



Final Report of Project

Project No. : 2013/0804

Part A

Project Title: Mobile Reading Workshop

Name of Organization/School: Dr. Catherine F. Woo Memorial School

Project Period: From March 2015 (month/year) to January 2016 (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.*

Part B

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
Promote students' regular reading habit	<u>Activity 1</u> In class reading lessons via on-line platform. <u>Activity 2</u> Self-directed learning at home.	83% achieved through Activity 1 and 78% achieved through Activity 2.	The result was obtained through a questionnaire for all pupils involved.	The percentage of achievement is around 80% which is regarded as quite high. There were different individual factors for the small number of students who did not agree their reading habit was promoted.
Increase students' motivation to improve their reading skills by adopting suitable e-Learning strategies	<u>Activity 1</u> In class reading lessons via on-line platform and apps application.	82 % achieved.	The result was obtained through a questionnaire for all pupils involved.	Same as above.

2. Project impact on learning effectiveness, professional development and school development

As indicated in the Activity List below, 86% of teachers agreed that the Workshop on 'Development of Mobile Reading Workshop' promoted their professional development on this area. Besides, teachers involved in the whole project also agreed that team work has built up through all the tasks they worked together, including the selection of learning materials, designing of the curriculum, co-planning of lessons and designing of the task sheets. They also reflected that they gained a better sense of belonging and achievement after they had developed the curriculum.

As for students, the project had helped them promote their regular reading habits as reviewed from the interviews and weekly reports generated from the Mobile Reading Platform. Furthermore, as teachers introduced lessons where different apps were adopted, students found the lessons more interesting and could apply what they had learnt more efficiently and in a more lively way. Since the teachers showed the weekly report to the class regularly, students could compare their own performance with their classmates'. As a result, this served as an impetus to drive students, especially the more aggressive ones, to work harder.

Through the adoption of apps, both teachers and students were more aware of the benefits of the use of advanced technology. This broadened both parties' horizons.

3. Cost-effectiveness – a self-evaluation against clear indicators and measures

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Services	\$66,560	\$54,713	-17.8%
Equipment	\$37,000	\$36,960	-0.1%
General expenses	\$5,040	\$5,000	-0.8%

4. Deliverables and modes of dissemination; responses to dissemination

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.
26 task sheets, one for each reader	Most of the students (68%) agreed that the task sheets were interesting and useful in learning English. They expressed their favour on the open-ended questions in the Fun Corner section of the task sheets.		The school does not mind to share the task sheets designed through on-line platform(s) available in QEF. However, the service provider has the right to decide whether to disclose their e-readers for the public.

5. Activity list

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)	
Teachers' Training Workshop	It was held on 4-5-2015 in the Computer Room. Theme: Workshop on development of Mobile Reading Workshop		14			86% of teachers were satisfied with the workshop and agreed that the workshop could promote their professional development.
Parents' workshop	It was held on 26-9-2015 in the school hall. Theme: Introduction of Mobile Reading and the logistics on how to assist students to do the self-directed reading at home.				About 200 parents	Over 98% of parents were satisfied with the workshop.
Selection of learning and teaching components (Interactive readers and education apps)	It was done throughout March and April 2015.		6			The four P.3 English teachers, the NET and the EPC were involved in the process. They contributed their ideas and efforts to make the selection most appropriate to the students.
Lesson planning and development (Phase 1 and Phase 2)	Phase 1: It was done throughout April and May 2015. Phase 2: It was done in August 2015.		6			The four P.3 English teachers, the NET and the EPC were involved in the process in Phase 1. The four P.4 English teachers, the NET and the EPC were involved in the process in Phase 2.



Implementation of Mobile Reading Workshop in lessons (Phase 1 and Phase 2)	Phase 1: It was done throughout June to July 2015. Some of the lessons were conducted in the classroom and some in the computer room. Phase 2: It was done throughout October to December 2015. Venues held as in Phase 1.		5	132		The four P.3 English teachers and the NET implemented the Workshop in the lessons assigned in Phase 1. The four P.4 English teachers and the NET implemented the Workshop in the lessons assigned in Phase 2. Students found the interactive readers and the apps used interesting.
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6. Difficulties encountered and solution adopted

There were three major difficulties encountered.

1. As the approval of the project was in March 2015, the duration of the project had to be done across two academic years, namely 2014-15 and 2015-16. There was a short suspension of the project during the summer break and so an undesirable disruption on a smooth continual implementation was experienced. On top of that, due to the change of staffing, only two English teachers could be retained to the project in the next academic year (2015-16). Fortunately, the other two English teachers involved in the second phase were also very experienced teachers and they had attended the teachers' training workshop and thus they could pick up the teaching without great difficulties. The NET involved in the second phase was also a new one and he did not attend the teachers' training workshop before. Again, be thankful to the other two English teachers who were already in the project since the first phase explained the whole project to the new NET in great details and the new team worked very well together.

2. Due to the great learner diversity, bright students found the readers and tasks too simple while the weak students found them quite difficult. In regard to this, teachers had set assigned budding strategies where the brighter students helped the weaker buddies when they were working in groups. Moreover, there is a part called Fun Corner in each Task Sheet. It is open-ended, more challenging and may involve creativity. Students can attempt it according to their own ability and the weaker students can choose not to attempt it at all if they think they are not ready to do so.



3. The last difficult encountered was the purchase of appropriate apps. First, some of the apps planned to be purchased were found to be free when the project was approved. Therefore, it took a much longer time to search for the alternatives. Second, it was found that only one app could be purchased under one ID account. It was then realized that it was not practical to buy one app for each tablet as proposed in the proposal.

