fees, e.g. Microsoft office, anti-virus, SPSS, Nvivo, etc.)		8,000	
E10	Fax machine		2,000	
E11	Reference books for the project (including shipping cost from overseas)		10,000	
			<b>Sub Total of Equipment</b>	<b>73,880</b>
<b>J</b>	<b>Services</b>			
J1	<b>Teacher Relief for Project Leader/Principal investigator</b> \$700/hr + 5% MPF x 210 hours		154,350	
J2	<b>Principal Researchers</b> \$700/hr + 5% MPF x 600 hours		441,000	
J3	<b>Part-time Teaching Consultants</b> \$330/hrs MPF included 1,335 hours		440,550	
J4	<b>Supply Teachers (graduate)</b> \$21,830/m + \$1000 MPF = \$22,830 x 5 months x 12 participating schools		1,369,800	
J5	<b>Student Research Assistants</b>		4,000	

	\$50/hr (MPF included)x 80 hours		
J6	<b>DVD production</b> Licensing fee for copyright permission of use of relevant materials produced by commercial companies, e.g. media production hours, book companies, etc. plus fees for production of DVD to be distributed to all secondary schools	30,000	
J7	<b>External auditing service</b>	20,000	
<b>Sub Total of Services</b>			<b>2,459,700</b>
<b>Contingency (3% of Grant Total excluding staff cost and services)</b>			<b>20,000</b>
<b>Total Sum of the entire budget</b>			<b>4,374,700</b>

<b>Justification for the posts</b>		
<b>Staff Cost</b>	<b>Post</b>	
A1	Project Manager	Holder of master's degree. Will liaise with schools and teachers for project activities, coordinate conferences, workshops, help with research and drafting reports. The manager will help oversee the progress of the project and ensure all the progress and financial reports as well as other project activities are completed on schedule.
A2	Assistant Researcher/Technical Officer) x 2	The two assistant researchers should possess excellent command of both written and spoken English skills, plus experience in conducting educational research and be holders of a relevant bachelor degree/master's degree. They will help with data collection, transcription, qualitative data analysis, interviews with school key-stake holders, teachers, students, etc. The post requires high level of writing and research skills.
A3	Senior Technical Officer	The Technical officer will be a university graduate with several years of experience in the IT field and has produced high quality of web-based materials or DVD. This person will assist with video editing, filming at school observations/visits, provide technical assistance for server maintenance, create an online platform for online discussion forum, and act as a graphic designer for the teacher training materials and deliverables. That's why we need a senior technical officer rather than a general computer technician. This is a technical officer should possess advanced technical and design skills.
A4	Part-time Editor	This post is extremely important; as the beneficiaries are school teachers and students, we need to make sure all the materials and documents are well-written and free of errors.
<b>Services</b>		
J1	Teacher Relief for Project Leader/Principal Investigators	Fee to hire academic staff to help off load the work for the project leader/principal investigators involved so they can conduct research with full focus
J2	Principal	High level leadership is needed for the project as 'new literacies' is

	Researchers	critical to successful educational practice in the 21 <sup>st</sup> century. These researchers will help prepare forums and provide assistance and advice for teachers in conducting their own action research.
J3	Part-time Teaching Consultants	These teaching consultants will provide relief to HKU teaching consultants to enable them to work with teachers in developing teaching materials, providing guidance for teachers to implement 'new literacies' activities, conducting school visits, lesson observations, etc.
J4	Supply Teacher	These teachers will work in the participating schools during the intensive action research semester to allow the teachers in the participating schools to plan and evaluate their 'new literacies' materials, to read 'new literacies' research literature, consult with peers, as well as to meet for planning and reflection with the HKU researchers.
J5	Student Research Assistants	Student Research Assistants (university students from HKU) are needed in preparation for the conference and forum related activities, e.g. filming during sessions, technical support, help with registration and other assistance before, during and after the forums and conference sessions. Since we usually have parallel sessions to cover more topics of interest at the forum and conference. Extra help will be needed

### Project Impact

#### (a) Evaluation parameters and method

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 (see below). 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.

Stage	Activities	Expected Outcome (Progress indicators)	Actual Progress and Outcome	Self-evaluation (Measures of success) <sup>1</sup>			External Evaluation: Impact and effectiveness	Remarks / Recommendation
				1	2	3		

<sup>1</sup> 1: Outcomes not achieved; 2: Parts of the outcome achieved; 3: Outcomes achieved.

**(b) how the project would benefit the education sector as a whole**

Effective literacy development is the foundation for effective learning and teaching, and is a key component in developing greater learner autonomy and more effective independent learning strategies and skills. This project will establish a model for 'new literacy' teaching and learning that will be available, through the DVD-Rom and the website, to all schools in Hong Kong. The project will also model effective strategies for building greater collaboration between teachers, through activities such as intra- and interschool project development. It will also model and promote collaborative learning amongst students through the development of intra- and interschool 'new literacy' projects. In these ways, this project will benefit the education sector as a whole.

**(c) sustainability of the outcomes of the project**

The DVD-Rom and website will enable ongoing use of the outcomes of the project for many years after the official end of the project. In addition, the model of professional development underpinning both the action research and the DVD-Rom format is one of self-directed learning and reflective practice, which should stimulate longer-term change and professional renewal.

**(d) dissemination / publicity methods**

In addition to participation in QEF dissemination activities, exemplary 'new literacy' materials and processes will be put on a DVD -Rom and delivered free to all schools in Hong Kong, and the same materials uploaded to the existing Faculty website. In addition, a large one-day conference will be run for schools and teachers to advertise the DVD-Rom and disseminate the findings of the project, while further workshops for schools or groups of schools will be available as practicable.

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