



Final Report of Project

Project No. : 2009 / 0037

Part A

Project Title: Enhancing children's learning and development through integrated multi media educational programmes

Name of Organization/School: The Hong Kong Institute of Education

Project Period: From 07/2010 (month/year) to 09/2011 (month/year)

Part B

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted



優質教育基金
Quality Education Fund

Date: _____

Date: _____

** Final Report of Project prior to the 8th call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

** Final Report of Project under the 8th and subsequent calls should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

Guidelines to Completion of Final Report of Quality Education Fund Projects

Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.

The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal (the information may be presented in a table form in the format of Table 1 in this Annex or in short paragraphs):

~~With reference to the letter dated 2 June, 2011 (Appendix 1), extension of the project has been approved.~~

The reporting period of this final report is 1 July 2010 to 30 September 2011.

1. Attainment of Objectives

1.1 Objective Statements:

The following statements were stated in the project proposal:

- (1) To develop a series of high-quality integrated multi media educational programmes for the young children based on their development and interest;
- (2) To enhance children's learning and development through integrated multi-media educational programmes;
- (3) To assist preschools in providing quality early childhood education;
- (4) To strengthen the cooperation between the schools and the parents in providing care to the children.
- (5) To enhance the parent-child relationship through integrated activities introduced in the integrated multi media programme in an attempt to set up a good foundation for a harmony family.
- (6) To provide quality TV programmes for young children
- (7) To enhance the awareness of the community on the importance of quality children TV programme in promoting children's development.

1.2. Activities related to the objective

1.2.1 Teacher workshop (related to objectives 1-3)

A teachers' training workshop was held on April 30, 2011. A total of 25 teachers/principals from 9 research supporting schools had attended the workshop. The aims of the workshop were to: i) introduce common observational methods in promoting teachers' observational skills; ii) introduce the research methodology of our project to the participating teachers; iii) train teachers to use the assessment tools adopted in our study. The seminar was well received. After attending the training workshop, the teachers were able and confident to be the assessors of the pretest and post-test of the quasi experiment and collect qualitative data of the case studies to evaluate the effect of quality integrated multi-media educational programme on enhancing children's learning and

development.

1.2.2 Parents Workshop (related to objective 2, 4 & 5).

A parental workshop was co-organized with the Hong Kong Central Library on May 21, 2011. Topic of the workshop was "Children's Holistic Development: Multi-media information and parent-child reading" (幼兒全人發展: 多媒體資訊與親子共讀). The workshop enabled the participants to understand the concept of multi media education and its importance to children's learning and development. It also highlighted the importance of choosing appropriate reading/learning materials as well as how parents should assist children's learning by using multi-media resources. Importance on parent-child activity on enhancing children development and parent-child relationship had been highlighted. There were more than 60 parents participating in the workshop. Based on the evaluation forms returned, almost all of the participants considered that the content of the workshop are useful and appropriate.

1.2.3 Media Interview (related to objective 4, 5, 6 & 7)

As the Project Leader, Dr. Hazel Lam was invited by ATV for a media interview at their programme called 'Enrich your Lifestyle' (生活加油站), on May 11, 2011 and the programme was broadcasted on June 1, 2011. During the interview, Dr. Lam has introduced this QEF project, highlighted the role and influence of multi-media on children's learning and development; and also some content of the episodes. It was hoped that the attention of the community would be drawn to the related issues.

1.2.4 Conduction of Researches (related to objectives 2, 3, 4 & 7)

- 1.2.4.1 A quasi experiment which included case studies was conducted to evaluate the Effect of quality integrated multi media educational programmes on young children's learning and development during 3 May to 3 June 11 (Please see Appendix 2 for findings).
- 1.2.4.2 Surveys on views of parents and teachers on children TV programmes in Hong Kong and integrated multi media educational programmes before the experiment and after broadcasting of the episodes (see Appendix 2) to explore the awareness of the community on the related issues.
- 1.2.4.3 Focus group interview for principals, teachers, parents and professional was held on 9th & 10th September to explore their views on children TV programmes in Hong Kong and the programmes produced by this project.

1.2.5. Launching Ceremony cum public seminar (related to objectives 1, 2, 3, 4, 6 & 7)

A launching ceremony cum public seminar was held on June 4, 2011. Invitations were sent to all the supporting organizations, consultants, child and adult talents of our programme and all the kindergartens in Hong Kong. Mr. Pang Yiu Kai (Chairman of the QEF Steering Committee) and



Professor Cheung Bing Leung (President of the HKIEd) were the honourable guests of the stated activity. Altogether about 400 guests attended the event including the premiere of the first episode. An invitation to the launching ceremony was also sent to all local press through the Communication Office of HKIEd. The first episode of the integrated multi media educational programmes was previewed and well received by the audience.

A public seminar on “Integrated multi media education: Impacts of children’s T.V. programmes on children’s learning and development” (多媒體綜合教育：幼兒電視節目對幼兒學習與發展的影響) was conducted after the launching ceremony. The seminar addressed the learning characteristics of young children and highlighted the impacts of children T.V. programmes on their learning and development. The DVDs for episodes 1-10 were delivered to the attending schools after the seminar.

1.2.6 Production: Fine Tuning of sound tracks episodes 1-10 (related objective 1)

After the dispatch of the DVDs for episodes 1-10 on the launching ceremony on 4 June 2011, opinions about the sound tracks issue was identified. In order to ensure the quality assurance, cross checking with usage of various modes of audio electronic appliances for watching was carried out. Moreover, meeting with representatives from production house, dubbing company and sound track professional, relevant matter was clarified and settled on 4th July 2011 (Please refers to Appendix 3 for details).

1.2.7 Free TV Channel for Broadcasting the Episodes (related to objectives 6 & 7)

The broadcasting of the episodes through free TV channel started on June 6 on ATV (4:30-5pm, Monday to Friday), and was completed on July 1, 2011. Rebroadcasting on ATV website was remained till the end of July. Feedback was positive and encouraging (please refers to Appendix 4 for the record of hit rate provided by ATV).

1.2.8 Dissemination of Research Data (related to objectives 2, 3, 4 & 7)

A symposium related to the study focused on the topics “Effect of Multi-media Integrated Education on Preschool Children’s Learning and Development” and “Learning and Teaching of Young Children: Application of Multi-media Resource” was accepted by the 63rd OMEP World Conference. Invitations were sent to all the preschools in Hong Kong for the dissemination of the research data of the project. There were about 100 audiences.

1.2.8.1 Research findings obtained from the survey on parents and teachers’ views on children TV programme in Hong Kong were presented at the symposium on July 9, 2011 (please see Appendix 2 for the findings).

1.2.8.2. Case Studies

As part of the research, teachers participated in the research were trained to make observational record of the children participated in the experimental group. Based on the case study data, teachers from three participating schools presented their findings and sharing in the symposium. The qualitative results of the research on the effect of the quality integrated multi-media



educational programmes on children's learning and development indicated that positive effect had been observed on some of the children's development especially on language, emotion and cognition (please see Appendix 2 for the research findings).

1.2.9 Closing cum resources kit launching ceremony (related to objectives 1, 2,3, & 6)

1.2.9.1 The closing cum resources kit launching ceremony was held on 24 September 2011. Invitations were sent to all preschools in Hong Kong and different relevant parties. Dr. CHAN Ching-hai (Chairman of the Dissemination and Promotion Sub-Committee) and Professor John C. K. Lee (Vice President [Academic] of the HKIEd) were the honourable guests of the stated activity. There were more than 200 participants including preschool principals, teachers, parents, guests and children talents with their parents attended the ceremony and the post ceremony seminar (Please refer to Appendix 5 for details). After the resources kit launching ceremony, one public lecture "Effect of Multi-media Integrated Education on Preschool Children's Learning and Development " and one teacher workshop "Learning and Teaching of Young Children : Application of Multi-media Resources " were conducted,.

1.2.9.2 The resources kit including 4 DVDs of 20 episodes, one children songs CD, 4 story books and a teacher's guide were also delivered to the schools attending the closing ceremony. After the ceremony, the resources were distributed to all preschools in Hong Kong as supplementary teaching materials. The distribution was done during September to October 2011.

1.2.10. Meetings for the project team (related to all the objectives)

Within the project period, fourteen team meetings (see Appendix 3) were held besides sub-team meetings (production team and research team). The meetings facilitate the communication among team members and different sub-team to accomplish the project objectives and assure the quality of the project. Evaluation meetings with team members, production house, consultants and adult actors were organized for evaluation of the project from different perspectives to provide feedback for improvement of the project and extended project if there is any.

1.3. Extent of the attainment of the objective

To a great extent, objectives of the project as listed in the submitted proposal were 100% attained.

1.4. Evidence or indicators of having achieved the objective

The project team has successfully achieved the objectives stated in the project proposal. Evidence supported the attainment of objectives are listed below:

Objective 1: To develop a series of high-quality integrated multi-media educational programmes for the young children based on their development and interest;

A series with 20 episodes of high quality and developmental appropriated integrated multi media

This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.

programme was produced and broadcasted at ATV Home (Cantonese channel) from 6 June – 1 July 2011. The first episode was well received by the parents and children of the participating schools and audience of the launching ceremony. The qualitative data were presented in the 63rd OMEP- World Conference on 9 July 11 indicated that children's learning and development were enhanced. During the focus group interview in September 11, all the principals and the parents who had viewed the episodes agreed that the episodes were well received by the children and of high quality. Thus, this objective was achieved.

Objective 2: To enhance children's learning and development through integrated multi-media educational programmes

A quasi experiment was designed to collect the quantitative data and the case studies during intervention period were conducted to collect qualitative data to investigate the effect of the integrated multi media on children's learning and development. The preliminary results of the studies were presented in the 63rd OMEP- World Conference on 9 July 11 and the public lecture on 24 September 11. Though the quantitative results indicated that there was no significant difference statistically between the control and experimental groups, the qualitative data of the case studies showed that positive learning and developmental changes in children of the experimental group observed by the class teachers of the participating schools. These results indicated that children's learning and development were enhanced by quality multi-media integrated educational programmes which provide evidence for the achievement of objective 2.

Objective 3: To assist preschools in providing quality early childhood education

A resources kit including 4 DVDs of 20 quality multi- media episodes, one children songs CD, 4 story books and a teacher's guide were developed and sent to all preschools in as supplementary teaching materials. To assist the teachers to use the resources kit effectively, a teacher workshop was conducted on 24 September 11. Informal feedback from the teachers and principals were received that the kit was useful. Besides, they do not only use them for teaching but also in various occasions for children entertainment. After watching the programmes, children had positive behavioral changes. These feedbacks illustrated that objective 3 had been achieved.

Objective 4: To strengthen the cooperation between the schools and the parents in providing care to the children

In the process of conducting the quasi experiment on 3 May to 3 June 11, collaborative relationship between parents and teachers on caring for children was established by providing children suitable integrated multi media programme at home. As the quasi experiment was completed, this objective was obtained. The parent workshops also provided parent education on enhancing children's development through working together with teachers, schools and care takers. These also enhanced the development of cooperation between the schools and the parents in providing care to the children.

Objective 5: To enhance the parent-child relationship through integrated activities introduced in the integrated multi-media programme in an attempt to set up a good foundation for a harmony family.

This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.

Self-evaluation mechanism: Teachers' reports on participating parent-child activities and relationship after / during the intervention.

According to the teachers' reports, parents had commented that the read-aloud element in the programmes had assisted parents in understanding the techniques of read-aloud and thus facilitates children's 'learning at home' as well as to improve parent-child relationship. Teachers also reported that the participating parents spent more time with their children in watching our programmes as they think that the content of the programmes are interesting. Some of the parents said they have even learned something from the programmes that they did not know before (e.g., the origin of the Chinese character '家'). Besides, some of the parents also reported that their children had positive emotional changes after viewing the programmes, which also had positive development of their parent-child relationship. All these feedbacks have provided evidence for the achievement of this objective.

Objective 6: To provide quality TV programmes for young children.

According to the preliminary research data collected from parents and teachers survey, a majority of them considered that the existing children T.V. programmes were inappropriate for young children and some of them suggested that more positive educational elements should be included in children T.V. programmes. These comments showed that there was a lack of suitable and quality children T.V. programmes in Hong Kong. Thus, the broadcasting of our programmes on a free public T.V. channel could serve as the supplement to the existing children T.V. programmes in Hong Kong. The broadcasting of the episodes produced by this project through ATV started on June 6 on ATV (4:30-5pm, Monday to Friday), and was completed on July 1, 2011. Rebroadcasting on ATV website was remained till the end of July. Feedback was positive and encouraging (please refers to Appendix 4 for the record of hit rate provided by ATV). Thus, this project has successfully provided 20 episodes of quality TV programme for young children in Hong Kong.

Objective 7: To enhance the awareness of the community on the importance of quality children TV programme in promoting children's development.

The broadcasting of our programmes on a free public T.V. channel, public lectures, symposium at World conference and parent workshops had drawn the attention of the community to the importance of quality children TV programme in promoting children's development. The enhancement of community awareness been evidenced by the encouraging hit rate of the rebroadcasting of the programme on the ATV website, the discussion on the topic among Early Childhood Education academics at the conference, and the feedback from parents, and principals at the focus group interviews. Moreover, derived from the results of the pretest-intervention-post test and the delivery of the resources package were mostly welcomed by the ECE personnel at the end of September. All these indicated a satisfactory result in drawing the attention of the public to related issues.

1.5. Reasons for not being able to achieve the objective, if applicable

N/A

2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

- broadening students'/teachers' horizons
- enhancing students'/teachers' sense of achievement
- fostering students' development in their potential and specific abilities
- increasing training opportunities for teachers and enhancing their professional development
- optimizing learning atmosphere

The effect of the project on children's learning and development, preschool teachers' professional development and school development had been evaluated and enhanced by quasi experiment, case studies, surveys, focus group interviews, collaboration with teachers, schools and parents. Some of the evidences have been illustrated in section 1. The other details will be elaborated in the following sections.

2.1 Children's learning assessment and Teachers' observation

In order to evaluate the impact of the programmes on children's learning and development, a quasi experiment and case studies of children in the experimental group were implemented for investigation. Summary of results are presented here (For details, please see Appendix 2).

2.1.1 Quantitative Results

To evaluate the effect of the quality multi-media integrated programme developed by this project on children's learning and development, a quasi control-experimental design involved a four-week intervention (3 May to 3 June 11) was designed for the experimental group viewing 20 episodes of the multi-media programme. All children in the experimental and control groups were assessed one week prior and after the intervention (4-week programme). All of them were assessed under four developmental/learning areas: Motor, Cognitive Language and Affective and Social development.

Though there was no significant difference statistically between experimental and control groups, the results, had shown that the project had positive impacts on the learning effectiveness of the young children with regard to the assessed areas.

2.1.1.1 Motor Proficiency

In assessing children's motor development, Motor Performance Test (Lam, Ip, Lui, Koong, 2003) was adopted. Among the five test items in assessing children's agility, static balance, dynamic balance and overarm bean bag throw, children in experimental group have shown improvement in 1. Agility and 2. Static balance. The independent t-test was adopted to compare the changes in post-test test scores between the experimental group and the control group. The t-test result indicated that there was no significant difference in post-test test scores between the experimental group and the control group. The insignificant results were probably due to the short (four weeks) intervention. The original design was a quasi



experiment including an 8-week intervention. Due to limited funding and approved period of the project, it was advised to shorten the intervention period from 8 weeks to 4 weeks. Thus, this insignificant difference result had been foreseen and informed the QEF during the revision. Even though the results were not statistically significant, the rate of improvement of the experimental group in some test items was still higher than the rate of the control group. The quantitative results showed that the programme, although weak, had some positive effects on children's motor development. For details, please refer to Appendix 2.

2.1.1.2 Cognitive Development

Draw-a-person-test was adopted to assess children's cognitive development during intervention period. At pretest and post test, children were asked to draw three pictures (a man, a woman and his/her own self) which were then rated according to a standardized scoring scale. Positive changes were observed among the experimental group and the control group in all three items. However, no significant differences were found between the post-test performances of the two groups. Again, higher rate of positive changes were observed in the experimental group when compared with the control group. Please refer to Appendix 2 for details.

2.1.1.3 Language Development

The effect of the programme on the participating children's language development was measured by 2 methods: i) number of recognized Chinese Characters; and ii) adapted Morrow Language Development Scale (Mok & Lam, 2011).

A word list with a total of 50 vocabularies was used to assess children's language development at pretest, the same list was used for both pretest and posttest. Improvement has been observed in both experimental and control group on number of recognized vocabularies, but no significant differences were found between the post-test performances of the two groups. Please refer to Appendix 2 for details.

Apart from the word list, teachers were asked to complete an Adapted checklist extracted from Morrow's Language Development Checklist (Mok, et. al. 2003) to assess each of the participant's language ability. during the pre- and post-test.

The checklist served to assess children's verbal communication and general use of language. Their abilities were assessed using a three-point scale (1=Always, 2=Sometimes, 3=Never), the lower scores they get, the better their performance was. For the total of 11 items, children in experimental group had shown improvement in 9 of the items after viewing the programme. However, in summary, there is no statistical significant differences between the control group and the experimental group, in terms of post-test test scores. Please refer to Appendix 2 for details.

2.1.1.4 Affective and Social Development

Teachers' Temperament Questionnaire – Short Form (TTQ-SF) was adopted to assess effect of the programme on children's affective and social development. Teachers were asked to fill in



the questionnaire for each of their children (both in experimental group and control group) for pre- and post-tests. The questionnaire contains 23 items that measure children's social behaviors and temperament in a group or alone.

From the data obtained, experimental group has shown improvement in the post-test while the control group scored slightly lower in post-test than in the pre-test. However, there is no significant difference statistically between the two groups. For results in details, please refer to Appendix 2.

2.1.2 The Case studies (qualitative results) and Teachers' observation

2.1.2.1 Effect of the multi-media integrated programme on the children's learning and development

Case studies were conducted to collect qualitative data on evaluating the effect of the project on children's learning and development. Teachers of 4 participating schools were invited to observe and record the behaviors of the participated children in the experimental groups to identify any behavioral changes in them.

In their reports, the participating teachers pointed out that positive behavioral changes had been observed in children in experimental group. Among all the developmental areas, their improvements in moral, affective & social, cognitive were more obvious. Some teachers reported that their children had become more motivated to perform various self-care behaviors, for examples, they initiatively folded their blankets after nap time and helped to tidy up toys, etc which were rarely done or done after reminding by teachers. Teachers also reported about two parents' observations on children's positive change in behavior after watching the first theme of Barry's Diary. In the first theme of Barry's Diary, the main character (a girl)'s family was expecting a baby brother and she has learned to assist her mother to take care of her little brother. Coincidentally, two children in the experimental group were having a newborn baby at home and the children got influenced by the main character's positive behaviors and said they can actually help their mothers in taking care of the little babies. Stories like these are encouraging and we could see the positive influence of the programme on those participated children.

2.1.2.2 Effect on broadening students' / teachers' / parents' horizon

Teachers opined that the shared reading part of the programme was not only beneficial to teachers but also to parents as some proper read aloud skills were demonstrated. By introducing the proper way of doing shared reading with children, teachers reported some parents' comments that the programme had in turn enhanced children's learning at home as well as their parent-child relationship.

2.1.2.3 Project impact on optimizing learning atmosphere and strengthening parent-child relationship

Teachers have also collected comments from the parents in experimental group, parents generally agreed that the contents of Barry's Diary are different from those existing children TV programmes in many ways. For examples, unlike many of the current children TV programmes, the content of Barry's Diary was age-appropriate and educational, in which they believed that children could learn while they were watching TV. Some parents reflected that they enjoyed watching Barry's Diary with their children as the contents were more



interesting and closely related to their everyday life. It certainly helps to strengthen parent-child relationship.

Teachers' observation reports, are evidential that a quality TV programme for children has its positive effect and impact on young children's learning as they often learn by observing from the surroundings.

2.2 Survey on teachers' and parents' view on children TV programme in Hong Kong

A large scale survey was carried out in July after the completion of broadcasting in July 1, 2011. The purposes of the survey were to collect teachers' and parents' views on current children TV programmes as well as their views on the programme "Barry's Diary" produced by this project. Two different versions of the questionnaires (Parents and Teachers) were sent to approximately 950 preschools in Hong Kong. A total of 879 parents had responded to the questionnaires while a total of 465 teachers did.

2.2.1 Project impact on strengthening parent-child relationship

The results indicated that a majority of the parents and teachers who had responded to the questionnaires agreed that children TV programmes have huge impact on children's development. When they were asked if they agree that the current children TV programmes enhance parent-child relationship, there were close to 50% of them had remained neutral, which possibly implied that local TV was not working very well to enhance parent-child relationship. However, more than 60% of them agreed that "Barry's Diary" did enhance their parent-child relationship. This result was evidential that quality children TV programmes helped to develop parent-child relationship.

2.2.2 Project impact on children's development

70% of the responded teachers and 66% of the responded parents agreed that Barry's Diary has helped to enhance young children's moral development while less than 40% of them agreed that general children TV programmes can play the same role.

To conclude, more than 80% of the responded teachers and parents agreed that "Barry's Diary" enhanced children's holistic development while approximately 40% of them thought that general children TV programmes have the same impact.

Teachers and parents liked Barry's Diary mainly because of the educational contents, the focuses on languages and the positive moral messages carried out. Many teachers and parents enjoyed the part on Chinese characters introduction in the programme "Barry's Diary". They thought that not only did the children learn something about the characters, they had also learned about the origin of the Chinese characters that they did not know before.

2.3 Focus group interview

Focus group interviews were conducted to gain a more comprehensive view of different stakeholders' opinions on the quality multi-media educational programme. A total of four focus group interviews were

held with kindergarten principals, teachers, parents as well as professionals (experts in media production, early childhood education and NGOs).

Parents generally agreed that the quality multi media educational programme helped to enhance children's learning and development, especially the moral and affective development.

Teachers generally appreciated the programme and commented that the programme had enhanced children's holistic development, especially the language development because the shared-reading and the introduction of Chinese characters were really interesting and had motivated children to learn and discuss.

In summarizing the results obtained from different research measures, parents and teachers generally recognized the need for introducing age-appropriate, content-appropriate multi-media programmes to children. According to the results obtained from the child assessment as well as the teachers' observation, it could be concluded that quality children TV programme has its positive impacts and influences on young children. The survey also showed that parents and teachers generally agree that Barry's Diary could enhance young children's learning in many different aspects.

3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

Table for Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	788,880.00	769,239.26	-2.5%
Services	4,354,270.00	4,532,692.32	+4.10%
Equipment	125,000.00	10,941.83	-91.2%
General Expenses	170,950.00	71,011.88	-58.5%
Contingency	44,000.00	0.00	-100%
Total Expenditure :	5,483,100.00	5,383,882.79	-1.8%

The project's cost-effectiveness should be evaluated with regard to:

3.1. Utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))

3.1.1. Equipments:

3.1.1.1. Regarding production, the hiring of the production house provided all equipments as needed throughout the production processes in different stages.

3.1.1.2. Equipments for research activities, to a great extent, were provided by the HKIEd.

3.1.2. Human resources of applicant school/ participating school(s) were also fully utilized since

they were the main body to assist in the implementation of the research activities.

3.2. Unit cost for the direct beneficiaries

Total cost for the project is **5,383,882.79**. In view of @ 1,000 preschools (1,000x@200=200,000 students & teachers) and @ 200,000 children and adults (minimal estimation) watching the free broadcasting episodes at home, Unit cost for the direct beneficiaries is around **HK\$13.46 / unit**.

3.3. Sustainability of the learning programme and materials developed

The captioned learning materials can facilitate the teachers in teaching with the adoption of multimedia resources with the integration of the story books and children songs.

3.5. expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)

3.5.1. It includes manpower, children talents and equipments etc.

3.6. alternative approaches for equivalent benefits at less cost

N/A

4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination (*the information may be presented in a table form in the format of Table 3 in this Annex*):

4.1. Description of the deliverable (e.g. type, title, quantity, etc.)

1500 sets of resources packages including:

4.1.1. Four DVD - 20 episodes of the integrated multi-media educational programme “開心保兒日記” which had been broadcasted through the ATV Chinese free Channel during June 11;

4.1.2. A Resource Book - detail education resources / activities for parents and teachers to enhance children's learning and development

4.1.3. 4 Story Books - content related to the programme to encourage children to read more books and parent-child reading activities

4.1.4. An Audio CD - 10 children's songs which had played in the programme

4.2. Evaluation of the quality and dissemination value of the deliverable

4.2.1. Script development: all the ideas were originated from the production team, i.e. HKIEd academic and teaching staffs. To a great extent, the stated goals of the project have been implemented well.

4.2.2. Shooting: Production house was well experienced, the setting for shooting was almost 25 feet height which facilitated the best shooting angle. Essentially, the adoption of 3D shooting with real actors / actresses was the first time for the children programme in the history of Hong Kong.

4.2.3. Audio CD: each of the children songs represented most of the main themes' ideas.

4.2.4. A Resource Book – a useful teaching resources kit for parents & teachers in teaching at home or schools. Contents are clearly presented in various aspects.

4.1.3. 4 Story Books – language are simple and clear which facilitated language learning and



the enlarged photos were attractive that encouraged story reading activities.

- 4.3. Dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities

4.3.1. Details;

Date: 24th September 2011

Time: 1400- 1700

Venue: C-LP-11 (Tai Po campus, the HKIEd)

Mode: closing ceremony cum the launching of the resources kits and public lectures

Response of the participants/recipients: positive and good

- 4.4. Value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.

Based on the positive feedback for the deliverable, they were being well received during the pre-post research period, launching of the shooting for the TV programme. Thus, it is worth and feasible for the QEF to be widely disseminated. In addition, apart from the finished products, i.e. resource packages, the modes of the tapes would be produced in digital beta tape and HD tape (both suitable for local TV station). Moreover, the dubbing for the final products' output are both in Putonghua and Cantonese version. It will be feasible in broadcasting in the areas where their spoken languages is in Putonghua.

- 4.5. A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.

4.5.1. Team spirit, especially the project team involving the HKIEd academic staffs and also the supporting team, was one of the most important elements that contribute to the success of the project. To accomplish such a lot of tasks within one year, the mentioned two teams had to face enormous and unexpected amendment workload throughout the whole project period. Although under huge pressure, due to the commitment and the mission for the betterment of children, the stated team members had spent a lot of time day and night for fine-tuning and finishing the project tasks. Without their devotion and collaboration, the project would not be feasible and finished in such a short time. As the project was welcome by the parents and schools and the episodes were well received by the children, an extended project should be continued. The extended project would be feasible and successful, if the same team of academics involve and longer project period (e.g. 24 months) are provided.

4.5.2. Professional advices from the consultants and production house particularly during the post production stage really facilitated the completion of the final version of the episodes in a tight schedule. Their valuable suggestions and fully support at that period really helped the team to solve problems which were unfamiliar to them.

4.5.3. To a great extent, the production of the resource packages largely helped the teachers in

schools to enhance their teaching content. Yet, the role of parents on enhancing children's learning and development should not be overlooked. An in-depth study with a production of parental guild line will be a great asset to them. An extended project focused on parental education would be worth conducted in future.

5. Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

Activities reported in the previous progress reports will not be reported here again. The record below mainly lists activities conducted during the period of July to September 11.

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Meeting with professional for sound tracks issue	Date: 2011/07/04 Theme: Handling of sound track issue Venue: Office of the production house	N/A	N/A	N/A	5-6 professionals and members from the dubbing company and production house	Based on the professional judgment of the production and IT experts, the sound tracks problem was only an individual and accidental matter.
Symposium in the 63 rd OMEP World conference (7-9 July)	Date: 2011/07/09 Theme: Release part of the research data Venue: HKIED	N/A	Over 200	Over 50	Over 50 overseas participants	Participants and the speakers had an active communication and positive feedback towards the research results. Most of them felt interests in the work done by the team.
18 th Production Meeting (Production Evaluation)	Date: 2011/08/19 Theme: Evaluation Meeting Venue: HKIED	N/A	N/A	N/A	10 Team members and representatives from production house	Evaluation on : 1. Project budget allocation 2. Communication among the project team, production director and production house 3. Handling difficulties in production process 4. Further advices in future planning

Meeting with Consultants	Date: 2011/09/02 Theme: Evaluation Meeting Venue: A restaurant	N/A	N/A	N/A	2 consultants and team members	Advices on the production process, including children song writing and copy right issues.
Focus Group Interview	Date: 2011/09/09 Theme: Data collection Venue: HKIEd (Town Centre)	4	N/A	N/A	4 Parents:	Positive and encouraging
Focus Group Interview	Date: 2011/09/09 Theme: Data collection Venue: HKIEd (Town Centre)	5	N/A	N/A	5 preschool Principals:	Positive and encouraging
Focus Group Interview	Date: 2011/09/10 Theme: Data collection Venue: HKIEd (Town Centre)	N/A	N/A	N/A	4 Media Professionals	Positive and encouraging
Meeting with adult actors	Date: 2011/09/16 Theme: Evaluation Meeting Venue: A restaurant	N/A	N/A	N/A	2 actors	Advices on the production process, matters in handling communication among the adult actors and the project team.
Closing cum resources kit launching ceremony and public lectures	Date: 2011/09/24 Theme: Project Dissemination Venue: HKIEd	Around 150	Around 200	Around 100	Parents of the children actors / actress Supporting organizations and research schools	Resources packages are mostly welcomed by schools and other parties The public lecture and teacher workshop were well received by the audience

6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.

Though the whole project team including the supporting staff were very supportive throughout the project period



and even after that, the project team still encountered some difficulties and unable to meet the proposed timeline in some of the occasions. The followings are the problems, reasons and solutions adopted :

6.1. Manpower constraints:

6.1.1. As reported in the previous progress reports, insufficient manpower has been an issue and problem in bearing the heavy workload of the project within one year. Since one of the Research Assistants resigned due to family problem, the instability of the employment of RA occurred. Thus, the supporting team was not always in full as there were difficulties in hiring suitable candidates. In turn, it drew an enormous workload and caused those scheduled work to be pushed behind. To a certain extent, it affected the original planning for implementation of the project. Thus, the hiring of student helpers became a source out.

6.1.2. In order to achieve the objectives of producing high quality multi-media integrated educational programme, apart from inputting their original ideas in script writing and shooting development, the huge workload in the revising and fine tuning work at the post production stage was out of the project team members' expectation. Being a full time academic staff, the mentioned jobs were a tremendous pressure on top of our present workload in order to achieve the objective as proposed within limited time and human resources support. Under such situation, division of labour in decision making and sharing of workload worked out well among the team members in the HKIEd.

6.2. Time constraint:

Though we have one member in the field of media production, it was the first time for the production team to handle the educational programme in 3D production with real actors / actresses. According to the production house and the professionals, this kind of production usually needs more than 9 months. In order to fulfill the approved project period approved by QEF, the production team worked day and night to finish the scripts within two months. With the cooperation of the production house and the artists working continuously from November to January, the initial production completed. Since everything need to be finished within short period of time, the project team and the production house need to work closely for the post production work for another 3 months. Thus, some of the project work needed to be put aside which also piled up the workload due to insufficient time and manpower.

In addition, most of the team members were also not familiar with the rules and regulation related to the TV broadcasting. This had led up to unexpected workload and procedures in handling issues which had exerted extra pressure on the whole team. The broadcast of the educational programme on ATV from 6th June to 1st July 2011, the team came across with so many amendments works in order to adhere to the comments by QEF and the S & P reports suggested by ATV. In short, insufficient time for such a big project was another challenge to the team. Fortunately, the approved 3 months extension of the project period had eased some of the tension. Besides, through the close cooperation and communication with the production



house and the of the HKIEd team members; and the commitment of the HKIEd team members and the supporting staff, we finally made it. If there is another opportunity for this kind of project, we would suggest that the project period should be lengthen to at least 18 months to 2 years.

6.3. Budget constraint::

Regarding the tendering process for the production house, due to the difference in budgeting, the team need to vire money according to QEF's guild line (see Appendix 6). Besides budget virement, the project leader's personal network became another assess to waviyed some of the expenses like consultancy fees from professionals, venue fees for filming and workshop and so on. As there was a huge workload in the final stage, it was a definite need to have sufficient manpower to follow. If not, it would have influence to the implementation of relevant items. Apart from this, the team had also tried to use other options to minimize the impact or use the money left due to the unfilled RA post in a more efficient way like hiring student helpers for clerical supports in the last stage.

6.4. Schedule and process

Original schedule have to be adjusted because of various reasons:

6.4.1. Selection of the free TV channel for broadcasting

It was a task out of expectation. The team members had to spend extra working hours in handling all those related administrative workload.

6.4.2. Amendment work for the episodes:

In order to fulfill the quality assurance as suggested by the QEF in the production process, lots of amendments and fine tuning had been done in the post production stage. It affected the date of the broadcasting and also the production of the resource packages. Within such critical period, the collaboration among the advisers and production house facilitated the production of the final outcome.

6.4.3 Insufficient manpower

As one of the RA post was not filled up all the time, some of scheduled workload related to the research and production of resources kit had been delayed. The commitment and the help of the team members, supporting team and student helpers had made the project complete according to the extended schedule.

Results of the Research Studies1. Children's learning assessment and Teachers' observation

In order to evaluate the impact of the programmes on children's learning and development, a quasi experiment and case studies of children in the experimental group were implemented for investigation. Summary of results are presented here (For details, please see Appendix 2).

1.1. Quantitative Results

To evaluate the effect of the quality multi-media integrated programme developed by this project on children's learning and development, a quasi control-experimental design involved a four-week intervention (3 May to 3 June 11) was designed for the experimental group viewing 20 episodes the multi-media programme. All children in the experimental and control groups were assessed one week prior and after the intervention (4-week programme). All of them were assessed under four developmental/learning areas: Motor, Cognitive Language and Affective and Social development.

Though there was no significant difference statistically between experimental and control groups, the results, had shown that the project has positive impacts on the learning effectiveness of the young children with regard to the assessed areas.

1.1.1 Motor Proficiency

In assessing children's motor development, Motor Performance Test (Lam, Ip, Lui, Koong, 2003) was adopted. Among the five test items in assessing children's agility, static balance, dynamic balance and overarm bean bag throw, children in experimental group have shown improvement in 1. Agility and 2. Static balance. The independent t-test was adopted to compare the changes in post-test test scores between the experimental group and the control group. The t-test result indicated that there was no significant difference in post-test test scores between the experimental group and the control group. The insignificant results were probably due to the short (four weeks) intervention. The original design was a quasi experiment including an 8-week intervention. Due to limited funding and approved period of the project, it was advised to shorten the intervention period from 8 weeks to 4 weeks. Thus, this insignificant difference result had been foreseen and informed the QEF during the revision. Even though the results were not statistically significant, the rate of improvement of the experimental group in some test items was still higher than the rate of the control group. The quantitative results showed that the programme, although weak, had some positive effects on children's motor development. Please refer to the table below for details.



Children's performance on the Motor test

		Experimental Group			Control Group			Two groups comparison	
		Pre-test (x-bar)	Post-test (x-bar)	Change(%)	Pre-test (x-bar)	Post-test (x-bar)	Change(%)	t-value (Post-test)	Sig(2-tailed)
1*	Agility	9.61sec	9.09sec	-5.41	9.07sec	8.76sec	-3.42	0.543	0.588
2	Static balance	63.3sec	59.9sec	-6.79	80.6sec	62.1sec	-22.95	-0.132	0.895
3*	Dynamic balance (normal walk)	2.71errors	1.58errors	-44.44	2.11errors	1.79errors	-15.17	-0.392	0.695
4*	Dynamic Balance (Tip toes walk)	3.57errors	3.38errors	-3.43	3.73errors	3.12errors	-16.35	0.336	0.737
5	Overarm bean bag throw	12.43ft	12.41ft	-0.16	13.42ft	12.87ft	-4.10	-0.510	0.611

1.1.2 Cognitive Development

Draw-a-person-test was adopted to assess children's cognitive development during intervention period. At pretest and post test, children were asked to draw three pictures (a man, a woman and his/her own self) which were then rated according to a standardized scoring scale. Positive changes were observed among the experimental group and the control group in all three items. However, no significant differences were found between the post-test performances of the two groups. Again, higher rate of positive changes were observed in the experimental group when compared with the control group. Please refer to the table below for details.



Children's performance on Draw-a-person Test (Cognitive)

		Experimental Group			Control Group			Two Group Comparison	
		Pre-test (x-bar)	Post-test (x-bar)	Change (%)	Pre-test (x-bar)	Post-test (x-bar)	Change (%)	t-value (Post-test)	Sig(2-tailed)
1*	Man	14.43	17.38	20.44	14.34	17.71	19.03	-0.195	0.846
2*	Woman	13.29	17.00	27.92	13.57	17.00	20.18	0.000	1.000
3*	Self	13.10	17.41	32.90	14.02	16.85	16.80	0.330	0.742
	Average (Item 1-3)	13.61	17.26	27.09	13.98	17.19	18.67		

*indicates positive change has been observed.

1.1.3 Language Development

The effect of the programme on the participating children's language development was measured by 2 methods: i) number of recognized Chinese Characters; and ii) adapted Morrow Language Development Scale (Mok & Lam, 2011).

1.1.3.1 A word list with a total of 50 vocabularies was used to assess children's language development at pretest, the same list was used for both pretest and posttest. Improvement has been observed in both experimental and control group on number of recognized vocabularies, but no significant differences were found between the post-test performances of the two groups.

Children's performance on words recognition

		Experimental Group			Control Group			Two group Comparison	
		Pre-test (x-bar)	Post-test (x-bar)	Change (%)	Pre-test (x-bar)	Post-test (x-bar)	Change (%)	t-value (Post-test)	Sig(2-tailed)
Words recognized		20.04	28.80	41	21.56	30.64	42	-0.413	0.680



*

1.1.3.2 Apart from the word list, teachers were asked to complete a checklist extracted from Morrow's Checklist (Mok, et. al. 2003) for each of the participated child. The checklist served to assess children's verbal communication and general use of language. Their abilities are assessed using a three-point scale (1=Always, 2=Sometimes, 3=Never), the lower scores they get, the better their performance was. For the total of 11 items, children in experimental group had shown improvement in 9 of the items. However, in summary, there is no significant differences between the control group and the experimental group, in terms of post-test test scores. Please refer to the tables below for details.

Children's performance on the Morrow's checklist

		Experimental Group			Control Group			Two group comparison	
		Pre-test(x-bar)	Post-test(x-bar)	Change(%)	Pre-test(x-bar)	Post-test(x-bar)	Change(%)	t-value(Po st-test)	Sig(2-tailed)
1*	說出單字句 子	1.59	1.58	-0.63	1.54	1.5	-2.6	0.599	0.55
2*	說出兩字句 子	1.43	1.42	-0.7	1.47	1.44	-2	-0.18	0.86
3*	辨認相似聲 音	1.23	1.13	-8.13	1.29	1.14	-12	-1.67	0.87
4*	明白別人的 語言	1.09	1.06	-2.75	1.16	1.11	-4.3	-1.18	0.24



5* 跟從口頭指示 1.21 1.16 -4.13 1.23 1.17 -4.9 -0.19 0.85

示

6	與別人自由溝通	1.14	1.14	0	1.46	1.19	-18	-0.59	0.56
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7 發音準確 1.36 1.36 0 1.44 1.35 -6.3 0.162 0.87

8*	運用配合年齡發展的詞彙	1.19	1.12	-5.88	1.17	1.1	-6	0.301	0.76
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9* 說出完整句子 1.23 1.22 -0.81 1.24 1.2 -3.2 0.24 0.81

子

10*	運用不同的句子結構	1.57	1.39	-11.5	1.5	1.39	-7.3	0.063	0.95
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11* 被別人明白 1.23 1.19 -3.25 1.26 1.26 0 -0.97 0.33

Summary of children's performance on the Morrow's Checklist

Experimental group				Control group		
	Pre-test(x-bar)	Post-test(x-bar)	Change(%)	Pre-test(x-bar)	Post-test(x-bar)	Change(%)
Average (1 st to 11 th item)	1.30	1.25	-3.43	1.34	1.26	-6.07

1.1.4 Affective and Social Development

Teachers' Temperament Questionnaire – Short Form (TTQ-SF) was adopted to assess effect of the programme on children's affective and social development. Teachers were asked to fill in the questionnaire for each of their children (both in experimental group and control group) for pre- and post-tests. The questionnaire contains 23 items that measure children's social behaviors and temperament in a group or alone.

From the data obtained, experimental group has shown improvement in the post-test while the control group scored slightly lower in post-test than in the pre-test. However, there is no significant difference statistically between the two groups. For results in details, please refer to the tables below. Due to the limited width of the page, the description of each item is listed separately in another table.

Children's performance on the TTQ

Item	Experimental group			Control group			Two group comparison	
	Pre-test(x-bar)	Post-test(x-bar)	Change(%)	Pre-test(x-bar)	Post-test(x-bar)	Change(%)	t-value(Po st-test)	Sig(2-tailed)
1	2.54	2.41	-5.12	2.6	2.37	-8.85	0.216	0.83
2	2.65	2.32	-12.45	2.33	2.11	-9.44	1.16	0.248
3*	3.52	3.7	5.11	3.7	3.66	-1.08	0.177	0.859
4	2.57	2.42	-5.84	2.63	2.39	-9.13	0.205	0.838
5	3.1	2.88	-7.1	3.06	2.79	-8.82	0.476	0.635
6	2.3	2.26	-1.74	2.61	2.67	2.3	-2.497	0.014
7*	1.9	1.93	1.58	1.8	1.91	6.11	0.097	0.923
8	2.71	2.59	-4.43	2.56	2.59	1.17	0.051	0.96



9*	2.71	2.72	0.37	2.64	2.69	1.89	0.246	0.806
10*	2.16	2.26	4.63	2.06	2.14	3.88	0.604	0.547
11	2.42	2.36	-2.48	2.76	2.7	-2.17	-1.679	0.096
12*	3.16	3.42	3.23	3.27	3.42	4.59	0	1
13*	2.9	2.99	3.1	3.27	3.13	-4.28	-0.826	0.41
14*	3.19	3.55	11.29	3.16	3.36	6.33	0.915	0.362
15*	4.17	4.35	4.32	4.17	4.06	-2.64	1.427	0.156
16	3.54	3.81	7.63	3.39	3.51	3.54	1.52	0.131
17	3.7	3.83	3.51	3.33	3.49	4.8	1.663	0.099
18	2.3	2.2	-4.35	2.46	2.4	-2.44	-1.54	0.126
19	4.83	4.87	0.83	4.64	4.66	0.43	1.259	0.21
20	4.9	5.06	3.27	4.67	4.88	4.5	1.058	0.292
21	2.54	2.33	-8.27	2.39	2.26	-5.44	0.46	0.646
22	4.54	4.67	2.86	4.39	4.59	4.56	0.363	0.717
23	3.43	3.25	-5.25	3.5	3.36	-4	-0.519	0.605

Detailed description of the questionnaire items

Item	
1	兒童需要很長的時間去適應新的環境(例如, 不同的教室, 新的座位等)



2	當兒童的玩具或物件被佔據時，他/她很少或沒有反應
3*	兒童會毫不猶豫地投入新的活動和環境
4	兒童需要很長的時間適應新的環境
5	兒童在認識新朋友時表現害羞
6	與其他兒童玩耍時，這個兒童常會與別人爭執
7*	兒童對溫度敏感，常會投訴教室過熱或過冷
8	在緊張的情況下，兒童會有過度的反應（變得非常不安）
9*	當兒童不能擁有或做一些他/她想要的物件/事情時，會變得焦慮
10*	兒童對光亮度的變化十分敏感
11	兒童難以安靜坐著，會常常扭動身體或離開座位
12*	如果兒童的活動被打斷，他/她會試圖將活動繼續下去
13*	兒童很容易被外界噪音騷擾，例如：窗外的東西、另一個兒童的竊竊私語等
14*	兒童能連續進行同一活動達一個小時
15*	兒童能夠在一個合理的時間內，安靜地坐著（相對於其他同學）
16	當兒童在工作時，他/她的注意力不會被分散（在喧鬧的情況下仍然能夠集中精神）
17	當老師說話時，即使其他兒童在交談或製造噪音，仍然能夠專心



	聆聽
18	兒童開始一些活動後，不會堅持到完成
19	兒童在聽故事或看書時，能安靜地坐著
20	與其他兒童共處時，顯得很快樂
21	兒童起初會避免參與新的遊戲和活動，寧願坐在一邊觀看
22	兒童喜歡替老師做事情
23	在開展新的遊戲或活動時，起初兒童會表現猶豫，但很快便會適應過來

Summary of children's performance on TTQ

	Experimental Group			Control Group		
	Pre-test(x-bar)	Post-test(x-bar)	Change(%)	Pre-test(x-bar)	Post-test(x-bar)	Change(%)
Average(Item 1-23)	3.12	3.14	0.006	3.10	3.09	-0.32

1.2 Case studies and Teachers' Observation

Effect of the multi-media integrated programme on the children's learning and development
Case studies were conducted to collect qualitative data on evaluating the effect of the project on children's learning and development. Teachers of 4 participating schools were invited to observe and record the behaviors of the participated children in the experimental groups to identify any behavioral changes in them.

In their reports, the participating teachers pointed out that positive behavioral changes had been observed in children in experimental group. Among all the developmental areas, their improvements in moral, affective & social, cognitive were more obvious. Some teachers reported that their children had become more motivated to perform various self-care behaviors, for examples, they initiatively folded their blankets after nap time and helped to tidy up toys,



etc which were rarely done or done after reminding by teachers. Teachers also reported about two parents' observations on children's positive change in behavior after watching the first theme of Barry's Diary. In the first theme of Barry's Diary, the main character (a girl)'s family was expecting a baby brother and she has learned to assist her mother to take care of her little brother. Coincidentally, two children in the experimental group were having a newborn baby at home and the children got influenced by the main character's positive behaviors and said they can actually help their mothers in taking care of the little babies. Stories like these are encouraging and we could see the positive influence of the programme on those participated children.

Teachers opined that the shared reading part of the programme was not only beneficial to teachers but also to parents as some proper read aloud skills were demonstrated. By introducing the proper way of doing shared reading with children, teachers reported some parents' comments that the programme had in turn enhanced children's learning at home as well as their parent-child relationship.

Project impact on optimizing learning atmosphere and strengthening parent-child relationship Teachers have also collected comments from the parents in experimental group, parents generally agreed that the contents of Barry's Diary are different from those existing children TV programmes in many ways. For examples, unlike many of the current children TV programmes, the content of Barry's Diary was age-appropriate and educational, in which they believed that children could learn while they were watching TV. Some parents reflected that they enjoyed watching Barry's Diary with their children as the contents were more interesting and closely related to their everyday life. It certainly helps to strengthen parent-child relationship.

Teachers' observation reports, are evidential that a quality TV programme for children has its positive effect and impact on young children's learning as they often learn by observing from the surroundings.

2. Survey on teachers' and parents' view on children TV programme in Hong Kong

A large scale survey was carried out in July after the completion of broadcasting in July 1, 2011. The purposes of the survey were to collect teachers' and parents' views on current children TV programmes as well as their views on Barry's Diary. Two different versions of the questionnaires (Parents and Teachers) were sent to approximately 950 preschools in Hong Kong. A total of 879 parents had responded to the questionnaires while a total of 465 teachers did.

A majority of the parents and teachers who had responded to the questionnaires agreed that children TV programmes have huge impact on children's development. When they were asked if they agree that the current children TV programmes enhance parent-child relationship, there were close to half of them had remained neutral, which possibly implied that local TV is not working very well to enhance parent-child



relationship. However, more than 60% of them agreed that Barry's Diary did enhance their parent-child relationship. From the data, it is evidential that a quality children TV programme helps to develop parent-child relationship.

70% of the responded teachers and 66% of the responded parents agreed that Barry's Diary has helped to enhance young children's moral development while less than 40% of them agreed that general children TV programmes can play the same role.

To conclude, more than 80% of the responded teachers and parents agreed that Barry's Diary enhances children's holistic development while approximately 40% of them thought that general children TV programmes have the same impact.

Teachers and parents liked Barry's Diary mainly because of the educational contents, the focuses on languages and the positive moral messages carried out. Many teachers and parents enjoyed the part that introduces Chinese characters. They thought that not only did the children learn something about the characters, they have learned about the origin of the Chinese characters that they did not know before.

3. Focus group interview

Focus group interviews were conducted to gain a more comprehensive view of different stakeholders' opinions on the quality multi-media educational programme. A total of four focus group interviews were held with kindergarten principals, teachers, parents as well as professionals (experts in media production, early childhood education and NGO).

Parents generally agreed that the quality multi-media educational programme does help to enhance children's learning and development, especially the moral and affective development.

Teachers generally appreciated the programme and commented that the programme has enhanced children's holistic development, especially the language development because the shared-reading and the introduction of Chinese characters are really interesting and have motivated children to learn and discuss.

In summarizing the results obtained from different research measures, parents and teachers generally recognized the need for introducing age-appropriate, content-appropriate multi media programmes to children. From the results obtained from the child assessment as well as the teachers' observation, it is obvious that quality children TV programme has its positive impacts and influences on young children. The survey also shows that parents and teachers generally agree that Barry's Diary can enhance young children's learning in many different aspects.



優質教育基金
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Reference

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Record of different teams' meeting

1. Table of Meetings

1.1. Team / Administrative

Activities nature	Name of the activities	Date	Time	Venue	No. of participants / team members	% of Completion
1. Team	1.1 Team meeting					
	1.1.1 12 th Team Meeting (Part I)	2011/08/19	1400-1800	HKIEd	8	100%
	1.1.2 12 th Team Meeting (Part II)	2011/08/24	1100-1300	HKIEd	9	100%
	1.1.3 12 th Team Meeting (Part III)	2011/08/25	1100-1300	HKIEd	6	100%
	1.1.4 13 th Team Meeting	2011/09/16	1130-1300	HKIEd	8	100%
	1.1.5 14 th Team Meeting	2011/09/30	0930-1130	HKIEd	8	100%

1.2. Production

Activities nature	Name of the activities	Date	Time	Venue	No. of participants / team members	% of Completion
2. Production	2.1 Production Team meeting					
	2.1.1 Production meeting					
	2.1.1.1 18 th / 19 th Production Meeting (Production Evaluation)	2011/08/19	1130-1400	HKIEd	10	100%
	2.1.2. Closing cum resources kit launching ceremony	2011/09/24	1400-1700	HKIEd	Over 300	100%
	2.2. Meeting with other parties					
	2.2.1. Meeting with professional for sound tracks issue	2011/07/04	1530-1630	Production Hse's office	8	100%
	2.2.2. Meeting with Consultants	2011/09/02	1900-2100	A restaurant in Kowloon	5	100%
	2.2.3. Meeting with adult actors	2011/09/16	1900-2100	A restaurant in Kowloon	6	100%

1.3. Research

Activities nature	Name of the activities	Date	Time	Venue	No. of participants	% of Completion
3. Research	3.1 The 63 rd OMEP World conference (7-9 July)	2011/07/09	1400-1500	HKIEd	Over 100	100%
	3.2. Focus Group Meeting	2011/09/09	1400-1700	HKIEd Town Centre	7 – 8	100%
	3.3. Focus Group Meeting	2011/09/10	0900-1200	HKIEd Town Centre	7 – 8	100%

Remarks: detail report of the captioned meeting are ready and under request for perusal

《開心保兒日記》網上重溫 點擊數據

開心保兒日記 第 01 集：家・樂樂的生日會	<472>
開心保兒日記 第 02 集：家・做個乖孩子	<437>
開心保兒日記 第 03 集：家・我愛老人家	<369>
開心保兒日記 第 04 集：家・相親相愛	<310>
開心保兒日記 第 05 集：家・獨立自主	<503>
開心保兒日記 第 06 集：寵物・可愛的小狗	<163>
開心保兒日記 第 07 集：寵物・我會照顧小狗毛毛	<162>
開心保兒日記 第 8 集：寵物・小狗毛毛不開心	<162>
開心保兒日記 第 09 集：寵物・小狗與小金魚	<111>
開心保兒日記 第 10 集：寵物・聰明的小狗	<331>
開心保兒日記 第 11 集：公園及遊樂場・公園旅行團出發！	<169>
開心保兒日記 第 12 集 公園及遊樂場・花花草草人人愛	<273>
開心保兒日記 第 13 集 公園及遊樂場・公園設施大搜尋	<247>
開心保兒日記 第 14 集：公園及遊樂場・環保自遊行	<224>
開心保兒日記 第 15 集 公園及遊樂場・與國父同遊	<385>
開心保兒日記 第 16 集 幫助我們的人・知識寶庫掌門人	<247>
開心保兒日記 第 17 集：幫助我們的人・愛心小兒科	<247>
開心保兒日記 第 18 集 幫助我們的人・家中的好拍擋	<247>
開心保兒日記 第 19 集 幫助我們的人・安全樂暢泳	<217>
開心保兒日記 第 20 集 幫助我們的人・保兒的百寶錄	<3268>

〔*因最後一集的第 20 集 default 為第一個收看片段，所以觀眾每次登入影像播放都會自動播放，因此這集的點擊數據特別高。〕

Closing ceremony cum resources kit launching ceremony (24th September 2011)



The Hong Kong Institute of Education
香港教育學院

「透過多媒體綜合教育節目協助幼兒學習與發展」計劃
閉幕典禮暨教學資源套發佈會

日期：二零一一年九月二十四日（星期六）
時間：14:00-17:00
地點：香港教育學院 C-LP-11 演講廳



The Hong Kong Institute of Education
香港教育學院

「透過多媒體綜合教育節目協助幼兒學習與發展」計劃
閉幕典禮
暨
教學資源套發佈會
INVITATION
邀請咭

謹訂於二零一一年九月二十四日（星期六）下午二時正
假新界大埔露屏路十號香港教育學院「P」演講廳舉行
「透過多媒體綜合教育節目協助幼兒學習與發展」計劃
閉幕典禮暨教學資源套發佈會
恭請
香港教育學院副校長（學術）
李子建教授
優質教育基金推廣及宣傳專責委員會主席
陳渭海副教授
蒞臨主禮
敬候
光臨指導 藉增榮耀
「透過多媒體綜合教育節目協助幼兒學習與發展」計劃
策劃人 區美蓉
成員 何斯捷 卓黃國西
陳之瑛 梁玉蘭
蔡昌 黎玉貞
繆慧碧
敬約

嘉賓請於下午一時四十五分至二時就座
（並於約二時三十分散場後退場）
（如當日八級或以上強風信號、紅色或
黑色暴雨警告信號仍生效，典禮將取消）
如有查詢，請致電：2388 1512 區美蓉先生



Appendix 6

Activities and Details (according to the project plan):

Implementation stages	Key tasks	% of completion	Details	Justification / Impact
Task carry on wards from Stage I & II to final stage (extended period)				
July 2011	Broadcast of episodes 1-20	5%	Task completed on July 1, 2011.	
August 2011	Post- test, data entry and analysis of research in parent and teacher questionnaire	20%	Task completed	
	Data entry and analysis for research questionnaires	30%	Task completed	
	Preparation work on teaching resource package	100%	Task completed	
	Publication of resource package, CD & teaching aids	100%	Task completed	
	Employment of project staff: 1 Project Assistant		Extension of the supporting staffs has been approved	
September 2011	Data entry and analysis for research questionnaires	30%	Task completed	
	Preparation work and implementation of focus group interview	70%	Task completed.	Two focus group interviews has been 9 th & 10 th September for principal, teachers, parents and professional groups respectively
	Data entry and analysis for focus group interview	100%	Task completed.	



	Preparation work on final dissemination	100%	Task completed.	Closing cum resources kit launching ceremony, Teacher workshop and public lectures have been done on 24 th September 2011
	Writing reports	100%	Task completed Application for project extension had been approved and extended till the end of September. And the final report will be submitted by the end of this year.	

Reference

- Lam, H.M.Y., Ip, M. H. H., Lui, P. K., & Koong, M. K. M. (2003). How teachers can assess kindergarten children's motor performance in Hong Kong. *Early Child Development and Care*, 173 (1), 109-118.
- Mok, M. M. C., & Lam, H. M. Y. (2011). Assessment of language development of preschoolers: Validating Morrow's Checklist for assessing early literacy development. *Early Child Development and Care*, 181(2), 203-220.
- Mok, M. C. M., Lim, S. E. A. & Lam, H. M. Y. (2003, May). *The Construct Validity of the Early Literacy Development Checklist* Paper presented at 48th Annual Convention on Making a difference in reading. Orlando: International Reading Association, USA.

Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
Two teacher manuals on “Team Building”		distributed to 100 participants at the dissemination seminar in 6/2001; about 10 teachers indicated that they would use the materials as try-out	
One CD-ROM on “Workshops on Team Building Activities”		distributed to 50 schools on request in 7/2001	