Final Report of Project	Project No. : 2011 / 0237

Part A

Project Title: <u>Developing a Computer-based Theory of Mind (ToM) Instructional Program for the Students with Autism Spectrum Disorders</u>

Name of Organization/School: <u>The Hong Kong Institute of Education</u>

Project Period: From <u>10/2012</u> *(month/year)* to <u>08/2015</u> *(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	
Name of Project Leader:		Head of Department:	
Signature:		Signature:	
Date:	16 November 2015	Date:	
*Name of Grantee:	/	Name of Faculty Dean:	
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

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
To compile the existing teaching materials for students with ASD into a multimedia computer program for interactive learning	• 19 core team meetings were held to plan and organize the materials. • 2 joint meetings with core and participating schools were held for planning and evaluating. • Surveys were conducted to select the materials. • More than 10 production meetings were held with the developer. • 17 schools tried the developing software in schools. • 16 cross-sit visitations were arranged to collect feedback.	Fully achieved	A multimedia computer program was delivered. It can be assessed through a DVD or a website using a computer or tablet.	
To assist the students with ASD to generalize the learned knowledge and skills into real life situations	• Core team derived an advanced level from the existing materials to train the generalization skills. • The activities in the new level were built into the computer program.	Fully attained	The multimedia computer program comprised three levels of activities. The advanced level cater the development of generalization skills.	
To conduct a study to validate the effectiveness of the computer programme	• A prototype of the computer program was tried out by core and participating schools in order to evaluate the effectiveness. • Feedback are collected through evaluation forms and observations in cross-site visitations.	Fully attained	Comments and observations were collected and compiled into an enhancement list for the program development. The feedback collected is in Appendix B.	

| To network schools for experience sharing in the delivery of the computer program | • In phase 1, four core schools were recruited to form the core team.
• In phase 2, 13 more schools were recruited as participating schools to form a network together with the core schools. Joint meeting were held for teachers to share experience. | Fully attained | Teachers from core and participating schools participated in the joint meetings to share their experience in using the computer program.
The list of core and participating schools is in Appendix A. | |

2. Project Impact on

A. Learning effectiveness

- The developed instructional program: It was built upon the previous three volumes of Theory of Mind (ToM) teaching packages, each supplementing to the previous by adding new elements and emphasis.

    - The latest volume focuse on enriching existing ToM teaching materials on more complex emotions. The emotions are grouped into six domains and complex emotions are introduced by varying the intensity of one of the six basic emotions.

    - The teaching package contains interactive activities that allows students to have self-directed learning by obtaining immediate responses of their performances.

    - The teaching package comprises three levels of activities in order to provide guidelines for teachers to plan the training program. Teachers can design training plans according to the needs of students by combining activities in different levels. Students can start with the basic level and proceed to intermediate and advanced level at their own paces.

    - The concept of desire, belief and fact is emphasized in the activities in order to support students recognizing the concepts of false beliefs.

- The implementation of the training programs: The 10-week training programmes were implemented in all member schools. It helped to validate the proposed teaching materials. The evaluation and comments collected from the member schools provided directions for improving the instructional program.

B. Professional development

- Collaborative meetings: The nineteen collaborative meetings for the planning, designing and evaluation of the instructional program let teachers of core schools to exchange ideas, resources and expertise. Through their collaboration and discussions, the instructional program was developed and enhanced.

- Demonstration: The core schools were invited to demonstrate how to use the developing materials to the member schools in the workshops. Teachers of participating schools were able to acquire the knowledge and skills of ToM activities and to observe experienced teachers using the materials.

- The implementation of the school-based programme: Teachers of core and participating schools had the opportunity to demonstrate and practice the new technique learnt from the workshops and to receive prompt and constructive feedback from the project consultants

and peers in the cross-site visitation.

C. School development
  • The core schools met regularly to collaborate and exchange of ideas, resources, services and expertise when the instruction program was designed and the training program was planned. In addition, teachers of member schools visited the schools of each other in the cross-site visitations that also fostered the collaboration among schools.

3. Cost-effectiveness

Table 2: Budget Checklist

Budget Items	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Costs	$567,000	$308,435.81	- 45.6%
Services	$1,374,726	$1,123,638.50	- 18.3%
General Expenses	$353,074	$265,803.72	- 24.7%

A. Staff costs: The cost was lower than expected as the job responsibilities of the post of executive assistant were taken by a project officer handling the professional development of teachers in the area of supporting students with ASD. The project officer was concurrently working for another program that absorbed the staff cost.

4. Deliverables and Modes of Dissemination

Table 3: Dissemination Value of Project Deliverables

Item description	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF?
A multimedia computer instructional program stored in two DVD	The program had been tried-out by 17 member schools to demonstrate its effectiveness. Further improvements were made after collecting feedback.	It was distributed to almost 150 schools or organizations at the dissemination seminar on 4/7/2015 and others on request.	The computer program was incorporated into a teaching package available for public to purchase in QEF.
A teaching package containing the program information and demonstration (with a demo DVD)	Information and guidelines of the instruction program were compiled after listening to the comments and feedback of the member schools. They had been discussed among the core team members.	It was distributed to almost 150 schools or organizations at the dissemination seminar on 4/7/2015 and to others on request.	The teaching packages are available for public to purchase in QEF.
A website containing the link to the computer instructional program for access through world-wide-web.		The website launched in 9/2015 for schools to access information of the program and to apply log-in accounts for ASD students.	The website link could be disseminated through QEF.
A dissemination seminar	Participants were satisfied with the seminar with a score of 4.10 out of 5.	The dissemination seminar was held in the morning of 4/7/2015 in the Hong Kong Institute of Education.	

A. A dissemination seminar were held on 4 July 2015 in which teachers of five core and participating schools shared their experience in using the ToM activities and the instructional program. As the instruction program have been tried out in the school based training programmes after being discussed and planned in a lot of meetings, the teachers have in-depth and expensive experience to share and demonstrate to the participants. The presentation materials of the schools are in Appendix D.

B. A total of 17 schools formed a network in the phase two of the project. Teachers attended workshops and implemented school-based training program for the ASD student in their own

schools by making use of the developing instructional program.

C. The teaching package comprises the multi-media computer instruction program (basic, intermediate and advanced levels), a teaching guideline and a demonstration disc. The teaching packages were dispatched in the dissemination seminar and are available to other schools. To further promote the program, a website was launched in September 2015 for schools to obtain information and to apply log-in accounts for their ASD students.

5. **Activity List**

The following are the major activities:

- Three executive committee meetings, nineteen collaboration meetings, two core and participating school meetings and more than 10 production meetings were held.
- Four core schools were recruited in phase one and thirteen participating schools in phase 2.
- Four school visits were held in the period from July to September 2013 in phase 1.
- Ten-week Training Programmes were conducted in all member schools from February to June 2014.
- Sixteen visitations were held in the period from April to May 2014 in phase 2. The schedule of the visitations is in Appendix C.
- Demonstration videos were shot in four core schools in March 2015.
- One sharing seminar on 4 July 2015 in the HKIED was organized.
- One teaching package was published on 4 July 2015.
- A website, www.tom4.ied.edu.hk, was setup in September 2015.

Table 4: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Regular collaboration meetings	• Core schools discussed, planned and shared about the instructional program • from 3/2013 to 6/2015.	4	13		3 consult-ants	Members shared their teaching experience and gave comments on the developing materials in the 19 collaboration meetings. The program was the result of collaborative effort.

Activity	Description					Remarks
Executive committee meetings	• Members gave directions to the project • from 1/2014 to 6/2015.	4	4 principals/school leaders		6 incl. consultants, staff from QEF, EDB.	The school leaders gave directions to the project and monitored the progress in the 3 executive committee meetings.
Joint meeting for core and participating schools	• Core schools introduced ToM activities and the developing program and shared their experiences • In 12/2013 and 3/2014.	17	24		5 incl. consultants and staff from the production company	The participants were briefed about the background of the project and the developing materials. Core schools shared their experience and discussed with the participating schools so that the participating schools were able to implement the training program in their own schools.
10-week training programs	• Member schools planned and implemented their school-based training program for ASD students • from 02/2014 to 06/2014.	17	24	≈100	3 consultants	Teachers from member schools made use of the developing materials and other ToM activities in their teaching of ASD students and feedback their comments.
Cross-site visitations	• Each member school opened a session of the training program for teachers of other member schools to observe • from 4/2014 to 5/2014.	17	55	59	3 consultants	Teachers had the opportunity to observe the teaching of peers and to learn further the teaching skills. Comments on the developing materials were collected.

Dissemination Seminar	• Teachers from core and participating schools shared their experience in using the instruction program and ToM activities. • on 4/7/2015	124	173		69 incl. staff from professional organizations, EDB and HKIEd	The participants found the objectives of the seminar achieved and the information disseminated relevant.

6. Difficulties Encountered and Solutions Adopted

• Project time span: It was originally planned that the project would finish by March 2015. It happened that the development of the multimedia computer program took more time than expected when the project team decided to build a three-level structure into the instructional program to cater for different needs of ASD students. In order to provide more development time, the project team applied for an extension of project to End August 2015 and obtained the approval from QEF.

• The post of executive assistant was left vacant when the staff moved to another position in the Hong Kong Institute of Education in December 2014. With the agreement of her direct supervisor who was also the leader of this project, the concerned staff volunteered to continue to work on this project until the project ended in August 2015.

• Sustaining the continuous efforts: It was difficult to sustain the effort when the project team was disbanded after August 2015. It was decided that with the website that should be available for two more years, the Basic Advanced Thematic (BAT) team in the Hong Kong Institute of Education would continue to promote the ToM teaching activities and packages.

Appendix A

List of core and participating schools

核心學校 Core School	參與學校 Participating School
1. 匡智獅子會晨崗學校 2. 匡智張玉瓊晨輝學校 3. 基督教香港信義會紅磡信義學校 4. 道慈佛社楊日霖紀念學校	1. 香港四邑商工總會陳南昌紀念學校 2. 漢華中學（小學部） 3. 東莞工商總會張煌偉小學 4. 東華三院群芳啓智學校 5. 救世軍田家炳學校 6. 樂善堂梁黃蕙芳紀念學校 7. 博愛醫院歷屆總理聯誼會鄭任安夫人學校 8. 香港浸信會聯會小學 9. 浸信會（沙田圍）呂明才小學 10. 天主教石鐘山記念小學 11. 福德學校 12. 香港南區官立小學 13. 香港道教聯合會純陽小學

Appendix B
Comments collected from the member schools in the try-out of the computer program

	想法解讀 4 系統優點
1	清晰的介面及流程，令學生明白遊戲模式，容易投入。
2	教材內的過關練習生動有趣，增加學生興趣，亦可以增進老師與學生之間的互動。
3	情境故事簡單易懂，切合學生的能力及認知。
4	能引導學生從不同的人的角度思考，明白別人的感受。
5	小幫手能幫助學生回應問題。
6	學生在大課後，需個別完成電腦遊戲，可訓練獨立思考及鞏固知識。
7	學生有能力自學及完成遊戲，藉軟件作出思考並提出不同的建議。
8	學生能與老師互動，進行角色扮演，對不同的解決辦法，有更深入的了解和分析。
9	軟件的遊戲自學模式，讓學生主導學習的進度。
10	思考窗有效引導學生選擇雙贏方法。
11	角色扮演有助學生認識其他人的想法，不會單向地教授知識，而是讓學生在互動中親身學習，明白雙贏的好處。
12	學生熟習軟件應用的方法後，可自行按其進度進行個人練習。
13	故事生活化，學生容易將所學內容延伸至個人生活，作類化之用。
14	六何法可幫助教師有系統地教導低能力的中度學生。
15	教材可幫助低能力學生分析故事，理解感受。
16	對中度高能力學生則有助他們推想其他人的行動和理解他人的情緒。
17	故事內容本地化，動畫吸引學生。
18	過關時可重播故事影片，方便教學。
19	旁白內容清晰。
20	介面清晰，字體大小統一。
21	對於中度智障而具一家認字和理解能力的學生而言，軟件提供一個互動的學習教材和穩定的回應。
22	活動安排有系統，教學按部就班，循序漸進。

	老師教學優點
1	老師運用觸碰式螢幕 (touch screen)，令學生參與課堂活動。
2	老師有效運用思考窗，準確地引導學生思考，提升學生對情緒的分析。
3	使用情緒指標表，幫助學生理解不同程度的情緒。
4	利用手勢及口號，強化學生記憶。
5	強調課室常規及回答問題三步曲，提醒學生上學維持應有態度和表現。
6	老師以「正面」、「負面」的視覺提示，幫助學生分析願望和想法是否需要改變。
7	有效運用軟件，引導學生說出情緒。
8	老師提醒學生，答錯問題是正常的事，不用太介懷。
9	老師強調勝出並非玩遊戲時唯一的願望，遊戲的過程也很重要。
10	重溫不同冷靜方法。
11	老師轉移情境，將本來社區的故事改在學校中發生，讓學生思考。
12	利用獎勵方法、規則、視覺提示，提醒學生上課行為。
13	如學生的答案不清晰或有語法問題，老師重組同學的答案，令同學學習。
14	老師在課後總結及檢討學生表現。
15	老師利用教材在問答同時訓練學生之間的互動、秩序、禮貌對答等技巧。
16	姑娘運用「衾棉胎」的遊戲令同學體驗一下輸贏的情緒，將所學的即時實踐，加深同學的印象。
17	老師準備了小書，與學生重溫故事，幫助學生理解故事及其中角色的不同情緒。
18	要求學生自我評價上課表現。
19	老師製作校本教具，讓學生以圖片作答，令提問和應對更順暢。
20	老師在解釋願望時，詢問學生日常有什麼願望，亦叫他們示範各個情緒的面部表情。
21	提供小咭讓學生寫下我的辦法，叫學生收在手冊中，在平日可作個人提醒。
22	安排家課跟進：記下一件你感到＿＿的事件，用情緒貼紙標記當時的感受。下堂與同學分享。

	技術問題
1	記錄學生得分紀錄，以增加遊戲的刺激性。
2	做對題目有即時顯示分數，作為學生的即時回饋。
3	「延續進度」容易按錯，須重新完成遊戲。
4	可隨時轉關，不用由第一關開始做。
5	可選擇關掉拍手聲。
6	可增加列印的功能，讓每一頁都可列印。
7	加插返回上頁的功能。
8	回錄目應是回範疇中的故事列表。
9	要載入很久才能進入下一關。
10	先出問題，再按才出答案選項。
11	學生太快看完題目，立即回答，會否先給問題，再隔數秒才出答案？
12	教師自行調節教材，例如將四選一改為二選一，減低難度，配合學生程度。
13	在學生選擇答案後，老師未能詳加解釋，就直接進入下一題。
14	題與題之間多設一個畫面，讓老師選擇何時進入下一題
15	建議在答完題目後可自行控制才進下一頁；又可以將恭喜你的字眼縮小，不要擋住其他文字；亦可以百萬富翁形式，沒有恭喜的告示，以顏色取代。
16	可否重設分數歸零？

過關遊戲	
一	「情境分析」與「故事分析」
二 1	在願望和想法／思考窗部分加插各項名詞的定義，幫助學生重溫已有知識。
2	正面願望不用調節，負面想法需要調節。學生未必明白「調節」的意思，可用「改變」。
3	有需要讓學生選擇「調節」嗎？還是直接帶出「願望要調整，想法要改變。」的金句？注意「調節」與「調整」
4	願望是否一定要調節？
5	願望需要／不需要都可過關，是否要改動？
6	願望頁不知將答案拉去哪裡 。可將不用填的空格調淺色，以突顯現時的重點。
7	詢問其他人感受時，不用顯示主角的願望、想法。
8	將所有「感受」改為「情緒」。
9	人物的感受答案太單一，在現實生活中不只一個合理答案。當學生選擇了一些合理答案時，但系統設為錯誤答案，老師較難解釋及容許學生過關。
10	兩塊面譜令學生感到有混淆。（如未曾學習過 TOM1-3）
11	選擇情緒時學生表現有困難及容易混淆，可否減少選擇？
12	六個基本情緒只有一個是正面（開心），其餘的都是偏向負面，這樣教導學生是否恰當？
13	表情可否有動畫及聲音配合？
14	可否根據不同題目展示不同的情緒面譜以作選擇？
15	拉願望和想法時，提示不夠清晰，不知該放在哪格。建議會將不相關的空格調暗，或加插閃燈作為提示，小幫手的字眼需更清晰。
16	可以有動畫先示範拉願望想法的動作。
三 1	可先讓學生自己思想我的辦法，才做思考窗，這樣不會規限了同學的想像空間。
2	所有解決辦法可否加影片？現在有些有，有些沒有。
3	低年級學生多未能體會犧牲，會否是學 2-3 種思考窗?
4	學生不知道思考窗之後那條題目，可能需要更換顏色，才能與上一條題目有所區別。
5	思考窗的人頭像可統一左邊頭像代表自己，右邊頭像代表他人，以分別自私和犧牲的不同。
6	可讓高能力學生討論思考窗不同方法的利弊。
7	直接分析不同行動帶來的好處，對低年級學生來說有點困難。
四 1	角色扮演前可讓學生再次重看故事，讓學生明白不同角色的身份和對話。
2	角色扮演中提供更多對話。
3	在角色扮演中加入錄音功能，讓學生重聽自己的版本。
4	加插冷靜方法到過關遊戲中，如思考窗／角色扮演。
5	主流學校多以單對單形式進行輔導，在角色扮演時會有一定難度，如何能在教材中配合？
五 1	在我的辦法中，提供「草稿」功能，可將未完成的答案儲存，留待下次繼續編寫。
2	如學生不懂得打字，可使用手寫板，甚至可或以畫畫代替填寫我的辦法。

	過關遊戲
3	連繫「角色扮演」或「我的辦法」至「畫面譜」，讓學生可對情緒表情更熟悉。
4	會否有課後總結（社交故事模式）
5	可否有影片在遊戲最後時總結整個故事的經過、結果、帶出的道理？
6	軟件最後可加插問題：詢問學生有否在生活中遇見類似的事情，試向同學講述事件的經過及你如何處理。

	錯誤答案
1	錯誤答案的告示可加插「停一停，諗一諗，冷靜先」等類似句子。期望學生不會在答錯後沒有思考，不停試其他答案。
2	錯誤時不要彈出「答案錯誤…」可改為「試想想會否有其他更貼切的情緒？請再試一次」
3	學生在過關時選錯了，除了X外，可再多加一些解釋。
4	錯誤時不用X，用「請再試另一個答案」
5	可否不使用X的符號？（小幫手、錯誤答題）

	版面設計
1	題目和答案使用不同顏色作底色，增加對比，令學生容易掌握。
2	多項式選擇題的英文字母放在左上角，一貫日常學校作風。
3	增大字形，令學生易掌握。
4	轉題目需有提示。
5	美美與媽媽的樣子太相似，只是髮型不同。建議改用爸爸。
6	目錄欄太花、太多東西，可否縮減或在不用時隱藏？

	內容字眼
1	字眼：不用「後果」用「結果」。
2	用字太難，低年級學生／智障學生未必明白，如「不斷打斷教學節奏」、「騷擾」
3	「委屈」對小一學生來說太難，但有老師認為可以接受，以後在編寫教材時，盡量運用十五個已學的情緒會較好。或在委屈旁邊加上*號，再在小幫手中註明其意思。
4	問題太長，可否標明問題的重點？如何人、何時、何地。或提供問題咭作輔助。
5	會否將問題分 part 來問？播一段再問一題，才繼續播。
6	答案抽象：喜歡將手上的東西拋擲的感覺。
7	應說明高空擲物有何後果，例如：令他人受傷、害怕、沒有公德心、被警告…
8	學生不知道什麼是公屋扣分制度。
9	「一定有機會贏」的概念似乎對學生不太好，可改為「有我玩就開心啦！」

教具提供
1　提供工作紙以作課後鞏固練習。
2　提供教具（如字咭、貼紙、圖庫）協助老師教學。
3　提供角色扮演的教具以幫助學生代入情境：如面具、手指公仔。
4　希望有截圖提供。
5　提供故事書，讓學生能慢慢理解故事的人物、時間、地點、事情。
6　提供情緒卡作教學輔助，或用以縮減選項。
7　光碟版會否出純故事，如錄音帶般讓學生隨時播放，增加記憶？
8　可否提供故事模板讓老師自行編制新故事及上載影片？

影片播放
1　在所有關可重播影片。
2　不用即時播放影片，可由老師控制何時開始播片。
3　影片的說話速度宜減慢。
4　影片的全螢幕播放後，加入退出功能。
5　提供答案在影片中的相應時間點。
6　方法影片應對應四個思考窗。
7　音效時大時細。
8　在重播影片時，可否不用全段影片重看？只重播有關該題目的內容？
9　影片聲線太沉及太快。
10　播片如果沒有按暫停，卻按回目錄，影片是不能暫停的。

其他問題
1　對低能力學生來說，文字較多，可否有伴讀？或圖片？
2　如何阻止學生亂撞答案？
3　軟件是為了讓學生自學？還是教材？
4　會否讓學生學習雙贏及犧牲的辦法也是可取？
5　如何記錄學生答錯了哪些題目，讓老師跟進？
6　如何確保學生不是在進行閱讀理解，而是有思考？
7　使用「海洋公園」等專用名詞／地點時，是否需要得到有關機構的同意書？
8　如何幫助閱讀能力較差的學生？
9　如何應用於不同能力的學生？
10　學生在答錯題目時會有挫敗感，可能會開始抗拒回答。
11　可否有更多空間留給學生去學習如何調節想法？

	注意事項
1	TOM4 適合什麼能力的學生？能力太弱（理解能力、閱讀能力）的學生似乎適合 TOM1-3，老師可以提供更多的協助。
2	學生需先有 TOM2-3 的基礎，才能掌握人可以同時有多於一種的情緒。
3	老師應先教導 TOM1-3，讓學生對情緒、願望、想法、思考窗有了基本認識後，才使用 TOM4。
4	當學生答了一些錯誤答案時，老師應加以解釋及引導學生找出答案。亦應教導學生認識其他答案。
5	提醒教師可在角色扮演中鞏固原則，引導學生在生活上的應用。
6	提醒教師可使用故事相關的進階故事，鼓勵高能力學生作生活實踐類化。
7	老師可教導學生使用小幫手的幫助，去了解遊戲運用模式。
8	老師在教學中應強調主角是可以「選擇」，而選擇不同的辦法，更會帶出不同的結果，眾人的情緒也會從之不同。
9	老師可錄下學生的角色扮演，並即時播放，讓學生了解自己的在扮演時的表情和情緒是否正確。
10	老師應注意在遊戲中提供的六種情緒只是日常生活中較常出現的情緒，並非全部，其餘的需靠老師幫助學生發展完整的情緒認知。
11	在角色扮演時，選擇能力相若的學生在一組，先嘗試做定格、表情、讀對白，最後才加入動作。
12	老師在授課前需檢查電腦喇叭的音量大小及音效質素。
13	老師在安排觀課前，應出通告知會家長，徵詢家長同意。
14	老師在安排座位時，應使教師與學生之間有更佳接觸（眼神接觸、適當距離），有助維持良好的溝通和師生關係。
15	老師要引導學生思考「願望要調節」、「想法要改變」。
16	老師需考慮教學時間會否太長。九十分鐘的課節對小一的學生似乎不太適合，學生在後期不能專注於老師的教學，開始有玩手指、玩腳、爬地等表現。
17	老師在講解時應統一口徑：打尖／插隊
18	同學能力較弱或未曾有過相關經驗，可能會較難理解故事內容，宜挑選切合學生能力和經驗的情境故事。
19	老師在教學途中，應細心觀察及體會學生的反應，作出即時的應對措施（雷聲）
20	老師在教學中，應多給予正面鼓勵。
21	禮物的建議：扭計骰（辦法有很多，只要冷靜下來，動腦筋想一想，就可以用不同的方法解決問題）
22	禮物的建議：竹蜻蜓（要注意玩的地方，不應不理會其他人的感受，否則會很危險）

Appendix C
The schedule of cross-site visitations

	學校名稱	日期	時間	
1	匡智獅子會晨崗學校	2014 年 4 月 7 日	上午 11:00 至 12:30	
2	匡智張玉瓊晨輝學校	2014 年 4 月 8 日	下午 1:30 至 3:25	
3	基督教香港信義會紅磡信義學校	2014 年 4 月 16 日	上午 11:20 至 12:20	
4	道慈佛社楊日霖紀念學校	2014 年 4 月 28 日	上午 11:05 至 12:35	
5	香港南區官立小學	2014 年 5 月 2 日	下午 3:40 至 5:40	
6	天主教石鐘山紀念小學	2014 年 5 月 7 日	下午 1:20 至 2:45	
7	博愛醫院歷屆總理聯誼會鄭任安夫人學校	2014 年 5 月 8 日	下午 2:45 至 4:15	
8	漢華中學(小學部)	2014 年 5 月 12 日	下午 3:30 至 5:30	
9	東華三院群芳啓智學校	2014 年 5 月 13 日	下午 2:00 至 3:30	
10	香港浸信會聯會小學	2014 年 5 月 14 日	下午 2:30 至 4:15	
11	福德學校	2014 年 5 月 16 日	下午 2:00 至 3:15	
12	香港道教聯合會純陽小學	2014 年 5 月 19 日	下午 2:45 至 4:30	
13	香港四邑商工總會陳南昌紀念學校	2014 年 5 月 22 日	下午 1:00 至 3:00	
14	浸信會(沙田圍)呂明才小學	2014 年 5 月 26 日	下午 2:25 至 3:55	
15	東莞工商總會張煌偉小學	2014 年 5 月 28 日	下午 3:30 至 5:15	
16	救世軍田家炳學校	2014 年 5 月 30 日	下午 2:20 至 4:20	

Appendix D

Presentation materials of the dissemination seminar