



Final Report of Project

Project No. : 2013 / 0843

Part A

Project Title: School-based e-Reading Scheme

Name of Organization/School: Tsuen Wan public Ho Chuen Yiu Memorial Primary School

Project Period: From 03/2015 (month/year) to 07/2016 (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

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*):

1. objective statement
2. activities related to the objective
3. extent of attainment of the objective
4. evidence or indicators of having achieved the objective
5. 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:

(1) Broadening students' horizons

School-based e-Reading Scheme helps to provide more opportunities for the students to read both story books and e-books in the Reading Wonderland Corner as they are arranged in schedule. 180 books covered six levels are bought for the students in the Reading Wonderland. Those books are both in fiction and non-fiction. Students can choose different types of books such as mysterious, play, according to their interests and reading levels. The data from the interview showed that students liked the books very much. They thought the contents of the books both in printed and e-resources were interesting and fun. They suggested to have short novels and mysterious books to further extend their reading interests.

(2) Increasing students' sense of achievement

As students are asked to complete the related exercises for the books they read, students can sense the achievement immediately. Exercises are in various types such as matching, filling in the blanks, drag or drop, writing feelings etc. Students can easily get the feedback from the e-resources platform. Their sense of satisfaction can be increased after completing the exercise by themselves. Their record of the completion of exercise will be accumulated accordingly. Thus their satisfaction will be prolonged.

(3) Increasing training opportunities for teachers and enhancing their professional development

As students are encouraged to read the books in the school or at home, English teachers are needed to introduce levels of e-resources of books to the students. Thus they have to equip themselves the IT skills as well as implementation of using tablets. Using tablets or computers in the classroom will be a trend to teaching. Using tablets to read is a trend also for the students. Nowadays students are get used to use tablets or computers to read books and surf information. Thus English teachers have to be ready to use tablets for their teaching. It really broadens teachers' horizons as we have to keep abreast of the changing world in our society.



(4) Improving reading atmosphere in the school

Reading is essential to the students in the new changing world. Our students can increase their knowledge as they are exposed to different aspects of the world. According to the data in the interview for the students, all students agreed that the resources used and the activities organized in Reading Wonderland (using tablets and reading printed English books) could encourage students to read more English books. Some students reflected that the printed English story books were fun and very interesting. The content and the theme of the printed and e-resources books were very interesting. The worksheets designed by the teachers embedded in the e-resources were easily understood and could be finished by themselves. They enjoyed reading in Reading Wonderland. All students agreed or strongly agreed that reading atmosphere was further reinforced and developed in the school by Reading Wonderland. They suggested to have more time should be allocated to use tablets. (See attached)

(5) Self-learning skills of the students was motivated

As students are given headphones to do the self-learning process during reading, independent reading can be fostered. As the reading corner is exercised in the covered playground, many students are motivated to participate and engage in the activities. Thus it is a very good opportunity to arouse students' interest to read. Students were eager to participate in the self-reading section as well as the e-resource platform section. Each student was given a headphone to read books. It increased the chance for the students to expose to native speaker. The audible power and the self-learning power of the students were further increased.

(6) School development

The set up of Reading Wonderland is an essential element to the development of e-learning in our school. We are gear to further promote reading through e-learning. In order to have various ways of learning, e-learning is an indispensable way of encouraging students to learn language. E-learning can easily motivate students to learn. The data from the interview showed that all students like using tablets to read books.

(7) Fostering team spirit and enhancing the overall image of the school

Net teacher plays an important role to the development of English in our school. Both Net teacher and the Net teacher Teaching Assistant helps in monitoring and supervising the daily routine implementation of this programme. They helped to train the English Ambassadors who help the lower primary students using the tablets step by step. Net teacher and Net Teacher teaching assistant are the important factors for the implementation. They showed great help and gave support to the English Ambassadors. Throughout the past months, it showed that both students and English Ambassadors showed great interest to the programme. English Ambassadors had great passion to teach the small kids using the tablets to read. Students enjoyed reading through tablets. The number of students participated e-learning using tablets increased accordingly.

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:

(1) Utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))

Tablets and are purchased for Reading Wonderland. Those equipment are useful and attractive to our students as the equipment can provide interaction with the students. Students can use tablets and to read e-resources reading material. Each student can read with headphones. They can choose the books and exercise in

their own reading level. Each student can read according to his /her own reading pace and reading level. Those tablets and _____ can be used not only by students in Key Stage 1, but also by students doing reciprocal reading in Key stage 2. The tablets and _____ will be continuously and widely used in our English curriculum.

A core working team has been set up in our school in order to monitor the implementation and progress of the Reading Wonderland. The Net and the Net teaching assistant of work together with the English panel and PSMCD work together. This working group is a very good human resource for our English subject, even for our school. Reading Wonderland is a good start for the further development of e-learning in our school.

(2) Sustainability of the learning programme and materials developed

Throughout the past months, students enjoyed using tablets and _____ to read e-books. After interview with the students and English Ambassadors, our working team decided to sustain a good reading atmosphere among the students. Thus we decided Reading Wonderland as one of the routine activities throughout the year in our English subject. We start our Reading Wonderland programme from October to July in the coming year. We will have a detail schedule for all classes. All English Ambassadors will have duties to help the small kids using the tablets and _____ to read the e-books. The learning report will be regularly checked by our English teachers to ensure the students have fully utilized the equipment and the e-platform.

Moreover, we try to integrate this programme into our school-based curriculum.. We will arrange a special lesson with different English activities to our students. Now each student will have more chances of using tablets and _____ to access the e-books because more English teaching time will be given to students using tablets and _____ to read e-books. More exposure of our students to e-learning empowers their IT skills as well as improves their self-regulatory skills. Both IT skill and self-learning are crucial and vital to their future learning. We will continuously support and make the equipment and resource sustainable in our school. More _____ and tablets can provide more chances for our students.

(3) Expenditure items which include the setup and the deliverables

The setup of the Reading Wonderland in the covered playground in our school becomes an icon to our students. Reading Wonderland symbolize a place where students can read English story books as well as using tablets and _____ to read e-resources English reading material. All the new setup in reading corner of this programme will be used in the coming years.

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*):

(1) 180 English books covered with 6 levels

180 English books are purchased for 6 grade levels of our students. All the new story books will be arranged in different sections of the Reading Wonderland. The students can choose the books they like to read according to their own levels. After reading books, students are asked to complete a simple report about the book. They need to answer simple questions as well as write down some vocabularies they learnt from the book. Students are also asked to show their level of preferences to the books they read. All the books will be kept and digital updated to our school as one of the reading resources. Students can be free to read the books.



(2) e-Readers for Key Stage levels are developed and designed

e-Readers are specially designed and developed for different levels in our programme. All e-resources will be kept properly and will be used by the students. Students can choose the e-books they like and do the corresponding worksheets. We will arrange for our students in the coming years.

(3) The dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities

Tablets and e-readers are purchased for Reading Wonderland. Those equipment are useful and attractive to our students as the equipment can provide interaction with the students. Students can use tablets and e-readers to read e-resources reading material. Each student can read with headphones. They can choose the books and exercise in their own reading level. Each student can read according to his /her own reading pace and reading level. After interview with the students and English Ambassadors, responses from students, English Ambassadors, Net and English teachers were very constructive and supportive. They gave us enormous support to our programme.

5. Activities

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*).

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
1. Develop a school-based Graded Reading leveling program for P1 to P3 students	Set up a school-based graded reading leveling program for lower kids	Fully achieved	<ul style="list-style-type: none"> - P1-P3 students were assigned to read both printed and e-Readers according to their own reading levels. Students could use the e-platform to choose their books in their reading levels. All the e-Readers are leveled so that students could read the books according to their own reading levels. - After the questionnaire and the interview with different grades of students, they showed that they liked the program and were eager to read English books of their own level especially the weak students. They expressed that it was now 	

			easier for them to understand the English books.	
2. Develop the interactive e-Readers to cultivate the e-learning reading atmosphere	Design worksheets for 15 books from P1 to P3 reading levels	Fully achieved	<ul style="list-style-type: none"> - Each student is given a password to enter the e-platform and use the e-resources to read English books. Each student is trained to use the password to log-in to read his own books. - The e-Readers are arranged and assigned to P1 to P3 students to read in this and coming year. The e-Readers are presented with audio and visual stimulus. Students can adjust their own pace of reading and understanding in order to read the story books. - Some quizzes, games and worksheets for each e-Reader are designed by the teachers. Those consolidation worksheets or games are designed to be interactive with students. Students could use drag and drop, matching and filling in the blanks etc. The interactive function of the e-Reader impressed the students. After the interview with the students, they showed that they really liked the interactive functions of the e-Readers and 100% agreed that it could motivate them to learn English and read more English books in the future. 	
3. Provide graded text reading materials for all students to arouse students' interests.	Purchase 180 books with 6 reading levels	Fully achieved	<ul style="list-style-type: none"> - 180 books with 6 levels have been bought and allocated for students from primary 1 to primary 6 throughout the year. - More than 60% of students in each class joined the activities in Reading Wonderland. - The data from the questionnaire showed that different grades of students liked the graded text reading materials which could help them understand the stories easily. They agreed that the stories matched with their interests and ability. 	

4. Self learning skill is developed		Fully achieved	<ul style="list-style-type: none"> - Students can either read the e-Readers or printed English books when they attend the activity in Reading Wonderland. As student can choose his own books in his own reading level. He can adjust his own learning pace, thus self-learning is further developed. - Students are also encouraged to choose own book, do exercise and check their own performance after completing the worksheets. - Students can use the headphones while they read the e-Readers. After the interview with the students, all students like to use headphones as they think it is a good exercise for them to train their listening skill as well as a supplement to their reading. 	
5. Core working group of 6 English teachers-Panel, CD, net teacher is set up	Set up a core working group	Fully achieved	<ul style="list-style-type: none"> - A core working group has been set up to monitor the progress of the project and have regular meeting. Net teacher, net teacher teaching assistant and English Panel worked closely together to update the progress of the students. Continuous suggestions and team spirit has been further strengthened throughout the year that can help the development of English in our school. 	
6. Design and develop school-based e-materials	<ul style="list-style-type: none"> - Our teachers work with publisher and e-readers developer - Design some school-based worksheets 	Fully achieved	<ul style="list-style-type: none"> - Our English teachers worked with the e-reader developer to design some school-based worksheets for 15 books with 3 levels in the e-platform for the students to complete. The small kids could complete the worksheet by their own. It is a good chance for the teachers work together with the e-reader developer. 	
7. Update students' performance	Regular assessment	Fully achieved	<ul style="list-style-type: none"> - Regular assessment could be downloaded and shown to the teacher in the previous months. The data showed that P3 students performed better than P2 and P1 as they had stronger participation. The assessment data could give 	

			comprehensive figures which could help teachers understand the performance of the students.	
8.Strengthen teacher development	Teachers' workshop	Fully achieved	- Teachers' Workshop was organized on 27/2/2016 to introduce the objectives of the project, the log-in process and the same trial experience to the teachers which can strengthen our teachers' professions in using e-learning. In addition, our teachers designed and developed some worksheets for the e-Readers which can further build up our knowledge in using e-learning.	

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
9.7"	\$18,500	\$12,000	+ 78 %
64GbWIFI		\$21,000	
Equipment (English reading corner and fit out work)	\$10,000	\$10,000	0%
Service	\$70,000	\$57,000	- 18.5%



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.
180 English books covered with 6 levels	Different text types of English books are covered including fiction, non-fiction, readers' theatre and novels etc.	All students from P.1 to P.6 are arranged to read the books according to the schedule. Students are asked to complete a simple task after reading the books.	
e-Readers for Key Stage levels are developed and designed	Animated e-readers are given together with different types of worksheets are designed, such as matching, drag and drop, multiple choice, filling in the blanks etc.	All students from P.1 to P. 3 are arranged to use the tablets and headphones to read the e-books accordingly. Students are asked to complete the corresponding worksheet after reading the books.	

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)	
Students' workshop	27/1/2016 School library	/	/	40		- Students were enthusiastic and eager to learn how to use the e-resources. They were active to ask the books they could choose in the e-platform.

Parents' workshop	27/1/2016 School library		/	/	50 parents	- School notice was given to all parents informing and introducing the e-Reading Scheme. About 50 parents from P1 to P6 attending the workshop. The workshop was co-conducted by the English panel, Curriculum developer and the publisher. Parents were delighted to know that the school could provide various resources to the students. Parents were impressed to know that the school could provide tablets for their kids to learn regardless of their varied learning abilities. As most of the family background of our students were comparatively low and lack of financial support, using tablets to read English books is a treasure for them.
Teachers' workshop	27/1/2016 School library	/	15 (all Eng teachers)	/		- Teachers showed great interest to the workshop especially to the using of the tablets. They could use the tablets individually try to use the e-resources to read 3 levels of books.

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. The time to set up the Reading wonderland has been postponed because the books we have ordered from the publisher differed from the books we have originally ordered. Those books are bilingual with Chinese words printed at the end of each book. We believe that printed Chinese words in English books has disadvantage to the students. Students were prone to read the Chinese version rather than the English version. Thus we asked the publisher to provide other sets of story books without any printed Chinese words. However it took more than one month to return and exchange the books instead. Thus we were reluctant to postpone our programme.
2. In addition, after the trial period, we found that we could not satisfy the eagerness of our students as we did not have sufficient tablets for them. Thus we tried to ask for purchasing more tablets for our students. Students could now have more chances to use the tablets to read e-books. We intended to integrate the e-learning platform into our curriculum in the coming year after implementing. It is estimated that our students will have more exposure to learn English as well as increasing their power of using e-resources.