



Final Report of Project

Project No. : 2012/0378

Part A

Project Title: Building Interactive Learning Environment of Chinese Language Learning for Non-Chinese Speaking Students

Name of Organization/School: YMCA of Hong Kong Christian College

Project Period: From 1/12/2013 (month/year) to 31/3/2015 (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

Name of Project Leader: _____ Name of Grantee*: _____

Signature: _____ Signature: _____

Date: _____ Date: _____

** Final Report of Project 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

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
(i) To establish an innovative model of learning and teaching in Chinese language education by further developing <ul style="list-style-type: none"> a well-equipped information technology support learning environment an excellent virtual learning environment 	Purchasing 30 tablet computers to technically set up an innovative learning environment	100% attained	<ul style="list-style-type: none"> 30 tablet computers (ipads) were used in lessons (approximately 20% of the lessons of F.1 and F.2 adapted Chinese) Useful online resources and relevant education apps were purchased and used a cross-platform e-learning system (for PC) was purchased and used in the lessons (approximately 15% of the lessons of F.1 and F.2 adapted Chinese)
	Purchasing useful software and e-platform to enrich teaching and learning resources	100% attained	
(ii) To develop our school-based adapted Chinese curriculum for NCS students <ul style="list-style-type: none"> by completion and publication of tailor-made textbooks by creation of e-book and e-materials for learning and teaching 	Completing and implementing the school-based Adapted Chinese textbooks and teaching materials for F.1 and F.2	100% attained	<ul style="list-style-type: none"> Modified version of school-based textbooks for the Form 1 and Form 2 was completed in both hard copy and soft copy The effectiveness and practicability of different online resources were evaluated. A online resources bank was set up for teachers to share useful resources and platform in teaching Adapted Chinese for NCS students
(iii) To equip our teachers and NCS students to teach and learn Chinese in a more interactive, creative and interesting way by using information technology	Planning, implementing and evaluating Chinese lessons for NCS students by using information technology	100% attained	<ul style="list-style-type: none"> Lesson plans of using ipads in Chinese lessons for learning Chinese were completed, implemented and evaluated: 圖畫書教學：《神奇的窗子》；using flash card in teaching vocabulary; using e-classroom apps to establish interactive Chinese lessons Positive feedback form both students and teachers regarding the use of IT for learning and teaching Chinese. a model of using information technology in preparing lessons, learning
	Training sessions for teachers	100% attained	
	Teachers sharing good practice to peer	100% attained	



			<p>and teaching in classes was clearer and improved.</p> <ul style="list-style-type: none"> Teachers shared good practice in the school's departmental staff development sessions.
(iv) To enrich NCS students' Chinese language learning experiences by organizing trip to Mainland China	Chinese Language and Culture Immersion Programme for NCS students: 20 NCS students went to Nanhai for 4 days 3 nights for learning Chinese languages (Putonghua) and culture	100% attained	<ul style="list-style-type: none"> 20 students who joined the 5 day-4 night trip learnt Putonghua and explored Chinese culture by having lessons with the students in Nanhai Secondary School in the morning and went out for local cultural visits in the afternoon. Big improvement of students' Putonghua speaking skills and confidence was gained for them in communicating with people in Putonghua. Positive feedback from teachers and students
(v) To create more learning opportunities for NCS students in Hong Kong by organizing inter-school activities such as 'the 3 rd Putonghua Speech Competition for Non-Chinese Speaking Students'	The 3 rd Putonghua Speech Festival for Non-Chinese Speaking Students in Hong Kong	100% attained	<ul style="list-style-type: none"> The event was held. 150 students from 18 schools participated in the event. High participation of the event High standard of students' performance Through the event, the connection between schools was strengthened.
(vi) To share successful experience of learning and teaching Chinese for NCS students to teachers and students in other schools offering adapted Chinese in Hong Kong	Sharing Session of the project for teachers in other schools offering adapted Chinese for NCS students	100% attained	<ul style="list-style-type: none"> The event was held. 15 teachers from 5 schools joined the sharing session. Chinese teachers from other schools, representatives from EDB joined the sharing session. Teachers shared good practices and experiences to other teachers regarding teaching Chinese for NCS students



2. Project Impact on

Area	Evaluation
(a) Broadening students'/teachers' horizons	<ul style="list-style-type: none">■ Inter-school Putonghua Festival provided learning opportunities to students to gain more confidence and develop better understanding of others schools' students■ NCS students were able to go to Mainland China and had close communication with students there to learn and practice their Putonghua. They developed deeper understanding of Chinese culture.■ Teachers cooperated with Chinese teachers in other school which is also offering Adapted Chinese curriculum.■ Teachers shared experiences and good practice with each other to enhance teaching and learning quality
(b) Increasing students'/teachers' sense of achievement	<ul style="list-style-type: none">■ Students gained sense of achievement in participating in the 3rd Putonghua Speech Festival. They gained confidence in speaking Putonghua in front of the public and some of our students also got awards in the competition.■ Students found sense of satisfaction in communicating with students in Mainland Chinese in Putonghua■ Teachers gained sense of achievement in the completion of school-based curriculum and the improvement of teaching and learning quality of Adapted Chinese lessons.
(c) Fostering students' development in their potential and specific abilities	<ul style="list-style-type: none">■ NCS students benefited by the modified adapted Chinese curriculum which their development in reading, writing, listening and speaking abilities could be generally strengthened.■ Student's speaking ability (Putonghua) improved a lot in the 3rd Putonghua Speech Festival and also the Chinese Language and Culture Immersion Programme
(d) Training students to better meet social demands	<ul style="list-style-type: none">■ Chinese ability of NCS students were generally improved which led to better academic results and also better communication skills of students■ NCS students developed better understanding of Chinese culture which is good for their social life in Hong Kong
(e) Increasing training opportunities for teachers and enhancing their professional development	<ul style="list-style-type: none">■ Teachers had cooperation opportunities with teachers from other schools and the University of Hong Kong in the 3rd Putonghua Speech Festival.■ A sharing session provided good opportunities for teachers to share teaching experience and good practice, as well as difficulties and solutions in teaching Adapted Chinese.
(f) Improving learning atmosphere	<ul style="list-style-type: none">■ Learning atmosphere and students' motivation in learning Chinese were improved



(g) Fostering team spirit and enhancing the overall image of the school	<ul style="list-style-type: none"> Students' interests in learning Chinese was also enhance for NCS students Chinese teachers were all involved in developing the school-based curriculum under the project. Strong understanding of the curriculum and sense of belonging were built within Chinese teachers Chinese teachers worked closely in organizing different Chinese language and culture activities for NCS students Positive feedback from other schools about the 3rd Putonghua Speech Festival and the sharing session.
(h) Inducing collaboration with other schools / professional organizations.	<ul style="list-style-type: none"> Collaborative relationship was built between our school, the University of Hong Kong and other schools which are offering Adapted Chinese.

3. Cost-effectiveness

Area	Evaluation
(a) Utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))	The budget is generally utilized as listed in the project. The cost for the trip to Mainland is lower than expected.
(b) Unit cost for the direct beneficiaries	453 students in our school is learning the Adapted Chinese curriculum. The unit cost is \$703.
(c) Sustainability of the learning programme and materials develop	The curriculum and teaching materials will be further developed and implemented in the coming academic years from 2015-2016. The school will continue to use the and e-learning resources in the Adapted Chinese and other lessons.
(d) 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)	<ul style="list-style-type: none"> School-based teaching materials Model of creative, interactive and interesting teaching and learning of the Adapted Chinese curriculum
(e) Alternative approaches for equivalent benefits at less cost	The project was already run at the possible lowest cost.

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$166,320	\$152,700	-8.2%
Equipment	\$112,000	\$131,500	+17.4%
General Expense	\$114,500	\$34,121	-70%
Total	\$392,820	\$318,321	-19%



4. Deliverables and Modes of Dissemination

Description of the deliverable	Evaluation of the quality and dissemination value of the deliverable	The dissemination activities conducted and the responses of the participants/recipients to such dissemination activities	the value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.
<p>Completion of school-based adapted Chinese curriculum for NCS students</p> <p>Model of teaching Chinese for NCS students in a more creative, interactive and interesting way</p> <p>More and better inter-school learning opportunities for non-Chinese speaking students in Hong Kong, i.e. The 3rd Putonghua Speech Festival for Non-Chinese Speaking Students.</p> <p>Learning opportunities for our school's students</p>	<ul style="list-style-type: none"> ■ Positive feedback from both teachers and students ■ Teaching and learning quality are improved. <ul style="list-style-type: none"> ■ Positive feedback from both teachers and students ■ Our schools will continue to organize different kind of Chinese activities for NCS students in school and in Hong Kong 	<p>A sharing session was held on 28th March in our school.</p>	<p>Share experiences and good practice in QEF organized seminar</p>



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)	
School-based textbook and teaching materials	1/12/2013-31/3/2015		12	F.1: 81 F.2: 91: Total: 172		Positive feedback from both teachers and students. They found the teaching materials are more relevant and fit their needs.
Innovative Chinese lessons for NCS students	1/12/2013-31/3/2015		12	F.1: 81 F.2: 91: Total: 172		Positive feedback from both teachers and students. They found the lessons are more interesting and interactive.
The 3 rd Putonghua Speech Festival for Non-Chinese Speaking Students.	12/4/2014, 9:00am - 1:00pm School Hall	18	>30	150		Positive feedback from both teachers and students in our school and from other schools. They ask our school to continue to organize inter-school activities for NCS students to learn Chinese
Chinese Language and Culture Immersion Programme for NCS students	21/4/2014-25/4/2014 Nanhai (the Nanhai Middle School)		2	20		Positive feedback from both teachers and students. The school will continue to organize Chinese Language and Culture Immersion programme for NCS students.
Sharing Session about the project	28/3/2014, 10:00am - 12:30am School Studio 1	5	15			Positive feedback from both teachers and students

6. Difficulties Encountered and Solutions Adopted

Difficulties Encountered	Solutions Adopted
Project assistant resigned	<ul style="list-style-type: none"> Employed a new project assistant. Applied for the extension of the project.
Level of IT proficiency of teachers were	<ul style="list-style-type: none"> Organized professional development sessions. Teachers with higher level of IT proficiency of demonstrated good lessons, shared skills and knowledge to develop other teachers in the Chinese department.