

Final Report of Project

Project No. : 2013 / 0803

Part A

Project Title: The Epoch of e-Reading

Name of Organization/School: Yan Oi Tong Madam Lau Wong Fat Primary School

Project Period: From June 2015 (month/year) to April 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.

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

Most of the objectives of the project have been completed by the teachers and pupils as there was plenty of preparation and teachers' collaboration. Students' reading interest has increased as they enjoyed reading on tablets.

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
Enhancing students' language proficiency	Shared reading activity with English Teachers and NET	Fully achieved	Teachers' survey in June 2016. Over 90% teachers agreed that e-Learning project should be continued in the future.	NIL
Enhancing students' read-to-learn skills	Students completed 24 post-reading exercises designed by the teachers	Mostly achieved	Please refer to the copies of the students' works from P.1-3 (CD Rom). Almost 70% parents strongly agreed that the interactive readers with the post-reading exercises can enhance their children's learning motivation.	Some setting of the Post-Reading Exercises could be better to meet the needs of students with different abilities.
Enhancing students' IT skills	Extra Curricular Activity on Fridays afternoon – Do the online reading (using desktop and tablets)	Fully achieved	100% students on the list has accessed their reading accounts successfully. Over 70% parents think that this project can enhance their children's IT skills in learning.	NIL
Enhancing students' self-directed learning ability	Students do the online reading at recess or at home	Mostly achieved	According to the report from 100% of classes completed their online core reading. The completion of the online core reading of each class is 90% or above. Over 70% parents think that the project can foster their children with a good self-regulated learning attitude.	NIL

2. Project Impact on

Some positive impacts have been made by this project in different ways. Firstly, teachers gained some skills on the book selection for the students in the teachers' workshop. Teachers also realized that e-learning is a new trend of education so we may start some training about e-learning, such as online workshop afterwards to enhance our teaching strategies in the future.

The IT skills of students have improved as they need to learn how to log in and access their e-reading accounts. Problem solving skills of students have been enhanced as most of the students were able to access their e-reading accounts in class without assistance. Besides, the interest of learning English of students has increased as most of the students enjoyed reading English stories on tablets because interaction have been built when they complete the Question Time (MC questions after reading) on the tablets. Students realized that learning English can be fun.

Furthermore, the learning atmosphere has improved as students became eager to learn individually or in groups. Therefore, the project brought a good start for students to learn in different ways. Social demands have met as students have an opportunity to try something new, such as IT equipments.

This project also brought some impact to our school as we all realized that e-Learning is essential so that workshops, sharing about e-Learning have been held by other organization. This is an opportunity for teachers to explore new teaching strategies, such as teaching with Apps or flip classroom. Building IT skills is also becoming one of the objectives in our school program plan.

3. Cost-effectiveness

All the equipments (tablets x 6) and the service () have met our needs. However, it would be better if the budget of ordering tablets could be increased as six tablets were not enough for targets (KS1 students) to learn in class. Other tablets have been borrowed from IT Team of the school for teaching.

For further information for the budget, please refer to the Financial Report.

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 ()	\$88,120	\$87,800	- 0.004%
Equipment (Tablets x 6)	\$22,200	\$23,328	+ 0.051%
General Expenses (Audit Fee)	\$5,080	\$4,000	- 0.212%



4. Deliverables and Modes of Dissemination

Teachers have gained more teaching strategies and IT skills through this project. The format of the lesson plan has been improved by teachers as it is easy for teachers to follow and user friendly. Some lesson plans and Post-reading Exercises have been done. All the samples have been saved to a CD Rom (in word file format) for sharing. All the samples are editable so teachers from other schools may feel free to edit to meet the students' abilities and needs if interested.

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.
Lesson Plan x 18 (Six lesson plans for each level)	Co-planning and lesson plans have been done by the teachers as all the teaching procedures are easy for teachers to follow in class.	All the samples of the lesson plans will be shared to other schools if interested.	All the soft copies of the lesson plans have been saved in a CD Rom for sharing.
Post-reading Exercises with answers x 18 sets (Six sets for each level and each set contains four items, e.g. Vocabulary, Grammar, Correct Responses and Comprehension)	Post-reading Exercises designed by the teachers have been used as class activities after the shared reading.	All the samples of the Post-reading Exercises (revised version) will be shared to other schools if interested.	All the soft copies of the Post-reading Exercises have been saved in a CD Rom for sharing.



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)	
Professional Development workshop	9 th June, 2015, Teacher professional development, in Conference Room (RM 100)	--	13	--	2 (Service provider)	All English teachers thought that the workshop was useful. They got some ideas on books selection for classroom teaching. Moreover, they got some suggestions on developing the related learning and teaching materials, such as lesson plans and post-reading exercises. However, there are 46% of teachers think that the workshop is just neutral. It would be better if the try out section (teaching with tablets) could be added into the workshop as this is how teachers can build up their teaching strategies of e-learning.
Lesson Observation	18 th December, 2015, Lesson Observation, in 1A classroom (Room 201)	--	2	21	1 (Ms QEF Project Officer)	The visit report has been given by Ms .
Reading Reward Scheme	Feb 2016, Reward Scheme, at School	--	13	328	--	According to the report, there are 114 students who achieved a total score of 400 or above in online reading account. They all got a ruler as a reward. Students all liked the gift.
Reading Reward Scheme	March 2016 Reward Scheme, at School	--	13	328	--	According to the report, there are 90 students who achieved a total score of 1200 or above in online reading account. They all got a figure as a reward. Students all liked the gift.
Reading Reward Scheme	June 2016 Reward Scheme, at School	--	13	328		According to the report, there are 172 students who achieved a total score of 1400 or above in online reading account. They all got a soft toy as a reward. Students all liked the gift.



Evaluation of the programme and the Post-Reading Exercises	June 2016, Evaluation, at school	--	13	0	--	There is room for improvement of the Post-Reading Exercises as some of them are too difficult for KS1 students and are not marking friendly. The project leader received all the comments about the Post-Reading. The revised versions of some Post-Reading Exercises have been made by the project leader.
------------------------------------------------------------	----------------------------------	----	----	---	----	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

6. Difficulties Encountered and Solutions Adopted

Some positive impacts, such as enhancing students' learning motivation have been gained by this project. However, most teachers found that it would be better if parents' support could be added in this project. Most of parents in our school are not well-educated so they were not able to help the students with IT skills. We hope that some parents' workshop can be added as parents can have an opportunity to build up their IT skills as well.