優質教育基金
Quality Education Fund

M:FR/E

Final Report of Project	Project No. : 2013/0568

Part A

Project Title: DIY: an e-learning programme to develop learners' reading interest, integrate mobile learning and yield teachers' professional capability

Name of Organization/School: Buddhist Wing Yan School

Project Period: From 01/01/2015 *(month/year)* to 30/11/2015*(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.*

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 **D**evelop learners' reading interesting, ability and habit through multi-media enriched readers	✧ Teaching English e-readers run on [redacted] in library sessions	Fully achieved	✧ 126 lessons in total were arranged on teaching English e-readers with [redacted] in library sessions. ✧ Pupils' are interested in reading the e-stories according to teachers' observations.	
To **I**ntegrate mobile learning strategy into classroom learning and extended home learning through tablet's application development	✧ [redacted] were adopted in teaching the English e-readers in library sessions ✧ pupils can revisit the e-readers on varies platforms, [redacted] at home	Fully achieved	✧ 22 [redacted] were purchased. ✧ All the e-readers can be accessed at school and at home.	
To **Y**ield teachers' capability in applying mobile learning to enhance learning interest in classroom through hands-on experience and training workshops	✧ Teacher Training workshop ✧ Lesson demonstration	Fully achieved	✧ A training workshop was held on teaching the e-readers run on [redacted] for all English teachers. ✧ A lesson demonstration on teaching the e-readers in lessons with [redacted] was arranged by the service provider.	

Table 2: Budget Checklist

Budget Items *(Based on Schedule II of Agreement)*	**Approved Budget (a)**	**Actual Expense (b)**	**Change [(b)-(a)]/(a) +/- %**
Services	$83,000	$83,000	-
Equipment	$60,000	$61,600	+2.7%
General Expenses	$5,000	$3,400	-32%

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.**
Services	✧ E-readers are interesting with lots of colourful pictures and animations. ✧ The pronunciation is great and the pace of speaking is rather suitable to second language learners. ✧ The e-readers are user-friendly as the icons are clearly shown. ✧ The login process is easy to handle even for younger children. ✧ E-readers can be accessed easily both at school and at home. ✧ Support services are effective and efficient. ✧ Lesson demonstration and teacher workshops are inspiring.	✧ Two parents' seminars were held on 22/8/2015 (P.1) and 8/9/2015 (P.1-3) to demonstrate the use of the e-readers and encourage parents to read with their children at home on varies platforms. Parents were motivated and most of them agreed that the e-readers are interesting. ✧ A teacher workshop was held to introduce the use of the e-readers. ✧ A lesson demonstration was provided to show the teaching procedures of using to read the e-readers.	
Equipment	✧ 22 were purchased and used in lessons.	✧ All P.1-3 pupils were engaged in using to read English e-readers in lessons.	

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	parents	
Teacher workshop	Date: 5/3/15 Theme: Introducing the e-readers on varies platform Venue: School Library		15			✧ the workshop was conducted effectively ✧ teachers showed their interest and abilities of teaching e-readers run on
Lesson demonstration	Date: 31/3/2015 Theme: Demonstrate the use of e-readers run on in teaching Venue: 3D Classroom		15			✧ teachers showed their understanding of the teaching procedures of adopting in teaching e-readers
Parents seminars	Date: 22/8/2015 Theme: Introducing the e-readers (P.1) Venue: School Hall Date: 8/9/2015 Theme: Introducing the e-readers (P.1-3) Venue: School Hall		4		about 100 about 200	✧ appreciated the innovative teaching approach ✧ most of them showed their interest in using the e-readers run on tablets and computers to help their children to learn English at home ✧ the login process is easy ✧ the e-readers can be accessed on different platforms
P.1 to P.3 library sessions	Date: 4/2015-6/2015 & 9/2015-12/2015 Theme: Teaching e-readers with Venue: School library and classrooms			14-15 P.1: 130 P.2: 108 P.3: 106 15-16 P.1: 150 P.2: 132 P.3: 108		✧ pupils enjoyed reading the stories ✧ they found the pictures and animations are colourful and interesting

Table 5: Difficulties and Remedies

Difficulties	Reasons	Remedies
The delayed of the delivery of	The purchased model was out of stock.	✧ The purchased were delivered on 19/3/2015 finally. ✧ The lessons were started in 4/2015 as the school technician took some time to set up the and install the necessary apps on the devices. ✧ All the e-readers' lessons were ended in 12/2015.
The Wi-Fi network was unstable	The school's Wi-Fi network was dated and slow.	✧ Some of the lessons were held in classrooms (smaller in size), not in the library, as the Wi-Fi signal was more stable and reliable. ✧ A Wi-Fi router was purchased by IT department with school funding but the network was still slow. ✧ The problem was completely solved in 9/2015 as the school upgraded the network system with other funding and the e-readers could run smoothly

Project Impact

1. **Broadening students' and their parents' horizons**

Students had a chance to explore an innovative way of reading. With the help of the mobile devices, students can read and listen to the stories at the same time. They can even speak or tell the stories with the recording engine. Besides, they also need to answer the post-reading questions by touching the screen. Hence, different sensory organs are stimulated while learning. Through lesson observations, we found that students were more engaged in learning tasks with such stimulations. Students also found that reading is not boring anymore and can be interesting.

Parents appreciated this innovative teaching approach very much and most of them showed their interest in using the e-readers run on tablets and computers to help their children to learn English at home after the seminars. They are more engaged in their children's learning and some even read with their children at home. But still, some are not willing to offer time to read with their children or let their children go online to do the reading at home.

2. **Increasing training opportunities for teachers and enhancing their professional development**

After the training workshop, teachers showed their interest of teaching e-readers run on . Meanwhile, teachers showed their understanding of the teaching procedures of adopting in teaching after the lesson observation. This is our school's first attempt to adopt mobile devices in teaching and this anticipated a further step of adopting this approach in other subjects in our school this year and in PLP-R/W lessons in the next school year as teachers are now more prepared to use them in teaching.

3. **Improving learning atmosphere**

According to teachers' observation, students were more eager and excited to read e-readers than those printed ones. They enjoyed reading with colourful animations and listening to the stories. Obviously, students' interest in reading English books has been aroused and reinforced after introducing the e-readers in lessons. They are now more willing to read English books than before.