

Project Title: Collaborative Blended Learning Curriculum Design and Development Programme

Part C Project Details

2007/0411 (revised)

I. Needs and Applicant's Capability

(a) Background: evaluation of the present situation that leads to the need for this project

It is recognized in the Consultation Document on the Third Strategy on Information Technology in Education – Right Technology at the Right Time for the Right Task, & Information Technology in Education – Way Forward, EDB, Fok & Ip 2006, 2007 that further progress in IT in education, in Hong Kong and many parts of the world, is no longer depended on the availability of IT tools (ie. software and hardware) or e-content, but to a large extent, on the capability of teachers to (a) acquire competency, through Continuous Professional Development (CPD), in integrating appropriate technologies and digital resources to enrich day-to-day learning and teaching activities; and (b) have more opportunities to acquire practical hands-on experiences and conduct educational studies on “What” and “How” to blend through collaborative and reflective teaching and learning. The “blending” of computer-mediated and face-to-face teaching and learning (or Blended Learning) has been particularly recognized as the 21st Century Education (Consultation Document on the Third Strategy on Information Technology in Education – Right Technology at the Right Time for the Right Task, & Information Technology in Education – Way Forward, EDB; Fok & Ip 2006, 2007). This project is aimed to respond to this recognized need and the current lack of such competency training by providing a series of CPD training programmes to teachers and assist them to acquire the necessary practical knowhow to conduct blended learning activities

Opportunities for Teachers to acquire competency in Blended Learning & Development of Blended Learning Curriculum

Blended Learning is learning that facilitated by the seamless combination of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication amongst all parties involved in the learning process. Blended learning curriculum focuses on the learning objectives that use the ‘right’ learning technologies to transfer the ‘right’ skills to the ‘right’ person at the ‘right’ time. In this project, we introduce a blended learning curriculum framework and curriculum designs which take full advantages and make effective use of the current IT infrastructure and tools available in our schools.

In order to equip teachers the knowledge, skills and attitudes towards the blended learning approach, in this project, we will deliver a series of CPD focusing on helping teachers to implement a collaborative E-pedagogy model (Fok & Ip, 2006) and to design, organize and deliver a variety of blended learning activities/tasks systematically. More significantly, through this model and the associated CDP training, teachers can perform reflective teaching through monitoring, understanding and guiding students’ learning progress.

Opportunities for Teacher Leaders to Impact Teaching Practice

Through this series of CPD programme and a collaborative and mutually supportive network, knowledgeable teacher leaders can assist colleagues in becoming effective teachers through reflective practice. A commitment to teaching and professional learning is critical to improve student achievement (Blair, 2000; Lambert, 2005; Mitchell, 1998). In short, qualified teachers feel responsible for the learning of all students and examine ways to meet their needs (Covino & Iwanicki, 1996; Peart & Campbell, 1999; Shellard & Protheroe, 2000). Therefore, teacher leaders would examine reflective practice as a tool with which to lead others to effective teaching practices. In order to provide the opportunities for teachers to maximize meaning from experiences, in this project, teachers will engage 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*. Subsequently, teacher leaders share newly gained skills by promoting, participating, and facilitating in a purposeful professional learning community. These teachers are “... informal leaders on the cutting edge of reform... not afraid to take risks... the ones administrators typically call on for opinions and help in effecting change” (Stronge, 2002, p20). In turns, these teacher leaders build

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capacity in schools. Furthermore, new innovative ideas will bound to be found in such a positive, enthusiastic and collaborative environment.

Opportunities for Curriculum Leaders to Exploit and Evaluate new curriculum extension/exposition

Standards based accountability places heavy burden/demands on teacher leaders' knowledge of curriculum and assessments. Teachers need strong support of knowledgeable leaders to produce significant results based on ambitious academic expectations. There are distinctions made in the literature regarding the definitions of pedagogical knowledge. As we consider the evolving role of teacher leaders as 'capacity' builders in education reform, we assume content knowledge exists. Pedagogy is a process for teachers, placing emphasis on the areas of curriculum development, assessment and best practices in methodology. Teachers invest in their own learning to this end.

Opportunities for teachers to acquire E-pedagogical competences for diverse learning needs through multiple extended learning activities

Pervasive learning has been realized by rapidly developing technologies that education no longer limited inside the classrooms/schools. To empower teachers with the capability to provide learning solutions through a mixture of conventional face-to-face teaching, live e-learning, self-paced learning and through a mix of media to support ubiquitous learning, consolidated E-pedagogy models and associated technologies should be exploited to furnish a convenient and effective teaching and learning environment. On the other hand, taking advantages of the IT infrastructure and the associated soft skills teachers have acquired to differentiate teaching activities to cater individual differences, in this project, a collaborative blended learning curriculum framework is introduced. This framework has been implemented and evaluated for over two years by 10 local primary schools. Encouraging results have been received and many teachers are keen to adopt this blended learning curriculum approach. A sound blended learning curriculum design stresses the importance of the combination of online with face-to-face learning. A well-balanced blended learning curriculum for English Language Education includes a combination of in-class and online reading, writing, listening, discussion and presentation activities to enable students to learn in multiple extended learning activities that will support both online instruction and self-paced learning. We believe this would not only stimulate students' learning interests, broaden the knowledge bases, foster critical thinking and collaboration skills, but more significantly, structure and organize different knowledge items in a dynamic and instant way that *different students can be more easily reach their respective targeted mastery levels through individualized scaffolding.*

Opportunities for all stakeholders to offer support and contribute towards collaborative teaching and reflective teaching and learning for teachers

"Professional development today means providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners (p. 597)" [Darling-Hammond and McLaughlin, 1995] We believe reflective teaching and learning practice embodies effective teacher leadership. Even though the teacher has accomplished different teaching tasks effectively and successfully either in conventional classroom or in electronic world, s/he needs to reflect to decipher what has been done well and what can be done better next time. Do new technologies assist/facilitate one better in reaching teaching/learning objectives? Are the materials designs well and relevant to the teaching/learning objectives? Have students' shifted generation and obtained higher digital abilities?

A key aspect of the generic skills in Language Studies is that the students should be able to provide different perspectives of viewing a case, at the same time, different learning activities required various types of learning resources and teaching guidance. It is also clear that none of the teachers are capable of preparing such huge volume of diversified materials and activities alone or with minimal support. It requires group/team efforts that contribute significant time and energy into the collaborative and reflective teaching process. To minimize the frequently high and duplicated costs of content production and duplicated efforts paid on the preparation works to attain the same teaching effectiveness, a supportive and effective IT educational tool is required to support teachers while they are searching, selecting, organizing and delivering e-learning resources. In addition, professional

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supports should be offered for teachers when they face difficulties and feel worried. A collaborative teaching team will be established on the basis of willing to share and contribute. Teachers participating in a collaborative learning community not only emphasize the collaboration work between each others (i.e. sharing teaching plans, materials and assessment criteria), but also stress the importance of sharing and contributing each individual's knowledge and strengths in different areas. *In this project, teachers responsible for different Key Stages are required to work collaboratively to accomplish different instructional tasks and design and develop a blended learning curriculum that can facilitate/cater different learners' competencies. It is not only beneficial to the front line teachers, but also beneficial to the whole education development.*

(b) readiness of the applicant organization for undertaking the project

The Centre for Innovative Applications of Internet and Multimedia Technologies (**AIMtech** Centre) of City University of Hong Kong has successfully completed a number of major R&D projects for Government agencies such as ITF, QEF and EDB. Several of its developed systems won local and international awards including the *IT Excellent Award, the Hong Kong Award for Industries, the Asia-Pacific Information and Communication Technology Award (APICTA) and the prestigious Austrian's Prix Ars Electronica*. Members of **AIMtech** Centre are experienced and expert in the R&D of school-based and multimedia-based systems, with a strong successful track record. The project team consists of *a balanced mix of experts in the areas of IT in Education, language education, teaching training as well as the design and development of Web-based Education system and associated e-learning resources*. Our previous works have received positive and encouraging feedbacks from local schools, and also won many international awards in international competitions including the Global Chinese Computers in Education Conference Best Paper Award, the Web-Based Education conference Best Competition Award, and also won the **3rd International Competition of non-commercial software systems in Web-based Education** held in France. Please refer to Appendix XX for the detailed profiles of all the team members.

(c) applicant organization's other favourable factors/facilities for implementing the project

The **AIMtech** Centre also hosted the Sun centre of Excellence in Pervasive Computing. The centre has at its disposal the latest JAVA software tools and platform, advanced multimedia platforms, and a group of highly qualified and skills academics who well-understood of the local school environments, and also their needs and problems. The team has also conducted many IT in education training seminars and workshops sponsored by the EDB and QEF. The team has worked closely with many of the partner schools in previous projects.

II. Project Description

(a) Goals and objectives

This project is specially designed for teaching professionals who intend to pursue hands-on experiences and update their knowledge in Blended Learning curriculum design through the integration of various media and advanced educational tools for in-class and out-of-class teaching and learning. *The project covers teacher development programme, and education research studies*. Practical in-class as well as online activities, learning outcomes and performances, monitoring and analysis will also be included.

After the completion of the proposed CPD programmes, participated teachers are able to:

- Design and implement personal instructional designs with observable and measurable blended learning teaching strategies
- Adopt various pedagogical designs for diverse learning and cater individual differences with new media and advanced educational tools
- Develop and implement a *Blended Learning Curriculum Design in English Language Education* as a means to prepare our students to nurture generic skills in language studies.

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- *Cultivate teacher's ability of reflective teaching* by offering opportunities to observe, adopt, and evaluate existing conventional and IT teaching that they are being used, gain knowledge of selecting, organizing, and conducting blended learning activities through different types of learning resources designs and to disseminate what they have discovered and learned.

In addition to equip and refresh the knowledge on blended learning, through interacting with various technology-mediated interactive educational resources and using various advanced educational tools, teachers as a student will practice and brush up their knowledge and skills on various domains include

- (a) *Reflective Teaching*: Even though the teacher has accomplished different teaching tasks effectively and successfully either in conventional classroom or in electronic world, s/he needs to reflect to decipher what has been done well and what can be done better next time. Questions that teachers need to ponder include: Do new technologies assist/facilitate one better in reaching teaching/learning objectives? Are the materials designs well and relevant to the teaching/learning objectives? Have students' shifted generation and obtained higher digital abilities?
- (b) *Learning Path Design*: Pervasive learning environments are student-oriented and interactive by nature. This inspires engagement by keeping students involved in their learning process. Within their learning network, students are able to respond to stimuli and help to engage their peers in a class. Thereby, this makes the act of student engagement distributed. Activities and strategies defined in the learning path should encourage this type of behavior in student networks. It is more critical to understand what the instructional design process is and how it can be implemented for pervasive learning so that educators are able to lead students down a successful learning path.
- (c) *Awareness of Digital Literacy Issues*: Prior to the 21st century, teachers should be digital literate/literacy that not only remain at ease with technologies, but also use technologies to discover/revise ways to keep students engaged. Digital Literacy is the basic tenet of the professional practices for e-teaching. It means that teachers should be able to masterfully use any piece of software or hardware that is presented to them. More importantly, they should understand what technologies exist and why it may be used. Teachers have to develop and apply collaboration and inquiry learning skills to address the contemporary issues in positive and analytical ways.

(b) Targets and expected number of beneficiaries

ALL primary and secondary school teachers and students in Hong Kong are the targets of beneficiaries. At the time writing, we have already 20 schools and 80 teachers committed their support to this project and will take part in the CPD programmes. (Appendix 1)

Direct Beneficiaries: At least 200 teachers who will participate in the project will acquire the competencies to design and implement blended learning and become teacher leaders in Hong Kong Education development

Indirect Beneficiaries: Over 30,000 students and their parents every year who are receiving regular formal school education will experience and value the learning opportunities that created by their teachers in this project.

Long-term Beneficiaries: As the spirit of collaboration is promoted and established, there will be infinite number of beneficiaries.

(c) Project Activities to be organized

1. A Collaborative Blended Learning Curriculum Development Programme

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Blended learning stresses the importance of learning objectives that drive applying the 'right' technologies to transfer the 'right' skills and 'right' materials to the 'right' person at the 'right' time. Blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the physical and virtual classroom. These online components become a natural extension of traditional classroom learning. It widens the possible impact of a learning experience, optimizes productivity and delivers values to learners. This programme aims to assist teachers to develop the above mentioned skills. Teachers become capable of merging various pedagogical designs with online instructions and conduct online activities. The teaching effectiveness and efficiency can be greatly increased by *suitably scheduling a range of face to face and computer-mediated learning activities* to fit with the pedagogy approach as defined in the lesson plans so that students could follow the teacher designed steps to learn in school and even at home through a web-based learning community. Teachers will also be able to adjust and enrich their teaching anywhere, anytime and students can also engage and extend their learning in their preferred online activities. An effective way for teachers to guide students to be self-directed learners is to foster the students to be responsible for their own learning. The question here is "How?" Teachers will also learn how to monitor and track the progress of their student, how to guide and encourage students when they are falling behind, and how to conduct collaborative teaching and learning with each other during long holidays.

The Collaborative Blended Learning Curriculum (CBLC) Programme Outline

The CBLC Programme is designed to stimulate teachers' interests and strengthen teaching competencies of using new media and advanced educational tools for diverse learning needs.

Specific CBLC competencies delivered by this training programme:

- Deploy and integrate various E-pedagogical approaches to enhance teaching and learning
- Structure and organize selected educational resources (i.e. digitalized, non-digitalized, computer-based, web-based) as School-based Blended Learning Curriculum
- Adopt and adjust available educational resources and tools as extended English Language Learning Tasks for self-regulated learning and diverse learning needs
- Design, implement and evaluate different E-pedagogical approaches
- Design and develop interactive E-learning resources

The CBLC Programme consists of 12 training sessions for formal teachers and 3 advanced training sessions for teacher leaders that will be conducted in a year to equip school teachers with knowledge, skills and attitudes in the following areas. The CBLC programme not only takes into account of the technical issues of deploying IT in education, but also logistic support that focuses on and strengthens the core (pedagogical and operational) skills of teachers in adopting and executing a blended learning curriculum. 3 Teachers work in a group to accomplish the tasks of each training session. Each training session has clear objectives and outcomes to evaluate the effectiveness of the session as well as teachers performances. The outline of the CBLC programme is listed as follows:

Schedule	Training Sessions	Outcomes
Nov - Dec 08	Pedagogical Uses of E-learning Platform	Self-evaluation questionnaire
	Administrative Uses of E-learning Platform	Self-evaluation questionnaire
	Curriculum Design and Planning I	Self-evaluation questionnaire
Nov-Dec 08	Blended Learning Instructional Design	<i>A blended learning instructional design</i>
	Pedagogical Uses of Web Resources	Self-evaluation questionnaire <i>A Web Reading instructional design</i>
	Pedagogical Uses of Bulletin Board	Self-evaluation questionnaire <i>A BB instructional design</i>
Dec 08 -	Pedagogical Uses of Storytelling	Self-evaluation questionnaire

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Jan 09		<i>A Storytelling instructional design</i>
	Experimental Studies I**	<i>An Action Research Plan</i>
	Curriculum and Instructional Design I	<i>One Tailored Module Design</i>
Jan – Feb	Content Design I	<i>A Learning Object Design</i>
	Content Design II**	<i>A Learning Object Design</i>
	Pedagogical Uses of Story Creator	Self-evaluation questionnaire <i>A Story Creator instructional design</i>
March – April	Experimental Studies II	An experimental study plan
	Curriculum Design and Planning II**	A school-based curriculum design for a selected group of students
Dec 08 -- Feb 09 & April – Jun 09	Implementation	Schedule and arrangement of the study
July – August 09	Curriculum Design and Planning III	An evaluation report of a school-based curriculum design
Feb – June 09	Lesson Observations	Peers and self evaluation form
	School Visits	Sharing and focus group interviews
March & August 09	Experience Sharing	Each Teacher gives 20 mins presentation on a particular teaching design.

** Workshops for teacher leaders

Apart from the scheduled training workshops of each teacher, regular consultation hours are also scheduled to assist and monitor teachers' progress. Including the lesson observations, school visits and the regular consultation hours, the total contact hours of each teacher is 60 hours in a year.

CPD training activities and Assessment methods

20% Attendance; 30% Assignment (i.e. a module design with precise specification of related e-learning resources, an instruction plan, and a self-analysis report); 20% Online Activities (i.e. system access rate, activities and IT tools usage rate, content popularity hits, and number of designed and collected resources); 30% An Action Research Report (i.e. A self-reflective report that shows personal teaching styles, pedagogical approaches adopted, experimental designs and understanding of students' learning progress and performances/outcomes.) The teacher as a student who successfully accomplishes all the required tasks in the programme will receive a certificate on "The Design and Development of Blended Learning Curriculum".

In order to provide more input on English learning and teaching in the professional development programmes to ensure that teachers are able to design their own online English learning and teaching materials of good quality, 2 seminars will be organized and held by the project consultants as invited speakers to present updated curriculum designs strategies and provide insights on effective blended learning activities designs.

2. Design and Develop Blended Learning Activities and Resources for Diverse Learning Needs through collaboration

Due to the high production cost of different types of materials for different learning objectives and learning competencies, most of the educational resources providers adopt the "one size fits all" solutions that would hardly satisfy diverse learners' educational needs. Different learners have different

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learning styles, educational levels, previous knowledge, technical and other preferences and all these are parameters would affect the learning outcomes. However, it is also the main obstacle currently faced by schools, teachers and parents.

Blended Learning is well-suited to cater to individual differences if teachers can adopt/use not only different types of education resources, but more significantly, different teaching and learning activities in-class, out-of-class or in a virtual classroom. Through collaboration and thoughtful planning, teachers can design and develop various blended learning activities and resources for diverse learning. Invaluable teaching experiences and designs inspire one another, and innovative pedagogies would be evolved from such mutual inspiration and cross fertilization of teaching approaches and experience. On the other hand, through teachers' interactions, we can get better understanding of teachers' teaching styles as well as different curriculum design needs to shed the light of our future curriculum design and development. Through collaboration, team work, a reasonable good amount of educational design and resources can be collected and shared.

3. Education Research Studies

In the past, educational psychologies studied how people learnt from observable experiments. Set up or simulate a real life scenario and check how people react or response. From people's reactions, we generalized or concluded the internal process of learning through external behaviours. Today, the world is drowning in the technology ocean. All our daily events involve technologies in different levels. The questions raised that how these technologies affect our lives/teaching/learning and whether these technologies are helping or damaging our lives. The technologies advocators optimistically view technologies as a helping hand. On the contrary, the opponents view technologies as an evil spirit that buries our minds/strengths to heavily rely on external sources.

The project team plans to investigate two critical issues in blended learning (i.e. IT in Education) to support our education growth including:

i) What are the best ways to blend?

There seems to be reluctance in transitioning teacher-oriented instructional design to a blended learning format. The main reason is not knowing how. With different textbooks on hands and plenty of teaching tasks have to be accomplished, there is no rooms to add new/extra tasks or features if teachers do not know how to making use of technologies (i.e. advanced educational tools) to facilitate the process. It is essential not only to find out/identify workable blended learning framework (as we have already done), more importantly, evaluate and fine-tune the proposed framework through teachers work (i.e. outcomes of the CBLC programme) and disseminate the best practices to schools, teachers, students and parents so that all stakeholders would understand and support our education development trend more meaningfully.

ii) What teaching and learning experiences are being promoted or fostered "Blended Learning or Blurred Learning"?

Virtual Learning Classroom creates teaching and learning experiences that extends beyond the scope of the regular classroom. It offers the learners the opportunity to experiment with material and pedagogy not included in the regular classroom curriculum. To understand and evaluate the impacts of a virtual learning community, psychological, pedagogical and technological aspects need to be considered concurrently.

In this project, teachers have the opportunities to work with 2 formal teachers and 1 teacher leader in a group to design and implement at least one experimental study. The project team will assist and observe teachers teaching practices (i.e. teaching strategies, collaboration techniques, personal preferences etc) through their interactions both in-class and online. Furthermore, teachers adopted pedagogical design will also be monitored so as to discover the inter-relations between teaching and learning. Measures will be focused on teachers-students interactions and students-students interactions.

The experimental results and findings will be published in research reports, international conferences, and/or academic journal articles that can be disseminated locally and globally.

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Conclusion:

E-learning programmes continue to evolve. The future direction of e-learning has been defined as "Blended Learning". Address the concerns on "What to blend?" and "What blends work best with what?", the CBLC programme proposed in this project provides a total solution that supports teachers to transform their teaching easier. New technology leads to new knowledge, new perspectives and create new solutions. In this project, we are not asking teachers to tackle the obstacles and challenges on their own, but offering a helping hand that not only simply understand the concerned problems, but more significantly, demonstrate a feasible and workable solution and closely work with them to overcome/solve the problems raised.

III. Extent of teachers and principals' involvement in the project

Not only addressing the concerns of teachers' workload, but also considering the collaboration between schools and leadership training of teachers, the roles and responsibilities of different participants are explicitly identified. School Principals who act as school leaders as well as members of the project team will support and nurture staff's curriculum and instructional leadership, co-ordinate subject panels and support their autonomy, and more importantly, commend progress for further improvements. *Teachers who participate in the CPD program and represent the school engagement and contributions will be responsible for designing their own school-based curriculum and instructional designs as the outcomes of the CPD program*, they will also practice and experience different E-pedagogical approaches, more importantly, share their experiences with other teachers to modify and/or extend the module designs that can further benefit teachers and students. The participating schools will also contribute computer laboratory facilities for carrying out project works by teachers and students, laboratory sessions for holding workshops, and teacher consultations hours for resources development in this project.

IV. Implementation plan with time-line

This project will last for a year, from October 2008 to September 2009. With our established experience in building a capacity building e-learning community to support teaching and learning, we have a sound strategy to meet our goals in the following ways.

<i>Phase</i>	<i>Events</i>
Team Building (– Oct 08)	Collaboration meeting with schools and teachers Curriculum and Assessment planning Align with the curriculum and assessment framework Plan and allocate the project work Plan and formulate the collaboration meeting schedule
Preparation (Oct 08)	CBLC training programme materials design and development Questionnaire Survey: Collect user feedbacks to understanding teachers' perceptions in blended learning, collaborative teaching and learning and diverse learning needs.
CBLC Programme (Phase I: Nov 08 – Jan 09) (Phase II: Feb 09 – Mar 09)	Conduct the CBLC training programme for teachers and teacher leaders After these workshops, teachers will be able to: - Try out and use different advanced educational tools to accomplish different learning objectives - Select and design relevant educational resources including digitalized resources and tools - Study and evaluate various blended learning curriculum and instructional designs - Design a blended learning modules - Implement and evaluate their own designs - Share their finding and give suggestions for future development ** As teachers are work in groups, one general curriculum and instructional design can generate different sets of results. Further analysis of teaching practices is required.

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<p>CBLC Programme for Teacher Leaders</p>	<p>Advance CBLC Training workshops for teacher leaders will also be conducted. After these workshops, teacher Leaders will be able to:</p> <ul style="list-style-type: none"> - Conduct school-based training workshops - Design, implement and evaluate school-based curricular - Provide encouraging feedbacks for teachers and parents to further disseminate the project goals
<p>Evaluation (Phase I in Feb 09 and Phase II in Aug 09)</p>	<p>Analyze the results/outcomes from the workshops and school visits Collect user feedbacks through focus group interviews and collaboration meetings Collect feedbacks and evaluate different educational performance</p>
<p>Deployment (Phase I: Feb 09 June 09) (Phase II: May 09 – Sept 09)</p>	<p>Launch the tailored blended learning curricular with appropriate pedagogical approaches with collaborating teachers Conduct school visits to observe different pedagogical uses in schools and Understand teachers' needs</p>
<p>Promotion and Experiences Sharing (Sharing I in March 09 and Sharing II in Sept 09)</p>	<p>Conduct seminars and workshops for schools, teachers and parents Organize experience sharing sessions for teachers to present and share their valuable experience Organize blended learning activities competition to promote effective blended learning designs</p>

This project provides the necessary conditions and practical advices on pedagogical uses of advanced educational tools to reduce the barriers in the integration of new media or IT in teaching and learning.

V. Deliverables and outcomes

It is expected that more teachers will benefit more students after the programme. The completion of this project will help producing 100 teacher leaders who will continue to expand the potential values of the blended learning curriculum and instruction plans produced in this project. At least, 160 qualified teachers from the 30 participating schools will design and develop their own school-based blended learning curriculum/instructional plans for different groups of students. The project team will organize:

(i) *Seminars and Workshops:*

- 30 seminars/workshops for the teacher leaders
- 24 seminars/workshops for in-service teachers who are interested in the integration of new media and advanced educational tools in teaching and learning.
- 2 seminars for parents to promote collaboration between schools, teachers and parents.

(ii) *Curriculum and Instructional Design Set:* A collection of teachers' work in the CBLC programme will be gathered and published as an *Experience Sharing Suite* for English Language Education. It can be disseminated and reused by other schools and teachers as teaching and learning resources

(iii) *Good Practices Presentations and Competition:* Teachers will have the opportunities to formally present their curriculum and instructional designs as good practices and to compete for the Best Blended Learning Curriculum Award. The project team will design the poster that states the goals, requirements and arrangement of the competition, organize the presentation sessions for the teachers to present their successful design and implementation of their curriculum plans, and an

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award ceremony will also be organized to acknowledge teachers' efforts and contributions. It can also draw media attention.

- (iv) An *Evaluation and Experience Sharing Report* to disseminate our findings and experience of blended learning curriculum design and implementation.

VI. Budget with detailed breakdown

The total budget required for this project is HK\$3,267,715. Please refer to Appendix 2 for quotations of hardware and software equipment.

Staffing				
Post	Salary (rate) (a)	Qty	MPF (b)	Year 1 Total (a+b)
Project Manager	35,000-	1/12	12000-	432000
Instructors	28,000-	2/12	24000-	696000
Research Assistants	13,000-	2/12	7800-	327600
Graphic Designers	12,000-	1/12	7200	151,200-
Student Helpers	50/hour	2500(hrs)		125,000-
			<i>Sub-total:</i>	<i>1,731,800</i>
Hardware and Software				
Item Description				Year 1
DELL OptiPlex 755 Desktop with LCD (x5)				44,000
DELL XPS M1330 (x2)				31,414
Sony HD Handycam HDR-SR10				7,980
Canon PowerShot G9 Digital Camera				3,683
Visual Studio Pro 2008 Sngl OLP NL AE				667
Office Professional Plus 2007 Sngl OLP NL AE (x5)				3,050
Visio Pro 2007 Sngl OLP NL AE				575
Project 2007 Sngl OLP NL AE				597
CS 3 WEB PREMIUM Eng Win New License				2,169
Adobe Premiere Pro CS3 3.0 Eng Win New License				1,528
			<i>Sub-total:</i>	<i>95,663-</i>
Services				
Item Description	Salary (a)	Qty	MPF (b)	Year 1 (a+b)
Supply Teachers for teacher leaders				712152-
Subject Consultancy (part-time)	200,000-	3		200,000-
			<i>Sub-total:</i>	<i>912,152-</i>
General Expenses				
Item Description				Year 1

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Printing, photocopying and mailing.		40,000-
Stationery, office equipment and accessories		20,000-
Traveling expenses		10,000-
Recording tapes such as DVD and VCD etc		10,000-
Reports, documentations and other Misc.		10,000-
Books and journals		10,000-
		<i>Sub-total</i>
		<i>100,000-</i>
Total Expenditure		
		Total:
		2,839,700-

Remarks: Personnel Requirements: To support the communication between 35 schools in a year, the design and production of a substantial amount of e-learning resources, the preparation and organization of xx seminars/workshops, and all the documentations of the project, the specific requirements of the project staff are listed as follows:

i) Justification of the Subject Consultant

This project requires a blended learning specialist who has strong education technology applications experiences, IT-rich curriculum and instructional designs, education research and project management skills. Because of the unique inter-disciplinary knowledge and skills required for this position, the qualification & experience is commensurate with that of the hourly rate of assistant professor or lecturer in the university (\$1,300-1,500-) As the English subject consultant, s/he should be PhD in English, Applied Linguistics/Linguistics/Literature or relevant disciplines. S/he should demonstrate a strong record of teaching, research and publication, teach and carry out research in one or more of the following areas: Applied Linguistics, Discourse Analysis, Professional Communication, English for Specific Purposes, Literary and Cultural Studies, and/or Creative Writing. As the IT consultant, s/he should be PhD in Computer Education/Information Technology/Computer Science or relevant disciplines. S/he should demonstrate a strong record of teaching, research and publication, teach and carry out research in one or more of the following areas: IT in Education, Curriculum Design, Learning Object Design, and/or Game Design.

ii) Justification of the Project Manager

The appointee is required to provide support to the Project Leader in: i) planning, monitoring and managing the project plans; ii) communicate with the project team and schools; iii) design and develop project materials as required; iv) analysis the collected research data and; v) writing reports.

iii) Justification of the Research Assistants

The appointee is required to provide support to the Project Leader in: i) conducting survey, collecting and inputting research data for further analyze; ii) compiling data analysis report iii) collecting and delivering project materials; iv) supporting learning platform deployment in schools v) daily maintenance of learning platform, , vi) providing technical supports to schools.

iv) Justification of the Graphic Designer:

The appointees are required to provide support to the Project Leader in: i) graphic design and multimedia contents including reading texts, tutorials, teaching and learning tasks and flash games production; ii) designing seminars and workshops materials; and iii) designing promotion and dissemination materials such as flyers and posters, vi) Project website design and maintenance.

v) Justification of the full time (CM) teachers

Four full time (CM) teachers will be employed to substitute for the partial secondment of school teachers to the team as teacher leaders. Teacher leaders from different schools will be seconded 2-3

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months for conducting teacher workshops, attending teacher leadership training workshops, lesson observations and organizing experience sharing sessions. The terms and conditions of secondment are based on the EDB.

vi) Justification of Supply teachers

According to the EDB regulation, supply teachers will be provided to support school teachers who will attend the 5-8 weeks CPD programme in order to release teachers' pressure and concentrate on their studies. As the CBLC programme is a progressive designed programme, supply teachers will be provided throughout the year in which teachers are required not only attend the workshops, but also work collaboratively with other teachers to accomplish various assigned course tasks. The terms and conditions of supply teachers are based on the EDB.

vii) Justification of Instructors

To conduct over 30 seminars and workshops, and school visits a year, 2 Instructors are required to support the Project Leader: i) prepare the seminars and workshops materials; ii) conduct seminars and workshops; iii) school visits; iv) conduct experimental studies; and v) writing reports;

Equipment Requirements: For the workshops and training materials development, a full set of multimedia design tools is required. For producing project documentation, reporting, analysis, and daily operation tasks, workstations and notebooks are also needed. For recording, presentation and analysis, different software tools are also required.

VII. Project Impact

(a) evaluation parameters and method

Quality assurance mechanism: In order to ensure the quality, we have to consider several perspectives such as accuracy, completeness and effectiveness. For quality assurance control, this course has been evaluated under a systematic mechanism in the past 3 years as it is a QEF funded project:

- *Steering Committee*

A steering committee which comprise of the project leader, principals of schools, the project consultant and frontline teachers has been formed to ensure the proposed programme is thoughtfully planned and delivered with the objectives and goals. Regular meetings will be held to discuss the strengths and weaknesses of the course. For the details of the members of the steering committee, please refer to Appendix 3

- *School Visits and Lesson Observations*

In order to understand teachers teaching needs and students learning needs and preferences of using new media and IT tools for in-class and out-of-class teaching and learning, school visits and lesson observations will also be conducted for each teacher at least twice. For teachers who are not able to demonstrate and elaborate various effective uses of the proposed E-pedagogical approaches an additional lesson observation will be arranged.

On the other hand, inter school visits will also be organized for teachers to explore and identify the essential elements in applying new pedagogical approaches in other schools. Teachers can visit other participating teachers' school to observe lessons and share experiences and ideas for implementation problems.

- *Questionnaire surveys*

In different training sessions, a self-evaluation questionnaire survey will be conducted to measure the teaching effectiveness and collect teachers' feedbacks for future improvement.

- *Focus group interviews/Consultation Meetings*

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There are several ways to evaluate the effectiveness of integration of IT in pedagogy approach and collaboration mode. Teachers' view with respect to IT tools provided, integration of pedagogical design and collaborative works etc will be collected through focus group interviews.

- *Professional sharing sessions*

To promote collaboration and sharing in education sectors, in the professional sharing sessions, schools and teachers have the opportunities to raise out questions, problems and concerns as discussions for further improvements. Two sharing sessions in a school year will be organized for all teachers. These sharing sessions will be aimed at addressing specific areas of concerns including curriculum planning in respect with IT, education resources selection, organization and evaluation, diverse teaching and learning needs, and assessment/evaluations on teaching and learning effectiveness. In different sharing sessions, teachers will i) demonstrate and share his/her teaching experiences in the design and development a blended learning curriculum; ii) introduce and demonstrate the instructional design and uses of interactive educational resources in relations to in-class and out-of-class teaching and learning; and iii) identify and explain the strengths and insufficiency of existing approaches. These sessions will be facilitated by experienced teachers (i.e. teacher leaders) with the project director at the advice and guidance of the consultant.

- *Progress Reports, Analysis Reports, and Experimental Reports*

To evaluate and show the effectiveness of this course, different types of studies and evaluation reports will be prepared on half-term basis and will be submitted them to the QEF Secretarial and Steering Committee for monitoring and discussion purposes. Teachers instructional designs and corresponding usage data will also be analyzed through the use of system collected data. The effects of teacher-driven learning will be further analyzed. With the discovered experiences and collected educational resources designs, in the above mentioned experiences sharing and collaboration sessions in design and evaluation of instructional resources, these invaluable examples can be used to reinforce/strengthen teachers' confidence in adopting new media into their future teaching. This critical reflection process also enables the project director to strive for continuous improvement.

VIII. How the project would benefit the education sector as a whole

The needs of understanding and identifying teachers' needs from both professional and personal perspectives for education reform development are well-recognized. In this project, we provide blended practical professional and academic education to teacher leaders and formal teachers through a consolidated blended learning curriculum design and learning activities that would help to support and offer ample learning opportunities to the students to acquire the language learning as well as generic learning skills needed throughout their lives. At the same time, we empower teachers with the ability to design and develop blended learning instructional plans and related teaching activities to cater individual differences. In addition, through working closely with frontline teachers, we can acquire teachers' feedbacks of the proposed approach and the associated IT tools support. We can also identify additional elements to fine tune the CBLC teacher continuous professional development program that may benefit ALL school teachers via experiences and learning resources sharing to enhance HK School Curriculum development.

HK schools will be stimulated and gain insights on ways of IT integration with our existing conventional education settings effectively and efficiently for blended learning. This project also helps to promote/encourage teachers to work collaboratively towards our education reform, to enrich and to provide additional resources to facilitate school-based curriculum design and development and to experience alternative ways of integrating new media and advanced educational tools in language teaching and learning. Through the CBLC CPD Programme, the participated teachers would have been

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trained as trainers and potential leaders and champions to support the dissemination of our outcomes and deliverables that benefit more teachers, students and parents. Collaboration and sharing sessions will not be only limited to schools levels. Teachers, parents and students can also engage, collaborate and share personal experiences through the virtual classroom easily.

IX. How the outcomes of the project can be sustained beyond the completion of the project

The development of Blended Learning curriculum and related pedagogical approach is just at the starting point in our education development. Both school heads and the government have foreseen the importance of IT-enhanced teaching and learning. It is crucial to identify the obstacles and understand teachers and students' needs and offer helps throughout the preparation, design and development, implementation and evaluation cycle of deep integration of IT into teaching and learning so that more schools, teachers and students would have a chance to explore and benefit from integration of new media into conventional classes for inquiry learning and related generic skills. The outcome of this work would be a number of collaborating teacher leaders who have been trained to promote and deliver Blended Learning curriculum design and related teaching and learning activities. These schools and teachers would be the leaders for an expanding capacity network when more schools would be recruited to establish a capacity network based on our developed capacity building scheme and collaboration model. More schools will be attracted/interested and joined in as our project members once our project schools team has shown the synergetic power of their collaborative works which not only lessens schools and teachers burden, but also benefits students' learning through different IT-mediated learning modules. And all these invaluable experiences and resources are readily available to ALL HK schools, not only primary schools, but also secondary schools. Publishers or any commercial organizations could also take part as working partners to further extend the reach of the network, enrich the volume of the contents, and/or deliver more supplementary educational services.

This project will last for 2 years. And the project outcomes can be shared and sustained through the Project Subscription: A potential sustainable approach will be to provide and demonstrate to schools on subscription bases at an estimated cost of HK\$10,000- each teacher per year that includes the CBLC CPD programmes, educational resources and the use of a web-based education platform.

X. Dissemination/publicity methods

To promote collaboration among schools and dissemination the project outcomes, dissemination seminars and workshops will be conducted to introduce and share i) the successful results and effectiveness of the Blended Learning Curriculum design and implementation; and ii) Good practices that demonstrate different E-pedagogical approaches for in-class, out-of-class and a virtual learning environment (VLE) for English language teaching and learning; Large scale seminars could also be held for schools, teachers, students and parents to get better understanding not only about this project, but more importantly, about our vision in education, what should be done and how it can be done. Leaflets on the project, project website and dissemination seminars all serve to give wide-spread publicity to the project and its deliverables.

Appendix 1: Information of Participating Schools

The following 20 schools have confirmed to participate in the project with signed confirmation by school principals. More schools will be recruited.

Schools	Name of Principals
Good Counsel Catholic Primary School	Ho Wing Chung
Kowloon Bay St John the Baptist Catholic Primary School	So Wan Hang
Shak Chung Shan Memorial Catholic Primary School	Ip Sing Piu
St Andrew's Catholic Primary School	Yip Kai Kwan
St Patrick Catholic Primary School, Po Kong Village Road	Liu Mo Yin
Tin Shui Wai Catholic Primary School	Ng Lai Yung
Tung Chung Catholic School	Wong Kwan Ying
Castle Peak Catholic Primary School (AM)	Chan Sau Yee
Lok Wah Catholic Primary School	Chu Lap Keung
St John the Baptist Catholic Primary School	Tam Yuk Hung
St Peter's Catholic Primary School	Alexander Li Wing Fai
Chai Wan Star of the Sea Catholic Primary School	Cheng Hung Yee
Catholic Mission School	Tang Lit Man
Ling To Catholic Primary School	Ho Kit Shan
St Joseph's Anglo Chinese Primary School	Lau Wai Ming
Cheung Chau Sacred Heart School	Fung Suk Kai
Shek Lei Catholic Primary School (PM)	Leung Yee Mei
Oblate Primary School	John B. Leung
Sai Kung Sung Tsun Catholic School (Primary School)	Ho Yee Ha
Meng Tak Catholic School	Ting Tak Ching

Appendix 2: Hardware and Software Quotations**Appendix 3: The Members of the Steering Committee**

The members of the steering committee:

- ✘ Prof Horace IP – AIMTech Center City University of Hong Kong
- ✘ Dr Apple Fok – AIMTech Center City University of Hong Kong
- ✘ Principal Ho Wing Chung – Good Counsel Catholic Primary School
- ✘ Principal So Wan Hang – Kowloon Bay St. John the Baptist Catholic Primary School
- ✘ Principal Ting Tak Ching – Meng Tak Catholic School – Chai Wan
- ✘ Principal Yip Kai Kwan – St. Andrew's Catholic Primary School
- ✘ Principal Ip Sing Piu – Shak Chung Shan Memorial Catholic Primary School
- ✘ Principal Liu Mo Yin – St. Patrick Catholic Primary School, Po Kong Village Road
- ✘ Principal Wong Kwan Ying – Tung Chung Catholic School
- ✘ Principal Ng Lai Yung – Tin Shui Wai Catholic Primary School
- ✘ Principal Ho Yee Ha – Sai Kung Sung Tsun Catholic School (Primary Section)

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