Integrating e-learning into English learning and teaching through strategic planning and progressive implementation

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Background information

- e-Learning is one of the major concerns in the current three-year school development plan to raise students' learning effectiveness.

- Most teachers had limited experience in implementing e-learning at the beginning of the project (September 2015).

- Some students are not very motivated to learn English.

Objectives

Students

- Enhance students' motivation to learn English
- Develop students' language skills
- Empower students' IT skills to facilitate the development of lifelong learning capabilities - collaboration skills, creativity and self-directed learning abilities

Teachers

- Enhance teachers' confidence and professional capacity in making effective use of e-resources and e-learning tools to facilitate learning, teaching and assessment

Strategy One

SETTING UP A CORE GROUP

Roles of the core teachers

The core teachers:
- ➢ acted as facilitators in the school-based workshop on e-learning
- ➢ acted as resourceful persons to share their experience in implementing e-learning
- ➢ developed learning and teaching plans and materials for different levels
- ➢ opened their lessons for sharing purposes
- ➢ joined other teachers' tryout lessons to facilitate peer learning

Strategy Two
ADOPTING A PROGRESSIVE APPROACH

SAMR model

Promote higher-order thinking skills

Creating

Evaluating

Analysing

Redefinition
Technology allows for the creation of new tasks which is previously inconceivable

Modification
Technology allows for significant project/task redesign

Augmentation
Technology acts as a direct tool substitute with functional improvement

Substitution
Technology acts as a direct tool substitute with no functional change

Transform learning

Enhance learning

SAMR model

SAMR levels	Definition	Examples (Original task: Writing a story)	Functions
Redefinition	Technology allows for the creation of new tasks which is previously inconceivable.	Transform the written stories into multimedia productions and share online.	Transforming learning
Modification	Technology allows for significant project or task redesign.	Use Google Docs to write a story collaboratively and share instant feedback with classmates.	
Augmentation	Technology acts as a direct tool substitute with functional improvement.	Use a spell check function and insert pictures for illustration.	Enhancing learning
Substitution	Technology acts as a direct tool substitute with no functional change.	Use a word processing program to type out a story.	

SAMR model

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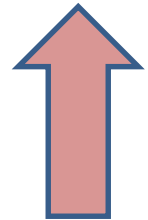
Augmentation
Technology acts as a direct tool substitute with functional improvement

Substitution
Technology acts as a direct tool substitute with no functional change

Stage Two
2016/17

Stage One
2015/16

Stage One

Integrating technology into classroom learning and teaching through substitution and augmentation

SAMR model

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S1 Time to Celebrate

Brief overview	
Reading	• Read a magazine article about light festivals • Read frequently asked questions (FAQ) about light festivals in Hong Kong
Vocabulary	• Use names of nationalities • Talk about festival activities
Grammar	• Make wh-questions
Writing	• Search for online information about a festival • Write frequently asked questions (FAQ) about the festival

S1 Time to Celebrate

Pre-reading activity:
Activate students' prior knowledge and vocabulary through e-quizzes instead of worksheets

- Arouse students' interest by using the colourful and exciting Kahoot! game and enable them to have more active participation in lessons
- Provide instant feedback to class

S1 Time to Celebrate

Pre-writing activity: Students read information about festivals online instead of a hardcopy

✔ Provide students with choices of festivals to cater for their interests and abilities in a more convenient and timely manner

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S4 Themes of Films

Brief overview	
Video watching	• Identify different themes of films
Writing	• Choose two to three themes and write a story outline based on the chosen themes in groups • Share the outline with the other groups

S4 Themes of Films

Students watched trailers instead of reading synopsis

✔
Enhance students' motivation to learn through the use of multimedia resources

S4 Themes of films

Students answered questions online to replace handwritten work

- Include questions, quizzes and polls in a presentation and provide timely feedback to students
- Monitor students' learning for continuous assessment with the e-reports

S5 Expressing purposes

Brief overview	
Grammar	• Identify ways to express the aims or purposes of an action
Writing	• "Employers and workers have benefited from or been affected by the minimum wage law in Hong Kong." Write an article to present the stance that various stakeholders hold and give reasons or rationales behind their claims.

F5 Expressing purposes

Students practised the grammar items

Matching

Combining two sentences

Writing sentences

✓
- Allow students to do matching, combining and writing sentences and share their answers
- Provide timely feedback to students
- Monitor students' learning for continuous assessment with the e-reports

Catering for learner diversity

e.g. provided graded materials and choices of materials, allowed students to learn at their own pace

Allowing flexibility to learn inside/outside the classroom

e.g. conducted reading and viewing activities inside/ outside the classroom

Engaging learners in participating in interactive &

Enhance learning
- ✓ Efficiency
- ✓ Confidence
- ✓ Motivation

Advantages of e-Learning

skills for presentation, information evaluation…

Allowing flexible use of e-resources , IT tools & mobile devices

e.g. used resources in a more convenient and timely manner

Engaging learners in understanding their own learning progress

e.g. shared students' answers or work and identified strengths and weaknesses immediately

Stage Two

Integrating technology into classroom learning and teaching through modification and redefinition

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S2 Dog parks

Brief overview	
Reading	• Read reference materials about dog parks
Vocabulary	• Talk about facilities available in dog parks
Writing	• Write and share opinions and reasons • Learn how to write arguments with topic sentences, examples, reasons and evidence • Write an argumentative essay on "Should dogs be banned from public parks?"

S2 Dog parks

Teacher introduced vocabulary about dog parks through online quizzes

Students read online reference materials, e.g. articles, discussion forums

Students wrote and shared whether they would agree that dogs should be banned in public parks in Hong Kong and suggested reasons using Nearpod

Students also learned how to write an argumentative essay

S2 Dog parks

- Arouse students' interest by using slideshows, quizzes, open questions and colouring/drawing activities in a presentation
- Allow students to share their opinions simultaneously for discussion and feedback

Develop students' communication and critical thinking skills

S5 Obesity

Brief overview	
Reading	• Read reference materials about obesity and share comments
Speaking	• Present one of the adverse effects of obesity in groups
Writing	• Write an essay on the effects of obesity

S5 Obesity

Students studied and shared multimedia materials online, e.g. articles, data, fact sheets, and shared real-time comments

Students did an oral presentation in groups

- Allow students to study and share multimedia materials online
- Enable students to make good use of the online materials for presentation in groups
- Allow students to give real-time comments

Develop students' collaboration and communication skills

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S3 The Best jobs in the world

Brief overview	
Reading	• Find information about dream jobs
Speaking and writing	• Produce a video introducing the jobs they like • Share the videos through an online platform

S3 The best jobs in the world

Students did information search online

Students produced a video introducing a job they liked and shared it on an e-platform

- Allow students to present their ideas in a more motivating way by using photos and music effects
- Integrate writing and speaking in a task
- Share work with schoolmates online to promote peer learning

Develop students' IT skills and creativity to process and present information

e.g. shared multimedia materials and ideas simultaneously in groups

Catering for learner diversity

Engaging learners in participating in interactive & collaborative work

Allowing flexibility to

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Transform learning
✓ Creation
✓ Collaboration
✓ Critical thinking
✓ Communication

e.g. created multimedia productions and gave comments

Advantages of e-Learning

Applying IT skills for presentation, information evaluation…

flexible use of e-resources , IT tools & mobile devices

Engaging learners in understanding their own learning progress

Impact

1. Enhanced motivation to learn

Students would like to have more e-learning activities in English lessons

Teachers found that e-learning is effective for motivating students to learn English

Over 90%

3.3 out of 4

2.   Improved quality of writing

Examples of S2 student work	Students' elaboration
"If dogs are not be banned in public parks, they poo everywhere. It is unhygienic and annoying. People are sick of stepping on dog poo."	• Included a topic sentence and details
"More importantly, some dogs are incursive. They may bite and hurt people. It is dangerous because they may spread diseases to people."	• Included explanations and reasons

Examples of S5 student work	Students' elaboration
"At the personal level, the chance of suffering from long-term illness increases. Obese people are definitely more likely to have heart attack, type 2 diabetes, coronary heart disease and stroke."	Different types of diseases were given as examples.
"About 14% of the overweight and nearly 90% of the obese adolescents have been bullied. By contrast, about 11% of normal weight teenagers have been bullied. Obese children are more likely to be victims of "poor interpersonal relationships"."	Figures were shown as evidence.

3. Improved quality of speaking

Over 70% of students agreed that they improved their oral fluency and accuracy through the recording activity.

4. Mastery of IT skills to facilitate the development of lifelong learning capabilities

Students learned new IT skills and could apply them to process and present information. They also found the IT skills useful for their future study and work.

80%

In S2, students developed their communication skills to discuss ideas about dog parks online.

80%

In S5, students could learn from peers through collaboration and sharing.

90%

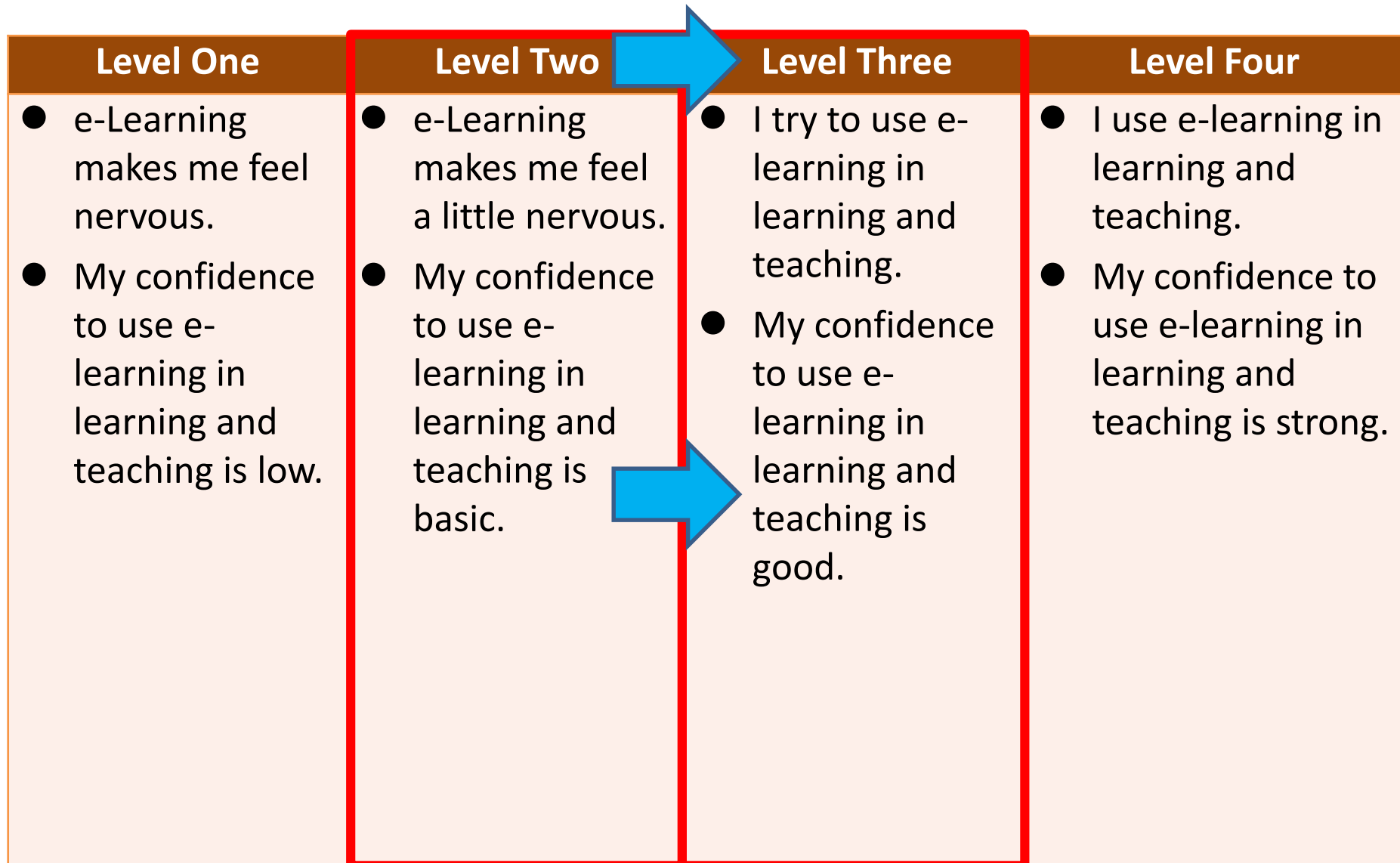In S3, students said they developed their creativity through the creation of a digital multimodal text.

75%

In S5, students said the task could enhance their self-directed learning abilities, for example, they could search for or process information on obesity.

90%

In S3, students said they worked more independently in finding and presenting job information.

80%

5. Increased teachers' readiness and confidence in integrating e-learning into the English classroom

Level One	Level Two	Level Three	Level Four
• e-Learning makes me feel nervous. • My confidence to use e-learning in learning and teaching is low.	• e-Learning makes me feel a little nervous. • My confidence to use e-learning in learning and teaching is basic.	• I try to use e-learning in learning and teaching. • My confidence to use e-learning in learning and teaching is good.	• I use e-learning in learning and teaching. • My confidence to use e-learning in learning and teaching is strong.

Facilitating factors

1. **Teachers' enthusiasm and professional attitude**

2. **A clear road map guided by the SAMR model**

3. **Technical and administrative support**

4. **Experience sharing with other subject teachers**

Difficulty

- Difficult to start the initiative especially for teachers whose e-readiness has yet to be developed.

Solution

- Set up a core group of English teachers to promote e-learning.

- Focus on a few e-learning tools each year and let both the teachers and the students gain experience and confidence in using the e-learning tools.

Way forward in learning

Integrating **technology** into classroom learning and teaching

Enabling students to interact with and produce **multimodal texts**

Enhancing students' **information literacy**, e.g. Students are able to use, provide and communicate information ethically and responsibly, extract and organise information and create new ideas, and apply IT skills in order to process information and produce user-generated content

Promoting **integrative use of generic skills**, e.g. IT, collaboration, communication, critical thinking, problem solving skills