



Final Report of Project

Project No. : 2013/0839

Part A

Project Title: Developing an organic e-assessment tool to promote teaching and learning effectiveness

Name of Organization/School: Kiangsu-Chekiang College

Project Period: From March/2015 (month/year) to February/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: 16th May, 2016

Date: 17 MAY 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

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

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
Students are more engaged in classroom reading and listening under our e-Curriculum and e-Assessment approach	Classroom learning and self-access learning at home	Fully achieved	Junior forms teachers found that students were more interested in doing reading and listening comprehension by using the interactive white boards in classrooms. The monthly reports from the e-Assessment Platform also showed that students are more willing to learn at home by having self-access learning.	N/A

2. Project Impact

The Project has broadened both students and teachers' horizons on e-learning with the new wireless network in School. Students were exposed to a new way of having reading and learning activities instead of just the 'chalk and talk' approach. Students also have increased their sense of achievement as their learning performance were shown in class and also with the certificates awarded to high achievers. To a large extent, this Project fostered our students' development in their potential and specific abilities in dealing with technological advancement and IT products and this further trained our students to better meet the need of the society in this new IT era.

To our teachers, this Project gave us opportunity to enhance our professional development and a new look on language learning and teaching. Teachers were more confident of using electronic materials and interactive white boards when teaching language. On the whole, the Project has improved learning and teaching atmosphere and fostered team spirit, with the new wireless network in school, the overall image of the School has enhanced.



3. Cost –effectiveness

The Project is a good value with the objective achieved. Junior form students have learnt the skills in reading and listening in a more interactive manner and teachers could know the timely progress of students and adjust their teaching strategies. The skills students learnt could be applied to their learning in senior secondary level. Other than that, we spent less than we proposed as prices of IT products went down quickly once they were not the newest models in the market, yet, they still can be used as teaching aids until they are out of order.

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	\$113,000	\$75,000	-33.6%
Equipment	\$32,000	\$25,600	-20%
General Expenses	\$5,000	\$5,000	0%

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.
4 interactive white boards, the e-Curriculum and e-Assessment Platform *e-learning platform:	The boards will be used as teaching aids in English lessons and cannot be disseminated. The e-Curriculum and e-Assessment Platform would have their license expired after the end of the Project.	N/A	N/A



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: parents	
Students briefing session	7 th March, 2015 Hall (40 minutes) Online learning, and interactive white boards were introduced to students and they were taught how to handle the self-access learning at home.			S1 – S3 students		Students showed a positive attitude towards this new way of learning and found it interesting to use the interactive white boards.
Parents seminar	18 th April, 2015 Hall (30 minutes) Parents were told of the e-learning programmes in classrooms and the self-access learning programmes at home.				Around 20	Parents welcomed the programmes as their children are exposed to a more diverse way of learning and they could also know and monitor the progress of their children.
Teachers training	4 th May, 2015 Library (1 hour) Teachers learnt to use the interactive white board.		9			Teachers found interesting to use the interactive white boards though they were new to them. Yet, they believed students would love learning in a more interactive way.



Teachers training and sharing	22 nd May, 2015 Classroom (1.5 hours) Teachers were taught how to access to the online materials and shared their experiences in using the e-learning materials and interactive white boards.		9			Teachers were very eager to learn and express their opinion on using the materials and the tools.
Sub-panel meetings of junior forms teachers throughout the implementation of the Project	Teachers reviewed and revised on lesson materials and made suggestion on classroom activities and evaluated students' performance in various sub-panel meetings.		S1-S3 teachers, co-ordinators, and panels			Teachers shared experiences actively and made various suggestions to the service provider on how to improve the e-Curriculum.

6. Difficulties Encountered and Solutions Adopted

This is not applicable to our QEF project.

