

Part C Project Overview	
<p>Project Title (in English): The eTeaching Literacy Project (eTeachLit): Improving Students' Learning Performance Through Empowering Teachers' Digital Teaching Capacity.</p>	<p>Project Title (in Chinese): 電子教學能力項目：從強化教師數碼教學 能耐以提升學生學習表現</p>
<p>Executive Summary (Please provide, within this page, an executive summary of the project.)</p> <p>It has been observed that teaching staff, particularly newly recruited and inexperienced teachers, lack skills and competence in utilising eLearning technologies in their course development and classroom delivery of course contents. This would have a detrimental effect on the students' learning and their performance. This project aims to address this important issue by implementing an "eTeaching" literacy intervention programme for empowering the eLearning capacity of teachers at TWC. To carry out the aims of the Project, an "eTeaching" Training Team composing of a (1) Project Manager (Education Technologist), a (2) Project Officer (Instructional Design) and a(3) Project Assistant, to be formed to conduct the Intervention Programme. This Project also aims to develop an "eTeaching" framework with materials produced to provide strategies and examples on the implementation of the latest eLearning technologies in curriculum design and course delivery.</p> <p>A small group of full-time teachers of about 15% (n=15) of the total academic staff at the College will be randomly selected, with a focus on the low level of eLearning course contents, to join the Project. To evaluate the efficacy of the Programme, a pre-and-post intervention approach will be applied with teachers' "eTeaching" literacy assessed prior to the commencement and after the completion of the programme. An instrument will be specifically designed, based on the International Society for Technology in Education (ISTE) Standard for Educators, for measuring the primary outcome of the Project. Secondary outcomes, namely students' learning experience and performance would be assessed by the routine Course and Teaching Evaluation (CTE) and the average Grade Point Average.</p> <p>It is anticipated that by the end of the project, a framework of "eTeaching" literacy with emphasis on the adaptation of the latest education technologies will be produced; successful hands-on practical experience will be gained by teachers through the process of training and actual class delivery; and a repository of cases in the adaptation of the "eTeaching" framework in many different disciplines and courses of different nature will be generated. These cases will provide examples on how the latest eLearning technologies can be applied in different education settings. These materials and experiences will be shared with the public through the websites of TWC and EDB, as well as through social media, such as the TWC YouTube channel.</p>	
Part D Problems Identified	
<p>(Please provide your assessments to the problems/needs identified.)</p>	

There is a well-known close relationship between teachers' aptitude and competence of teaching skills and students' learning as well as their performance.¹ This is a positive relationship that, in general, students taught by teachers who are competent in their teaching skills and with a higher level of pedagogical aptitude tend to achieve a better academic performance.² The current trend of education development, by and large, is driven by information technologies. The level of competence of eLearning and the aptitude to make use of the latest digital technologies of teachers would have a direct impact on the learning experience of their students. This, in turn, will also affect their academic performance in the short term, and may also have a roll-on effect on their future employment opportunities.

At TWC, a majority of our academic staff are young and inexperienced in academic teaching at tertiary institute level. Moreover, these young academics may not have had the benefit of receiving formal education or training in teaching in higher education prior to their employment with TWC. We pride ourselves as an institute that provides high quality tertiary education through a strong academic body with a large proportion of highly qualified experts in the clinical or industrial settings. These staff members are fully supported by the Learning and Teaching Committee and the Quality Assurance Office within the College through providing education and training in pedagogical methodologies on a regular basis. However, owing to the fact there have been limited resources for the College to develop a specific Learning and Teaching Unit in providing learning and teaching support to all staff, the on-going needs in improving the teaching skills of these staff are, by and large, unmet. Moreover, the situation is compounded with a shortage of an on-site Education Technologist in providing training and support in eLearning and the adaptation of the latest education technologies in curriculum design, pedagogical approaches, and teaching delivery, the literacy level and the capacity of "eTeaching" tend to be low. This observation has received support by a latest LMS survey aiming to examine the usage and the perception of the eLearning technologies for learning and teaching in a random sample of teachers and students at TWC. The results obtained from this highly-responded survey with a response rate of 88% indicated that, while nearly all respondents claimed to have used some form of eLearning technologies, 43% of the teachers reported that they were only novice users and 40% of teachers agreed that they attained an intermediate level of competence in making use of any eLearning technologies in their teaching. This was highly correlated with the responses obtained from students. Fifty five percent (55%) of students had responded that they were novice users of any eLearning technologies and only 15% reported to have attained an intermediate level of competence. As aforementioned, the foreseeable future direction in education development, the ability, competence, and the capacity of making use of information technologies in learning and teaching would have a great impact on the quality of teaching in teachers and in turn the quality of learning in students. With the current situation at TWC, as reflected from the survey, the low level of "eTeaching" literacy among the teaching staff would have a severe consequence and a detrimental effect on the quality of learning in our students. There is an urgent need for the College to rectify the situation through this project. It is also suspected that this situation may not only confine to TWC. Other self-financing post-secondary institutions with limited resources may also be in a similar

¹ http://www.oecd.org/edu/cei/Background_document_to_Symposium_ITEL-FINAL.pdf

² <https://files.eric.ed.gov/fulltext/EJ1098630.pdf>

situation. Hence, this project proposes to implement an intervention programme aiming to upgrade the eLearning skills of teachers and to increase their “eTeaching” literacy and capacity as an educator in order to achieve a better learning experience and performance in students. Should the intervention programme prove to be effective, it could serve as a model for other institutes.

The Intervention Programme

Based on the concept of client-focus and individually-targeted adult training approach, the intervention programme is designed to address the generic “eTeaching” needs of teachers as well as to assist teachers in identifying the potential for pedagogical improvement in each course through the adaptation of education technologies. The intervention programme involves the engagement of a small “eTeaching” Training Team, consisting of an Education Technologist (Project Manager), an Instructional Designer (Project Officer), and a Project Assistant, to partner with teachers in assessing each course that the teachers are responsible for. The assessment includes the eLearning adequacy and ways to improving students’ learning through the utilisation of the latest education technologies. Should the **basic** eLearning adequacy of any courses be identified, the teachers will be provided with training for a better adaptation of an eLearning approach. The “eTeaching” Training Team will also make recommendations to the teachers, after the assessment of the courses, as how to further enhance students’ learning experience in the adaptation of more **advanced** eLearning technologies, such as Learning Analytics on BlackBoard. The team could also provide assistance to re-design the course, in conjunction with the teacher, to better achieve the stated aims and learning outcomes of the course when necessary. Through the enhancement of the skills of the teacher and the course delivery, it is anticipated that students’ eLearning experience will be improved and in turn their learning performance. Throughout the process of the programme implementation, The “eTeaching” Training Team will collect relevant information on the course, teachers, and students, in documenting these cases. The documentation of information will be compiled into a repository to serve as case studies for showing casing examples of “eTeaching” for the College which could also be shared with other tertiary education institutions.

The Operation

A small group of full-time teachers of about 15% (n=15) of the total number of academic staff at the College will be randomly selected to join the Project with their consent. These teachers will be recruited from different disciplines who teach a range of courses of different nature. For effective evaluation of the project, assessments will be carried out in pre-and-post intervention stages based on an assessment instrument which will also be developed in accordance with the International Society for Technology in Education (ISTE) Standard for Educators.

As the primary outcome measure of the project, the level of “eTeaching” literacy of teachers will be the main focus of the intervention. The timeframe for conducting the pre-intervention assessments would be two weeks before the commencement of the intervention programme, and two weeks after the completion of the intervention programme for the post-intervention assessments. Secondary outcomes of the project include students’ learning experience and their learning performance. Information on

students' learning experience will be collected through the Course and Teaching Evaluation (CTE) routinely conducted every semester as part of the quality assurance measures for all academic programmes at TWC. Learning performance will be determined by the mean Grade Point Average (GPA) of the courses as well as the proportion of students obtaining a GPA score corresponding to distinction and high distinction grades. Since there will only be one point in time in collecting the data from each cohort of students, any improvement can only be demonstrated by the comparison of the CTE and GPA scores of the intervention cohort with that in the previous cohorts. Given that in most cases, the same teacher teaches the same course across years, changes in student experience and performance could be demonstrated by comparing the post-intervention scoring with the historical data obtained in previous years. Of interest for the secondary outcomes are any progression in students' learning experience and improvement in learning performance.

Part E Project Objectives and Deliverables	
Measurable Objectives	How it can be achieved
1 The development of a “eTeaching” intervention programme for empowering teachers’ eLearning technologies adaptation capacity and skills in tertiary education.	In conjunction with the Project Implementation team, the Project Manager (Education Technologist) and Project Officer (Instructional Designer) will develop the intervention programme with training materials to be applied to participating teachers. All cases will be documented for compilation into a repository of cases as examples for other teachers at TWC and the conferences of other tertiary education institutions.
2 Enhancement of teachers’ “eTeaching” literacy through the implementation of the intervention programme.	Project Manager (Education Technologist) and Project Officer (Instructional Designer), in conjunction with the Project Implementation Team, will develop a framework and the contents of the intervention programme for empowering teachers in the adaptation of more advanced education technologies for course delivery.
3 Improvement of the students’ learning experience and performance.	Through the enhancement of teachers’ “eTeaching” literacy, students could expose to a better eLearning environment and in turn a better learning experience that may translate into an improved performance.
Project Deliverables (Please list out all the deliverables to be achieved and how they can be shared with, if possible, other institutions.)	
Deliverables	Sharing mechanism

<p>1 A documented framework of “eTeaching” with emphases on the adaptation of the latest education technologies.</p>	<p>The framework document can be shared by posting it online on the websites of TWC and Education Bureau (EDB).</p>
<p>2 A documentary of practical hands-on skills gained by teachers through the process of training and actual class delivery.</p>	<p>An open Experience Sharing Forum will be conducted at the end of the project to allow participants to share their experience and lessons learned to colleagues of TWC and other institutes. This sharing session can also be further shared on social media platforms, such as our College’s YouTube channel.</p>
<p>3 A repository of cases in the adaptation of the “eTeaching” framework across different disciplines and courses of different nature. These cases will provide examples of how the latest eLearning technologies can be applied in different education settings.</p>	<p>The repository can be shared on the TWC and EDB websites.</p>
<p>(Please indicate the information that can be uploaded onto relevant EDB websites during and after the project period.)</p>	
<p>The information that can be shared on EDB website includes:</p> <ol style="list-style-type: none"> 1. Progress Reports; 2. Final Report; 3. The framework of eTeaching and case studies; 4. Training Materials on Using Technologies in Teaching; 5. Presentation materials in the project-end forum. 	
<p>Beneficiaries</p>	
<p>Expected type and number of beneficiaries of the project</p>	<p>Direct beneficiaries : 4,220 Indirect beneficiaries : 92,062</p>
<p>(Please provide justification to support the above estimation and explain how they can be benefited from the project.)</p>	

The “eTeaching’ framework will be developed to support all teaching and learning activities of the College, as a result it will benefit all students and academic staff members. Currently a total of over 2,500 students were enrolled at TWC, and it has been estimated that there will be slightly more than 700 new intakes each year (a total of 1400 for the entire project period). Moreover, there will also be at least 100 students per year enrolled in other courses, such as short courses, during the project period. The framework could also be applicable to these courses. The breakdown of different types of direct beneficiaries of the projects is summarised below:

Type	Number
TWC students	3,900
Short course students	200
Teaching Staff	120
Total:	4,220

As the information will be posted on the websites of EDB and Concourse, the whole self-financing post-secondary education sector will also be benefited from the experience and examples provided by TWC. According to Concourse website, the number of indirect beneficiaries in the self-financing post-secondary sector in the 2016/2017 academic year are summarised as follows. Assuming only 20% of the total could access the materials, it has been estimated that at least 18,412 individuals might benefit from this project.

Type	FTE
Students	88,148
Staff	3,914
Total:	92,062

Implementation Schedule		
(Please list out the implementation schedule and key milestones to be achieved on a half-yearly basis.)		
Estimated start date of the project (month/year)		1 January 2019
Estimated end date of the project (month/year)		31 December 2020
Project duration (months)		24
Month	Key milestones	
	In terms of project activities and deliverables	In terms of monitoring and evaluation
1-6	Staff Recruitment (1-2 months) Development of the “eTeaching” framework and the intervention programme, as well as the “eTeaching” literacy instrument (3-6 months)	Regular meetings will be held to monitor the progress of the programme and instrument design. It is expected that a draft of the instrument will be ready for a pilot trial in the first 4-5 months.
7-12	Implementation of the intervention programme by the “eTeaching” Training Team on the randomly elected sample of teachers with a pre-and-post evaluation approach. The “eTeaching” Training Team will document all cases of training for the compilation into the repository.	Teachers will be assessed prior to the commencement of the programme and after the completion of the programme. The assessments would be conducted using the instrument developed in the early phase of the project. Continuous monitoring and evaluation will be implemented through regular meetings of the “eTeaching” Training Team and the Project Implementation team. Drafts of the documentation would be presented to the Project Implementation team during regular meetings.
13-18	Continue the implementation of the Intervention Programme for another semester (13-15 months into the project). Completion of the programme documentation and collecting data on the secondary outcome measures.	Similar monitoring and evaluation processes as above will be applied.

19-24	<p>Preparation of the Experience Sharing Forum (19-21 months).</p> <p>Production of the cases from the volume into a repository.</p> <p>Reports Write-up and Project Wrap-up. (22-24 months).</p>	<p>An open Experience Sharing Forum will be held upon the completion of the programme for participating staff to share their experiences and lessons learned, which will be video recorded and broadcast on the TWC's YouTube channel.</p> <p>The Project Implementation team will present the volume to the Management Committee for approval.</p> <p>A complete project report will be produced to be audited and presented to the Management Committee for final approval.</p>
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Publicity Plan

(Please describe all the publicity activities to be organised and materials to be produced to acknowledge the support of Quality Enhancement Support Scheme. Please suitably reflect the publicity activities as key milestones in the implementation schedule above.)

The project will be advertised through all e-channels of the College including the TWC website and other social media channels. A specific webpage will be designed to provide information on the "eTeaching" literacy intervention programme with acknowledgement of the support of QESS.

During the open Experience Sharing Forum, support of the QESS will also be acknowledged. A backdrop will be produced with the logo of the QESS clearly displayed throughout the forum.

All publications, both online and offline, will also carry the logo of QESS and an acknowledgement of the QESS support.

Result will also be presented at local and international conferences with logo of the QESS clearly displayed on the Powerpoint presentations.

Part F Cash Flow and Budget

Project Expenditure

Period	Amount in HK\$			
	Year 1	Year 2	Year 3	Total
Manpower (including MPF)	1,038,000	1,038,000	/	2,076,000
Equipment / Facilities	26,000	26,000	/	52,000
Services	/	20,000	/	20,000
General Expenses	\$5,000	11,000	/	16,000
Others (e.g. auditor's fee)	/	10,000	/	10,000
Total	1,069,000	1,105,000	/	2,174,000

Project Income (if any, e.g. fees received)				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
Total	/	/	/	/
(Please provide a detailed breakdown of/ the project budget by completing the following Excel file.)				
Grant Sought under the Quality Enhancement Support Scheme			2,174,000	
Funding from the Applicant			0	
Funding from Other Sources			0	
Total Project Value			2,174,000	
(Please specify the amount to be funded by each funding source (e.g. donations, contributions from applicant / its parent organisation) and whether the funding has been secured. If not, please provide the plan to obtain the funding.)				
(Please provide the duty lists of manpower to be funded by this project.)				
Post	Duties			
Project Manager (Education Technologist)	<p>Responsible for the implementation of the project to empower executives and technical staff to support academics.</p> <p>Duties of Project Manager (Education Technologist) include:</p> <ol style="list-style-type: none"> 1. Develop the “eTeaching “ framework and the intervention programme in conjunction with the Project Implementation team; 2. Develop the “eTeaching” assessment instrument as the major outcome measure for evaluating the “eTeaching” literacy level of academic staff; 3. Provide supervision to the Project Officer and Assistant in promoting the use of educational technologies for improving teaching and learning; 4. Provide professional advice to staff in online pedagogies and instructional design; 5. Explore new technologies and eLearning tools for effective creation of eLearning materials; 6. Organise e-Learning workshops, training and forum; 7. Perform managerial duties, and establish proactive liaison with staff members; and 8. Take lead in the production of the volume on “eTeaching” cases and the videos of teachers’ sharing. 			

<p>Project Officer (Instructional Design)</p>	<p>Work hand-in-hand with academic staff to use the appropriate eLearning tools and fine-tuning their teaching activities. He/she also provides assistance to academics to build up reusable learning objects (for example: online quizzes, rubrics, discussion forums and alignment of assessments and eLearning activities to PILOs) for automating the teaching process and enhancing teaching quality.</p> <p>Duties of Project Officer (Instructional Design) include:</p> <ol style="list-style-type: none">1. Assist the Project Manager to develop the “eTeaching” framework and the intervention programme;2. Implement the intervention programme in providing advices and/or actual hands-on training to teachers for the use of eLearning technologies, such as the Learning Management System, online quiz, and discussion forums;3. Build re-usable learning objects across various disciplines to achieve teaching objectives;4. Demonstrate the use of eLearning tools and software;5. Assist in workshops, training and forum, etc.; and6. Assist in other project duties, such as the documentation and production of materials.
<p>Project Assistant</p>	<p>Assist the Project Manager (Education Technologist) and Project Officer (Instructional Design) in developing the “eTeaching” assessment instrument for evaluating the effectiveness of the intervention programme. Conduct any other activities related to the evaluation and documentation of the project.</p> <p>Duties of Project Assistant include:</p> <ol style="list-style-type: none">1. Assist in the design of assessment tools based on the international standard for assessing the competency of staff in the use of technology for teaching;2. Conduct evaluation on the effectiveness of the intervention programme;3. Provide assistance in data collection, data management, analysis, and the compilation of reports; and4. Provide assistance in drafting publications; and5. Provide assistance in any project related activities.

Project Sustainability

(Please estimate the amount of recurrent expenditure and describe how you will commit the resources to ensure sustainability of the project. Please put supplementary information (e.g. proof of financial support) at appendix.)

After the project period conclusion, a team led by Vice President (Academic), supported by members in Project Implementation Team and Project Evaluation Team will continue to promote the use of technology in teaching and learning of the College. The role of different team members are summarised as follows:

	Member	Contribution
Chairman	Prof Lawrence LAM, Vice President (Academic), President's Office	Steer and lead further development of the Learning and Teaching Unit
Members	School Delegates appointed by School Deans (all 4 Schools): 1. Dr. Vincent TSE, Associate Professor, ARH; 2. Dr. Anson TANG, Assistant Professor, NUR; 3. Ms. Jennifer TONG, Senior Lecturer, MHS; 4. Dr Tilo LI, Assistant Professor, BUS.	Mobilise teaching staff in making use of the technology for instructional design enhancement
	Mr. Pony MA, Senior Information Technology Manager, ITS0.	Provide promotion and application support of e-Learning tools and its use in teaching and learning enhancement.
	Dr. Jordan CHEUNG, Head, QAO.	Organise workshops and promote the use of technology in teaching and learning

Upon successful completion of the project, the College will allocate one head-count within the current Information Technology and Services Office (ITSO) to assume the role of the in-house Education Technologist. This staff member will continue to play a similar role as the Project Manager in maintaining the momentum in "eTeaching" training and teaching empowerment that has been built by the project. This will be a recurrent position with an I.T. expert who would also be well-trained in education technologies.