



Final Report of Project

Project No. : 2012 /0084

Part A

Project Title: Strengthening students' reading comprehension ability (both Chinese and English) through developing children's literature e-quiz bank on cloud

Name of Organization/School: CITE, Faculty of Education, HKU

Project Period: From 05/2013 (month/year) to 06/2016 (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: Sept 29, 2016 Date: Sept 29, 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

Plz refer to Table 1 for details.

2. Project Impact on

According to feedback collected in Feb – Apr 2016, the project helped:

1. develop students' reading habit

- a. 68% of students (Lu et al., 2016) reported that they read more frequently after they started using Reading Battle. Also, 59% of students reported that they read more widely with Reading Battle. Below please find some quotes from the students:

i. Change in Selection of books:

- "I used to read more Chinese books. Now I read English ones too. And I will choose to read some more difficult books now."
- "I used to read more comic books, but now I will read books with more texts like novels."

ii. Change in Reading frequency:

- "Before Reading Battle I think I have only read around 10 books. Now I have read around 200 books."
- "In the past I only read very few books, like 2-3 each week. Now I read 6-7 books each week."

References: Lu, Y.Y., Wai, V., Mok, C.Y.J. & Chu, S.K.W. (2016). Examination of top performing primary students in an e-quiz bank "Reading Battle". Paper presented at the CITE Research Symposium 2016, The University of Hong Kong, Hong Kong.

2. Academic improvement

- a. 73% of students viewed that their academic improvements could be attributed to using Reading Battle. Below please find some quotes from the students:

- "My Chinese reading improved a lot. Normally I get grades around C and B range but now it's always A."
- "The results of my Chinese exam has increased from 80 something to 90 something marks. It helps my reading because it trains me to read a large amount of books in a short period of time."
- "My English and General studies have improved. In the past, I got 10 marks approximately. But now, I get around 90 marks."

3. Strengthen reading comprehension ability

- a. Students took pre- and post-tests to gauge the change in reading comprehension ability. In studying the data, we have linked the results to activity level in Reading Battle. We have analyzed most active users against least active users of Reading Battle, and investigated whether the changes in assessment scores is significant comparing the two user groups. The most active users are found to perform better vs the least active users in post-tests.

3. Cost-effectiveness

Plz refer to Table 2.

This project is highly sustainable on its own. Reading Battle does not require special hardware / software for its users. The system is web-based. The titles covered in Reading Battle are posted on project website <http://battle.cite.hku.hk/>. New schools wishing to use Reading Battle just need to arrange procurement of the relevant titles as covered on the booklist, and arrange hands-on sessions for students to try using Reading Battle with their existing EdCity accounts. All the school implementation tips, system demonstration videos, teachers' / students' sharings could be found on the project website.

4. Deliverables and Modes of Dissemination

Around 50 schools have been using Reading Battle, which is accessible on the internet. Besides Hong Kong schools, some schools from Taiwan and the U.S. have also joined Reading Battle. The success of the project can be attributed to its ease of access (no special technical requirement), its motivation elements (scores and leaderboard features), its scaffolding support (with hints and explanation) that helps students learn on their own.

Regarding the feasibility for the project to continue with new funding, here are my views:

Though the system in its current form can last for a few more years, the titles covered in the system will get old, and the system needs to be enhanced to keep up with future technical requirements. Therefore commercialization of Reading Battle is suggested to support the system in the long-run. With new funding, questions can be developed for new titles. The system can also be enhanced to keep up with new technical developments.

5. Activity List

Book selection of children's literature covered in this project

The project team visited various libraries (e.g. university education library, public libraries, primary school libraries) and book warehouses to survey popular children's literature collection. In addition, book recommendation events has been organized in 17-19 Jul 2013 to solicit recommendations from language teachers, teacher-librarians, students, and parents. Interested participants joined the project team to share their views on book recommendations. The project team reviewed all the recommendations, popular titles, and award winners, and consolidated a collection of general titles to be covered in this project.

Project meetings with participating schools

The project team visited participating schools to discuss project implementations with teachers involved, and review project effectiveness.

Also, the project was promoted through many dissemination events. Plz refer to Table 3 for details of project seminars / symposia.

6. Difficulties Encountered and Solutions Adopted

Nil

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
Develop an interactive e-quiz cloud service	Develop the system Reading Battle	Fully achieved	http://equiz.cite.hku.hk/	
Strengthen reading comprehension ability of Hong Kong primary school students through Reading Battle	Students engage in reading comprehension tests after reading children's literatures	Fully achieved	Students' quiz attempts and scores saved on server	
Help primary school students develop reading habit	School library carry titles covered in Reading Battle	Fully achieved	Library statistics revealed that students read more after joining the project	

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$1,977,440.50	\$1,977,061.46	-0.0192%
Equipment	\$50,500.00	\$59,897.00	+18.6079%
Services	\$392,861.00	\$389,857.50	-0.7645%
General Expenses	\$425,146.50	\$418,747.68	-1.5051%
Others	\$52.00	\$0.00	-100.0000%

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.
Implementation tips for school	Helpful tips for new implementation	Available at: http://battle.cite.hku.hk/project-resources/	Yes, website.
Video clips of experience sharings from users	Helpful tips for new implementation	Available at: http://battle.cite.hku.hk/project-resources/	Yes, website.
System demo clips	Helpful tips for new implementation	Available at: http://battle.cite.hku.hk/project-resources/	Yes, website.



User guide for administrators	Helpful guide		No, it is for system administrator only.
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Table 4: Workshops / Symposia

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)	
Hands-on workshop	13 Jun 2014, CITERS 2014, HKU.		15			
Project Symposium	17 Jul 2014, HKU				150 participants (teachers, students, parents)	Helpful for new schools to learn more about the project. Helpful for teachers to learn ideas from each other on how to enhance implementation.
Seminar	11 Dec 2014, Learning and Teaching Expo 2014, HKCEC				100 participants	
Hands-on workshop	30 May 2015, CITERS 2015, HKU.		20			
Project Symposium	30 Jun 2015, HKU				180 participants (teachers, students, parents)	Helpful for new schools to learn more about the project. Helpful for teachers to learn ideas from each other on how to enhance implementation.
Seminar	11 Apr 2016, Social Media 2016, HKU		20			
Seminar	4 Jun 2016, CITERS 2016, HKU		20			
Project Symposium	4 Jul 2016, HKU				180 participants (teachers, students, parents)	Helpful for new schools to learn more about the project. Helpful for teachers to learn ideas from each other on how to enhance implementation.

