



Final Report of Project

Project No. : 2009 / 0432

Part A

Project Title: Starting with listening – Using School-based assessments for dynamic learning

Name of Organization/School: Yan Chai Hospital Wong Wha San Secondary School

Project Period: From Feb 2011 (month/year) to July 2013 (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

** 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.*

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
<p>Enhance students language proficiency by measuring their ability and matching them with suitable courseware with a school-based learning and assessment centre</p>			<ul style="list-style-type: none"> - Individual profile for each student was designed to show each student's strengths and weaknesses. - Teachers can understand the strengths and weaknesses of each student from the profile so as to analyze the teaching methodologies. 	N/A
<p>Develop a new assessment mechanism and a benchmark for listening skills that facilitates learning goals setting and gather a momentum of proactive self-directed learning</p>	<p>Develop a school-based listening platform</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> - Students are required to complete some listening exercises and integrated tasks at home for their self-learning. Then, they are required to complete an assessment to decide whether they are able to upgrade their levels in the next module. 	N/A
<p>Develop in students the 'listening skill' for purposeful communication in English</p>			<ul style="list-style-type: none"> - In the platform, there are a variety of listening exercises. All the exercises are similar to the format of TSA and HKDSE. - All the modules in the platform matched with the modules in our school so as to make their learning become more meaningful. 	N/A
<p>Replenish teachers with professional development in applying advanced educational tools and technologies for assessment to promote effectiveness in learning and teaching English</p>	<p>Teacher's seminar and school-based listening platform</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> - Students learnt how to use this website and voting system in their teaching in the teacher's seminar. - Teachers need to use the voting system together in the lesson for each module before students do the exercises at home. 	N/A

2. Project Impact on

The platform would be able to improve learning atmosphere. In the process of teaching each module, the teachers used a voting system in each module to arouse students' interests in the platform to make learning become more interactive. With the use of the platform, their learning of listening is not constrained in the textbooks anymore. They can learn and recap all the things related to the module through the use of the platform. Also, the drag & drop function used in the Integrated tasks can arouse students' interests and let them understand the skills of doing Integrated tasks in their HKDSE. Apart from improving their learning atmosphere, it can also enhance the teachers' development. All teachers teaching junior forms are required to use the platform in the teaching of each module. By using the voting machines, teachers can apply advanced educational tools and technology in their teaching.

As all the modules and materials in the platform were tailor-made for our school, it could further foster students' development in their potential and specific abilities. Students' listening skills could be improved with the use of this platform. It could let students have more chances to explore different kinds of listening resources related to the modules they were learning. Also, it could make students' learning become more meaningful as all the materials were related to what they needed to learn.

With the use of the platform, students' sense of achievement was increased. Students' abilities and English language proficiency were measured with a courseware within a school-based learning and assessment system. The ability of every student was kept in a learning profile to show their strengths and weaknesses. Students would be put on a level which was more suitable to their individual needs after the completion of each module. If a student got a good result, he/she can promote to a higher level in the next module. It can increase their sense of achievement as they were not compared with other students anymore. Also, the virtual reward system could increase their sense of achievement as well. Teachers could encourage students by sending gifts in the virtual reward system. In addition, students could spend those money earned when they did the exercises to buy some clothes and accessories for their own character, or even send it to their classmates.

To enhance the communication and meet their social demands, there was a chat-room for students to communicate with other classmates and teachers.

3. Cost-effectiveness

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Works	\$416,000	\$396,000	-4.8%
Others (Expenses of seminar)	\$10,000	\$7211	-27.89%

4. Deliverables and Modes of Dissemination

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.
An A5-newsletter about the e-listening platform	The A5-newsletter shows different aspects of the e-listening platform. It gives a brief introduction to the readers what e-listening platform is.	Dissemination activities conducted distributed to around 30 participants at the experience-sharing seminar on 19 th June, 2013 and around 200 parents at the new S.1 parents' meeting in July	There are still some newsletters. It is possible for QEF to widely disseminate by sending one to each school.

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)	
Teacher's seminar	Date: 26/10/2011 Venue: Room 120, YCHWWSSS Theme: the ways to use the platform		13			The feedback was satisfactory. Teachers understood how to use the platform and apply those elements inside in their teaching.
Experience-sharing seminar	Date: 19/06/2013 Venue: Room 413, YCHWWSSS Theme: Enhancing English with the use of technology		15		- around 20 teachers from other schools in the same district - Professor from Hang Seng Management College - Dr. from the Chinese University of Hong Kong	The feedback was satisfactory. Most teachers had a brief idea of this e-listening platform, the use of voting machine and how to complete the integrated tasks with the drag & drop function. Dr. was interested in understanding more how the students used it.

6. Difficulties Encountered and Solutions Adopted

We made three applications for project postponement of six months before. The first application was in May 2011, due to the insufficient responses to our invitation amongst service providers to tender for the project development work. Therefore, we re-ran the tendering process in July. The second application was in July 2012, due to the fact that we encountered a number of technical problems in the beginning of the developing process. Some of the modules were under developing process at that time. The third application was in April 2013 as we encountered difficulty in holding the experience-sharing seminar for the project. It was quite difficult to hold an experience-sharing session for the whole district, due to the fact that we did not have much experience to hold one on our own and it was quite difficult to invite colleagues from other schools. Finally, we found a good opportunity and held it in June during the exam period to share this platform with other teachers.