

Final Report of Project

Project No. : 2013 /0085

Part A

Project Title: To Enhance Diversified Learning Strategies, and Culture of Sharing and Exchange through Campus TV

Name of Organization/School: Queen Elizabeth School

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

Part B

1. Attainment of Objectives

Table 1.1 : Attainment of Objectives – for student

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
<ul style="list-style-type: none"> 提高學生的學習動機，學生能主動學習，提升學習效能。 	<ul style="list-style-type: none"> Regular TV programme broadcasting Video Production for Alumni Talks 	83% attained	<ul style="list-style-type: none"> 有學生主動要加入中科目節目製作小組，主動撰寫拍攝內容及策劃拍攝進度。 原本未有提出參與拍攝節目的企業、會計與財務概論科，亦有學生主動提出要為科目拍攝「商界名人榜」，好讓其他未能修讀企業科的同學，可以對商界有多點認識。 此外，各組同學為把節目拍好，都會主動於網上找尋更多於教科書未有提及的資料，主動向老師引證，作為拍攝內容，這實有助提升教與學的效能。 由於今年是本校六十週年慶典，本校邀請了數位傑出校友到校演說，以自身的故事，勉 	



			勵同學，提高同學們的學習動機，使他們能主動學習。由於每此座位有限，並非全校學生皆能列席，故此校園電視台每次均為講座錄影拍攝，並安排於試後活動日播放。	
<ul style="list-style-type: none"> ● 加強學生兩文三語的能力，使學生有信心地與人溝通，增強自信心。 	<ul style="list-style-type: none"> ● -Welcome home (interview with) ● Singapore -H K Exchange Progreamme (interview with students from Singapore) ● Morning Live broadcast TV 	83% attained	<ul style="list-style-type: none"> ● 藉着訪問不同背景的人物，學生兩文三語的能力能得以大大改善，也增強了學生的自信心。 ● 每次電視台直播節目，同學都要即時作出回應，也可增強同學與人溝通的自信心 	
<ul style="list-style-type: none"> ● 提升學生在影像製作的技巧和應用資訊科技能力。 	<ul style="list-style-type: none"> ● Production of school video ● Production of different subject teaching and learning video ● Filming of school activities ● Class video production for school open days ● Participating in video competition organized by outsider 	91% attained	<ul style="list-style-type: none"> ● 由同學陸續交來的節目製作，可見到同學在運用資訊科技能力上，比以往有明顯的進步。 ● 此外，今年於學校開放日當天，最少有五班的同學，主動為自己班拍攝開放日短片於開放日當天播放，整個拍攝及製作過程，他們都無需向電視台尋求協助，只需向電視台借用所需器材，這點足以證明大部份同學在影像製作的技巧和應用資訊科技的能力，都比以往大有進步。 ● 一群中二同學主動參加了由外間機構舉辦的「低糖低鹽」短片拍攝比賽。 	
<ul style="list-style-type: none"> ● 透過節目製作，發揮學生的創意及發展多元智 	<ul style="list-style-type: none"> ● Production of different subject 	83% attained	<ul style="list-style-type: none"> ● 從某些同學交來的節目中，可以看見同學於有限資源下，如何發揮 	



<p>能。</p>	<ul style="list-style-type: none"> ● teaching and learning video ● Video productions for external competition ● Filming of school activities ● Production of school video ● 60th Anniversary unveiling ceremony cum campus TV opening ceremony ● S.1 Admission Parents' Talk video production 		<p>他們的創意。例如，經濟課同學以輕鬆及誇張的一問一答形式，把嚴肅的經濟理論作顯淺的解說，使同學容易明白。</p> <ul style="list-style-type: none"> ● 從參加「低糖低鹽」短片拍攝比賽的作品中，亦可看出同學的無限創意及同學間的合作精神。 	
<ul style="list-style-type: none"> ● 提高學生的公民意識，使學生更關心社會及成為世界公民。 	<ul style="list-style-type: none"> ● Production of different subject teaching and learning video ● Video Production for Alumni Talk 	<p>70% attained</p>	<ul style="list-style-type: none"> ● 透過通識科所拍攝的「Current Issue Analysis」，可以讓未有機會修讀通識科的初中同學，也能透過短片的介紹，可以更加關心社會現況，至於一眾有修讀通識科的高中同學，短片能更有效地把社會現況作更詳盡及深入的分析，使同學於午膳時或課後，皆可繼續探討不同的事時問題，這不但可令同學更加關心社會，更有助他們成為世界公民。 ● 在數集傑出校友講座中，其中一輯是命名為「三位志願人員的救援故事」，講者為兩位無國界醫生及一位紅十字會緊急賑災服務隊員，講述他們如何投身國際醫療人道救援組織的志願工作，經常遠赴落後國家甚或戰亂地區服務的點滴，此次講座，實能激發同學 	



<ul style="list-style-type: none"> ● 透過收看不同類型的節目，更有效發展全人教育，並能照顧學生學習差異。 	<ul style="list-style-type: none"> ● Production of different subject teaching and learning video 	<p>67% attained</p>	<p>更加關心社會，有助他們成為世界公民。</p> <ul style="list-style-type: none"> ● 不同科目製作的節目，把一些復雜的概念，以輕鬆的方法，透過人物扮演或故事演說的形式，把艱深的理念，用顯淺的方法表達出來，讓同學根據自己學習的需要及步伐，於不同時段，把所需的科組設計節目重覆觀看，這舉確實能幫助一些學習上有困難的同學，讓他們可以從另一種途徑，把一些他們課堂上未能掌握的課題，得以更容易了解，這實有助照顧學生的學習差異。 	<p>使用校院電視台來協助並照顧學生學習差異對一般同學而然，是一種嶄新的方法，故此成效未必非常顯著，但相信假以時日，當同學都習慣了這種模式的學習法，成效會更佳。</p>
<ul style="list-style-type: none"> ● 透過學生經驗分享，培養學生彼此交流及欣賞之文化。 	<ul style="list-style-type: none"> ● Moring Live broadcast TV - Study Tour Sharing: <ol style="list-style-type: none"> 1. at Beijing 2. 考察交流團分享會 3. Taiwan Study Tour 4. 學習團 5. Macau Study Tour 6. 交流之旅 ● Moring Live broadcast TV – Local school exchange programme: <ol style="list-style-type: none"> 1. QES x Exchange Programme 2. 	<p>Fully achieved</p>	<ul style="list-style-type: none"> ● 每次考察交流團分享會，同學收看時，均耐心聆聽，表現得十分雀躍，使未能赴給海外或境內考察交流團的同學，也能分享交流團的所見所聞，這實可培養學生彼此交流及欣賞之文化。 ● 由於每次考察交流團的名額有限，故此，並非每位同學都能有機會參與，但每次藉著同學圖文並茂的細心介紹，把他們的所見所聞，親身體驗，一一向同學展現出來，亦令大家好像置身其中，實在令交流團的效益，獲得更大的效能。 	



	<p>QESx x Exchange Programme</p> <ul style="list-style-type: none"> ● Moring broadcast TV - Singapore Hong Kong Exchange Programme 			
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透過不同科組跟據已制定之評鑑方式所得出之數據。

Table 1.2 : Attainment of Objectives – for Parents

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
<ul style="list-style-type: none"> ● 家長能更了解子女在學校學習的情況，關心子女的成長，共同分享生活細節。 	<ul style="list-style-type: none"> ● Filming of school activities ● Parents' Day ● Regular TV Programme Broadcasting 	50% attained	<ul style="list-style-type: none"> ● 於家長日及每天午膳時段，家長都能透過觀看校方為同學所拍攝的活動片段，或同學所製作的短片，從而對子女在學校學習的情況，有更透徹的理解，這實有助家長與子女共同分享生活細節，有助他們的成長。 	由於非所有家長都會於每天午膳時段到校，故此未能令所有家長觀看到同學所拍攝的活動片段，但長遠計劃是把節目精彩部份濃縮後，上載至內聯網，讓家長可以隨時觀看。
<ul style="list-style-type: none"> ● 家長能了解子女的不同能力，欣賞與肯定他們的成果，並從而加強親子溝通的技巧。 	<ul style="list-style-type: none"> ● Parents' Day : Students' Achievement ● Regular TV Programme Broadcasting 	63% attained	<ul style="list-style-type: none"> ● 從家長日當天，看見家長與子女一起觀看子女的得獎表演，正好加強了家長親子溝通的技巧。 ● 家長與學生在家中為校園電視台拍攝節目，這亦有助加強家長親子的 	能看見家長與子女於家長日當天一起觀看子女的得獎表演，有傾有笑，實在已達至我們預期的效果，只可惜非所有同學都有獎項，可以被獲邀參與拍攝，故此，將來可以邀請一些未能獲獎但表現突出的同學一起參與拍攝，令更多家長與學生可以分



			溝通。	享他們學習的成果。
<ul style="list-style-type: none"> ● 透過協助部分節目製作，對學校有更深入的了解及作出相應的支援。 	<ul style="list-style-type: none"> ● Regular TV Programme broadcasting: 家事小百科 ● Production of school Video : S.1 Admission Parents' Talk, 	56% attained	<ul style="list-style-type: none"> ● 由家長教師會的委員主動提出為學校拍攝「家事小百科」節目，這正好表現了家長如何對學校所作出的相應支援，同時家長透過與校方合作拍攝不同的節目製作，也可令家長對學校有更深入的了解。 	由於今年是第一次有家長教師會的委員協助學校拍攝節目，故此這項目對一般家長來說，仍感陌生，故此，冀望明年經家長教師會再次推動後，會有更多家長參與此項活動。

Table 1.3 : Attainment of Objectives – for Teachers

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
<ul style="list-style-type: none"> ● 提高教師的專業知識和技能，為學生營造群體學習的空間，加強學與教的成效。 	<ul style="list-style-type: none"> ● Regular TV Programme broadcasting 	82% attained	<ul style="list-style-type: none"> ● 透過指導同學一起創作及拍攝不同的節目，實有助教師提高他們的專業知識和技能，也為有份參與製作的同學，營造了不同的群體學習的空間，加強學與教的成效。 	
<ul style="list-style-type: none"> ● 透過不同科組協作節目製作，使教師能互相學習，加強團隊的合作精神。 	<ul style="list-style-type: none"> ● Regular TV Programme broadcasting : Chinese Zodiac Animals, 中港差異 ● Production of school activities 	76% attained	<ul style="list-style-type: none"> ● 由於非所有老師都有拍片的經驗，故此，透過不同科組協作節目製作，使教師能互相學習，加強團隊的合作精神。 ● 由於英文科的外籍老師對中 	

			<p>國的十二生肖一概不通，故此，便與中文科合作，拍攝了一系列的生肖運程節目，名為“Chinese Zodiac Animals”，於農曆年間播放，這安排亦巧妙地令中英文科可以跨課合作。</p> <ul style="list-style-type: none"> ● 國民及公民教育組、普通話科亦合作製作了名為中港差異的短片。 ● 由於校園電視台需要自行製作及拍攝不同的節目，同時間亦要協助不同的科組拍攝它們的節目，因此亦令同事間可以多了機會能互相學習，加強團隊的合作精神。
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2. Table 2: Project Impact on -

<ul style="list-style-type: none"> ● broadening students'/teachers' horizons 	<ul style="list-style-type: none"> - The school campus TV provided a very convenient and effective platform for students and teachers to share their achievements and their experiences. - Students could share what they had seen and learnt from their study tours with the whole school through this platform. Although some students and teachers might not have a chance to participate in the study tours, they could still have a chance to learn about the tours. - This could help broaden students' and teachers' horizons.
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<ul style="list-style-type: none"> ● increasing students'/teachers' sense of achievement 	<ul style="list-style-type: none"> - Students gain a sense of satisfaction after they could produce a video. - Some students felt it was an honor for them to be chosen by the teachers in the production process. - Students who were in the QESTV team felt they had achieved a lot in this year, besides producing their own school videos, they helped other students to produce different videos for club promotions or class promotions. Their sense of achievement was high in this matter. - Students who had obtained prizes could also have a chance to share their achievements with the whole school. - Some teachers knew nothing about video production before, but after they participated in the subject video productions, they found that they had learnt the basic skill about how a video could be produced. This could help to increase teachers' sense of achievement.
<ul style="list-style-type: none"> ● fostering students' development in their potential and specific abilities 	<ul style="list-style-type: none"> - Some students approached the QESTV teacher i/c and requested to join the team next year. Some students thought they could be the anchors for the live-broadcasting programmes, some students expressed that they were interested in the production of the programme. - With more and more programmes being produced by the school, we could anticipate that more and more students would like to develop their potential on film production.
<ul style="list-style-type: none"> ● training students to better meet social demands 	<ul style="list-style-type: none"> - By producing different subject videos, we could see that our students did have a lot of new ideas and creativity. Actually, this is one of the social demands now. The public expects youngsters to have more innovative ideas to cope with the rapid change of the society.
<ul style="list-style-type: none"> ● increasing training opportunities for teachers and enhancing their professional development 	<ul style="list-style-type: none"> - With the new era on e-learning, we expected that the demand for teachers to produce their own teaching materials would be much greater for effective teaching and learning. - With the good facilities provided by the studio, more and more training courses would be introduced to our teachers and students for producing subject videos.
<ul style="list-style-type: none"> ● improving learning atmosphere 	<ul style="list-style-type: none"> - By watching some of the subject videos, students found it easier to understand some abstract and difficult subject topics. This actually could help to improve the learning atmosphere of the whole school.
<ul style="list-style-type: none"> ● fostering team spirit and enhancing the overall image of the school 	<ul style="list-style-type: none"> - With the production of school video, our overall school image could be enhanced because the public, parents and alumni could know more about our students' achievements', our school's on-going activities and our school culture. - Since most of the subject departments needed to produce their subject teaching and learning videos, more and more staff collaborations were required. This could actually help to build up our school's team spirit.
<ul style="list-style-type: none"> ● inducing collaboration with other schools / professional organizations. 	<ul style="list-style-type: none"> - Since school will complete their setting up of the school campus TV in the coming summer holidays, their students planned to visit our school studio during our post-exam activity days. We planned to let the students have a chance to share their experience on how to run the School Campus TV and demonstrate how to do a live-broadcasting. - We planned to have some small school collaboration programs started in the near future.

3. Cost-effectiveness

Table 3: Budget Checklist

Budget Items (Based on Schedule II of	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a)
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Agreement)			+/- %
Equipment	\$145,000	\$197,064	+35.9%
Work	\$182,900	\$130,508.72	-28.64%
Services	\$5,000	\$5,000	--
General Expenses	\$5,000	\$5,000	--

● utilization of available resources (e.g. equipment,)	- All the equipment purchased from this project was fully utilized by the students and teachers to produce different teaching and learning videos and school activity videos. - Equipment was also lent to students for producing video for participating in different video competitions organised by outsiders. - All equipment would be retained by the school for further use.
● unit cost for the direct beneficiaries	- The total cost for the project is \$337572.72 - Total no. of students ~ 860, total no. of teachers ~55, on average, total no. of parents ~ 100, total no. of alumni and public ~ 50 - unit cost = $\$337572.72 \div (860+55+100+50)$ = \$317 - It was very cost-effective.
● sustainability of the learning programme and materials developed	- All the subject videos produced by different subject departments could be used for teaching and learning. - All the school event videos could be kept and viewed by students and alumni in the future. - More and more learning and teaching videos would be expected to be produced in the coming academic year.
● 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)	N/A
● alternative approaches for equivalent benefits at less cost	- No alternative approaches up to now.

Table 4: 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.
N/A			

Table 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)	



60 th Anniversary unveiling ceremony cum campus TV opening ceremony	23/9/2014 - Mark the official opening of the school campus TV - Venues: Hall, Front entrance, studio	Principals, Assistant Principals and teachers from more than 5 governme nt secondary schools	55	S.1 – S.6 (>850)	Alumni > 50 Parents > 40 SMC committee (8)	All participants felt satisfactory with all the works that had been prepared and done by our students.
Singapore-H K Exchange Programme	12/11/2014 - Let the students and teachers from Singapore participate in one of the live-broadcasting programme with our students. - Venue: studio	Teachers and students from 4 different schools in Singapore	28	S.1 – S.6 (>850)	6 teachers and 8 students from Singapore,	Visitors from Singapore were very interested in the operation of the live-broadcasting. They asked our students some technical questions about the operation of the campus TV. Students from Singapore felt very excited as they could join the live-broadcasting programme.
“welcome home” Assembly	19/11/2014 - A video was produced as a souvenir for . - Students had a chance to chat with . on the stage. - The whole activity was filmed by our QESTV production team. - Venue: Hall		55	S.1 – S.6 (>850)	Alumni > 50 Parents > 20	All participators felt excited to have a chance to meet and chat with . Students had a chance to interview on the stage; this could help them to build up their confidence.



S.1 Admission Parents' Talk	29/11/2014 - A talk for parents who were interested in enrolling their children in our school in the coming academic year. - A promotion video was produced particularly for this purpose. - Venue: Hall		>10	>30	Public (>800)	The public could know more about our school background, mission, student activities and achievements through watching the video.
Production of school video	9/2014 – 10/2014 - Students were chosen to film and produce a video for the school		2	15	1 technician	- Through the production of the video, students learnt more about the school. In addition, they could have a chance to learn more about video production and video editing skills. - Students felt it was a great honor for them to be chosen as narrators or video producers to film the video for introducing the school in front of the public.



<p>Filming of school activities</p>	<p>11/9/2014, 16/9/2014 (Sports Day) 3/10/2014 (Swimming Gala) 22/11/2014 (60th Anniversary Gala Dinner) 22/12/2014 (Christmas Concert) 27/1/2015, 24/4/2015, 25/4/2015, 23/5/2-15, (Alumni Talks) - All school activities were filmed and edited by the QESTV team, the videos would be broadcasted as one of our regular broadcast TV programmes during lunch time and after school so that students, teachers and parents could have a chance to watch the events again. Venues: Sports Ground, Swimming Pool, School Hall</p>	<p>Two Alumni Talks were open to public. Schools were invited to participate in the talk. More than 4 schools joined the talks.</p>	<p>> 50</p>	<p>All students > 850</p>	<p>Parents (> 20), Alumni (>40) For 60th Anniversary Gala Dinner, > 1000 alumni. For 2 Public Alumni Talks (> 50 from public)</p>	<p>- It was a good chance for students to practise what they have learnt from the TV production training lessons. - More and more students could have a chance to join the film production. - For students and parents who did not have a chance to attend some of the school major events, for example, 60th Anniversary Gala Dinner, Alumni Talks, it was a chance for them to watch the highlights of the events and know more about the events.</p>
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<p>Parents' Day</p>	<p>14/2/2015</p> <ul style="list-style-type: none"> - Students' achievements and highlights of some school events were recorded and broadcasted on that day <p>Venue: covered playground</p>		<p>> 10</p>	<p>All students > 850</p>	<p>All parents >700</p>	<ul style="list-style-type: none"> - Parents could have a chance to appreciate what their children have done at school. This could help parents understand their children more and know more about the on-going activities of the school.
<p>Morning Live broadcast TV</p>	<ul style="list-style-type: none"> - Every Wednesday starting from 10/9/2014 - Students were required to do a live broadcast programme on every Wed morning. - Programmes could be study tour sharing, promotion of school activities, report form students who had participated in some activities organized by outsiders or report from different clubs or functional teams. - Venue: Studio - programme details: Appendix 1 		<p>>55</p>	<p>All students > 850</p>		<ul style="list-style-type: none"> - For students who helped to broadcast the programme: This activity helped them to shoulder the responsibility for the smooth running of the QESTV. They were required to arrive early on every Wed and got ready for the broadcasting. - For students who were responsible for one of the programme contents: It helped the students to build up their confidence to face the audience because they knew that they were doing a live-broadcasting programme. In addition, it helped them to improve their trilingual skills because some programmes were not conducted in Cantonese. - For all students: It provided a platform for all students to share what they have achieved and learn to appreciate what others had done.

<p>Trial run for broadcasting TV programme</p>	<p>14/11/2014 15/12/2014 – 19/12/2014</p> <ul style="list-style-type: none"> - School event videos were used for trial run on these periods in order to make sure that all the equipment could be operated smoothly. - Venue: Studio and covered playground 		2	5	1 technician	<ul style="list-style-type: none"> - After the completion of the trial runs, students had more confidence in the broadcasting of all the regular programmes afterwards.
<p>Regular TV Programme broadcasting</p>	<p>Every day starting from 2/2/2015 – 9/6/2015</p> <ul style="list-style-type: none"> - Programmes produced by different subjects were broadcasted during lunch time and after school according to our preset schedule. - A live broadcasting programme called “On Chat” was added on every Tue lunch time. - Venue: Studio and covered playground - programme details: Appendix 2 		> 50	All students > 850	Parents > 10	<ul style="list-style-type: none"> - For students responsible for producing the programme contents: they have learnt and understood more on the subject topics because they needed to produce the video. They found it was an interesting way to present their subject contents in different way. It could also help to promote their subjects and arouse other students’ interest in their subjects. - For other students: It could help them to understand some abstract and difficult topics. For students who did not take the subject as one of their elective subjects, it was a chance to let them learn more about other subjects.
<p>Experience Sharing with other Schools</p>	<p>18/9/2014 17/11/2014</p> <ul style="list-style-type: none"> - share the experience with teachers from and on how to set up a school campus TV. 	2	2	4		<ul style="list-style-type: none"> - After watching the demonstration from our students, teachers from other schools could have a basic idea about a school campus TV. - Teachers found that our school’s experience was useful for them to apply for a QEF project later.



6. Difficulties Encountered and Solutions Adopted

6.1 Budget variation:

After receiving the quotations from different suppliers, we found that some of the hardware costs were increased. Therefore the total cost of the equipment required \$52,064 more. But since one of the network suppliers gave us a cheaper solution on the broadband connection work and the work on the studio could be lower than what we had expected before. All together this could save \$52391.28. Since re-allocation of funds is allowed for not more than \$100,000, we finally could solve this problem.

6.2 Schedule:

6.2.1 Biology subject panel originally planned to produce their report video on May, but with the help of the S6 students, it finally finished the video production on April.

6.2.2 The "EAT Green" Competition which was jointly organized by the Home Economics Department and Environmental Team was postponed due to the tight teaching schedule. Therefore, they planned to conduct the competition after the school yearly exam.

6.2.3 In order to let the students had more chances to build up their confidence and practice their trilingual skills, a live-broadcasting called "On Chat" programme was introduced every Tuesday lunch time.

Name of Project Leader: _____

Signature: _____

Date: _____

Name of Grantee*: _____

Signature: _____

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.*