

Final Report of Project	Project No. : 2013/0864
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Part A

Project Title: Student Understanding the Importance of Spatial Design in School Settings
Name of Organization/School: Hong Kong True Light College
Project Period: From April, 2015(month/year) to March, 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:	Signature:	Name of Grantee*:	Signature:
Date:	Date:	Date:	Date:
Final Report of Project s as already endorsed by th allocation of grant on behalf of the organization.		ronic Project Mana head of the organiz ce submitted, these reports are regarded Quality Education Fund Agreement for	



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/learn 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. Aim of the project: *The project aims to develop students' understanding of the relationship between a school's physical environments, the processes undertaken to create that environments, and students' learning and self-development by providing a series of spatial design software trainings, lessons and construction workshops.*

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
Improve student's I.T, art and media knowledge and skills.	<i>Five workshops</i> : introduced basic skills and discussed emerging trends in environment and spatial design, as well as how student incorporated into their practice.	Fully achieved	<ul style="list-style-type: none"> -All the workshops were successfully implemented. -Students participated actively in the activities and over 95% of students were satisfied with the workshops offered to them. -Specific skills introduced in the workshop include on-site sketching to arouse students' interest on the school environment, geometric construction, auxiliary drawing, perspective drawing, and accurate measurement drawing. -The introduction of studio work processes, methods of representation, site analysis enhanced students' awareness and sensitivity about the environment, and developing a concept spatially. 	
Enhance technical skills and creativity development.	<i>Tutorials</i> : students needed to complete a mini creativity construction (mock-up) project where student could establish the task requirements; creativity development, get the materials ready; mark out, cut, shape,	Fully achieved	<ul style="list-style-type: none"> -A class was divided into five groups. Each group needed to design and worked out the mini creativity construction. -Students were able to prepare detail plans, drawings and elevations. -Students were able to get the right materials for the task and finish the project correctly. 	



	<p>join and assemble the materials; and finish the project.</p>		<ul style="list-style-type: none"> -Students' creativity was developed and technical skills were trained. -Each group presented their design concept and mock-up after completed the task. -Students' critical thinking skills were developed through their appreciation and responses to their own and their peers' artwork from difference perspectives. -Teachers also provided quality feedback for students on how to improve their work. -Over 90% of students enjoyed the project very much. 	
<p>Introduce and discuss aspects of interior, architecture, school exhibition, installation, digital and spatial designs.</p>	<p><i>Six Lessons:</i> Student learned to imagine, form and construct engaging spatial environments in both physical and digital space, from the big picture to the detail of construction and materiality.</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> -Students engaged actively as designer and participants in a school community change process by developing solutions to an authentic school planning question. -Students were able to conceptualize and communicate three – dimensional design ideas by freehand sketching, drafting, model building and digital representation. -Students were able to design and create book shelves and furniture in the Jolly Learning Corner. -The lessons enhanced students' awareness and sensitivity about the environment. They learned how the 3D context affects product and furniture design and how objects interact in space. The project nurtured students' aesthetic development. -Over 90% of students found that the lessons very inspiring. 	
<p>Construct and install the full-sized structures.</p>	<p><i>Construction and Installation:</i> Students worked alongside wood and aluminum technicians to build full-sized structures.</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> -Students were able to use design thinking in order to really fulfill the everyday needs that people face with sustainable solutions. -Students were able to conduct site analysis and measure safety issues. -This was a true learning experience for the students to turn their own design into reality. All students found that the experience very exciting. 	

2. Project Impact on

Overall, the project was valuable to our school and students. The project was aligned with the school mission which aims at reconceptualizing/constructing school design and learning environments for student and teacher.

2.1 broadening students'/teachers' horizons

- It was a chance for both students and teachers to engage in the spatial design and construction of school. The spatial design activities included learning 'in' and 'for' the outdoors, and allow students to investigate the school environment. The concept of Environmental and Spatial Design, Installation Art, Wood and Aluminum were introduced to students in a challenging way.
- The project was based on an exploratory approach to design-based problem setting, elaboration and problem-solving. It emphasized the skill to manage the entire design process from the beginning to the final outcome. In the project, the students were encouraged to utilize artistic and experimental approach and thus found their personal expression and voice as a student designer. The overall design reflected the students' sensitivity to the environment.

2.2 increasing students'/teachers' sense of achievement

- The workshops trained students in personal design expression, ability to master design processes, and ability to understand the discipline's tradition and present as a base of curiosity and experimentation.
- Students learned to manage design processes, learned about the regulations in construction, material knowledge, skills in 3D composition, and understand the spatiality of people, and objects.
- Students worked on-site to enhance their sensitivity about the environment, and learned to reinterpret their school environment and culture.

2.3 training students to better meet social demands

- Project leader focused on the role of the school environment in students' social and emotional development; and how this project mediated student's relationship with the society. The students re-conceptualizing and constructing Jolly Learning Corner to reflect the school mission "Be Jubilant in Learning. Be Self-disciplined."
- Students designed the forms of book shelves and furniture in an artistic way. The installation conveyed a message "Stay foolish. Stay Hungry", which encouraged students to keep exploring knowledge in their life.



3. Cost Effectiveness

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change $\frac{[(b)-(a)]}{(a)}$ +/- %
General Expenses	\$17,500	\$17,400	0.57%
Equipment	\$8,000	\$8,000	0%
Services	\$62,000	\$62,000	0%
Work	\$52,500	\$52,500	0%

4. Dissemination Value of Project Deliverables

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 Journal	Learning and teaching materials were well designed.	Students of each group kept a learning journal, which recorded their ideas and their own reflections.	
School Anniversary Exhibition		Sketching and mock up were displayed in the Jolly Learning Corner on 30 th April, 2015. The visitors showed great interest in the exhibits and the responses were positive.	

Learning Outcome Sharing Day		A video showcase about the learning and construction process was played in the school hall on 27 th June, 2016. Designers were invited to be the guests of honor. They shared their views about the installation and gave feedback to the students' works.	
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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)	
Five workshops	Date: April - Sept 2015 Venue: Computer room Art room	1	5	20		Students participated actively in the activities and over 95% of students were satisfied with the workshops offered to them.
Tutorials	Date: April - Sept 2015 Venue: Art room	1	4	20		Each group could work out their mock-up completely. Students found that they had more confidence and interest in doing the spatial design.
School Anniversary Exhibition	Date: 30/4/ 2015 Venue: Jolly Learning Corner	1	~70	~800	Guests: ~100 Parents: ~50	The visitors showed great interest in the exhibits and the responses were positive.
Six Lessons	Date: Oct 2015- Feb 2016 Venue: Art room	1	4	20		Over 90% of students found that the lessons very inspiring. This was the first time they were exposed to a new media in spatial design.



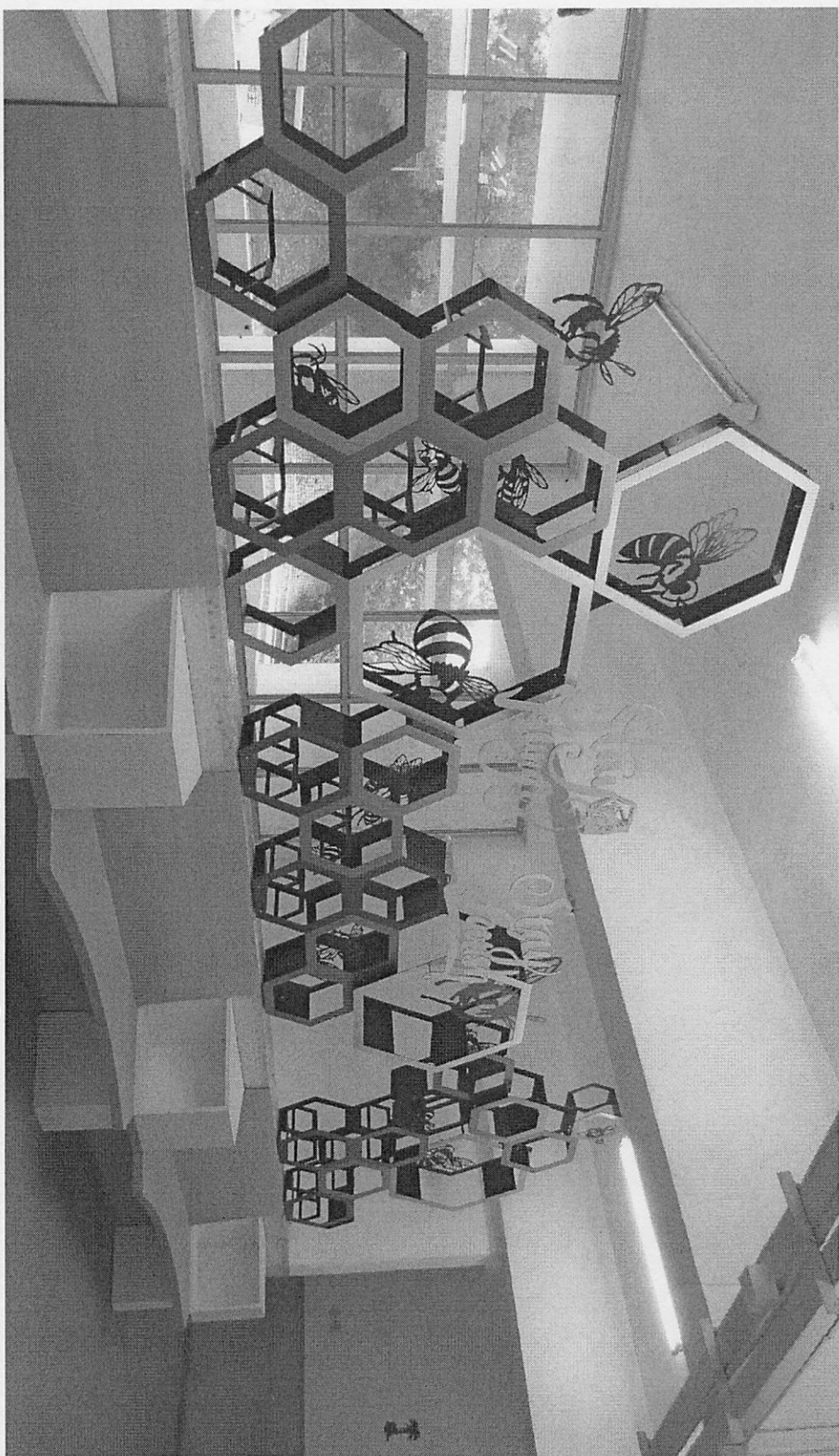
Construction and Installation	Date: March – June 2016 Venue: 1/F Jolly Learning Corner	1	5	20		All students found the experience very exciting and challenging. The all enjoyed the construction process.
Learning Outcome Sharing Day	Date: 27/6/2016 Venue: School Hall	1	~70	~800	Guests: ~3	Both teachers and students showed appreciation to the full-sized structures. They were greatly impressed by the design and installation. Their responses were very positive.

7. Difficulties Encountered and Solutions Adopted

- The schedule was too tight. More time was needed for the workshops, tutorials and construction.
- The other difficulty was finance. The cost of the whole project was higher than we had expected. Project leader needed to apply for additional financial support from the school to pay for the differences.



優質教育基金
Quality Education Fund



Book shelves and furniture design in the Jolly Learning Corner.