

Final Report of Project

Project No. : 2013 /0656

Part A

Project Title: Let's Tab: Fun with e-English (有腦E世代：齊做悅讀精「英」)

Name of Organization/School: TAOIST CHING CHUNG PRIMARY SCHOOL (道教青松小學)

Project Period: From February 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.*

1. Attainment of Objectives

The objectives of this project are, by and large, attained, and they are stated as follows.

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
Objective 1: To arouse students' interests in reading and to improve their reading skills through the use of tablets.	<p>Activity 1: To introduce students to read the interactive readers on tablets.</p> <p>Activity 2: Students read on tablets continually and regularly.</p> <p>Activity 3: Students answer the post-reading quiz every time after finishing reading an e-reader.</p>	Fully achieved	<ul style="list-style-type: none"> ● An introduction session was provided to all the P.1 to P.3 students in order to teach them how to read on tablets and how to use the e-reading platform. ● The data in the e-reading platform shows that all the students continue reading on the e-platform. They could also answer the post-reading questions. 	N/A
Objective 2: To enhance students' self-learning ability by addressing individual learning differences.	<p>Activity 1: Students started reading at different English reading levels and at various paces, which is according to their own ability.</p> <p>Activity 2: Students continue to read on the e-reading platform regularly, both at school and at home.</p>	Fully achieved	<ul style="list-style-type: none"> ● The record in the e-reading platform shows that students can continue to read at their own pace and they are reading books of different levels, which is in correspondence to their 	N/A



			<p>English reading ability.</p> <ul style="list-style-type: none">● The data in the e-reading platform shows the students' time of logging in and out. It also shows that students could read on the platform after school.	
<p>Objective 3: English teachers can make better use of interactive reading materials in the way of monitoring and assessing the students' reading levels.</p>	<p>Activity 1: All the English teachers participated in a workshop, which was conducted before this e-reading programme started, to learn how to monitor and to assess the students' performance in the e-reading platform.</p> <p>Activity 2: English teachers checked and monitored students' use of the reading platform regularly.</p>	<p>Fully achieved</p>	<ul style="list-style-type: none">● The teacher workshop was conducted on 1st September. All the English teachers participated in it.● Teachers could check students' use of the e-reading platform regularly.	<p>N/A</p>

2. Project Impact on

This project has impacts on school, teachers and students.

At the school level, e-learning is one of the main concerns in our school three-year development plan from the school year of 2015-2016 to the school year of 2017-2018. This project was the first one launched in our school, which was also served as a pilot programme. It helped initiate, further develop and integrate e-learning into other subjects. It probably offers insight for teachers on e-learning.

At the teacher level, this project provided an opportunity for teachers, who are mainly the English

teachers at our school, on their professional development on using technology to learn. Many of our teachers did not use tablets in their daily teaching before this project started. Now they not only know more about tablets, but also learn more about how to integrate the new technology in teaching and learning. More and more of our teachers are now taking a new step on e-learning. Teachers are also initiated to explore more e-resources and ways to adopt e-learning in lessons.

At the student level, they are benefited both from the technology and reading. As students are living in the 21st century, it is unavoidable for them to use technology in their daily lives. This project provided a chance for students to have contact with mobile devices in their learning. They are, in this way, trained to meet such technological need. On the other hand, by using such technology, students' interest on reading English materials is increased, as many of them were afraid of reading English readers before. Since students were leveled to read, they could read books which are suitable for their ability. In this way, their sense of achievement is also raised.

3. Cost-effectiveness

In this project, all the tablets were fully utilized, as every student can read on one tablet and the two teachers and the teacher assistant in class can also use a tablet to help students read and improve the pronunciation of the words in the e-readers simultaneously.

The actual expense is less than the approved budget. Thus the unit cost for the direct beneficiaries, that is our Primary 1 to Primary 3 students, is only around \$300 per head. (See the following budget checklist)

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Equipment	\$118,000	\$109,084	-7.6%
General expenses	\$5,000	\$5,000 (Subject to change as audit has not yet done)	0% (Subject to change as audit has not yet done)

As this project was satisfactorily done, our school is planning to promote this e-reading project to students in Primary 4 to Primary 6 in the following school year, so that students can continue to read even when they are promoted to upper classes. Moreover, certain more tablets will be bought and placed in the library for students to read outside class time within the school, say, during recess or lunch time. It also helps increase the students' reading time and chances within the school environment. Furthermore, the quizzes of the e-readers can help our English teachers develop more different types of comprehensive questions. Insights of how to teach students comprehensive skills are also offered.



In short, this project is cost effective and required equipment is easy to setup and handle. The information about students' reading can also be easily accessed, so, it, in another way, serves as an assessment for learning, which aims at improving students' comprehension on reading English materials. Thus, it can serve as a model for other schools to have a similar project.

4. Deliverables and Modes of Dissemination

The deliverables are presented in the following table. This project is a successful one since all the English teachers participated in it and the students involved enjoyed reading on tablets very much. Thus the experience on using e-reading platform to promote reading English books from this project will be shared to other schools through a sharing session in the future.

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.
Learning and teaching materials (including the comprehensions, lesson plans, leveling materials and worksheets)	The quality of the relevant learning and teaching materials are satisfactory. Students can express their feeling and attitudes after reading the e-readers. They can also record the newly learned words from them.	All the relevant learning and teaching materials are kept for further use and can be re-used in the future.	It is good for the QEF to disseminate this project. Since this is only a small-scaled one, it would be better to disseminate through a written introduction in the printed materials.
A sharing session for other schools in Tuen Mun		Not yet done. The sharing session is planned to be done after this school year.	

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)	
A teacher workshop	1 st September 2015, English Reading Room	--	19	--	3 (Teacher assistants involved)	
An introduction session	Late October 2015 (P.2-P.3) / Early November 2015 (P.1)	--	19	389	3 (Teacher assistants involved)	
Students reading on tablets	From late October 2015 to present (continuing)			389		

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.