Part C   Project Details

| Project Title: iAssessment (移動學習評台)	Project No: 2009 / 0099 (Revised)

(1)   **Goals and Objectives**

Goals

1. *To improve student performance and teacher teaching in English and Liberal Studies through formative assessment*
   - There is much research evidence that shows formative assessment to be highly effective in raising the level of student attainment, increasing equity of student outcomes, and improving students' ability to learn. Formative assessment builds students' "learning to learn" skills by emphasising the process of teaching and learning, and involving students as partners in that process. It can also build students' skills at peer-assessment and self-assessment. Both teachers and students can benefit from such assessments. Students have better understanding of their own strengths and weaknesses and can plan a course of action to achieve learning objectives. Teachers can monitor and evaluate the effectiveness of their instruction and adjust their work based on solid student achievement data. We wish to kick off this project with the first batch of NSS students in S4 and in English and Liberal Studies because both subjects use English as a medium of instruction and are suitable for different methods of assessment although we will focus on formative assessment primarily. Furthermore, there will be much more diverse content in English to meet our aims and objectives.

2. *To apply formative assessment in other subjects including Chinese, Mathematics, Economics and Public Affairs after kicking off the project in English and Liberal Studies*
   - As the successful implementation of this project gains momentum, we shall apply this method of formative assessment to other classes and also to other subjects, including Chinese, Mathematics, Economics and Public Affairs.

Objectives

(a) *To develop effective school-based online assessment strategies to integrate into both inside and outside classroom learning and teaching;*
   - With the advent of the Internet, online teaching and learning has gained a tremendous amount of popularity. New teaching and learning tools are available to help teachers and students address new teaching and learning styles. We wish to utilise these new technologies, in particular through iPods, to develop effective school-based online assessment strategies to integrate into classroom learning and teaching. The system is to provide other viable and interesting ways of teaching and learning, especially through formative assessment.
   - A user administrative system will input user information. A content management system will input formative assessment questions into a database. This database will store the user information, the curriculum content, the user input (answers) and links. The formative assessments will be made accessible as modules via any internet connected device. The user input will be then analysed and the data generated into reports. Please refer to the following diagram.
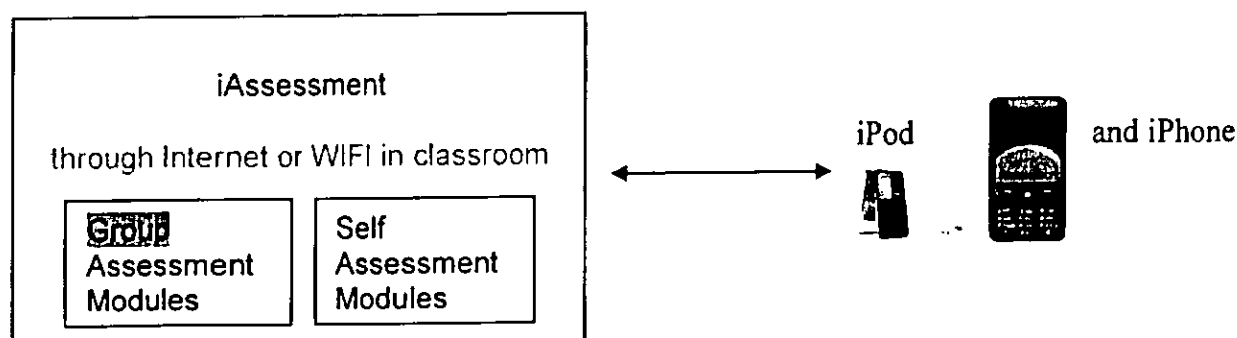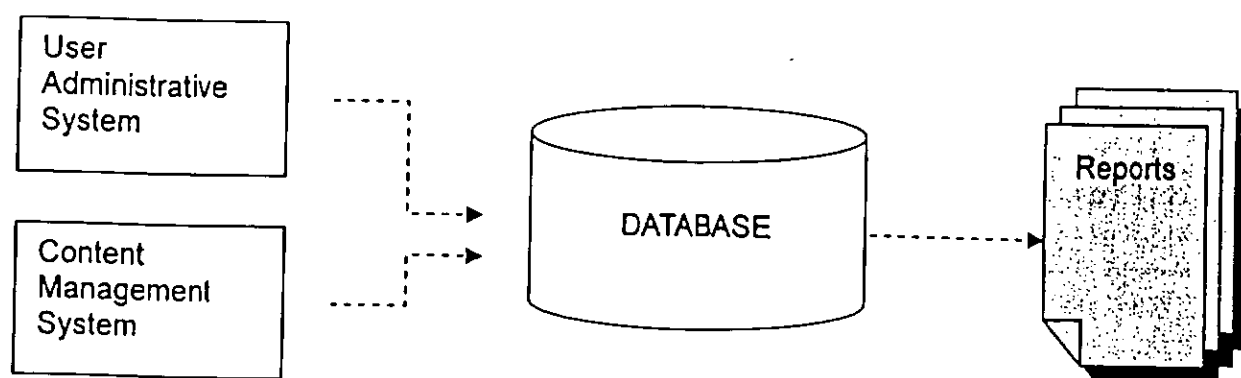
(b) *To promote students' learning through effective monitoring of their progress and the provision of feedback to them upon such monitoring;*

- As stated in the EDB's *English Language Curriculum and Assessment Guide (Secondary 4 - 6)*, the most important role of assessment is in promoting learning and monitoring students' progress. Detailed data generated from the reports of carefully designed assessment tasks is needed for teachers to refer to and base their teaching methods on. This will help make teachers more focussed and able in identifying students' strengths and weaknesses and more able to provide the correct feedback and guidance to students. In this project, students' progress will be monitored on an ongoing basis and detailed reports will be generated and made available to teachers for evaluation and to provide appropriate feedback based on these reports.

(c) *To increase students' motivation through the use of familiar technology and latest contents;*

- Many of our students already have mobile access, not just with iPod players, but also with iPhone devices and portable computers. Other significant reasons for the choice of i-Pods rather than Netbooks are cost effectiveness, convenience and control. For the functions needed in this project, an i-Pod will offer almost everything a Net book would (audio-visual recordings, email, content uploading etc.). It is cheaper. Its size will also make it easier to store, distribute and keep tabs on. Our initial target group will be S4 students (the first batch of NSS students) and they, like most teens of around that age group around developed nations, is technologically savvy and eager for the latest information or trends. Apart from tailor-made materials, additional resources including online YouTube or other copyrighted videos related to the English and LS curriculum will also be made available. Although most regular usage will be in the school's premises (MMLC or classroom, although we will eventually allow students who don't possess an i-pod to borrow one), if we are able to provide them with this familiar yet trendy technology and the latest contents, then any place is a place to learn as they will definitely be motivated. A further advantage is that, although the content will focus on Popular Culture (in which almost all secondary school students are particularly interested), it may also be connected to other EDB stated English electives such as Poems & Songs, Short Stories, and Social Issues; the latter being an essential part of Liberal Studies. We have chosen the following topics in Liberal Studies: Personal Development and Interpersonal Relationships; Hong Kong Today; Modern China; Globalization; Public Health; Energy Technology and the Environment. All of them are also related to Social Issues and the relevance of the content to multiple topics not only makes for a cohesive and interesting curriculum but is also cost effective as we will not need to develop separate content for the different topics. We will also inform parents about the educational benefits of the proper use of such technologies to gain their support which will further increase students' motivation as many will receive their parents' support and encouragement in this area upon which parents may have previously frowned.

(d) *To enhance teachers' professional development in the area of assessment and mobile learning;*

- The initial implementation of this learning project will be logistically challenging, requiring careful planning and commitment from all partners. However, upon its successful implementation, promising innovative practice will result. This integration in the area of assessment and mobile learning will diversify teaching, and also enhance technological literacy of teachers. Teachers will learn and make innovative and effective use of these mobile devices through training sessions provided by experts. These sessions will be recorded for the benefit of new teachers and can also be used for re-training purposes.

(2) Needs Assessment and Applicant's Capability

(a) <u>Background against which project is conceived & school's present situation and achievement against the project goals</u>

St. Paul's Secondary School was founded in 1960 and is a Catholic Grant-in-aid Anglo-Chinese Secondary Grammar School for girls. In keeping with the school's founding principle of meeting the changing needs of the times, we always endeavour to take on a leadership role in curriculum renewal. We have been the fore-runner of science education for girls in Hong Kong, and one of the first girls' schools in Hong Kong to offer science subjects and Computer Studies in the upper forms and Computer Literacy in the lower forms.

We introduced Integrated Science in the late 60s, Computer Studies in the late 70s, Computer Literacy and Family Life Education in the early 80s and implemented IT in Education in the 90s. We were selected as one of the 10 pilot secondary schools in the IT in Education Pilot Scheme in 1998.

To date, we have widened our curriculum and developed into a fully integrated educational institute with Arts, Sciences, Commercial and Social Sciences at all levels.

<u>Our Mission</u>:
We are committed to providing
- an all-round education based on Christian values that enhance the quality of life both spiritually and materially for our Paulinians so that they can contribute positively to their home, profession and society with charity, confidence, conscience, courage, creativity, competence and commitment;
- a positive learning environment that enhances each student's opportunity to develop through a balanced educational program which recognizes the needs for growth in 7 areas of knowledge, skills and attitudes, namely: the moral, intellectual, physical, social, aesthetic, emotional and spiritual areas known as the "Paulinian Spectrum".

<u>Our Vision</u>:
"That with a dynamic thinking culture, SPSS may become an excellent learning and caring community."

<u>Our Current Situation, Needs and Concerns</u>:
This is the first year for the implementation of NSS. To meet this challenge, we need to devise a school-based curriculum according to students' needs and interest, manpower of the school and educational goals. We are proposing a new curriculum framework for the senior forms and devising a school-based English curriculum that focuses on Language Arts which includes our chosen electives of Popular Culture and Poems and Songs, and a school-based Liberal Studies (LS) curriculum in all forms. We also need to develop a system and culture of 'assessment for learning' (or formative assessment), an assessment system that is modelled on the NSS curriculum. Furthermore, the professional development of our teachers must also be enhanced by providing them with the best resources and training that we can to help them to meet this challenge. Finally, we must sustain School Self-Evaluation (SSE) for school development and improvement by building up a culture of evaluation and planning based on evidence and data. We are preparing our students to become competent, self-directed and life-long learners and our teachers to be effective in new and challenging teaching methods and we will need to tap external resources and establish partnerships with external institutes that can work with us in achieving this as we will need their expertise in new technologies and methodologies.

A further breakdown on specific areas is as follows:
Cause: Curriculum reform - LS, NSS Electives & School-based Assessment (SBA)
The introduction of NSS electives and school-based assessment (SBA) component into the New Senior Secondary school curriculum to align assessment more closely with the current English Language teaching syllabus. Since SBA is not a separate one-off activity, but is a part of the normal teaching programme; collaborative teaching, learning and assessment should be complementary parts of the whole educational experience.

Effect: Introduction of assessment for learning (formative assessment)
The introduction of the new curriculum would thus propose new assessment tasks and criteria. The new assessment process requires a deeper reach of what students can do with critical thinking and oral language through presentation and group discussion, including their ability to convey their ideas and discuss issues in depth. Liberal Studies *is* learning for understanding and learning through multiple perspectives therefore Assessment for Learning (or Formative Assessment) is an integral part of learning and also teaching for teachers need to know how much students understand.

Challenge: From formative assessment to classroom instruction

However, almost all students, without proper training often suggest or form a perception on impressionistic marking in critical thinking and oral language assessment. Students need to be taught the marking standards and criteria in order to perform accordingly.

<u>Our Desired Situation, Strategies and Outcomes:</u>

With its rapid advancement in all areas of everyday life, technology shapes the way young people interact with the world. They are familiar and comfortable with technology. Most importantly, they are interested in what technology does and can do. So it only makes sense to teach them with the tools and media they are already using. And the most popular and suitable of these devices is the iPod. We want to use a device that is not only functionally versatile in that it can access the web, send and receive emails, upload videos and audio recordings but also logistically convenient enough for storage, keeping inventory and distribution and also cost effective in price and maintenance. With the iPod, we can create digital content, send it to students, allow students to play it back anytime and anywhere although in the initial stages of our project, we will proceed in a controlled environment within the school. We will enhance our learning and teaching skills with on-line formative assessment tasks for one of the benefits of the on-line formative assessment process is that the medium allows for revisiting, reworking, and reflection compared with the flow of traditional learning when students meet only for class lectures but do not engage in collaborative thinking elsewhere. Formative assessment tasks will be shorter in length than actual school lessons, allowing for shorter and more interesting content, thus making it less "work" and more "fun" which will stimulate the students' learning interest and motivation. Electronic technology has an important role to play in assessment as it can be used to assist with grading and record keeping, tasks and self evaluations. All assessment tasks will be recorded in detail so that appropriate feedback can be given to the student upon careful analyses of the data from the reports.

In summation, this project proposes <u>four</u> integrated solutions that address the needs of the curriculum reform and align them with our school theme:
- Develop critical thinking and communication through structured critique of SBA text.
- Promote collaborative learning and teaching through resource and knowledge platform.
- Encourage self management and global concern through cross-cultural exchange forum.

Solution 1: iAssessment platform with multi-media library content
Our proposed project provides a structured framework with <u>guiding questions,</u> and <u>assessment tasks</u> to help students to understand and learn. Structured and fair assessment criteria would be demonstrated and used for the new language assessment rather than relied on implicit judgments.

Solution 2: Knowing the criteria
The proposed framework of the iAssessment platform allows students to:
   a. learn assessment criteria with guiding questions,
   b. participate in reading and analytical thinking through assessment tasks,
   c. get multiple perspectives and feedback, and
   d. know their strengths and areas for improvement through formative assessment

The structural pedagogy has two folds.
   1. It teaches students what are expected from them.
   2. It also ensures that students have the opportunity to show the full range of their responses, achieving the most valid "true" judgment of students' ability from their participation, especially since the SBA component is not designed around a set of standardised questions.

Solution 3: From assessment to learning
Finding the learning gap:
Formative assessment allows our teachers to know what students know and don't know. Through formative assessment, we can identify learning gaps and address learning diversity based on different needs. The questions in the assessment tasks will be designed to identify these learning gaps and the detailed reports generated from the close and effective monitoring of the students answers to these assessment tasks will highlight such gaps quickly and clearly.

Understanding the assessment criteria:
Presently, students receive teachers' comments but they cannot review their own performance against the comments or observe the progress made throughout the year. In iAssessment, students will be able to review and compare their performance against the feedback and truly understand and learn.

Positive Learning Atmosphere:
iAssessment allows students to see others' responses. This motivates students to participate in the learning process, and provides opportunities for them to discuss and ask questions.

Solution 4: Better classroom instruction
Formative Assessment gives students and teachers feedback on student ability levels and performance prior to and during instruction. Through formative assessment, teachers know their students' strengths and areas for improvement, and thus can formulate and employ specific teaching strategies to help students understand and determine the way forward.

(b) Our capability in undertaking the project

Before we engage the proposed project, the project team has reviewed our school's hardware, software and human resource to implement the set objectives.

Hardware readiness

1.   iPod
The school will purchase 45 iPods for the project. The project will kickoff initially with our S4 students. These iPods will be distributed and scheduled for use among all S4 classes. This practice will eventually extend to all other forms and all classes will participate in this project with the iPods made available to the scheduled class. We also estimate that around 50 to 75 of our students will own or have access to an iPod by the time the project begins as we anticipate many parents will be supportive of this project and provide their child with an iPod. These students who have access to their own iPods will have the further option of participating away from the classroom.

2.   Multimedia PCs
The school has 141 Core2Duo computers available for students. They can be arranged for students' access during lunch time and after school for this project.

3.   WiFi and Internet Access (school and home)
The school is connected through WiFi. Students can access iAssessment through the iPod, PCs, notebooks or other WiFi compatible devices.
98% of our participated students have computer and Internet access at home. They already use an online interactive learning programme at home with very high participation rate. In addition, the school MMLC is available during lunch time and after school.

4.   Network equipment
The school has replaced all the existing switches with new fast switches. It is also equipped with 100M fast ethernet network which can support standard and high resolution multimedia files transfer for the project.

Software readiness
Students can access iAssessment through a common browser, e.g. Internet Explorer or Safari.
All our PCs have Internet Explorer, and iPod comes with Safari which is the only required software.

Human resource readiness

1.   S1 – S7 Students readiness
All our students are Internet savvy.

2.   Teachers readiness
Our Project Team – Our Principal; English Panel Head; Liberal Studies Panel Head; IT Team Head – have experience in successfully running other QEF projects and internal programmes.

3.   Information technology and project implementation savvy
In addition to successful implementation experience with projects, our IT Team Head, a graduate in the MEd (specialist in IT) programme at HKU, is also a committee member at the Association of IT Leaders in Education (AITLE) www.aitle.org.hk whose objectives are to advance: -

- sharing of the experience and resources in education and to support studies and development programs for the improvement of the quality of education,
- research and consultancy services to further the professionalism of the teacher leaders, in particular related to IT and Communication, and
- the use of all latest IT to improve the effectiveness of learning and teaching.

School Culture

At St. Paul's, we promote a positive learning environment that enhances each student's opportunity to learn and develop through a balanced education programme which recognizes the needs for growth in skills, knowledge and attitudes in academic, spiritual, physical, aesthetic and emotional aspects.

Our motto is *"Omnibus Omnia - All Things to All Men"* showing our emphasis of all rounded-education and commitment to learning and caring where teachers and students are linked by the ties of respect, harmony and commitment in their pursuit for excellence, sharing and love.

(c) Applicant's organization's other favourable factors / facilities for implementation of the project e.g. experience in implementing QEF projects

Although we had seven successful QEF projects in the past, we have not participated in any new project in the last four years because we wanted to utilize all the resources and focus on the existing curriculum. Our school is both resource and capability eager to participate and contribute to meet with the recent reform of curriculum.
We have received full support from St. Paul's overseas affiliates to participate in this project. We hope that this project, resource and knowledge platform will serve a reference model to extend collaborative learning beyond the walls of our school and our city.

Previous QEF Projects by St. Paul's Secondary School

Project Number	QEF Project Name
2005/0525	St. Paul's Advanced Resource Knowledge (SPARK) Platform (outstanding project awards)
2004/6103	Enhancement of IT Infrastructure
2000/2885	Millennium Multi-media Classrooms
2000/2860	Dancing into the New Millennium
1999/0726	Computer-assisted Learning Laboratory
1999/0716	Digital Laboratory
1999/0715	School Orchestra
1998/4449	IT in Art & Design

(3) **Targets and expected number of beneficiaries**

Beneficiaries		
Form	Students	Teachers
1	185	15 English Teachers
2	199	+
3	181	9 Liberal Studies Teachers
4	183	+
5	169	2 IT Teachers & 2 Administrators
6	90	Parents
7	85	
Total	1092	1092
Total Beneficiaries		2,184

(4) **Conceptual Framework**

Firm evidence shows that formative assessment is an essential component of learning and that its development can raise standards of achievement. Indeed, we know of no other way of raising standards for which such a strong prima facie case can be made.
Inside the Black Box: Raising Standards Through Classroom Assessment
By Paul Black and Dylan Wiliam

> *Consistent with the primary and junior secondary English Language curricula, the senior secondary English Language curriculum recognises the importance of fostering greater connection between English Language and other subjects through cross-curricular collaboration. Such a vision is rooted in the belief that learners should explore knowledge and gain experience in a comprehensive and integrative manner. When they are able to make connections among ideas and concepts, their motivation will be raised and their learning strengthened.*
> **English Language Curriculum and Assessment Guide (Secondary 4 - 6)**
> 1.5 Cross-curricular Links

> *The overall aims of the English Language curriculum are to provide every learner of English 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*
> **English Language Curriculum and Assessment Guide (Secondary 4 - 6)**
> 1.3 Curriculum Aims

> *Assessment is an integral part of the learning and teaching process. It provides a further opportunity for learning in addition to measuring achievement. The tasks within Liberal Studies should include assessment of student learning and provision of feedback on how learning and teaching can be improved.*
> **Liberal Studies Curriculum and Assessment Guide (Secondary 4-6)**
> 6.1 Integrating Learning with Assessment

As teachers, we want to know how our students are performing academically. How can teachers meet this challenge, narrow or even close gaps between students of various learning diversity, and ensure all students succeed? An important tool is assessment. Educational assessment involves gathering and interpreting information about a student's performance to determine methods or strategies toward defined learning objectives or standards. Typically, results of tests, assignments, and other learning tasks provide the necessary performance data.

Assessment is not instruction, but it can influence learning and support achievement. It serves as a compass of sorts, allowing both teachers and students to navigate a path toward achievement. Effective assessment is an integrated component of any instructional programme. Most programmes are limited to summative assessment but formative assessment has a larger role in affecting student performance and learning. Educators can and should use a variety of strategies to collect performance data through different formative assessments.

Why do we want to use online formative assessment? We are seeking to diversify assessment tasks, broaden the range of skills assessed and provide students with more timely and informative feedback on their progress. Furthermore, it will also help ease teacher's workloads and redirect time saved on other teaching areas. Students must also learn new methods of studying and learning. In the process of formative assessment, students can revisit difficult points, receive feedback from peers and engage in reflective activities that will help them in summative assessments. This is a major benefit when compared with the flow of traditional learning when students meet only for classroom learning but do not engage in collaborative thinking elsewhere.

This project **extends** and **connects** learning outside of classroom. We will address different group activities for English and Liberal Studies classes in one or more of the following areas: **Content, Process or Product.** The following is an example of how such content can be used.
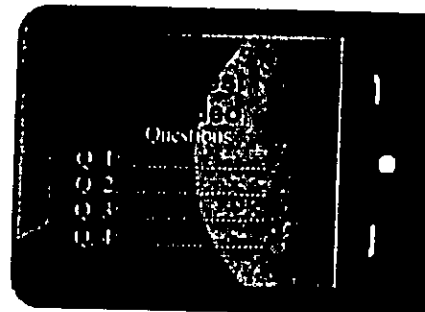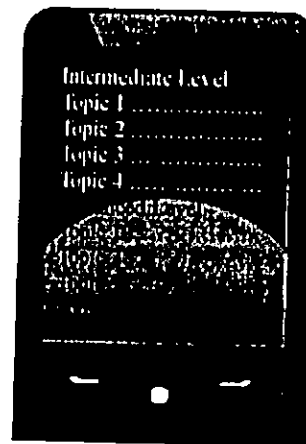
Student goes online
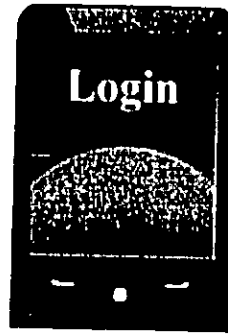
Student logs in to i-Assessment content

Different assessment levels are available to cater for learner diversity

Students answers pre-set questions, upload text and/or audio report for formative
Teachers can get immediate feedback
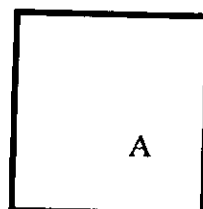* identifying students' strengths and weaknesses,
* knowing students' misunderstanding, and
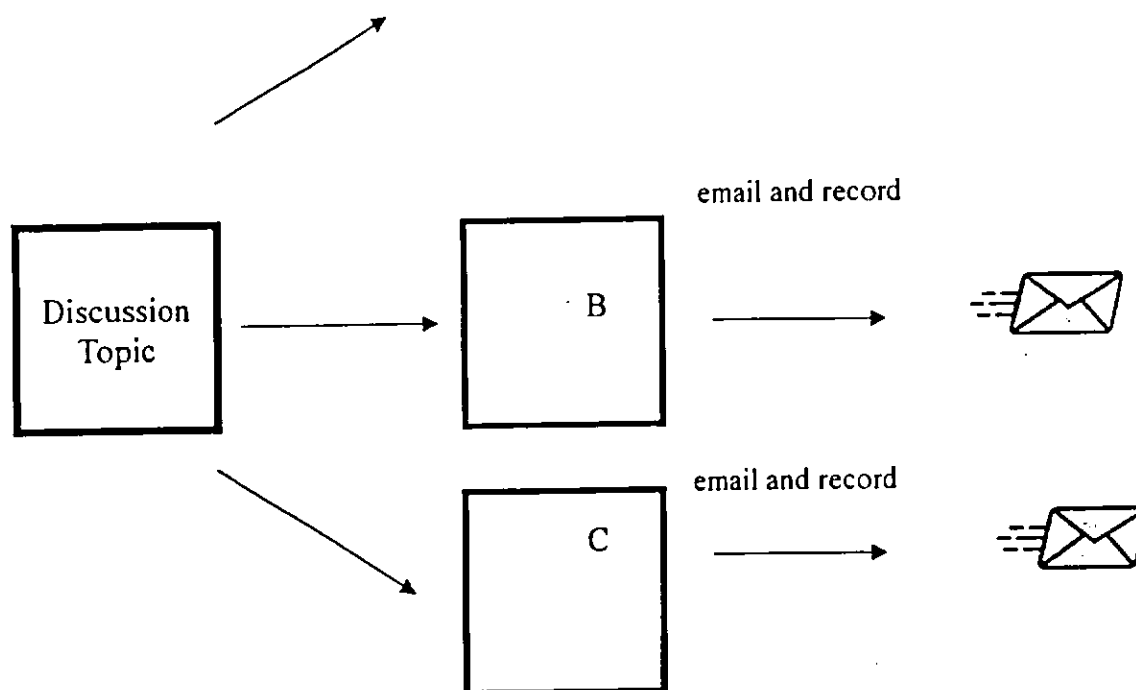* enhancing classroom instructions

assessment.

Reports are generated

It can also be used in group discussions for self and peer to peer assessment. Below is an example of how this may be done. Discussion can be collected either in text and/or audio format and emailed to specific accounts.

A

email and record

We will address different group activities for English and Liberal Studies classes in one or more of the following areas: **Content, Process** or **Product**:

Content
Content refers to the "input" of the unit: ideas, concepts, information and facts. It is what the student must know and understand as a result of the lesson. Content is differentiated by focusing on the unit's most relevant and essential components and varying them to meet students' needs by providing them choices. Hence, some questions will be pre set. For example, if some students need more time to grasp the essential skills needed for the unit, the teacher might provide them more direct instruction, more concrete examples and practice.

Process
Process refers to the ways students make their own sense of the content or input. To make group activities effective during group discussion, our teachers will apply a variety of flexible grouping strategies such as ability grouping, interest grouping, or grouping by learning profile. For example, in discussing *Anti Drugs* during a Liberal Studies class, the teacher can divide different groups to represent different views (eg individual, parents, school, society, police, lawyer, etc)

Product
A product is the output of the unit or the ways that students demonstrate or exhibit their understanding of the content. Teachers can assign different focus to help students better understand the topic. Teachers can assign multiple groups to discuss the movie "Lord of the Rings" and assess each group differently to cater for learner diversity

Catering for learning diversity – different learning tasks for different groups
• Song: Write a paragraph to describe how the music sets the mood of the story. Include your impressions of the music and your reactions to the music.
• Film (stronger group): Write a paragraph to explain how this film segment helps you better understand the story. Include your observation of how that segment does or does not reflect the section you have already read.
• History: Identify three special events that took place during this time period and tell how they might have impacted the author. You may include historical events such as discoveries, major events, famous people, scientific findings, etc. You may also identify other information you found on the Internet. Use a graphic organizer to represent your findings.
• Book (strong in literacy): Write a paragraph to explain how the chapter helps you understand the setting of the story. Include your observation of how that segment does or does not reflect the section you have already read.
• Biography Center: Select three events in the life of the author and imagine how they may have influenced this story.

All the students wanted to use the mobile devices more. They said they preferred to access the internet for information rather than to use a book, and they liked using the devices for planning, listening to music and taking pictures. They found the devices easy to use and not too small to read.
Angela McFarlane, Nel Roche, Pat Triggs – University of Bristol
Mobile learning Research findings
Report to Becta July 2007

This can be seen as a challenge to formal schooling, to the autonomy of the classroom and to the curriculum as the means to impart the knowledge and skills needed for adulthood. But it can also be an opportunity to bridge the gulf between formal and experiential learning, opening new possibilities for personal fulfillment and lifelong learning.
Mike Sharples, Giasemi Vavoula – University of Birmingham
Josie Taylor – The Open University, UK
Towards a Theory of Mobile Learning

The overall aims of the English Language curriculum are to enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology (IT)
English Language Curriculum and Assessment Guide (Secondary 4 - 6)
1.3 Curriculum Aims

Although online teaching and learning are quite established in most developed countries, mobile learning is a relatively new mode of learning. Much research and theories are still being conducted by education sectors in countries like USA, UK, Australia and even Japan. With the rapid advance in technology and the changes in lifestyle that it inevitably brings, it is only a question of how best to utilise such learning in education. As stated in the EDB's English Language Curriculum and Assessment Guide (Secondary 4 - 6), we must be prepared for such changes and challenges resulting from advances in IT. Teachers will also benefit in their professional development by further familiarising themselves with new teaching tools and expanding their portfolio of teaching tecniques.

(6)   Extent of Teachers' and Principal's Involvement in the Project

This project is fully supported by the Principal, English and Liberal Studies Panel Heads, teachers and IT Coordinator. The project team has perseverance, skills, and reputable track records in similar projects, including QEF projects mentioned in Part B. They had also been involved in *Knowledge Forum* project of the CITE of HKU which promoting higher-order thinking through knowledge building.
Our school has also incorporated Project-based Learning successfully into the curriculum since 2001.

- IT coordinator will coordinate the development of iAssessment development.
- English Panel Head manages students on training.
- Liberal Studies Panel Head promotes the usage in Liberal Studies.
- PTA teacher representative liaises with PTA.
- Computer Panel Head evaluates and records students' performance and progress.

Professional competence enhancement
We will have a total of twenty-six teachers and two subject assistants involved in this project to monitor, measure students' performance, implement new curriculum reform, organize evaluation and liaise with university's consultant. Principal will support, mobilize resources, give guidance and evaluate the project's progress and effectiveness. We believe these exercises will also enhance our teachers' professional competence.
University consultant

An outside consultant will be hired to provide the following areas of responsibility:
- Evaluate whether using mobile learning and teaching in HK secondary schools in general and the iAssessment programme in particular works
- Measure the effectiveness of the iAssessment programme
- Outline the benefits of the iAssessment programme
- Make recommendations on improvement during the project interim review in Feb 2011

(7)   Implementation Plan with Time-line
The programme will start from May 2010 to June 2011.

Implementation time-line

Time-line	Implementation Items	Project Leader
May 2010	Confirmation of programme and contents requirements Sourcing and confirming relevant contents	IT Coordinator
May 2010	Liaising with university consultant Confirmation of assessment tasks and criteria	IT Coordinator
May 2010 to June 2010	Liaising / sourcing platform developer / AITLE's recommendation iAssessment specification iAssessment system design iAssessment user-interface design iAssessment development Database schema development	IT Coordinator
June 2010	Delivery of draft assessment kit Delivery of platform prototype for comments	English / LS Panel Heads
Late June 2010	Confirmation of assessment kit Confirmation of platform revision, and enhancement	English / LS Panel Heads
July 2010	Delivery and installation of presentation set	IT Coordinator
July 2010	Contents and iAssessment integration Setting student / teacher (including St. Paul's affiliates) accounts iAssessment testing	IT Coordinator
July 2010	Rollout of iAssessment with contents Delivery of assessment kit	English / LS Panel Heads
July 2010- Aug 2010	Presentation set training to students and teachers iAssessment training to students and teachers Inform the parents about the project	English / LS Panel Heads / IT Coordinator
Sept 2010	Teaching of assessment tasks and criteria	English Dept.
Oct 2010	Enhancement of iAssessment	IT Coordinator
Sept 2010- Jan 2011	Continuous implementation of programme	English / LS Panel Heads
Feb 2011	Project interim review: • Teachers and students' (including St. Paul's affiliates) feedback • Students' performance and usage • Interim report	Principal Wu / English / LS Panel Heads
Mar 2011	Sharing session	English / LS Panel Heads
May 2011	Final project review: • Teachers and students' (including St. Paul's affiliates) surveys • Students' performance and usage reports • Comparison reports • Newsletter • Discussion with teachers for other subjects • Report to the Association of IT Leaders in Education (AITLE) to disseminate the project findings	Principal Wu / English / LS Panel Heads / IT Coordinator
June 2011	Newsletter on project results for PTA and fellow educators	English / LS Panel Heads

Contingency plan

The project team has reviewed the possible highest risk exposure of this project to be the development of the iAssessment, albeit our project in-charge in this area, IT coordinator has extensive experience in project management and platform development, with six successful QEF projects in the past. Our preventive controls to reduce the effects of possible disruptions of the project progress include:

- liaising the Association of IT Leaders in Education (AITLE) as a backup developer where IT coordinator is a committee member, and
- approaching the platform development with prototyping to ensure each milestone is met, delivered and maintainable.

Our principal and teachers are highly committed to delivering this project. For other contingencies, necessary resources can be arranged with our strong administration office headed by the Principal.
In addition, our school or PTA would consider support additional financial resource should, in any case, the project require additional funding for completion or enhancement to ensure our goal is ultimately met.

(8)   Expected Deliverables and Outcomes

Deliverables:

- iAssessment platform for formative assessment, data analysis and report generation
- Multimedia learning library (for iPod and other WiFi devices access)
- Assessment kits (formative assessment tools, peer assessment criteria, assessment of student thinking)
- Training manual for teachers and student user guide
- Teacher and student training sessions
- Newsletter and Project Report

Outcomes:

- Increase in students' learning interest, motivation and engagement
- Increase in students' learning skills in English and Liberal Studies upon feedback after assessments
- Students become more independent learners from motivation increase and learning improvement
- Teachers are more focused and knowledgeable in providing timely feedback to students

(9)   Budget (with detailed breakdown):

Staff

Description	Qty	Salary	Amount (HK$)
IT technician (short term 1½ month contract to input assessment questions: 3 levels x 200 questions)	1	N/A	$13,500
Sub-total			**$13,500**

Services (one-off development cost)

Description	Details	Amount (HK$)
iAssessment platform structural design		$30,000
iAssessment platform system and database design:		$40,800
iAssessment user interface and design for content input		$40,000
iAssessment detailed data and report engine: Detailed data will generate information and breakdown on usage including time, scores, ability levels, learning gaps on specific skills		$50,000
Multimedia learning library (for iPod and other WiFi devices access): • English Language & Non-Language Arts-based materials • Liberal Studies-based materials Tailor-made materials to cover 4 half hour lessons per week for 10 months and covers all copyright		$30,000
Assessment Modules: to base on content from materials above Formative assessment tools;		$50,000

Peer assessment criteria; Assessment of student thinking;		
Content management		$30,000
Account and Access Control		$8,000
Content and Research Developer (to find relevant online materials, references, links and multimedia content for student access: 3 months)		$48,300
University Consultant (one-off project basis – whole year)		$50,000
Training manuals for teachers		$5,000
Students' user guides		$2,000
	Sub Total	<u>$384,100</u>

Works

Description	Details	Amount (HK$)
	Sub Total	/

General Expenses

Description	Details	Amount (HK$)
Newsletter (design & production) 1,200 copies @$20 per copy		$24,000
Hardware: iPods (contributed by the school)		*$90,000*
	Sub-total	<u>$24,000</u>

Total QEF grant sought **HK$421,600**

Asset Usage Plan
(Project No: 2009 / 0099)

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment *(Note)*
audio and video equipment				
book & VCD				
computer hardware				
computer software	iAssessment platform	1	$278800	To be used at school for the next three years by LS/Eng and other subject departments.
musical instrument				
office equipment				
office furniture				
sports equipment				
Others				

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

Report Submission Schedule
遞交報告時間表

I / My school / My organization commit(s) to submit proper reports in strict accordance with the following schedule :

本人/本校/本機構承諾準時按以下日期遞交合規格的報告：

Project Management 計劃管理		Financial Management 財政管理	
Type of Report and covering period 報告類別及涵蓋時間	Report due day 報告到期日	Type of Report and covering period 報告類別及涵蓋時間	Report due day 報告到期日
Progress Report 計劃進度報告 1/5/2010 - 31/10/2010	30/11/2010	Interim Financial Report 中期財政報告 1/5/2010 - 31/10/2010	30/11/2010
Progress Report 計劃進度報告 1/11/2010 - 30/4/2011	31/5/2011	Interim Financial Report 中期財政報告 1/11/2010 - 30/4/2011	31/5/2011
Final Report 計劃總結報告 1/5/2010 - 30/6/2011	30/9/2011	Final Financial Report 財政總結報告 1/5/2010 - 30/6/2011	30/9/2011

(10)   Evaluation Parameters and Method:

The success of this project will be evaluated by the following effectiveness and contributing factors:

- To teach and train students the required assessment tasks and criteria in presentation.
- To teach students advanced presentation skills with high quality samples and assessment tasks.
- To widen students' exposure and critical thinking with a cross-cultural knowledge community.
- To improve students' writing through knowledge forum.

a.   Evaluation Parameters

Our goal is to improve student performance and teacher teaching through formative assessment. Together with skill assessment, evaluation parameters will include the following: overall project management (review programme and resource); project design and implementation; outcomes and outputs; outcomes impact and effectiveness against the comparison reports and surveys; cost effectiveness against outcomes impact and effectiveness; project reports (Interim report, consultant report and final report)

b. Evaluation Method

Needs	Goal	Indicators	Measures	Data Source
There is a need to develop a system and culture of formative assessment so teachers can make adjustments to their instruction based on students' understanding	To improve student performance and teacher teaching through formative assessment in English and Liberal Studies	Higher test scores and formative assessment scores in English and Liberal Studies; Higher appraisals of teachers' teaching by Panel Heads, peers and students;	Test scores and formative assessment scores in English and Liberal Studies; Appraisals, surveys and observation by Panel Heads, peers and students	Records and data of test scores and formative assessment scores in English and Liberal Studies; Teacher performance appraisals and surveys by Panel Head, peers and students
Summative assessments do not give a clear indication of student understanding	To develop effective online assessment strategies to integrate into classroom learning and teaching	Higher test scores and formative assessment scores in English and Liberal Studies;	Test scores and formative assessment scores in English and Liberal Studies;	Records and data of test scores and formative assessment scores in English and Liberal Studies;
Not enough diverse formative assessments to provide accurate and detailed data for teachers to provide specific individual feedback	To monitor students' progress and providing individual feedback on how to improve their work	High participation rates (over 75%) and formative assessment scores in iAssessment More teachers' providing individual feedback from such data;	Participation rates and formative assessment scores in iAssessment and other formative assessments; Records of teachers' feedback from such data	Record and data from iAssessment programme ; Teachers' record on feedback
Students are not particularly stimulated with traditional learning modes and methods	To increase students' motivation through the use of familiar technology and latest contents	High participation rates (over 75%) and formative assessment scores in iAssessment	Participation rates and formative assessment scores in iAssessment	Record and data from iAssessment programme
Teachers are not updated on the latest developments in the areas of assessment and mobile learning	To enhance teachers' professional development in the areas of assessment and mobile learning	Increase in the number of teachers utilising assessment and mobile learning as part of their teaching method	Number of teachers utilising assessment and mobile learning as part of their teaching method	Record and data of teachers utilising assessment and mobile learning

(11) Sustainability of the Outcomes of the Project

The Education Sector in general

The project will help other schools to address the new curriculum. Our project result, success and failure factors to improve presentation and critical thinking skills through collaborative learning will benefit the education sector as a whole.

Whether students' participation in understanding of assessment tasks and criteria really makes expected impact or not can effectively help other schools in planning their curriculum.

Our students' direct feedback and survey on the key assessment factors in oral language assessment and reflected results will be disseminated together with our project result booklet.

The presentation samples and assessment tasks can be shared with other interested schools.

Our experience in running cross-cultural knowledge community can be extended beyond St. Paul's affiliates to the whole community.

The experience learned from this project regarding to the contributing factors to success will be shared among our fellow educators.

Sustainability after project completion

iAssessment development
Once the resource and knowledge programme is developed, it requires little development or maintenance except during the review period where it is covered in the first year implementation plan.

Technical maintenance
Our school has sufficient IT skills to maintain the iAssessment and the server.

Hardware
The new PCs, ipod and server are sufficient for operation for the next three years. Our school would also consider support upgrading the hardware when it is required after three years.

(12)   Dissemination / Promotion

- QEF dissemination forum and giving summary updates on our school's intranet and web page.
- Newsletter for Parent Teacher Association (PTA) and fellow educators
- Project reports to share results with fellow educators with other schools
- Orientation for teachers in other subjects
- Report to the Association of IT Leaders in Education (AiTLE) to disseminate the project findings
- Sharing with other St. Paul's affiliates
- Newsletters