

Final Report of Project

Project No. : 2013 / 0752

Part A

Project Title: To implement e-Learning to enhance the teaching and learning of English

Name of Organization/School: Wai Chow Public School (Sheung Shui)

Project Period: From March 2015 (month/year) to December 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:

Signature:

Date:



Name of Grantee*:

Signature:

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.*



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

The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal (*the information may be presented in a table form in the format of Table 1 in this Annex or in short paragraphs*):

- 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

2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

- broadening students'/teachers' horizons
- increasing students'/teachers' sense of achievement
- fostering students' development in their potential and specific abilities
- training students to better meet social demands
- increasing training opportunities for teachers and enhancing their professional development
- improving learning atmosphere
- fostering team spirit and enhancing the overall image of the school
- inducing collaboration with other schools / professional organizations.

3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

The project's cost-effectiveness should be evaluated with regard to:

- utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))
- unit cost for the direct beneficiaries
- sustainability of the learning programme and materials developed
- expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)
- alternative approaches for equivalent benefits at less cost

4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination (*the information may be presented in a table form in the format of Table 3 in this Annex*):

- description of the deliverable (e.g. type, title, quantity, etc.)



- evaluation of the quality and dissemination value of the deliverable
- the dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities
- the value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.

A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.

5. Activity List

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

6. Difficulties Encountered and Solutions Adopted

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.



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 enhance English language teaching and learning with e-Learning	Certain e-learning reading and grammar tasks and exercises were designed.	Fully achieved	<p>Teachers' questionnaire and observation:</p> <ul style="list-style-type: none">● 100% of P.5 teachers agreed that e-Learning enhanced the effectiveness of English language teaching.● 100% of P.5 teachers agreed that e-Learning enhanced pupils' interest in learning English.● 100% of P.5 teachers agreed that e-Learning enhanced pupils' participation in English lessons. <p>Pupils' questionnaire:</p> <ul style="list-style-type: none">● 100% of P.5 pupils agreed that they were engaged in e-Learning lessons.● 100% of P.5 pupils agreed that they enjoyed	N.A.



			<p>e-Learning lessons.</p> <ul style="list-style-type: none">● 100% of P.5 pupils agreed that they learnt from the e-Learning reading and grammar tasks and exercises.● 99% of P.5 pupils agreed that they could consolidate their English language learning in e-Learning lessons.● 95% of P.5 pupils agreed that they were confident to use tablets to learn English.● 100% of P.5 pupils agreed that they would like to have e-Learning lessons in the future.	
To cater for learner diversity with e-Learning	Leveled e-Learning reading and grammar tasks and exercises were designed for both more and less able pupils.	Fully achieved	<ul style="list-style-type: none">● 100% of P.5 teachers agreed that the leveled e-Learning tasks and exercises were useful to cater for learner diversity.● 100% of P.5	N.A.



			teachers agreed that they were able to give pupils prompt feedback with e-Learning.	
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2. Project Impact on

A. The learning effectiveness:

- The integration of e-Learning reading and grammar tasks and exercises into the school based English language curriculum

Phase 1 :

Text-books	Modules	Units	e-Learning Topics	e-Learning Tasks/Exercises
Book 5A	1. Caring for others	Be considerate	1. Reading: good manners 2. Grammar: adverbs of manner	<ul style="list-style-type: none"> ● 2 Reading passages ● 2 Grammar ● 6 Grammar online exercises (Level 1: 3; Level 2:3) ● 2 follow up worksheets
	2. Language arts	Fun with plays	3. Reading: describing people 2. Grammar: prepositional phrases for descriptions & possessive pronouns	<ul style="list-style-type: none"> ● 2 Reading passages ● 2 Grammar ● 6 Grammar online exercises (Level 1: 3; Level 2:3) ● 2 follow up worksheets
	3. Happy Days	Entertainment and leisure	1. Reading: favourite places in Hong Kong 2. Grammar: present perfect tense	<ul style="list-style-type: none"> ● 2 Reading passages ● 2 Grammar ● 6 Grammar online exercises (Level 1: 3; Level 2:3) ● 2 follow up worksheets



Phase 2 :

Text-books	Modules	Units	e-Learning Topics	e-Learning Tasks/Exercises
Book 5B	4. Happy Days	Fun with making things	1. Reading: DIY 2. Grammar: connectives	<ul style="list-style-type: none">● 2 Reading passages● 2 Grammar● 6 Grammar online exercises (Level 1: 3; Level 2:3)● 2 follow up worksheets
	5. We love Hong Kong	Travelling around	1. Reading: getting around Hong Kong 2. Grammar: infinitives and gerunds	<ul style="list-style-type: none">● 2 Reading passages● 2 Grammar● 6 Grammar online exercises (Level 1: 3; Level 2:3)● 2 follow up worksheets
	6. Caring for others	News and events	1. Reading: at the hospital 2. Grammar: past continuous tense	<ul style="list-style-type: none">● 2 Reading passages● 2 Grammar● 6 Grammar online exercises (Level 1: 3; Level 2:3)● 2 follow up worksheets

*Phase 1: Conducted in the project period (March 2015 – December 2015)

*Phase 2: To be conducted after the project period (The second term: January 2016-June 2016)

There are six modules in the two textbooks (Primary 5). Each module consists of 2-3 units. Certain e-Learning reading and grammar tasks and exercises were integrated into each module. The e-Learning lessons started with the e-Learning reading tasks which are related to the topics of the modules. Pupils could deepen their understanding of the topics, have more exposure to different text types, expand their vocabulary bank and further develop their reading skills. From the grammar powerpoints, pupils could understand more about grammar rules and usage. Through doing the e-Learning grammar exercises, pupils could have more interactive practice so as to consolidate their grammar learning.

Since there are some functions for monitoring & evaluating pupils' performance in the e-Learning platform, teachers could have a quick understanding of the whole class performance and the individuals' performance. Teachers could give prompt feedback to pupils so that they could learn more effectively and work on their strengths and weaknesses. 99% of the pupils agreed that they could learn from teachers' prompt feedback and clarify any misconceptions with the grammar rules and usage.

Based on the evaluation of pupils' performance in the e-Learning platform, teachers designed certain follow-up assignments for pupils' self-study. It helped develop their self-regulated learning ability.

Our pupils are streamed according to their academic results. Teachers assigned leveled e-Learning tasks and exercises to pupils with different learning abilities. All teachers agreed that it helped cater for learner diversity.

In conclusion, e-Learning enhanced pupils' interest in learning English and encouraged pupils' participation in English lessons. The effectiveness of English language learning was improved.

B. Professional development:

This project increased training opportunities for our teachers, provided them with hands-on experience and enhanced their professional development. All Primary 5 teachers agreed that e-Learning helped improve their teaching effectiveness. They were pleased to share their experience with other form teachers about designing and conducting e-Learning lessons. Thus, the team spirit of the panel team was fostered.

C. School development:

One of our school three-year plans is to implement e-Learning in the school-based curriculum. This project can give an insight to the panel heads of other subjects about the integration of e-Learning into the school-based curriculum. In 2016/17, e-Learning will be sustained in Primary 5 English lessons and extended to General Studies and Primary 4 English lessons.

3. Cost-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) +/- %
Services	\$5,000	\$9,000	+80%
Equipment	\$110,045	\$108,455	-1.4%
General expenses	\$5,055	\$5,000	-1%

The project will be sustained in Primary 5 English lessons and extended to Primary 4 English lessons in 2016/17. The tablets and other equipment bought for the project will be kept at school and utilized by other subjects. Thus the unit cost for the direct beneficiaries will be much lower.



4. Deliverables and Modes of 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.
P.5 e-Learning English teaching plans	<ul style="list-style-type: none">● 100% of P.5 teachers agreed that e-Learning has enhanced the effectiveness of English language teaching.● 100% of P.5 pupils agreed that they learnt from the e-Learning reading and grammar tasks and exercises.	Primary 5 e-Learning lessons	Yes, our teachers would be pleased to share our experience with other teachers on designing and conducting English e-Learning lessons.



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)	
e-Learning Trial Lessons	6/2015 P.4 pupils used tablets to do certain e-Learning tasks.		5 (P.4 English teachers)	161		All P.4 English teachers agreed that pupils enjoyed the e-Learning trial lessons. They agreed that e-Learning lessons would be conducted in 2015/16.
Teachers' Workshop	28/8/2015 The service provider organised a workshop on the use of e-Learning platform for English teachers.		19			All teachers agreed that the workshop was useful and they knew more about how to design and conduct e-Learning lessons.



P.5 e-Learning Lessons	10/2015-12/2015		6	161		<p>100% of P.5 teachers agreed that</p> <ul style="list-style-type: none">● e-Learning enhanced the effectiveness of English language teaching.● e-Learning enhanced pupils' interest in learning English.● e-Learning enhanced pupils' participation in English lessons.● The leveled e-Learning tasks and exercises were useful to cater for learner diversity.● Teachers were able to give pupils prompt feedback with e-Learning. <p>100% of P.5 pupils agreed that</p> <ul style="list-style-type: none">● They were engaged in e-Learning lessons.● They enjoyed e-Learning lessons.● They learnt from the e-Learning reading and grammar tasks and exercises.● They would like to have e-Learning lessons in the future. <p>99% of P.5 pupils agreed that</p> <ul style="list-style-type: none">● They could consolidate their English language learning in e-Learning lessons.● They learnt from teacher's prompt feedback.
School-based e-Learning Sharing	22/12/2015 P.5 teachers shared their experience with the panel team.		19			Positive feedback from the teachers: e-Learning lessons could enhance the effectiveness of English language teaching and learning.



6. Difficulties Encountered and Solutions Adopted

Since the budget was approved to buy only 17 tablets, our school needed to allocate the school funding to buy more tablets so that pupils could do the e-Learning tasks and exercises.