



Final Report of Project

Project No. : 2009 / 0087

Part A

Project Title: Reading Towards Writing

Name of Organization/School: Catholic Mission School

Project Period: From September, 2009 (month/year) to December, 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 (*Please see the Appendices enclosed*)

** 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.*

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1. Attainment of Objectives

1.1 Objective statement / Descriptions of the objectives/

- 1.1a To nurture students’ language proficiency in reading and writing
 1.1b To enhance teaching-learning interaction in classroom
 1.1c To help students build self-directed learning ability.

Table 1: Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
Objective 1.1a	Reading Activity, Writing Activity & Writing Task	80% attained	From the summary report on the platform From observation	About 20% of the students are less motivated in learning English
Objective 1.1b	When guiding students to read the story and do the reading activities, teachers and students have more interaction in classroom	80% attained	During the lesson time	A small group of students are less initiative to interact or communicate with teachers or even others
Objective 1.1c	Besides using the platform during the lessons, students can also have the chance to complete the tasks at home. It has built up their self-directed learning abilities	90% attained	Students’ performances in their classwork and homework tasks	About 10% of the students are less able ones find difficulty in completing the tasks at home without any parental support

1.2 Activities related to the objectives / The corresponding activities/

- 1.21 The platform has prepared on-line 27 readers for the Key Stage 2 students:
 Primary Four: 12 readers; Primary Five: 7 readers; Primary Six: 8 readers
- 1.22 There is 2 lessons for the QEF platform every alternative week.
- 1.23 There are 3 different learning tasks on the platform including Reading Activity, Writing Activity and Writing Task.
- 1.24 Students need to comprehend the stories after reading them on the platform with teachers’ guidance. Then they are expected to complete the Reading Activities for each story or reader. Next they need to complete the Writing Activity subject to their results in the previous activity. Finally they need to finish the Writing Tasks with 3 different levels also subject to their level.

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1.25. The Reading Activities and Writing Activities are done on the platform while the last task- Writing Task can be saved as students’ copies in their own folders or directly kept on the platform. Teachers can either collect the hard copies or see students’ writing performances on the platform.

1.3 Extent of attainment of the objectives

1.31 80% of the objectives have been achieved though there may not enough lesson time for the platform.

1.32 Students can learn more vocabulary and text types after reading the stories on the platform
(See the Objective in 1.1a)

1.33 Students and teachers have been having more interactions while teachers are guiding students to read and giving explanations to meaning of the words or instructions. (See the objective in 1.1b)

1.34 Students can learn independently and their self-directed abilities have been improved as they can do the tasks either during the lessons or at home. (See the objective in 1.1c)

1.4 Evidence or indicators of having achieved the objectives

1.41 There is a summary report for each task and each group per level on the platform. Besides, individual report is also indicated on the platform. Teachers can access the summary report and will know students’ performances

1.42 Teachers can also know students’ performance by observation while having the lessons with the platform every alternative week

1.5 Reasons for not being able to achieve the objective

1.51 For those less capable students, they may not understand the stories properly. They need more time in guiding them to read or write on the platform. Therefore, they may stay a bit behind the schedule of the normal class.

1.52 Teachers find difficulty in catching up the schedule while the learning/ teaching hours for English are quite limited when shared with the lessons for General English and normal reading ones

2. Project Impact on

2.1 Broadening students’/ teachers’ horizons

2.11 There is a great variety of text types of the stories on the platform:

Primary Four: diary, letter description, notice, thank you card, postcard, recipe, personal recount and pamphlet are covered

Primary Five: speech, news report, exposition, story writing, newspaper articles and email are covered

Primary Six: exposition, email, description, menu design, narration, report and story writing are covered.

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2.2 Increasing students’/ teachers sense of achievement

2.21 Teachers have satisfaction when they see students have been improving their reading abilities. Students are praised when they perform well on the platform by showing the summary report to the whole class.

2.3 Foster students’ development in their potential and specific abilities

2.31 As there is a great variety of text types and content, students have exposed to different experiences from reading the stories or sharing their ideas or opinions when having discussing the content

2.31 Students’ reading and writing or even speaking abilities have been developed.

2.3 Training students to better meet social demands

2.31 When reading different kinds of text types, students have known more about their society and have obtained various exposures for meeting the needs of the fast pace to the development of the society.

2.4 Increasing trainings opportunities for teachers and enhancing their professional development

2.41 The teachers concerned attended a few workshops before or during the platform has been implementation. It did enhance their professional development especially in the knowledge of information and technology as well as reading or writing skills

2.5 Improving learning atmosphere

2.51 The project has offered teachers and students another mode of teaching and learning besides the traditional ones in ordinary classrooms. It has improved learning atmosphere and fostered on-line learning and independent learning.

2.6 Fostering team spirit and enhancing the overall image of the school

2.61 As the teachers use on-line platform to conduct the lessons, it requires IT knowledge or skills which are generally considered as a more advanced mode of teaching. It has surely enhanced the overall image of the school if there is a chance in sharing with other schools.

2.62 As the platform expects teachers to upgrade their knowledge in information and technology, they may have more opportunities to share their opinions or experiences with each other. Their team spirit has been fostered when they need to implement the programme better



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2.7 Inducing collaboration with other schools/ professional organizations – not applicable

2.71 The school has not been high-sounded or promoted the project to other schools or professional organizations, so there are not any collaborations seen or done up to now. Hopefully, when the platform is utilized more in the coming year, the school will have got more experience in sharing with other schools.

3. Cost-effectiveness

3.1 Utilization of available resources

3.11 Students have more lesson time in using the computer during the English learning platform

3.11 Teachers find busier in managing the platform;

3.2 Unit cost for the direct beneficiaries

3.21 It's beneficial to students a lot. There are more than 3 levels with more than 100 students are benefited during the implementation year.

3.21 The school has the ownership of the platform, so more and more students will be benefited in the coming years.

3.3 Sustainability of the learning programme and materials developed

3.21 The school has the ownership of the platform, the school can still have the on-line learning resources for more students for improving their reading and writing abilities in the coming years.

3.4 Expenditure items which require no injection of resources when the project is replicated by other schools

3.41 It's not easy to predict or assess whether the expenditure items of the project can be replicated by other schools subject to the different school situations.

3.42 If other schools have the intension of having such project, our school has the pleasure to share the experience in the expenditure items which may require lower budget in the preparation cost for the similar project.

3.5 Alternative approaches for equivalent benefits at less cost

3.51 The school has budgeted in the project, it is an alternative approach for equivalent benefits at less cost

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4. Deliverables and Modes of Dissemination

4.1 Description of the deliverables

4.1.1 Types: Reading activities, writing activities and writing tasks

Titles: There are 25 titles of stories with more than 15 text types for students to learn found on the platform

Quantity: Each story has 1 reading activity, 3 different levels of writing activities and tasks;

Groupings: There are 4 different groups for Primary Four, 5 groups for Primary Five and 7 groups for Primary Six while 1 of the groups are the less able one.

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.
1 coordinator teacher, 3 teachers for implementation and 1 technician for IT support	All the people concerned are very supportive	distributed to 100 participants at the dissemination seminar in Nov 2011; about 4 teachers indicated that they would use the materials as try-out	It's worthwhile and feasible for the item to be widely disseminated by the QEF by using the on-line platform
1 on-line platform	Installed on the school web page	Students can access the platform either at school or at home	

5. Activity List

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)	
Introductory and implementation workshop	Oct 2011- Hall		✓	✓	IT technicians Project manager of the company	Useful for implementation
Preparatory and follow-up workshops	Sept/ Oct/ Nov/ Dec 2011- Computer Room	✓	✓		IT technicians Project manager of the company	Necessary and useful for evaluation



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6. Difficulties Encountered and Solutions Adopted

Difficulties Encountered

- 6.1 The staff turnover of the technical supporting organization has slowed down the progress of the project
- 6.2 The quality of the voice recordings as well as the content of the E-learning platform are expected to be amended from time to time;
- 6.3 The preparation progress of the learning platform can be smoothened if there is no staff turnover problem
- 6.4 The implementation progress can be accelerated if the voice recordings of the on-line reading materials as well as the content of the writing activities and tasks are better in quality
- 6.5 For the implementation period, teachers did not have enough lesson time in following-up students' problem after the on-line platform lessons.
- 6.6 It's not suggested to amend or update any materials or information too often according to the system of the platform as it may erase all the data such as students' summary report every time when anything is amended.
- 6.7. Sometimes students or even may find difficulty in fixing the problem of the platform subject to the instability of the web page especially when the technician is not around the school.

Solutions Adopted

- 6.8 With the great support of the school and the organization, most of problems can be solved finally.

*** * * End of the Report * * ***