

**Part C Project Details  
Goals and Objectives**

QEF Project Number: 2009/0432(Revised)

**Long-term Goals**

As continuous efforts to equip our students with the right tools, create an encouraging environment and help them build positive learning attitudes, the main goals of this project are to **equip our students with assessments as the learning tools that motivate their self-directed learning and develop their life-long learning ability.**

**Short-term Goals**

Our students are at the center stage of this project. Through this project, we aim to inform our students' learning, enhance their language proficiency and help them build a proactive learning habit by transforming our **assessment mechanism from teacher-feeding to self-directed** and **developing a learning culture from teacher-directed to self-initiated.**

To realize these ideas, we propose a school-based assessment centre, namely the **Measure and Match Learning and Assessment Centre (MMLAC)**, that can be used to **measure one's language proficiency in listening and engineer appropriate learning with materials that are tailored to the individual's ability.**

**Objectives**

We believe that an ownership of learning, self-awareness, vision of one's own potential and self ability to manipulate, direct and achieve are essential for learners to be motivated along one's learning progress. To transform this belief into the project development, we suggest the objectives and strategies below:

**1. To enhance students' language proficiency** by measuring their ability and matching them with suitable courseware (relevant listening learning lesson) through assessments

We propose a strategy with the use of technologies that can *measure our students' language literacy scientifically, inform our students and teachers timely, and match them with the appropriate range of learning materials promptly.*

We plan to develop

- i). a **School-based Measuring and Matching Learning and Assessment centre, namely MMLAC**, which is a system or platform that provides a reliable benchmark of students' language ability and matches the appropriate courseware for them and
- ii). **Learner-oriented courseware** supported by multimedia technology that focuses on developing students' listening skills as the prerequisite of English proficiency.

The MMLAC can help students review language ability, reinforce learning, and examine their understanding and suggest the next level suitable for them to progress. This could be built on an online platform to support:

- **Individualized access** to assessments and suitable courseware
- **Scientific measurement** of students' language proficiency in listening through the platform
- **Solid and reliable evidence** of individual performance and its trend
- Identification of **individual strengths and areas for improvement** through the timely assessment and matching of relevant learning levels

- **Efficient processing of massive data**

The Learner-oriented courseware will be developed and empowered by multimedia technologies that involve massive use of videos, audios and a wide range of learning tasks. It provides students with training to reinforce and enhance their language skills. In order to address learning diversity, the courseware should support:

- **Personalized progress**
- **Self-instructed learning**
- **Levels of challenge addressing the needs of students of different ability**
- **Development in language proficiency**

When students complete the learning tasks, they can examine their ability by doing the assessments. Each assessment provides questions that come in the form of multiple choice and cloze questions. The next level for them to progress is subject to the score they earn. Students can work and progress at a rate commensurate with their abilities.

**2. Develop a new assessment mechanism and setting a benchmark to facilitate learning goals setting for students and gather a momentum of proactive self-directed learning**

While assessments are widely used for measurements on students' ability, they are mostly used for measurements of what students learn traditionally. In contemporary ideology, however, *it is paramount that education fits the learning to the learners, assessment is now conducted "for learning" and even "as learning"* rather than learning for assessment.

In this project, we adopt the approach of assessment as learning, *using assessments to inform and support learning*, and plan to develop a new assessment mechanism and practice that helps our students use assessments as the tools that help our students achieve their learning goals. And it is **equally important that a benchmark is set and incorporated in this mechanism to provide a scientific and reliable reference of their learning.**

Unlike traditional assessments and learning which are usually perceived a top-down process, *this new assessment and learning process is "learner-centric"*.

By taking the assessments and **referring their scores to the benchmark**, students know not only an absolute number that describes the scores they earn but also the meaning represents, a score that genuinely reflects their competence level in listening, their strengths and areas of improvement and their positions among the benchmark derived from a large group of peers. Consequently, students are able to take control and responsibility to advance study towards realistic learning goals. Learners set and make their own choice of how far they want to go and progress along the courseware to achieve their own goals.

*This process of "learning – assessing – progressing" is totally manipulated by the students themselves. The decision on the pace is also their own.*

We believe *this ability to take the learning initiative and consolidate knowledge and skills to direct one towards their own goals is life-long and essential to strong foundations for further learning.*

### 3. Develop in students the “listening skill” for further learning of English

It is no doubt that an **English-rich environment is crucial** to students’ language development. However, there are many barriers that stand in the way; one example is the lack of an English environment at home or outside school. **Students rely heavily on the school and their own motivation in their exposure to English.**

One key measure in building this environment that we, as the school and teachers, could take is to provide ample opportunities for students to get familiar with English. **We feel it is important to optimize the opportunities for our students to listen to or be exposed to spoken English, preferably that of native speakers, in a systematic and repetitive manner** before they can master the other language skills, they can start by “listening” to English more in a school environment and as extended learning after or outside school.

Listening is a skill integral to overall communicative competence (Brown, 1994b, Savignon, 1991) and is now treated as a much more complex activity and one that is the cornerstone of language acquisition (Krashen, 1994).

**We believe that the mastery of listening skills will facilitate development of the other skills of language, successful interaction and communication eventually.**

As the stepping stone, in addition to providing students with the assessment tools, we also propose to develop a series of learning courseware with ample listening tasks and exercises accessible through an online platform and supportive to self-instructed learning that students can practice their listening skills anywhere, anytime and at a pace they can control to develop their proficiency in listening.

### 4. Replenish teachers with professional development in applying advanced educational tools and technologies of assessment to promote effectiveness in learning and teaching English

Teachers are at the front-line in knowledge and value transmission, and have a lasting impact in shaping our school culture. To ensure the success of the project, our teacher’s commitment and involvement in the implementation is crucial. Our teachers generally embrace new practices and strategies as long as they are for the benefits of our school and students. However, we also understand the need to undertake professional development in polishing and upgrading our skills to adapt to the new situations arising from these changes.

**For the best results, professional development should not only be conducted in the form of training workshops. Regular sharing sessions should also be held to promote good practices, evaluate effectiveness, and encourage discussion among teachers in co-planning strategies for implementing ( into existing curriculum and classes).**

### Needs Assessment and Applicant’s Capability

#### School Background

A main goal of the proposed project is to enhance English proficiency amongst our students, which is

part of the school's mission of "providing school-based curriculum to help our students to master English language proficiency". Equipping our students with a high level of English proficiency is vital to the fulfillment of the school's vision of "developing our students into pillars" who will be engaged in "serving the community" of Hong Kong, which is a well-established international metropolis, upholding English as one of its official languages in the community. The school already has a backdrop of experience and achievements in running and participating in language-based projects, including the English Enhancement Scheme (funded by the EDB), the HKU Project of "Promoting New Literacies in Hong Kong schools" (funded by QEF), and the HKOU study on introducing English MoI in CMI schools (EDB funded).

However, we are still far off the realization of our vision that many of our students could speak fluent English in "serving the community". We recognize that our vision can only be fulfilled if we can provide ample opportunities for students to hear and speak English, effectively simulating an English speaking environment on our school campus.

### **Evaluation of Present Situations and its Implication**

#### **1. Students' Needs**

In a typical CMI school, the majority of students are so weak in English that the 5 or 6 hours of English lessons a week are insufficient exposure for students to master the English language. With their grass-root socio-economic background, most of our students' parents have low abilities in English and parents usually have to go out for work, their. Our students generally have no one at home who could help them with their English after school; needless to dream of any English Environment at home for students to be exposed to English after school hours. We find that our students' listening comprehension is severely affected.

Until now, we have merely applied assessment to improve learning with a macroscopic view. For instance, students are streamed into classes from A to E, according to their performance in assessments. Consequently, 2A may have a NET as their English teacher; whilst the English teacher for 2E will need to speak slow English punctuated with hints in Chinese. Nevertheless, the textbooks, the scheme of work, the test and exam papers are the same for both 2A and 2E. The effect is polarization: 2A gets better and better in English and 2E gets worse and worse. Some students in 2E are quite often, frankly speaking, switched off in English lessons. The fact is that these students could hardly understand any five English words put together. They gradually become disinterested and dislike English. A few students might have sat in English lessons for years and have made little progress.

It is necessary to work out a solution that caters individual learning needs. To begin with, we aim to establish an assessment system and a benchmark that can systematically assess and build up students' English standard starting with listening, match them with learning materials suitable to each individual student and help them to progress to acceptable levels.

#### **2. Teachers' Needs**

The greatest challenge of English teachers is to find a way to bring the majority of students out of a threshold of dislike and disinterest in English. Again what is needed is an English environment. When the majority of students can be exposed to or immersed in English, in an understandable and repetitive manner, learners will be helped out of this threshold of disinterest, and begin to like

the English language.

Our school has been taking measures to construct an English learning environment. Even as English speaking and interaction in English lessons are encouraged, there is hardly any spare time in the lessons for teachers to speak to students individually (or even in small groups). Consequently, most students have little opportunity to interact in English with their teacher, perhaps except the very few talented ones who are quick enough to respond to the teachers' questions or promptings.

However, it is practically impossible for teachers to provide adequate listening materials for every individual student to develop their listening skills. Besides, the few pieces of listening material being used could still be too easy for the top students and too hard for students with lower abilities in the same class, at the same time.

Under the premises of addressing learning diversity and taking care of individual learning needs, handy tools and methods that can keep track of student's individual on-going learning performance and progress, will provide teachers good references to adjust teaching strategies according to individual needs, and consequently achieving teaching effectiveness.

### **3. School's Needs**

So far, a variety of activities have been implemented to boost students' interest and confidence in speaking English, and in establishing an English-rich environment within the school. It is time to consolidate our efforts in English enhancement, and to strive for measurable achievements in students' performance in English.

From the discussion above, there is an obvious need for a benchmark to measure students' abilities, so as to adopt the appropriate learning materials for individual students. The proposed project also helps to address a number of problems mentioned earlier:

- i. We could channel the limited resources of NETs in developing graded listening materials, to cover all the students in the school.
- ii. Students conduct individual self-accessed listening practices at the student's chosen time and place, reducing the pressure on precious English lesson time.
- iii. Students are given appropriate learning materials individually, according to their abilities against a benchmark, which would be more interesting and attractive, as the material would not be too hard or too easy.
- iv. Students will become more motivated as they begin to appreciate their own language skills and achievements, and see themselves moving up the range of achievement grade, as assessment is used to improve learning in the proposed project.

### **How the project will become part of the school's strategic development**

There is no better timing for proposing this project. It will become part of the school's strategic development and aligns well with what we need to achieve teaching and learning effectiveness.

Our school is planning to use English as the MoI in most of the subjects for the majority of students in S1 as from Sep 2010. This requires an English environment where teaching and learning will all be conducted in English; students' ability in the listening skills in English will be very important and directly affect their understanding in lessons to begin with, and their ability and confidence to participate in

lessons consequently.

A systematic and scientific way to assess their individual ability in listening and respond to them with suitable learning tasks in listening that can tie in with their individual learning needs on an on-going basis will help enhance our students' listening ability needed in an English environment.

This project is proposing the use of assessment in the learning process in order to provide "understandable repetitive listening". Students are assessed and given the learning materials that are understandable and best tailored to individual abilities and needs. The online and self-accessed nature of the system being proposed allows repetitive listening in the learners' own time and venue.

As the learning materials to be developed for this project will be school-based, we will be able to select and develop learning materials that can help students who are (for example) studying mathematics, as well as improving learners' general English skills.

## **Applicant's Capability and Condition**

### **1. School's Environment and Culture**

Setting in a pleasant and green environment, the school is founded in 1999 and well-equipped with the latest educational technologies and facilities which comprise a Multi-media production house, student activity centre, MMLC, Cyber Learning Zone, Language Centre, Library and Astronomy Centre. These infrastructure and equipment will help us implement the project with better efficiency.

We aim to make our students life-long learners. Therefore, it is essential to equip our students with excellent language skills; provide them with a learning environment where they can acquire advanced information technology and a broad perspective so that they can better serve our local community and be the pillars of the country in the future.

So far, a variety of activities: English speaking day, English week, English morning assembly, English funfair, English games, an English reading programme (code named "Readathon"), an English discussion forum [so called "FreeRum"], English TV News, English web reading, English passport, study tours, visits and exchanges with English speaking schools/students; have been implemented to boost students' interest and confidence in speaking English, and in establishing an English-rich environment within the school. It is time to consolidate our efforts in English enhancement, to strive for measurable achievements in students' performance in English.

### **2. Committed Principal and dedicated teachers**

Our Principal's visions are becoming a motivational drive for the school betterment. He strongly supports this project and will chair the team to direct us in engineering appropriate resources and manpower for the project development. He will also liaise to ensure that the team will continue to receive full support from our school management board.

We also have a team of well-experienced teachers with tremendous vitality and team spirit. We are prepared and keen to launch the project and endeavour to achieve the success of this project and bring the most benefits to our students learning.

In fact, we are firmly committed to this project and the school will contribute a server computer to support the running of the proposed system.

### **3. Parents' support and Students' readiness**

Various research and surveys have clearly indicated that the majority of parents support the use of substantial English as MoI in schools. Our school has a very effective PTA, and there is no doubt that parents would support this project as one of our key measures to promote English proficiency amongst students.

### **4. Extensive project experience**

Over the last few years, since the launch of the English Enhancement Scheme (EES) in our school, we have acquired extensive project experience. We are about halfway through our English Enhancement Scheme (EDB funded), which is really a project in its own right. Under the umbrella of the EES, we have participated in a number of projects, collaborating with a number of institutions, including the Hong Kong University (HKU), the Open University of Hong Kong (OUHK), the NET office (EDB), and the Hong Kong Baptist University (HKBU). The following provides more details on two of these projects:

#### **i. The HKOU - ELA project**

We have participated with the Hong Kong Open University in a collaboration project - Study on Extended Learning Activities (ELAs) conducted in Chinese-medium Schools in Hong Kong. This project aims to study the effects of introducing English ELAs in CMI schools. We are received help from professors and teaching consultants based at the Hong Kong Open University. We worked on enhancing the use of English in the teaching of non-language subjects (Liberal Studies, Mathematics and Science). A workshop was held here in our school introducing the use of English ELAs (Extended Learning Activities), for our non-language teachers, for example Maths and Liberal Studies teachers. With the help from HKOU teaching consultants, we have conducted English ELAs in some Liberal Studies lessons (on the topics of globalization, Project Based Learning, etc).

#### **ii. Collaboration in the HKU project: "Promoting 'New Literacies' in Hong Kong Schools"**

This is a professional development project, which incorporates a substantial collaborative research element, to build up English teachers' teaching confidence, skills and knowledge in the English language new literacies which involves working with multimodal and digital text forms in schools.

The project entails professional development workshops, and school-based action research (during teaching practices) for and by English teachers.

The project also included the research, development and dissemination a collection of high-quality new literacies English language education resources, including case studies, involving teachers and students in the development and deployment of new literacies skills. The project utilized popular cultural texts in the classroom and helped to develop critical reading practices in students"

Our teachers participated in this project implemented curriculum modules in photo-stories and

**iii. Other projects experience**

Our school has been paying continued effort in building a superb learning environment. The extensive experience planted great knowledge to our teachers in carrying out new projects.

This can be testified by the various projects funded by QEF over the years.

Year	Project Name
2007	Building up Distance Learning Collaborative Classroom
2005	Evaluation through Videocasting: Community Scale Assessment for Learning System
2003	'Broaden Cultural Vision, Innovate New Intellection' Creative Writing Project
2001	Curriculum Integration for Junior Secondary Chinese Language and Literature
1999	Multi-media Language Enrichment Environment

**Targets and Expected Number of Beneficiaries**

An estimation of over 2,260 persons will be directly benefited from this project. The breakdown of which is: Teachers: 60 persons, Students: 1,100 students, Parents: 1,100 persons

The students and teachers of the schools in the same district will be indirectly benefited when the project is successful deployed and experience sharing is made through school seminars and QEF seminars.

**Conceptual Framework of "MMLAC" Learning and Assessment Centre****Adopting the learner-centered approach**

Students' motivation plays a central role in learning. Given the same ability to learn a language and presented with the same resources and environment, students with stronger motivation are likely to learn more and better. (P.19, from SCOLAR (2003b), *Action Plan to Raise Language Standards in Hong Kong*. Hong Kong: The Printing Department, HKSAR). In the student survey by the SCOLAR (2003b) it also suggests that more learning activities and greater use of multimedia language learning software are preferred.

Motivation to learn is strongly dependent on the learner's confidence in his or her potential for learning. Learners should feel some degree of control over their learning and assessment. They should believe that their success is a direct result of the amount of effort they have put forth. These feelings of competence and belief in potential to solve new problems are derived from first-hand experience of mastery of problems and are much more powerful than any external acknowledgement. Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), *Instructional-design theories and models: An overview of their current status*. (p.383-434) Hillsdale, NJ: Lawrence Erlbaum Associates.

This project puts our students at the center by empowering them the ability to take charge of their own learning, be more aware of their ability and potential to go further. Technology, resources and components will be put into structure to provide an individualized options and path of learning. Students can progress through the materials at different speeds according to their learning needs.

Besides, challenges of different levels can be arranged on an individual basis. Students can progress their learning at a rate commensurate with their ability. Students are self-directed in their endeavours.



They are more able to manipulate, direct and achieve. These are essential for our students to be motivated along their learning progress.

### **Assessment activities to serve and advance learning**

There are multiple roles assessment has taken in support of learning. “Effective assessment empowers students to ask reflective questions and consider a range of strategies for learning and acting. Over time, students move forward in their learning when they can use personal knowledge to construct meaning, have skills of self-monitoring to realize they don’t understand something, and have ways of deciding what to do next ... Students, as active, engaged, and critical assessors, can make sense of information, relate it to prior knowledge, and master the skills involved ... Students are their own best assessors.” (Lorna Earl 2003, p. 25), Earl, L. M. (2003). *Assessment as learning: using classroom assessment to maximize student learning*. Thousand Oaks, Calif.: Corwin Press.

This project searches to build a web-based setting which supports the integration of technology and the cycle using assessment “of”, “for” and “as” learning by giving students and teachers timely and actionable feedback. Student learning data can be collected to reflect the gap against their learning goals and continually improve learning outcomes and productivity.

### **Listening as the cornerstone of language acquisition**

According to Kristin Dodds, Joe Weiss, & A.J. Hoge of LearnRealEnglish.com, the research is clear—“there is only ONE way to get fluency. You do not get fluency by studying grammar rules. Listening is the key to get English fluency; you must have a lot of understandable repetitive listening. That is the ONLY way. You learn English with your ears. In other words, you must listen. Your ears are the key to excellent speaking.”

It is well known that listening is the natural way for language acquisition. Research findings and personal experience tell us that young native speakers acquire or simply pick up their mother tongue by passive listening (as a baby) and active imitation (as a young child naturally copies, repeats or echoes the words the child has been spoken to, most likely imitating words or expression of one’s parents or elder siblings).

Undoubtedly, two NETs in our school is already a good number for a CMI school, yet far less than what is necessary to cater for the one thousand or so students in our school. Apparently, we could make use of Information Technology to multiply and channel our resources to provide all students with interactive English learning sessions online (spoken to, listen and interact).

### **Innovation**

#### **Technology empower greater effectiveness in teaching and learning**

Our students’ lives outside school are filled with technology that gives them real-time access to information and resources. The challenge for 21st century learning and teaching is much greater.

Our project proposes an increase application of technology to enhance our teaching and learning effectiveness. We expect that consistent quality and efficient processing of routines and repetitive works such as recording, playing, submitting, checking and reporting can be done more efficiently and cost-effectively. Teachers are better equipped with more tools and thus, can put more focus on interaction with students.

On the other hand, technology provides learning that is easily accessible and timely responsive to

students. The learning courseware provides an effective device that students can get access to understand and remember contents anytime, anywhere and at pace they decide.

The incorporate of multimedia is appealing to visual and auditory students and addresses a spectrum of learning styles. It also arouses learning interests and enhances their exposure beyond textbook and classroom.

### **Transformation of teaching and learning model**

Our project proposes to leverage technology to create practical, engaging and learner-centric experiences for our students that are relevant to their curriculum, assessments and everyday lives.

Technology devises our ultimate goal to transform the model of teaching and learning from teacher-directed to student-initiate. We expect that certain barriers need be overcome before the idea will be fully realized. We do believe that the students' abilities to acquire the initiative to learn and accomplish their goals are all for the life-long benefits of our students.

The project personalizes the process of learning by providing levels of difficulty of learning and assessments and appropriate challenges that commensurate with individual ability. While teachers are keys to the facilitation of the process, students take greater own responsibility in the cycle as well as the pace of learning – assessing – progressing.

### **First-of-its-kind web-based assessment-driven self-learning programme**

It is indisputable that assessments place an increasingly important role in the process of learning and that self-learning triggers greater learning motivation and provides opportunities for learning without boundary.

Given this fact, only self-learning programmes, mostly online, are now found available in the market, and none of them is incorporated with the concept and design to make use of assessments in driving self-learning.

If this project is approved, we look forward to a breakthrough in educational technology that brings in the advanced concept and technology that use assessments in driving self-learning.

### **Extent of Teachers' and Principals' Involvement in the Project**

#### **Principal**

Our Principal holds decades of experience in education and educational administration. He is well known for his systematic and transparent style of leadership, exemplified in his 20 years of service at the EDB. As the leader and chairperson of this project, he will offer immense foresight, support and encouragement, keeping us on track to project completion and without losing sight of the ultimate beneficiary – our beloved students.

#### **Vice Principal**

Our Vice Principal is an experienced language teacher. He is familiar with the problems our teachers and students have in their attempt to raise the standard of English in a CMI school. He is keen to see students' English proficiency be raised to the something comparable to the high standard of Chinese amongst students.

### English Enhancement Scheme, Chief coordinator

The coordinator of the English Enhancement Scheme received master and PhD degrees from British universities. He had the experience of teaching in universities in the UK, Beijing and Hong Kong. He taught in the prestigious "Beijing Foreign Studies University" and is experienced in TEFL (Teaching English as Foreign Language). He will liaise with developers to oversee the details of project development.

### English Teachers

Our English teachers are experienced. We are all qualified and fulfill the language requirement of EDB. Senses of responsibility are strong among colleagues. We are open-minded and hold positive attitude in adopting innovative strategies. We constantly update our skills and knowledge with new educational practices, enriching our practical experiences. We are also creative to make use of multimedia and advanced technologies that enhance learning and teaching effectiveness.

### Implementation Plan with Time-line

This project will be implemented in four stages from August 2010 to July 2011:

Project stage / Collaborating parties	Activities	Objectives Relevance & Outcomes
<b>Preparation Stage (Feb to Mar 2011)</b> / Project management committee, English panels and teachers, developers and content providers	<ul style="list-style-type: none"> <li>● Briefing to teachers on the project objectives</li> <li>● Team formation and leadership formulation</li> <li>● Setting of an action plan and a curriculum framework, courseware and system requirements</li> <li>● Contract on developers and content providers</li> </ul>	<ul style="list-style-type: none"> <li>● Gain stakeholders' support by involving teachers from the making of the school-based project</li> <li>● Plan and framework are set to ensure the resources and concepts align with the objectives of the project</li> </ul>
<b>Development Stage (Apr – May 2011)</b> / Project team leader, English panels and teachers, developers and content providers	<ul style="list-style-type: none"> <li>● Co-work with developers and providers to ensure the development complies with the school's requirements</li> <li>● Source appropriate materials mapping benchmark and learning</li> <li>● Trial run and user test to collect initial feedback</li> <li>● Fine-tune the platform and courseware to get ready for formal implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Development of MMLAC Platform and courseware</li> <li>● Development of benchmarking</li> <li>● Co-work with developers and providers is part of teachers' professional development to gain knowledge of the tools and technologies to be made ready for application in learning and teaching</li> </ul>
<b>Implementation stage (Jun – Nov 2011)</b> / Project team leader, English panels and teachers, developers	<ul style="list-style-type: none"> <li>● Official launch of MMLAC platform</li> <li>● Readiness of the reporting system</li> <li>● Setting target groups and their entry points</li> </ul>	<ul style="list-style-type: none"> <li>● Readiness of the learning and assessment centre (MMLAC)</li> <li>● Mechanism ready for self-assessment, self-directed learning and timely response</li> </ul>

and content providers	<ul style="list-style-type: none"> <li>● Conduct teacher workshop and student orientation to outline the expectations to them and how to use the MMLAC</li> <li>● Conduct of pre-assessments to collect baseline of students' language proficiency</li> <li>● Provide constructive feedback and questioning to students to facilitate their goals setting and share criteria of achieving goals</li> <li>● Implementation of assessments and courseware in progress</li> <li>● Ongoing review and project enhancement to ensure the motivation and sustainability of the assessment-learning-assessment cycle</li> </ul>	<p>to inform for improvement</p> <ul style="list-style-type: none"> <li>● Measure and record along students' individual path of learning to facilitate setting of their own learning goals</li> <li>● Enhance students language proficiency through listening</li> <li>● Gather a momentum of proactive and self-directed learning</li> <li>● Enhance teachers' ability to master the educational tools and technologies</li> <li>● Promote effectiveness of learning and teaching</li> </ul>
<p><b>Evaluation and dissemination stage (Dec 2011– Jan 2012)</b> / Project management committee, Project team leader, English panels and teachers</p>	<ul style="list-style-type: none"> <li>● Post assessments for students</li> <li>● Teacher and students survey</li> <li>● Final evaluation and analysis for reporting</li> <li>● Dissemination and promotion activities including parents and schools seminars, posting on website and distribution of newsletter</li> <li>● Feasibility study for extension in new school year</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate, disseminate and promote effective learning and teaching</li> </ul>

## Expected Deliverables and Outcomes

### 1. Tangible Deliverables

i. Establishment of MMLAC, a web-based platform for self-learning and assessments: Features include database and resources management, administration interface, security precaution for individualized access to assessments and learning courseware, automatic marking, benchmarking and reporting system, mapping literacy with learning courseware.

ii. Levels of assessments and learning course: Assessments will include carefully designed question banks to benchmark students' language literacy through listening. Learning courseware will incorporate multimedia to cater a spectrum of learning styles including visual

and auditory, the progress of assessments and learning will both commensurate with individual language proficiency through listening

iii. Individual learning profile: Generated electronically through the report system of the MMLAC, the learning profile is a short diagnostic learning overview for each student upon their completion of assessment each time which indicate their benchmarking to assist both teachers and students in their understanding of their strengths and weaknesses, and the recommended level of courseware for study so that they know how best they might achieve their potential. The intention is to underpin the goal of this project to facilitate self-directed learning.

iv. Professional development workshop: Two training sessions (2.5 hours / session) will be provided to teachers to enhance their IT literacy in applying educational technology and tools. One session will be on how to use the MMLAC and the other session will focus on the strategies in applying educational technology and practices to promote learning of English and motivate a culture of self-directed learning.

v. Orientation for students: Two briefing sessions will be provided to students of junior forms and senior forms each. The main purpose will be to familiarize students with the use of MMLAC for assessments and learning. One session will focus on the assessment and the other session will be on the learning courseware.

## 2. Intangible Outcomes

i. Addressing learning diversity more individually: The process of learning and assessments is responsive to individual needs in that the assessments can accurately measure individual performance and literacy, and place them with appropriate level of learning courseware. The learning will be more flexible to allow accessibility from individual learner at time, place and pace at their decision. Presentation of materials in multimedia accommodates diverse learning styles including visual and auditory. The use of technology also supports learning needs such as repetition functions including re-play, re-listen, etc.

ii. Self-directed learning is promoted and its culture is sustained: Self-directed learning involving a high extent of personal participation, acknowledgement of progress and strong sense of ownership is both a consequence as well as factor of students' motivation to learn. This project brings a favourable setting for the engine of such learning model to start. On-going feedback informing their levels and performance, with the persistent implementation of the practices, we believe a sustainable culture of self-directed learning can be formed.

iii. Students are enhanced in their understanding and proficiency of English: The platform and series of listening tasks provide students with an additional channel and a rich exposure to English. The use of multimedia contents not only engage our students with a broad experience of different voices with different speech styles but also help them visualize concepts and meanings behind words and phrases, making it much easier for them to understand the context behind. The provision of learning environment, the students increased motivation resulting from the ability to control and to own, and the learning skills they acquire will enable them to progress forward in their overall English.

iv. Teachers' professional knowledge and literacy in educational technology is enhanced: The professional development of teachers not only comes from the workshop which equips them with the basic skills and strategies in educational technology, even more important are their first hand experience and personal involvement in the whole project from the designing, development and implementation to ongoing review. Knowledge are shared and spread effectively in every stage. Practical experience and practices make perfect their literacy in educational technology.

### 3. Dissemination of deliverables/outcomes

Seminars, newsletters and video for sharing and dissemination: One seminar will be organized to introduce the MMLAC, project results and its implication. Parents, educators and schools within the community will be invited. 1000 newsletters will be distributed to parents, teachers and alliances. A videotape that filmed the teachers' and students' sharing of their experiences and feedbacks will be posted to the school's website for broadcast.

### 4. Commercialization potential of deliverables/outcomes: Nil

### Budget (Total: HK\$456,000, HK\$426,000 from QEF and HK\$30,000 from school)

Budget Items and description	Expenditure details	Amount (HK\$)
(a). Staff cost	TAs, teachers, web admin	Provided by school
(b). Equipment	Server, o/s	\$30,000 Provided by school
(c) Services		Subtotal: \$416,000
MMLAC platform (based on open-source, free database, preferable riding on popular SCORM-based LMS for future expansion)	Web-based platform Administration interface Access authorization and control Resources management centre	\$30,000 \$15,000 \$15,000 \$15,000
Benchmark	Consultation by university or educational organization Provision of benchmark determinants for 240 units of learning tasks and 240 units of assessments	\$30,000 \$20,000
Assessments	Development of assessment criteria (creating and text editing) <i>Question bank</i> (creating, editing, recording by NET and production of approx. 10-15 questions and answers for 240 listening exercise) Digitalizing (programming from text and audios to XML) Automatic marking operation and be able generated question in a random setting (programming)	\$10,000 \$60,000 \$20,000 \$20,000

Learning courseware	240 units of learning courseware (online listening learning lessons)	\$10,000
	Development of learning objectives for each learning lesson (creating and text editing)	\$8,000
	Curriculum mapping of each lesson to our school-based curriculum	\$50,000
	Contents development /copyright / tailoring (content selection, creating, editing, recording and production of listening content / storyline)	\$18,000
	Digitalizing (programming from text and audios to XML, editing)	\$7,000
	Automatic marking operation (programming)	
	Matching each learning listening content into the benchmark with the clear score (presenting the level of difficulties)	\$18,000
Individual learning profile	Database management system	\$25,000
	Score recording support (programming)	\$15,000
	Profile generation support (programming)	\$8,000
	Design of profile template	\$4,000
	Storing of on-going learning process and matching of the listening literacy.	\$2,000
3 x 2-hour co-working sessions		\$9,600
2 x 2-hour training workshop		\$6,400
<b>(e). General Expenses</b>	Newsletter: 500 copies of newsletter & mailing \$9,000	<b>Subtotal: \$10,000</b>
	Seminar and reception: miscellaneous items \$1,000	
<b>QEF grant sought</b>		<b>Total: \$426,000</b>

Category (in alphabetical order)	Item Description /	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
computer software	MMLAC platform		HK\$75,000	All software systems will be kept operational and properly maintained after project completion
	Benchmark		HK\$50,000	
	Assessments		HK\$110,000	
	Learning courseware		HK\$111,000	
	Individual learning profile		HK\$54,000	
			<b>Total:</b> HK\$400,000	

*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**

My school commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/2/2011 - 31/7/2011	31/8/2011	Interim Financial Report 1/2/2011 - 31/7/2011	31/8/2011
Final Report 1/2/2011 - 31/1/2012	30/4/2012	Final Financial Report 1/2/2011 - 31/1/2012	30/4/2012



**Evaluation Parameters and Method**

<b>Baseline</b>	<b>Expected Outcomes</b>	<b>Measures</b>
Students are weak in listening comprehension. Lack of suitable contents from a wide range of difficulty level and an immersing English environment that help students in developing their listening skills	Students can immerse in English through repetitive listening practices Students show improvement to comprehend most English through listening and their study progress positively to move up in their grades of exercises and assessments	Listening exercises which use multimedia are in place to facilitate repetitive practices Exercise results will show students achievements (Pre-, Post assessments can be used)
It would be practically impossible for teachers to provide learning contents and assessments for students on an one-to-one basis and in a timely manner	Teaching and learning effectiveness are improved with a well-structured platform in which students are more able to direct their learning and assessing, and further their studies with self-initiative	Establishment of the MMLAC are in place to support individualized learning process  70% of students get access to the platform for self-learning and assessments (measure by usage rate)
Current assessment applications do not accommodate the wide range of language ability among our students.	A benchmark is developed and against which assessments can be used to reflect and measure a wider range of learners' language ability	Availability of the benchmark. Integration of benchmark components in assessment contents (for example, understanding of a set of common words specially selected to relate to language literacy)
Learning materials in listening are not enough to cover the needs of students with big difference in their language ability	A wider range of levels of learning materials in listening are developed.	150 units of listening tasks are in place to cater individual learning needs
Learning materials are not matching individual language ability and result in students' low learning motives.	Students' learning is acquired according to their individual ability and their interest in English is motivated	Teacher survey shows that 70% of teachers observe that students learning interest in English is motivated
Teachers have no experience adapting and applying educational technology in promoting learning through assessments	Teachers' professional knowledge and literacy in educational technology to promote learning through assessments is enhanced	Teachers attendance in co-planning and co-working sessions Teacher Workshop Teacher survey

**Sustainability of the Outcomes of the Project**

The outcomes from this proposal can be sustained after project completion. Deliverables can be reused with no extra funding in the future. It will also add long lasting values to the stakeholders below:

**Sustainable IT setting and strategies for learning and assessing**

The MMLAC incorporating the platform, the levels of assessments and exercises developed in this project is expected to be used in future years. The same design concept based on the experience of this project could be applied to develop modules that focus on other language skills in addition to listening. The implementation strategies and professional techniques could also be reproduced to produce modules, say for reading.

**Sustainable professional development of teachers**

The nature of this project is school-based; we involve teachers heavily at every stage of the project to suit our specific objectives and needs. Teachers will gain first-hand knowledge on the concept and personal experience of the realization of it through the development, implementation to the evaluation. The design and implementation skills acquired during this project would be invaluable for future school-based projects.

**Sustainable cultural change on learning and teaching**

Integration of technology enables an individualized process of learning and assessing, it involves teachers as facilitators to bring to an effective implementation. Model of learning and teaching would change from teacher-directed to that initiated by students. Series of listening tasks will be assigned to students that match their level of ability. Students' learning needs are catered individually resulting in a sense of ownership and achievements, and increase in self-motivation in learning. A new culture of learning and teaching will emerge in which students and teachers are with new roles, they would experience the new-age form of learning and teaching upon successful implementation of this project. This project would also serve as a pioneer to promote an important learning and teaching cultural change in the education sector.

**Dissemination / Promotion****Seminars and sharing with schools in the district**

A sharing seminar will be organized to schools within the district. We can demonstrate the features of the platform and highlight the benefits that it brings to teaching and school administration. Besides, we can also share this innovative learning and teaching practice when we come across principals meetings and school visits.

**School's newsletter and website**

We will interview stakeholders to share their opinions on this programme and publish the report in our school newsletter and website. A total of 1,000 hard copies will be distributed internally to all parents, teachers and externally to our alliance schools.

**QEF Dissemination Seminar**

Being one of the whole within the education sector, we believe that we can reach out to schools and share with the many others who have been contributing relentlessly in education. Upon successful completion of the project and if our school case is worth sharing as evaluated by QEF, we welcome to share our project experience to the local schools in Hong Kong.