

2010/0390

QEF Final Report of Project :

Learning Smart – understanding learning styles and developing learning
strategies

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
To raise the awareness of students about the impact of preferred learning styles and foster students with the habit of proactive learning to extend their mix of different learning styles.	<ul style="list-style-type: none"> • Stage I: Learning Smart – Understanding learning styles for effective learning for P6 students. • Stage IIa: Learning Smart – Understanding learning styles for effective learning for Pre-S1 students. (“non Through-train” students) 	Over 90% achieved	Over 90% of participants find that the program is useful in the questionnaire.	
To develop students’ capabilities of independent learning both inside and outside the classroom so as to foster students with the habit of life-long learning.	<ul style="list-style-type: none"> • Stage IIb: Learning Smart – Developing learning strategies for effective learning for S1 students. • Stage III: Learning Smart– Combining learning styles and strategies for effective learning for S1 students 	Over 80% Achieved	Over 80 % of participants find that the program is useful in the questionnaire.	
To create a sustainable development environment for teachers to learn and develop new ideas for teaching and sharing in facilitating students’ learning according to the different needs of learning styles.	<ul style="list-style-type: none"> • Stage IV: Learning Smart–Develop a series of learning package for S1 five Key learning areas. (1. Collaborative Lesson Planning, 2. Teaching Analysis and Lesson Observation) • Teachers Training Workshops: Learning Smart – Enhancing the 	Over 90% Achieved	Over 90% of the teachers who participated in workshops find the program useful for themselves. Over 90 % of S1 subject teachers find the program useful for themselves.	

	learning effectiveness of students both inside and outside the classroom for teachers and parents			
To enhance communication and cooperation among parents, students and the school for better support of learning outside the classroom.	<ul style="list-style-type: none"> Parents Training Workshops: Learning Smart – Enhancing the learning effectiveness of students both inside and outside the classroom for teachers and parents 	Fully Achieved	100% of parents who participated in workshops find the program useful for themselves and their children.	

2. Project Impact on

2a) The project's effects on the learning effectiveness

Through this project, students have got the awareness of their own learning characteristics. To explain, the project helped learners identify their dominant learning styles and strengthened the unexplored ones by the introduction of specific learning strategies to enhance the overall effectiveness in learning. In Stage IIB of student training, which focuses on developing learning strategies for effective learning, over 80% of the student participants found this stage of student training useful and inspiring, and the skills learnt in these sessions practical (See Appendix A). Also, in Stage III of student training, which focuses on combining learning styles and strategies for effective learning, over 85% of the participants had positive feedback (See Appendix B). By inspiring students to extend their mix of different learning styles, their habit of proactive learning is fostered. In other words, once students have mastered different learning strategies of different learning styles, they will be able to learn better and faster at anytime anywhere. With the integration of teaching and learning strategies of different learning styles in class by teachers and outside classroom by parents, students' capabilities of independent learning are developed.

2b) The project's effects on professional development

Because of this project, teachers are better equipped with various strategies to stimulate students' learning. To explain, through workshops and lesson collaboration activities with the help of expertise, teachers are more familiar with different learning styles (referred to the written comments by the teachers) and more importantly, the strengths and weaknesses of students of different learning styles. This served as a channel to understand our students and to facilitate curriculum planning and implementation.

At the same time, this project offered another opportunity for TSWMC and TSWMPS to understand each other's curriculum and thus better curriculum alignment can be done.

Furthermore, the project deliberately aims to enhance the current lesson collaboration policy at school. To explain, with the platform of learning styles, teachers can prepare for a lesson with a variety of teaching and learning strategies applied. Thus, both teachers and students can go through an enjoyable learning process and thus more dynamics in lesson can be fostered. Teachers are also able to design learner-focused teaching strategies, which helps to promote both the retention and application of new knowledge

2c) The project's effects on school development

First, the project has offered a platform for the school and parents to work together for better students' learning effectiveness. Indeed, communication and cooperation among parents, students and the school for better support of learning outside the classroom is enhanced. The parents' workshops, as an important part of the project, helped parents gain an insight into the specific way of learning of their children so that they can establish both a common language and the environment for their children to enhance learning outside the classroom. As stated in the evaluation done by parents, the two parents' workshops helped them to understand their children's needs in different angles (See Appendix E). Besides tools and techniques, rapport has been built between parents and the school.

And, this is our school's first QEF project on teaching and learning strategies. The project helps us gain more experience for future QEF projects in school.

3. Cost-effectiveness

3a) the number of beneficiaries

The number of student participants in student training was 143, the whole form of Secondary 1. 16 S.1 subjects teachers from Chinese Language, English Language, Mathematics, Liberal Studies and Integrated Science, the project assistant, 2 teachers from the Through-Train Education Committee and our vice principal participated in Stage IV of the student training in which Collaborative Lesson Planning and Teaching Analysis and Lesson Observation sessions were completed. 73 and 76 teaching staff participated in 2 teachers' workshops respectively. Regarding parents' workshops, totally 22 parents, including parents from primary schools, attended.

3b) the sustainability of the project

As suggested in the proposal, in a through-train secondary school, teachers need to work better on curriculum alignment with our primary school so that students learning can be enhanced as early as in the junior forms. With the project, a platform for TSWMC and TSWMPS to understand each other's curriculum could be created. In other words, better implementation of through-train school beliefs is done.

With the development of a series of school-based learning packages, the project encouraged teachers of our school and our primary school to discuss and review about strategies in

learning and teaching. To explain, the Collaborative Lesson Planning and Teaching Analysis and Lesson Observation sessions enabled school teachers to design the school-based learning packages and provided a platform to review the effectiveness of that. For example, the lesson plan designed by our Chinese Language subject teachers was reviewed and adopted in our primary school so that teaching strategies can be better refined.

4 Deliverables and Modes of Dissemination

4.1 Table for 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.
Framework of the whole project	Participants showed their interests in the framework	Sharings with other schools during school visits, and seminars and sharings with TSWMPS, EDB officers and EDB seconded teachers	Yes, in spite of the fact that learning styles are not something new, the implementation process is new. At the same time, the project aims at involving different stakeholders of school.
Website (http://www.tswmc.edu.hk/~qef/)	<ul style="list-style-type: none"> - It is easily accessed by different parties. - Teachers and students can be reminded of the project and the strategies they have learnt. 	Operated since May, 2012	Yes, details of the whole project can be found in the website. Besides framework, feedback from students, teachers and parents can be seen. At the same time, visitors can download the lesson plans designed by teachers who experienced using different learning styles in a lesson.
The lesson design framework by service provider (five subjects involved: Chinese Language, English Language, Mathematics, Liberal Studies and Integrated Science)	<ul style="list-style-type: none"> - It is easy for teachers to check what categories of activities they have planned for students of different learning styles. 	<ul style="list-style-type: none"> - Sharing in collaboration lesson planning, website and teachers training workshops and meetings 	Yes, it is a kind of experience sharing . And, opinions and comments from colleagues from other schools are welcome.

4.2 Elements/experiences contributing to the success of the project and feasibility of continuing the project

a) Funding from QEF

With a sum of funds subsidized by QEF, our school could successfully have the extra resources to invite expertise and employ a project assistant and thus the idea of learning styles to cater for learners' diversity can come true through different sessions of training. With the help of the expertise, time to prepare the materials and activities to introduce and intensify the idea of learning styles and correspondent learning strategies can be saved for teachers. Teachers involved could focus on observing student performance and teaching content of the student training. Teachers had sufficient time to apply strategies about learning styles in their normal lessons. Hence, what students had gone through from June to November 2011 could be consolidated in Stage IV. Without the funds, teachers would definitely have to spend much extra time to get start on the trail program on studying the effectiveness of learning styles and learning habits in students' learning. At the same time, without funds and expertise, we would lack external professional opinions on how we can review the program.

b) Coordination between committees and departments

There are thousands of programmes and activities arranged and provided to students a year. Without coordination between committees and departments in schools, no matter whether they are involved in our program or not, different stages of the project could not have been run smoothly. Besides the availability of time slots for training sessions, these committees and departments contributed to the attendance of students by letting them attend the training sessions first before any other activities or events.

At the same time, involved departments and department members were willing to participate and give opinions during the implementation of the programme. For example, since S1 subject teachers of the five subjects involved in Stage IV were required to observe at least a session of student training, they did show their interests in what was being introduced, and gave their precious feedback on how the student training can be improved. More importantly, these teachers had a lot of constructive interactions with the external expertise when preparing for the lesson collaboration in Stage IV.

c) Connection between TSWMPS and TSWMC

TSWMPS and TSWMC are through-train schools and cooperation has always been undergone since both the schools aim at developing students' potential in learning and fostering students' growth. Cooperation with TSWMPS for years in curriculum alignment and discussion on teaching methodologies, teachers of both schools aware the learning styles of our through-train students, which leads to the design of this QEF project. Without the information flow about students' learnt subject knowledge and skills and comments from TSWMPS, the project details could not be drafted well. During the implementation of the project, TSWMPS played a vital

role in arranging suitable venues, dates and time for Stage I of student training, which paved the smoother way for stages later on. At the same time, TSWMPS helped circulate the up-to-date information to primary school teachers and parents, especially when teachers' and parents' workshops were approaching.

d) Open-minded teaching staff

Teachers actively participated in the project. For example, teachers participated in teachers' workshops arouse their understanding and awareness of learning styles inside and outside classrooms. After the workshops, they also shared their reflection and gave their feedback in the evaluation. These are important for us to improve the arrangement and content of the workshops when we would like to sustain the project in future.

At the same time, S.1 subject teachers of Chinese Language, English Language, Mathematics, Integrated Science and Liberal Studies participated in the Collaborative Lesson Planning and Teaching Analysis and Lesson Observation sessions even though they were very busy at the beginning of the school year. During the whole process, they held several meetings on preparation for the sessions so that they could apply what they learnt in the teachers' workshops into the classrooms. Also, these teachers were willing to accept the advice given by the external expertise to add to or adjust their lesson plans before the implementation. They constantly gave their comments and feedback on the project too. All the above mentioned efforts come from the open-mindedness of the teachers and thus the project could be carried out successfully.

e) Support from school level

First, there was a project variation regarding to Stage I and Stage IIA Student Training (Details will be mentioned in Section 6 when talking about difficulties encountered and solutions adopted). As a result, the school was responsible for the cost of the two stages at last. It was important in terms of paving the way to other stages of training in the project. In other words, without the school support, the project may have been interrupted.

Second, time and efforts were needed to contact and negotiate with different parties in school during the whole project period. With the support from the higher school administration level, these colleagues could finish the implementation of the project smoothly.

f) Support from other stakeholders

Besides teachers and the school administrators, the contributions from students and parents cannot be ignored. For students, many of them participated well since the very first beginning of the project. They took an active role during the training, trying every task and learning activity prepared for them. They sacrificed their after-school time so that they could finish the training sessions. After the training stages, learning styles have become something they are quite familiar with, especially when teachers adopt relevant teaching strategies in class so that students' abilities of using learning styles to enhance their learning effectiveness can be ensured. Regarding parents, many of them were informed about this QEF funded project when their

children were still at primary 6. They showed their cooperation in terms of reserving time other than normal school time for their children to participate the training sessions. At the same time, some of them attended the two parents' workshops. Without their love and care to their children, parents would not squeeze time to attend the workshops in which they could learn strategies to enhance students' learning effectiveness outside classrooms.

5 Activity List

Types of activities	Brief description	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Student Training (Stage IIB) – <ul style="list-style-type: none"> ▪ Games and activities (Experiential Learning) ▪ Assignment and assessment (Formative Learning) ▪ Lecture, group discussion and student presentation 	<p>* Theme: Developing learning strategies for effective learning</p> <p>* Dates: 17/10/2011, 19/10/2011, 26/10/2011, 28/10/2011, (4 sessions were offered for each class.)</p> <p>○ Venue: classrooms at TSWMC</p>	NA	16 (class teachers, subject teachers, the project leader, Through-train Committee members and the vice principal)	All S.1 students: 141 out of 143 (2 did not participate the 4 sessions in Stage 2B because of their choice)	8trainers + 1 or 2 representatives from the contractor	Over 80% of the student participants found this stage of student training useful and inspiring, and the skills learnt in these sessions practical. (See Appendix A)

<p>Student Training (Stage III) –</p> <ul style="list-style-type: none"> ▪ Games and activities (Experiential Learning) ▪ Assignment and assessment (Formative Learning) ▪ Lecture, group discussion and student presentation 	<p>* Theme: Combining learning styles and strategies for effective learning</p> <p>* Dates: 31/10/2011, 2/11/2011, 4/11/2011 and 11/11/2012 (Training dates differed from different classes because of the availability of tutors. 2 sessions were offered for each class.)</p> <p>● Venue: classrooms at TSWMC</p>	<p>NA</p>	<p>10 (class teachers, subject teachers, the project leader, Through-train Committee members and the vice principal)</p>	<p>All S.1 students: 125 out of 143 (18 of S1 students participated other schemes during this stage of student training)</p>	<p>8trainers + 1 or 2 representatives from the contractor</p>	<p>Over 85% of the student participants found this stage of student training useful and inspiring, and the skills learnt in these sessions practical. (See Appendix B)</p>
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<p>Student Training (Stage IV) –</p> <ul style="list-style-type: none"> ▪ Collaborative Lesson Planning ▪ Teaching Analysis and Lesson Observation 	<p>* Theme: 5 main subjects Putting learning styles into practical teaching</p> <p>* Dates: a) Lesson Preparation (5 sessions)- 18/11/2011, 22/11/2011, 23/11/2011 and 28/11/2011 b) Lesson Observation (5 sessions)- 23/11/2011, 29/11/2011 and 5/12/2011 e) Lesson evaluation (5 sessions) – 7/12/2011, 16/12/2011 and 19/12/2011</p> <p>Venue: classrooms and activity rooms at TSWMC</p>	<p>NA</p>	<p>18 (S1 Subject teachers, the project leader, Through-train Committee members and the vice principal)</p>	<p>All S.1 students</p>	<p>8 trainers + 1 or 2 representatives from the contractor</p>	
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<p>Teachers' Workshops—</p> <ul style="list-style-type: none"> ▪ Discover how students learn best : how to use their strengths to the fullest ▪ The making of an active learner inside the classroom: Tools, techniques, and tips 	<p>* Theme Understanding of students' learning styles and the strategies to develop students' learning potential to utmost inside the classroom</p> <p>* Dates: 25/10/2011 and 9/1/2012</p> <p>● Venue: School Hall</p>	<p>1 (TS WMP S)</p>	<p>75 (2 of them are from TSWMPS)</p>	<p>NA</p>	<p>3 trainers from the contractor in each session</p>	<p>Over 83% of the teacher participants found the two teachers' workshops useful and inspiring, and the skills learnt in these sessions practical. (See Appendix D)</p>
<p>Parents' Workshops –</p> <ul style="list-style-type: none"> ▪ Discover how students learn best : how to use their strengths to the fullest ▪ The making of a self learner outside the classroom: Tools, techniques, and tips 	<p>* Theme Understanding children's learning styles and how parents can help enlarge children's learning effectiveness outside classroom</p> <p>* Dates: 6/1/2012 and 10/2/2012</p> <p>* Venue: School Hall</p>	<p>1 (TS WMP S)</p>	<p>NA</p>	<p>NA</p>	<p>22 parents (5 from TSWMPS)</p>	<p>Over 90% of the parent participants found the two parents' workshops useful and inspiring, and the skills learnt in these sessions practical. (See Appendix E)</p>

6. Difficulties Encountered and Solutions Adopted

6.1 Timetable for training

Since our project application was approved and confirmed at the beginning of September 2011, it was quite difficult to arrange time slots for Stage IIB and Stage III student training sessions.

To explain, dates of programmes and events are usually confirmed at the end of August so that different committees can have sufficient time to plan and prepare. Efforts were paid to find suitable available dates for student training sessions. At the same time, time was needed for project quotation. Therefore, Stage IIB and Stage III student training sessions was delayed to late October and November.

It was the same case for parents workshops. It was difficult to arrange two extra workshops when a series of scheduled parents talks and workshops are offered by our Parent-Teacher Association. Finally and fortunately, two extra nights for parents workshops were reserved for our project.

In short, coordination between school parties and other committees and departments was necessary so that training can be smoothly carried out.

6.2 Project Variation

6.2.1 Stage I and Stage IIA Student Training

Stage I Student Training was designed for our through-train pre-S1 students when they were at the late stage of P6 studies while Stage IIA Student Training was designed for non-through-train S1 students at our school in summer. Both stages were supposed to be finished before September 2011. With the approval of our project application at the beginning of September, our school needed to be responsible for the payment for the two stages which was out of our expectation and planning. Funds for these two stages will be returned to QEF at the end of the project.

6.2.2 Sharing Days

In the project proposal, Sharing Days aimed at promoting the dissemination of students' learning outcome and providing an opportunity for students, teachers and parents to share their experience gained in the period of the whole program. During the whole process of the project implementation, there was a need to let all the teachers at our school understand the details and progress of the project. At our school, teachers gather once or twice a month as a regular platform for communication or meetings. An after-school session at the end of October -- a Teachers' Sharing Day on QEF project, was held. In other words, the nature of Sharing Day was switched to introduce the details of the QEF project so that more understanding and involvement of teachers on this project could be encouraged. Another Sharing Day will be held in early June to share about teachers, parents and students feedback and suggestions on the project for future development.

Regarding the outcome of the project, a website (<http://www.tswmc.edu.hk/~qef/>) has been set up so that students, teachers and parents, no matter whether they are from our school or not, will realize our students' actual change and impact of learning after the QEF project.

6.2.3 Budget

First, during the stage of quotation, it was difficult for us to do the quotation work because there were not many suitable service providers available at the market. We were lucky enough to reach 5 service providers for service quotation. Nevertheless, one of them did not reply. Two rejected our invitation. Two quoted their service with the cost must higher than the budget approved by the QEF and one of the two was even three times higher than the approved grant. Indeed, having a suitable contractor to cooperate with was not easy and smooth.

At the same time, we were informed by the EDB that the number of S1 classes would be cut from five to four. Having found out the change, we spent quite a lot of time to negotiate the whole arrangement and the budget with the contractor once again.

6.3 Curriculum Alignment

The focus between P6 and S1 has always been curriculum alignment. It is believed that work on curriculum alignment is beneficial to effective student learning and students' adaptation to secondary school life. Before the project, the curriculum alignment focus in 2011-2012 academic year is on subject knowledge building. With this project, some attention and efforts have been switched to teaching and learning strategies used both inside and outside the classroom. Efforts on other curriculum elements such as teaching contents and assessment were lessened.

At the same time, more time and experience is needed if we want to integrate learning styles into our through-train curriculum alignment. Therefore, the continuity of the project is uncertain. Whether the project can be expanded to other subjects and to other forms like P5 and S2 also depends on time and resources invested.

6.4 Limited QEF experience

Our school did apply for QEF fund successfully before this project but it was about infrastructure of the school. Therefore, the steps to apply for fund and implement this project which is related to curriculum adaptation and learning and teaching were all new to our school. The responsible group of colleagues spent quite a lot of time on being familiar with every detail of the QEF guidelines. Once they had queries, they called QEF and then adjusted what they were doing according to the instructions given. This happened all the time within the project period because of our lack of similar experience before.

6.5 Priorities of teachers

First, among the teachers in the responsible team, they faced different challenges in this school year. At different stages of the project implementation, they had different priorities placed on the job duties they were responsible for.

At the same time, although teachers attended teachers' workshops and S1 subject teachers of five main subjects experienced the lesson collaboration activities, whether teachers fully

understood and thus constantly applied relevant strategies cannot easily be recognized. At the same time, which cognition level of teachers' understanding the use of learning styles to enhance learners' effectiveness is hardly measured. What is more, according to the feedback from the S1 teachers involved, that they needed to have meetings to discuss for the lessons and to hand in different documents was thought to burden their busy school lives.

6.6 The issue of copyright

Our school and the contractor worked hard together on designing, modifying and tailor making learning activities to introduce learning styles and strategies to students. At the same time, workbooks were prepared so that the effectiveness of the learning activities could be consolidated. However, we both are not professional in handling the issue of copyright. We did find difficulties in making clear about the copyright of the pictures or some texts used in the workbooks.

Appendixes

Appendix A – Feedback from students in Stage IIB

TIN SHUI WAI METHODIST COLLEGE
Learning Style (Stage 2b) - Evaluation Report

- **Program:** Learning Style (Stage 2b)
- **Target:** S1 Students
- **Date:** 28th October 2011

Aggregated Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE	Feedback Rating: Most Agree – 5 Most Disagree – 1
班別	(全部)	
課程名稱	Learning Style (Stage 2b)	
日期	28/10/2011	
課程編號	EV002451	

回應表		意見		
類別	問題	1 or 2	3	4 or 5
0. 整體意見	1. 我認為課程對我有用	5%	15%	80%
	2. 本課程能啟發我的思考	5%	15%	80%
	3. 本課程所教的技巧實用	4%	14%	82%
	4. 我很高興能參與這個課程	11%	17%	72%
1. 課程導師	1. 我很滿意導師的整體表現	0%	5%	95%
	2. 專業及有質素	0%	7%	93%
	3. 講解清晰明白	0%	7%	93%
	4. 態度親切	0%	6%	94%

- The large majority (80%) of students found that the program was useful and satisfied with it.
- The large majority (93% - 95%) of students found that the trainer was professional, friendly and satisfied with his teaching.

TIN SHUI WAI METHODIST COLLEGE
Learning Style (Stage 2b) - Evaluation Report

S1A Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE
班別	1A
課程名稱	Learning Style (Stage 2b)
日期	28/10/2011
課程編號	EV002451

回應表		意見		
類別	問題	1 or 2	3	4 or 5
0. 整體意見	1. 我認為課程對我有用	11%	25%	64%
	2. 本課程能啟發我的思考	7%	32%	61%
	3. 本課程所教的技巧實用	7%	29%	64%
	4. 我很高興能參與這個課程	18%	21%	61%
1. 課程導師	1. 我很滿意導師的整體表現	0%	14%	86%
	2. 專業及有質素	0%	21%	79%
	3. 講解清晰明白	0%	14%	86%
	4. 態度親切	0%	18%	82%

S1B Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE
班別	1B
課程名稱	Learning Style (Stage 2b)
日期	28/10/2011
課程編號	EV002451

回應表		意見		
類別	問題	1 or 2	3	4 or 5
0. 整體意見	1. 我認為課程對我有用	0%	4%	96%
	2. 本課程能啟發我的思考	0%	0%	100%
	3. 本課程所教的技巧實用	0%	8%	92%
	4. 我很高興能參與這個課程	4%	24%	72%
1. 課程導師	1. 我很滿意導師的整體表現	0%	0%	100%
	2. 專業及有質素	0%	0%	100%
	3. 講解清晰明白	0%	0%	100%
	4. 態度親切	0%	0%	100%

Appendix B – Feedback from students in Stage III

TIN SHUI WAI METHODIST COLLEGE Learning Style (Stage 3) - Evaluation Report
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• **Program:** Learning Style (Stage 3)

• **Target:** S1 Students

• **Date:** 11th November 2011

Aggregated Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE	Feedback Rating: Most Agree - 5 Most Disagree - 1
班別	(全部)	
課程名稱	Learning Style (Stage 3)	
課程編號	EV002452	

回應者類別	問題	意見		
		1 or 2	3	4 or 5
0. 整體意見	1. 我認為課程對我有用	1%	8%	91%
	2. 本課程能啟發我的思考	0%	15%	85%
	3. 本課程所教的技巧實用	0%	14%	86%
	4. 我很高興能參與這個課程	3%	9%	88%
1. 課程導師	1. 我很滿意導師的整體表現	0%	1%	99%
	2. 專業及有質素	0%	3%	97%
	3. 講解清晰明白	0%	1%	99%
	4. 態度親切	0%	3%	97%

➤ The large majority (91%) of students found that the program was useful and satisfied with it.

➤ The large majority (97% - 99%) of students found that the trainer was professional, friendly and satisfied with his teaching.

TIN SHUI WAI METHODIST COLLEGE
Learning Style (Stage 3) - Evaluation Report

S1A Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE
班別	1A
課程名稱	Learning Style (Stage 3)
日期	11/11/2011
課程編號	EV002452

回應表	類別	問題	意見			
			1 or 2	3	4 or 5	
0. 整體意見		1. 我認為課程對我有用	0%	5%	95%	
		2. 本課程能啟發我的思考	0%	15%	85%	
		3. 本課程所教的技巧實用	0%	10%	90%	
		4. 我很高興能參與這個課程	0%	5%	95%	
1. 課程導師		1. 我很滿意導師的整體表現	0%	0%	100%	
		2. 專業及有質素	0%	5%	95%	
		3. 講解清晰明白	0%	0%	100%	
		4. 態度親切	0%	0%	100%	

S1B Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE
班別	1B
課程名稱	Learning Style (Stage 3)
日期	11/11/2011
課程編號	EV002452

回應表	類別	問題	意見			
			1 or 2	3	4 or 5	
0. 整體意見		1. 我認為課程對我有用	0%	8%	92%	
		2. 本課程能啟發我的思考	0%	4%	96%	
		3. 本課程所教的技巧實用	0%	4%	96%	
		4. 我很高興能參與這個課程	4%	8%	88%	
1. 課程導師		1. 我很滿意導師的整體表現	0%	0%	100%	
		2. 專業及有質素	0%	0%	100%	
		3. 講解清晰明白	0%	0%	100%	
		4. 態度親切	0%	0%	100%	

TIN SHUI WAI METHODIST COLLEGE
Learning Style (Stage 3) - Evaluation Report

SIC Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE
班別	1C
課程名稱	Learning Style (Stage 3)
日期	11/11/2011
課程編號	EV002452

回應表		意見			
類別	問題	1 or 2	3	4 or 5	
0. 整體意見	1. 我認為課程對我有用	0%	12%	88%	
	2. 本課程能啟發我的思考	0%	23%	77%	
	3. 本課程所教的技巧實用	0%	15%	85%	
	4. 我很高興能參與這個課程	0%	15%	85%	
1. 課程導師	1. 我很滿意導師的整體表現	0%	4%	96%	
	2. 專業及有質素	0%	4%	96%	
	3. 講解清晰明白	0%	4%	96%	
	4. 態度親切	0%	12%	88%	

S1D Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE
班別	1D
課程名稱	Learning Style (Stage 3)
日期	11/11/2011
課程編號	EV002452

回應表		意見			
類別	問題	1 or 2	3	4 or 5	
0. 整體意見	1. 我認為課程對我有用	4%	8%	88%	
	2. 本課程能啟發我的思考	0%	16%	84%	
	3. 本課程所教的技巧實用	0%	24%	76%	
	4. 我很高興能參與這個課程	8%	8%	84%	
1. 課程導師	1. 我很滿意導師的整體表現	0%	0%	100%	
	2. 專業及有質素	0%	4%	96%	
	3. 講解清晰明白	0%	0%	100%	
	4. 態度親切	0%	0%	100%	

TIN SHUI WAI METHODIST COLLEGE
Learning Style (Stage 3) - Evaluation Report

B. 本課程給我的感覺是：

我感覺這次的課程是特別以外，而是作業用了全新設計，第二有能力的使用這些電腦策略，對自己的成長有很大幫助。

B. 本課程給我的感覺是：

本課程給我的感覺是《很开心》，因為導師每次都會精心而設計的，生動有趣。
很風。

B. 本課程給我的感覺是：

很舒服，很多知識，我可以拿到很多為目標而努力的交談和不同型款用不同的方法等。

B. 本課程給我的感覺是：

我認為這個課程給我學到了很多的人道理，不管生活，我也的到我們的人，也不單是為了別人的後，能幫助自己而活，要活，就要活得有意義。

B. 本課程給我的感覺是：

課程我的感覺是：這可以給我愉快地學習，不同平時的課程，這課程可以玩。

B. 本課程給我的感覺是：

本課程給我的感覺是很開心，因為可以學到很多的新知識，所以我很開心。

TIN SHUI WAI METHODIST COLLEGE
Learning Style (Stage 3) - Evaluation Report

B. 本課程給我的感覺是：

我覺得很开心，因為可以令到我們學到自己的學習風格和學習的技巧，而且導師親切。

B. 本課程給我的感覺是：

很开心，很多活動玩，很好，我還想下個學期還有。
她學到很多在家用的方法等。

B. 本課程給我的感覺是：

本課程令我覺得這一個課程令我學到學習有不同的方法，不同的學習風格。

B. 本課程給我的感覺是：

很有趣，遊戲好好玩，很多，很歡樂！老師很親切，能令我很深刻，很喜歡這課的課程，學到很多新知識。

B. 本課程給我的感覺是：

教的技工實用，和有趣，因為這課程可以我們們在學習可以使用，我很高興能參加這課程。

B. 本課程給我的感覺是：

是高興來學習，令到自己令悟到我自己是甚麼形，甚麼容易溫習，時間的必要性。

TIN SHUI WAI METHODIST COLLEGE

Learning Style (Stage 3) - Evaluation Report

B. 本課程給我的感覺是：

比我知道時間是重要的，所以時間不能亂花去，要好好利用時間。

B. 本課程給我的感覺是：

很開心，因為能發展我的思考，很輕鬆，不用拘束。

B. 本課程給我的感覺是：

可以認識到更多的技巧，以及令我知道什麼是「感恩」。

B. 本課程給我的感覺是：

給我很快樂和充實的感覺，令我學到很多知識。

Appendix C – Feedback on Stage IV from subject teachers involved

TIN SHUI WAI METHODIST COLLEGE Learning Style (Stage 4) - Evaluation Report

- **Program:** 認識學習風格，發展有效學習策略 (校本) 課程
- **Target:** 教師
- **Date:** March 2012

Aggregated Evaluation Report

學校名稱	天水圍循道衛理中學
對象	教師 (參與課堂教學實踐部份)
課程	認識學習風格，發展有效學習策略 (校本) 課程
日期	March 2012

Feedback Rating:
Most Agree - 5
Most Disagree - 1

回應表		意見		
類別	問題	1 or 2	3	4 or 5
甲) 對整個計劃的意見	1) 本計劃能啟發我教學上的思考	0%	0%	100%
	2) 我認為本計劃對我的教學有用	0%	7%	93%
	3) 本計劃所教授的學習技巧實用	0%	28.6%	71.4%
乙) 對課堂實踐部份的意見	4) 本部份能推動我與同事間的合作	0%	14.3%	85.7%
	5) 本部份對我的教學有增益	0%	14.3%	85.7%
	6) 本部份能提升校內專業交流的文化	0%	7%	93%
丙) 總括而言	7) 我很高興能參與這個課程	0%	14.3%	85.7%
	8) 我願意將來在課堂中繼續運用本計劃內的學習技巧	0%	7%	93%

Appendix D – Feedback from teachers on Teachers’ Workshops

TIN SHUI WAI METHODIST COLLEGE Learning Style (Teacher training program) - Evaluation Report

• **Program:** Learning Style (Teacher training program)

• **Target:** Teachers

• **Date:** 9th January 2012

Aggregated Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE	Feedback Rating: Most Agree - 5 Most Disagree - 1
班別	Teachers	
課程名稱	Learning Style (Teacher training program)	
日期	9/1/2012	
課程編號	EV002453	

回應表		意見		
類別	問題	1 or 2	3	4 or 5
0. 整體意見	1. 我認為課程對我有用	0%	6%	94%
	2. 本課程能啟發我的思考	0%	6%	94%
	3. 本課程所教的技巧實用	0%	17%	83%
	4. 我很高興能參與這個課程	0%	17%	83%
1. 課程導師	1. 我很滿意導師的整體表現	0%	11%	89%
	2. 專業及有質素	0%	13%	87%
	3. 講解清晰明白	0%	4%	96%
	4. 態度親切	0%	2%	98%

➤ The large majority (94%) of students found that the program was useful and satisfied with it.

➤ The large majority (87% - 98%) of students found that the trainer was professional, friendly and satisfied with his teaching.

TIN SHUI WAI METHODIST COLLEGE
Learning Style (Teacher training program) - Evaluation Report

B. 本課程給我的感覺是：

讓我重新反思自己的教學效能，並用在不同風格
學生，如何運用不同策略去幫助學生。

B. 本課程給我的感覺是：

提供多角度反思教學上如何突破，配合學生的學習風格。

B. 本課程給我的感覺是：

頗實在，有基本理論支持。

B. 本課程給我的感覺是：

對 VARK 學習技巧進一步的認識，加以改良。

B. 本課程給我的感覺是：

同事很努力。

Appendix E – Feedback from parents after Parents Workshops

TIN SHUI WAI METHODIST COLLEGE Learning Style (Parents training program) - Evaluation Report

- **Program:** Learning Style (Parents training program)
- **Target:** Parents
- **Date:** 10th February 2012

Aggregated Evaluation Report

學校名稱	TIN SHUI WAI METHODIST COLLEGE	Feedback Rating: Most Agree - 5 Most Disagree - 1
班別	Parents	
課程名稱	Learning Style (Parents training program)	
日期	10/2/2012	
課程編號	EV002454	

回應者 類別	問題	意見		
		1 or 2	3	4 or 5
0. 整體意見	1. 我認為課程對我有用	0%	0%	100%
	2. 本課程能啟發我的思考	0%	9%	91%
	3. 本課程所教的技巧實用	0%	9%	91%
	4. 我很高興能參與這個課程	0%	9%	91%
1. 課程導師	1. 我很滿意導師的整體表現	0%	0%	100%
	2. 專業及有質素	0%	0%	100%
	3. 講解清晰明白	0%	0%	100%
	4. 態度親切	0%	0%	100%

- The large majority (100%) of students found that the program was useful and satisfied with it.
- The large majority (100%) of students found that the trainer was professional, friendly and satisfied with his teaching.

TIN SHUI WAI METHODIST COLLEGE
Learning Style (Parents training program) - Evaluation Report

B. 本課程給我的感覺是：

讲课 趣味性, 互动性强. 老师照顾不同学生
用不同方法, 因材施教.

B. 本課程給我的感覺是：

讓我認識不同的學習方法及認識自己的孩子

B. 本課程給我的感覺是：

能了解子女的需要, 幫助他們學習。

B. 本課程給我的感覺是：

通过本課程, 可以从不同角度了解小朋友

B. 本課程給我的感覺是：

思维的方向, 启发我很多的思维

B. 本課程給我的感覺是：

有提醒 和有鼓励。

B. 本課程給我的感覺是：

簡單, 易明, 實用.