

Final Report of Project

Project No. : 2013/0642

Part A

Project Title: **Cultivation of good value through Language learning** _____

Name of Organization/School: **Price Memorial Catholic Primary School** _____

Project Period: From 02/2015 _____ (month/year) to 01/2016 _____ (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: J [redacted]

Name of Grantee*: [redacted]

Signature: _____

Signature: _____

Date: 30-4-2016

Date: 30-4-2016

** 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.*

Guidelines to Completion of Final Report of Quality Education Fund Projects

Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.

1. Attainment of Objectives

- a/ Maximize pupils' learning output and cultivate them a good attitude.
 - We have immersed moral education in English language learning and pupils are nurtured with good attitudes and values (e.g. Caring, Sharing, Respect). We have designed lesson plans to promote these values within the curriculum, and we observed that pupils are generally having a better understanding of these values.
- b/ Enhance students' learning motivation and interest by adopting multimedia components in learning.
 - We have included animation, songs, games etc in our electronic exercises covering different skills including listening, vocabulary, reading, speaking and writing. Pupils are obviously happier, more motivated and eager to take part in lessons with these components, e.g. when playing videos as warm up activities, the pupils were motivated and they enjoyed watching the videos very much. They were more concentrated and they participated actively in class. The songs with the targeted vocabulary were effective in reinforcing and consolidating language learning. They were able to learn the language in a fun way.
- c/ Extend the authentic language learning environment at home for student reinforcement.
 - We have developed our e-curriculum which require pupils to access and complete these electronic exercises at home. Most pupils made improvement in their self-learning attitude and they started to develop the habit as they accessed online to finish the homework.
- d/ Address the pupils' learning diversity.
 - We have designed and adopted a new e-curriculum that allows pupils of different learner styles to acquire knowledge and express themselves, we successfully carried out the various activities for pupils of different learning styles as some visual learners liked learning by watching videos while some audio learners can do better on listening tasks. Beside that, different activities such as role play, singing songs, or story telling were performed in class to bring about ultimate outcomes.
- e/ Train up school teachers in using mobile learning.
 - We have attended a series of teacher development workshops about latest e-learning trend and implementation strategy, our teachers have gained useful information and techniques in applying the e-learning strategy along with the daily teaching, e.g. how to play animations in classroom that implant with our learning targets to warm up the class and engage students, how to lead an activity to sum up or consolidate the learning with the multimedia resources such as songs or videos.
- f/ Involve parents in their kids' learning so as to form a stronger and more supportive relationship between the school and parents.
 - We have held sharing seminar introducing and educating parents about the new trend of using e-learning in our teaching and learning, and so their roles in supporting their kids to access and do

exercises online at home. The regular reports that show pupils learning progress helped parents to get involved in their kid's learning and this helped in strengthening the parent-school cooperation.

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 maximize the student learning output and cultivate them a good attitude & value	We immersed the e-curriculum with moral values and implemented in 24 lessons of our English class.	Mostly attained	Pupils' learning outcome has been enhanced with better motivation to learn and better results in their online homework. By teachers' observation, they are generally having a better understanding of the good values about caring others, sharing with others and respecting each other.	
To enhance students' learning motivation	We included animations, songs, graphics and games to go along with classroom teaching as designed in the e-curriculum. We did warm-up or consolidation activities with these game-like activities to engage and motivate students and thus enhance their learning.	Mostly attained	Most pupils are obviously more engaged when lessons are taught with these game-like activities; they were happier and more responsive in class. They were willing to spend more time in doing the online exercises.	
To extend the authentic language learning environment at home	We assigned electronic exercises to pupils as homework so that they can browse online for the learning content and learn the vocabulary and do some reading comprehension either to prepare for the lessons or to reinforce their learning at home.	Mostly attained	In P.4-5, more than 80 % pupils in ordinary class (not remedial group) have accessed online to do the electronic exercises assigned by teachers. Some of them even did the exercises more than once. This helped develop their self-regulated learning skill. They took the initiative of their learning.	
To address the students' learning diversity	Using UDL framework, visual learners can choose to do video tasks & audio learners can choose the audio ones.	Fully attained	From the positive impact on obtaining a generally higher results in the exercises, pupils made improvement in their learning. Multimedia tasks are provided so as to facilitate the learners with different learning styles and this can cater for learning diversity. For less abled pupils, they could do the exercises many times and they could do them at	

			their own pace.	
To train up school teachers in latest e-learning trend and implementation	We have attended various workshops for the e-learning trends and e-learning strategy, and how to implement in classroom teaching.	Fully attained	Our teachers get to know more about e-learning strategy and how to apply it in classroom. We tried to adopt these teaching pedagogy and students' reactions are satisfactory.	
To strengthen the supporting network between school and parent	We held parent seminars to explain the importance of the home reading sessions and the role of parents in developing student's self-directed attitude and regular reading habits.	Mostly attained	With the participation of parents on follow up with their kids' learning progress, learning outcomes were achieved. It has strengthened the supporting network between school and parent to a certain extend.	

2. Project Impact on

a/ Learning effectiveness

- First of all, as we have taken up 24 lessons , 8 lessons for each core value in KS2 with the implementation of this new e-curriculum, we observed that pupils participated actively in the classroom activities, e.g. when we played animation videos in class, they were more concentrated and afterwards when we did some comprehension questions about the animations, they reacted enthusiastically as many of them would raise their hands, and even for those shy pupils who seldom responded, were more cheerful and willing to answer too. This strategy we used in classroom teaching has enhanced learning interest and students' engagement.
- Since pupils could do some pre-task or learn the vocabulary online at home before they came to school, they could learn the language better and had greater confidence in answering teachers' questions.
- Besides, we assigned electronic exercise to students to do afterschool. Most pupils responded well as some of them would re-do the exercises to gain higher scores. This further enhance their self-learning skills. They were motivated to learn English. Despite some pupils could not access online at home due to various reasons (e.g. no internet access, no devices like tablets or computer, parents prohibited the kids to do it as they think the kids are playing online games...etc), teachers let them stayed after school and finished the online homework at school. In P.5 remedial group, 78% of pupils did all the online exercises with teachers and peer support. They reflected that it was fun to learn English in this way. They loved the animated presentation of vocabulary and language structure. Thus the grammar taught were in meaningful context in the videoed story and pupils could learn the use of the language. Moreover they could played the video many times and they learnt how to read and use the vocabulary correctly. And the e-homework could be multimedia, with pictures and sound, this further enhanced their language learning. Some pupils watched the video many times, they were able to memorize the scripts, read with appropriate stress and intonation. They enjoyed speaking English.
- For those who participated actively in this project, it enhanced their learning motivation and helped



them to consolidate their learning. And all the pupils responded that the online exercises were more interesting and stimulating than the regular homework. They preferred doing online homework to English worksheets.

- When we adopted the UDL framework, allowing pupils to do different tasks according to their ability, it showed positive results and we are excited to see this outcome. In some lessons, we let the pupils to choose either to watch the videos or listen to the audio first and then completed the exercise with the same learning target. And upon their preference of mode of learning they chose, both groups of pupils made positive progress as it addressed their learning diversity when they adopted the appropriate way they could learn English. The learning effectiveness is improved.
- Overall, our pupils' English ability has improved and they had better understanding of the three units about the core values after participating in this project. We have divided pupils into treatment group and control group for those who have and have not take part in this project, data and analysis showed that the treatment group students (who participated in this project) gained an obvious improvement in their English ability. They have generally acquired a higher average score of 14.6 in online English assessment than the control group pupils. And for younger pupils in P4, the positive impact is bigger as they made bigger improvement compare to the P6 students: P6 pupils' increment on average scores is 9 while P4 pupils can go up to 21.9. It indicated that the learning benefits are more significant if pupils received this teaching & learning model earlier. It also shed lights that we should make plans to extend this project into KS1 for junior pupils to have a more ideal result.

b/ Professional development

- We have increased knowledge and experience on the e-learning trends and the skills of implementing e-learning strategy in our curriculum through this project. The workshops we attended are very helpful in preparing us in trying out different ways in carry out the lessons, and the whole process and experience is meaningful to us. We have opened up our vision to more possibility in working on the curriculum with the facilitation of different elements, especially the mastering of the electronic components.

c/ School development

- We always emphasis the nurture of good habit and values in our school development plan. This project, with the immersion of the e-curriculum, has benefited both in nurturing the good characters in students as well as improving their English ability and learning motivation. The results and feedback of this project are very positive and encouraging.

3. Cost-effectiveness

With the outcomes obtained, the resources spent in this project has been effectively allocated and utilized and the result is more than satisfactory. The professional development training brought us insights and new thoughts about e-learning trends and the implementation in classroom. Though we have been trying to adopt e-learning in our teaching in previous years, it still lightens us up as it gives us updates as well as more ideas and possibility of how to carry out different activities in alignment with the curriculum and so to obtain a better result. And at such, the teaching materials can be developed appropriately with the updated knowledge and techniques we learned from the

training, and also the way to apply them into the classroom environment. Overall, this project has been making full use of the cost and resources and have gained ultimate teaching & learning effectiveness.

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Teacher professional training	HK\$2,800	HK\$2,400	-14%
Teacher sharing workshop and parent's talk	HK\$2,800	HK\$2,400	-14%
Co-planning	HK\$9,450	HK\$8,100	-14%
Development of teaching and learning resources pack	HK\$75,000	HK\$75,000	~
LMS rental for the data collection and hosting	HK\$20,000	HK\$20,000	~
Parent handbook design	HK\$2,400	HK\$2,400	~
Cross-curricular Tasks Book editing and design	HK\$7,200	HK\$7,200	~
Parent handbook and Printing	HK\$9,000	HK\$9,000	~
Cross-curricular Task Books Printing	HK\$15,300	HK\$15,300	~
Website editing for teaching and learning material share	HK\$1,000	HK\$1,100	+10%

4. Deliverables and Modes of Dissemination

We have developed our own set of resources pack including the e-curriculum task books, parent handbooks and teaching and learning materials. We have put together our experience of adopting the e-curriculum with the use of e-learning strategy and implementation technique in classroom to enhancing better teaching & learning environment. These are good sharing as to those who would also like to practise mobile learning with the tablets in their daily teaching.

5. Activity List

Table 4: Activity List

Types of activities <i>(e.g. seminar, performance, etc.)</i>	Brief description <i>(e.g. date, theme, venue, etc.)</i>	No. of participants				Feedback from participants
		schools	teachers	students	parents	
Parent seminars	2014 November – School hall			140	200	Parents have acquired and understood the importance of e-learning and how they can help their kids to learn better at home with their participation and support.



Teacher development training	2015 April – School computer room		10			It has positive impact on us as we have gained a lot insights and updated knowledge about e-learning trend and implementation techniques in classroom which helps us a lot in applying our e-curriculum and carry out better teaching & learning outcomes.
Experience sharing session with school teachers	2016 Jan – School hall		10			We shared our experience and outcomes of this project and we look forward to the next stage.
Classroom activities	2014 February -2016 January			140		We had included 3 modules of value education as an e-curriculum in teaching English in KS2. Teachers made use of the e-resources and did blended learning in three units from the textbooks. We found that pupils had greater motivation to learn.

6. No Difficulties Encountered and Solutions Adopted

1/ Student's exam result comparison & Analysis:

Treatment Group		Listening and Speaking	Vocabulary	Reading and Writing	Grammar	Total	Avg	Lessons	Completion	Date of assessment : 07 Mar 2016	Average Score in each form
4A	CHAN YEUK TUNG	80	77	67	66	1052	75	14	15%		53.33
	CHEUNG HIU TUNG	70	82	47	79	1046	75	14	15%	76	
	LI PUI HEI	87	82	69	79	1162	83	14	15%	40	
	TSE KAM HEI	80	66	82	54	1046	75	14	15%	48	
	WU CHI WANG	70	89	67	91	1315	82	16	17%	68	
4B	CHAN HO HIN	90	90	75	78	1291	86	15	16%		51.43
	LEUNG HOI YI	60	89	61	78	1484	71	21	23%	36	
	NG YUEN YEE	80	71	51	43	1695	68	25	27%	52	
5A	AU HOI TUNG	55	51	21	25	1516	63	24	27%	37	51.43
	FAN WING YU	100	98	95	100	1353	97	14	16%	63	
	NG HOI YIN	65	88	75	94	1150	82	14	16%		
	YANG NOK SZE	100	80	86	94	1029	94	11	12%	37	
5B	IP CHUNG KIU	80	91	85	100	1200	86	14	16%	60	54
	LIN KA HUNG	88	85	86	88	3680	90	41	46%	83	
	NG HIN HANG	82	57	30	25	958	53	18	20%	47	
	NG KIT YU	72	96	91	95	1216	87	14	16%	33	
6A	CHENG KING HO	57	72	52	69	1888	65	29	32%	57	54
	CHUNG WANG CHUEN	20	60	23	34	628	39	16	18%	50	
	LAM HEI TUNG	50	56	41	41	2767	53	52	58%	50	
	TAM KING TONG	23	61	39	44	1001	48	21	23%	50	
6B	AU YEUNG KOK YI	40	71	83	67	994	83	12	13%		54
	FUNG KONG SHING	74	77	66	73	924	77	12	13%		
	NG WING SUM	33	52	49	38	1221	51	24	27%	63	
	YIP TSZ YING	41	47	50	10	915	46	20	22%		
Average										52.78	



Control Group	Name	Listening and Speaking	Vocabulary	Reading and Writing	Grammar	Total	Avg	Lessons	Completion	Date of assessment : 07 Mar 2016	Average Score in each form
4A	CHAN HO YIN	0	0	0	0	0	0	0	0%	44	31.43
	CHANG HUEN CHI	0	0	0	0	0	0	0	0%	44	
	CHEUNG HOI TUNG	0	0	0	0	0	0	0	0%	36	
4B	CHIU TSZ KAN	0	0	0	0	0	0	0	0%	24	
	HUANG WAI LEUNG	0	0	0	0	0	0	0	0%	12	
	LEUNG KA MAN	0	0	0	0	0	0	0	0%	24	
	MAK CHUN WING	0	0	0	0	0	0	0	0%		
	WONG WING YI	0	0	0	0	0	0	0	0%	36	
5A	CHAN KWAN TING	0	0	0	0	0	0	0	0%	60	38.38
	CHAN MAN SZE	0	0	0	0	0	0	0	0%	27	
	CHU HAU YI	0	0	0	0	0	0	0	0%	43	
	HUANG WAI KEUNG	0	0	0	0	0	0	0	0%	27	
5B	LAM HIU CHING	0	0	0	0	0	0	0	0%	40	
	LAM KIN YI	0	0	0	0	0	0	0	0%	30	
	LIU LI	0	0	0	0	0	0	0	0%	60	
	YUEN MAN HIN	0	0	0	0	0	0	0	0%	20	
6A	CHENG KA HEI	0	0	0	0	0	0	0	0%	60	45
	LEE TSZ HIM	0	0	0	0	0	0	0	0%		
	LI KING YAN	0	0	0	0	0	0	0	0%	60	
	LIU YING	0	0	0	0	0	0	0	0%	27	
6B	BUT MAN HEI	0	0	0	0	0	0	0	0%		
	CHAN LOK YIN	0	0	0	0	0	0	0	0%	27	
	WONG YI HEI	0	0	0	0	0	0	0	0%	53	
	WU HANG YI	0	0	0	0	0	0	0	0%	43	
Average										37.95	

Analysis:

Class Level	Significant samples in treatment group	Significant samples in control group	Average score in treatment group	Average score in control group	Difference
P4	6	7	53.3	31.4	21.9
P5	7	8	51.4	38.4	13
P6	5	6	54	45	9
Overall	18	21	52.9	38.3	14.6

Conclusion:

- 1) The e-curriculum can improve pupils' English, the average score in treatment group is 14.6 higher than the control group
- 2) An obvious trend shows that the e-curriculum has generated a bigger positive impact to lower form pupils

2/ Teacher's Survey & Analysis:

No. of the questionnaire received = 8	No. of the pick						
	Strongly agree					Yes	No
	Strongly disagree						
5	4	3	2	1			
1. I like the content of the e-curriculum.	1	6	1				
2. Pupils can cultivate good values through the lessons (i.e. Caring, Sharing and Respect).		6	2				
3. The interactive content can enhance pupils' learning motivation.	1	3	3	1			
4. The UDL framework can address the pupils' learning diversity.		5	2		1		
5. The e-curriculum can improve pupils' English.		5	2	1			
6. The system is easy to use.	2	5			1		
7. The teacher development workshops are useful.		5	1	1			
8. The overall customer services can serve my need.		5	2	1			
9. I wish to continue the project next year.						8	
10. Other suggestions / comments:	None						

Conclusion:

- 1) The e-curriculum can successfully increase pupils' learning motivation, their English ability as well as cultivate them with good values.
- 2) Teachers are satisfied with the e-curriculum and we wish to continue the project.