

Final Report of Project

Project No. : 2012/0335

Part A

Project Title: Digital Storybooking on English language Learning

Name of Organization/School: Bishop Hall Jubilee School

Project Period: From 09/2013 (month/year) to 10/2014 (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.*



1. Attainment of Objectives

Please refer to table 1 for details.

2. Project Impact

The project is successful in broadening students and teachers' horizons as this was the first time that students were to recreate a story they read for a specific target audience using technology. Teaching by incorporating technology as the main part of the learning process and as a final product was also new to teachers. Both students and teachers were able to understand how technology could be used more effectively in enhancing English learning.

A sense of achievement was achieved in both students and teachers. Students oversaw each step of the creation of their digital book. What they put down in the app was the product that was to be handed in at the end. On the other hand, teachers were able to observe and assess students formatively and along with the students, see their work-in-progress products refined through each lesson. A sense of achievement was evident not only when the end product was finished, but in every lesson while the book was being made.

Teachers learnt a new way of teaching English through the use of technology. The project itself had enhanced teachers' professional development.

Learning atmosphere was definitely improved as students were engaged with their learning in every stage of the digital storybook creation process. Students were excited about the prospect of using the , and their engagement carried over to work done on worksheets and group discussions that directly contributed to the shaping of their product on the .

3. Cost-effectiveness

Please refer to table 2 for details.

4. Deliverables and Modes of Dissemination

Internal teacher sharing session was held. However, project is not deemed valuable enough to be disseminated to outside parities.

5. Activity List

For activities conducted during the project, please refer to Table 4.

6. Difficulties Encountered and Solutions Adopted

Implementation of the project was smooth in general. However, several difficulties were encountered.

This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.



Quite a number of students spent too much time finding images, adjusting the layout and graphics of the pages in that they were not able to finish the digital storybook within the number of lessons given. As the were not allowed to be taken home due to safety issue, students had to finish their project at lunch time or after school. Teachers had to spend extra time making sure students who did not want to stay around to finish the project came to the CALR room to do their work.

Time constraint was a big issue. A lot of work could be done more beautifully with more care if students were given more time to refine their digital storybook in terms of graphics, audio recording and proofreading of the writing. Recommendation for any future implementation of the project is to create a digital storybook on one story only rather than on two. This would also allow time for peer review.



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
Improve students' English language learning motivation	Small group activities with 4 students per group to create a digital storybook	Achieved	<ul style="list-style-type: none">- Teachers' observation showed every student was engaged in the work on the .- No students were seen sleeping, chatting about topics not related to the work at hand.- Animated discussions on the project.- Students asking for extra time outside class to refine their products.	

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' English language development on reading and writing skills</p>	<p>Small group activities with 4 students per group to create a digital storybook</p> <p>Individual work</p>	<p>Achieved</p>	<ul style="list-style-type: none"> - Students to re-read the story many times so to select their own information, interpret it and produce it in the story format. After the production of the storybook on "A Christmas Carol", students read their chosen short story (either "Oedipus Complex" or "A Judge's House") over the holiday. They used the skill they learnt in the project before and applied it in the short story. - Vocabulary list on new words from the stories was kept. 	



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Enhance students' English language development on reading and writing skills	Small group activities with 4 students per group to create a digital storybook Individual work	Partly achieved	<ul style="list-style-type: none">- Students learnt to summarise the content of the stories as narration for the storybook, keeping in mind that the target audience were primary school students.- Students researched on Christmas in Dickens' time so their narration matched with the sentiment of people at that time.- Students interpreted the story and used their own words to write dialogues for speech bubbles.	<ul style="list-style-type: none">- The storybook is catered to primary school students, so the level of writing required is not sophisticated enough to enhance F3 students' English.



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
Enhance students' English language development on speaking skills	Small group activities with 4 students per group to create a digital storybook Individual work	Partly achieved	<ul style="list-style-type: none">- Students discussed their ideas and problems using English in class- Students gave individual presentations, presenting their thoughts on the project and the experiences they gained in it.	<ul style="list-style-type: none">- A number of students still relied on Cantonese to convey their ideas to each other- Monitoring every single group to speak in English was inadequate
Fostering students' collaboration skills by using project-directed learning and mobile learning technology	Small group activities with 4 students per group to create a digital storybook	Achieved	<ul style="list-style-type: none">- Students discussed project related issues inside and outside classroom on the project- Students used [redacted] to send their drafts to the teacher to be marked- Teachers sent instant feedback through [redacted]	



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Developing students' digital literacies	Small group activities with 4 students per group to create a digital storybook Individual work	Achieved	<ul style="list-style-type: none">- Students learnt to use the tools in App to edit their images and record audio for their digital books.- Students selected images online for their stories. Images were relevant to the time and setting of the stories.- Students researched on the background of the stories and selected relevant information to be included in the storybook	



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
Providing educators with alternative forms of assessment to cater for different pedagogies	Small group activities with 4 students per group to create a digital storybook Individual work	Mostly achieved	<ul style="list-style-type: none">- Teachers observed students' work as formative assessment, checking how engaged students were and their contributions through in-class observations, worksheets collected and - Teachers assessed students' creativity through the finished digital storybook. - Students filled in a self-assessment worksheet to assess their level of satisfaction in their own work, their experiences gained and improvement they deemed necessary in the project.	<ul style="list-style-type: none">- Peer review was not carried out because of a lack of time.

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$390,600.00	\$288,919.37	-26.03%
Equipment	\$13,700.00	\$13,600.00	-0.73%
General Expenses	\$7,500.00	\$6,536.00	-12.85%

Table 3: 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.

Table 4: 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)	
Individual work	Duration: Sep. 2013 – June. 2014 Individual Venue: Classroom	1	1	156	NA	Teachers' feedbacks: - Students showed obvious improvement in their summarizing skill in the second storybook they produced. - Summary narration showed students' deeper understanding of the stories.
Small group activities	Duration: Sep. 2013 – June. 2014 Groups: Around 8 groups per class for 5 classes Venue: Classroom and CALT room	1	2	156	NA	Teachers' feedback: - Some groups demonstrated good collaboration skills. - Students were eager to create their books on . - Students were less shy to speak English in the classroom. - Students were less shy in asking questions in class. - Most students showed self-motivation in using the in the creation of the digital book. - Students were quick



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Small group activities	<p>Duration: Sep. 2013 – June. 2014</p> <p>Groups: Around 8 groups per class for 5 classes</p> <p>Venue: Classroom and CALT room</p>	1	2	156	NA	<p>to learn the use of multi-media such as audio recording and image editing.</p> <p>Students' feedbacks:</p> <ul style="list-style-type: none"> - Most students enjoyed the learning process especially the creation of the digital book using technology. - Some students were able to gain more insight in the stories through reinterpretation of the stories. - Some students agreed their English skills, especially spoken skill had improved. - Some students found the new way of learning through technology more motivating and



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Small group activities	Duration: Sep. 2013 – June. 2014 Groups: Around 8 groups per class for 5 classes Venue: Classroom and CALT room	1	2	156	NA	effective. - Some students preferred formative assessment. - Some students preferred traditional learning instead.
Individual presentation	Duration: Sep. 2014 – Oct. 2014 Venue: Classroom	1	3	156	NA	Teachers' feedbacks: - Most students expressed positive feedback towards the project. - Most students lacked confidence in speaking before a crowd as opposed to a group discussion setting.
Individual work	Duration: Sep. 2014 – Oct. 2014	1	5	154	NA	Teachers' feedbacks - Not enough time to strengthen summarising skills due to a



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Individual work	Venue: Classroom	1	5	154	NA	tight syllabus
Pair activity	Duration: Sep. 2014 – Oct. 2014 Venue: Classroom and CALT room	1	5	154	NA	Teachers' feedback <ul style="list-style-type: none"> - Students were mostly engaged in pair discussion as they brainstormed ideas for the storybook - Students appreciated and commented on each other's part of the story they created on the - Students were eager to translate their written storyboard into storybook on using app.