



<b>Final Report of Project</b>	Project No. : 2013 / 0799
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**Part A**

Project Title: Reading Enhancement Scheme with Electronic Support

Name of Organization/School: Confucian Tai Shing Primary School

Project Period: From 3/2015 (month/year) to 7/2016 (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: 1 Name of Grantee\*: 1

Substituted By: \_\_\_\_\_  
(Head Of Curriculum  
Development)

Signature: \_\_\_\_\_

Date: 24 OCT 2016

Signature: \_\_\_\_\_

Date: 24 OCT 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.

This form/guidelines can be downloaded from the QEF webpage at <http://qef.org.hk>.



## Final Report

Project No.: 2013 / 0799

Project Title: Reading Enhancement Scheme with Electronic Support

### 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
To arouse students' reading interest and motivation by developing 15 readers for P.1-3 with multimedia support in both classroom and self-learning tasks	◆ A developed e-reading platform with provision of 50 e-storybooks was purchased	Fully achieved	- According to the feedback of the project consultant and teachers' observation, students have shown greater interest in reading the animated stories compared with traditional printed storybooks. Students engaged in the reading lessons more actively. Based on the survey results, most of the students enjoyed using the e-reading platform. The use of interactive stories enhanced students' motivation and their reading attitude.	Remarks: Proposal had changed to purchasing 50 e-readers for P.1-6
	◆ Morning e-reading on Thursdays	85% attained	- Our school has morning reading time from Tuesdays to Thursdays. Students were encouraged to read books to broaden their horizon, especially English books. In order to promote English reading	Morning reading could not be implemented fully as some students were absent during morning reading period. Their



	<p>◆ Promote a reading culture through a reading award scheme and different types of rewards</p>	<p>Fully achieved</p>	<p>and enable students to enjoy the fun of reading English materials, all students were required to access to the platform to read the English e-stories on Thursdays. .</p> <p>- In order to encourage students to read the animated stories, an award scheme was set as an incentive to engage students in reading for enjoyment. Our English TA regularly downloaded students' performance records from the management system on a bi-weekly basis. Subject teachers monitored and reviewed students' progress closely. Students in each level with outstanding performance were rewarded with commendations and small gifts regularly. Upon the project completion, a majority of students completed more than 70% of the online learning tasks. 45 students got gold awards, 9 students got silver awards and 9 students got bronze awards.</p>	<p>presence was affected by the school bus schedule.</p>
<p>To cater for learners' differences through cooperative and collaborative learning model with providing a wide range of graded electronic readers that</p>	<p>◆ All the 50 animated storybooks were embedded with read aloud function, different learning tasks, games and related</p>	<p>Fully achieved</p>	<p>- Students' diversified learning needs were met as the e-readers include vivid animation and audio sound tracks. The design of the electronic readers addressed different learning styles. Learners could achieve better learning outcomes via</p>	



addresses different learning styles for audio learner, visual learner and kinesthetic learner	exercises		using multiple senses to learn. Moreover, a variety of learning tasks (e.g. matching, drag-and-drop, hangman game) provoked kinesthetic learners' interest and promoted their involvement in learning.	
	<ul style="list-style-type: none"> <li>◆ The e-learning materials and e-readers were structured into graded levels to cater for learner diversity</li> </ul>	Fully achieved	- Graded e-learning materials (reading, vocabulary building, grammar and writing, etc.) were developed for students to learn progressively. Teachers also had the flexibility to assigned different tasks which suited the capability of students. Furthermore, the readers in the same level varied regarding to the length and the level of difficulty. Therefore, students could choose readers according to their interest and needs.	
	<ul style="list-style-type: none"> <li>◆ Teachers adopted teaching strategies which encouraged collaborative work</li> </ul>	Fully attained	- Students were divided into groups which consisted of students with varied abilities. Collaborative group learning activities were used to enhance knowledge transfer among groupmates. Students have demonstrated a higher level of participation in group work. Collaborative learning model allowed higher ability students provided support to less able groupmates. Through discussions and sharing, students gained a deeper understand of diverse	Remarks: The original proposal suggested dividing the class into 3 groups (elite group, average group and remedial group) based on students' academic performance was changed to forming groups of students with mixed abilities to create learning



				perspectives on the subject learnt. Based on teachers' observation, students made improvements in communication and leadership skills.	opportunities for all group members to work towards a common goal.
To develop students' reading habits by applying the 15 readers regularly in our English curriculum 2014-15	◆ Implement shared reading in English classes	Fully achieved	-	The e-readers selected were aligned with our English curriculum. Each level was provided with 8 e-reading materials on the bookshelf for students to read throughout the whole year. Teachers incorporated the e-reading platform into daily teaching activities. School allocated 4 reading lessons per month for all the grade levels (one lesson per week). Teachers allocated time to access to the e-reading platform (My Smart Readers) with students on a weekly basis. Shared reading was conducted among teachers and students. Then, it was followed by a series of interactive tasks and class activities. Students were encouraged to complete the post-reading exercises using their own tablet and finish the supplementary self-learning tasks as further consolidation at home. Based on teachers' feedback, the lesson structure helped to improve students' comprehension of the stories.	Remarks: 50 animated stories are used in all levels (P1-6)  The implementation of the project has been postponed for half year. The e-reading platform was launched in the 2015-16 academic year.
To promote independent	◆ All e-readers were animated	Fully achieved	-	The audio support of e-readers helped to	



<p>reading and parental support at home by inputting sound tracks in every electronic reader with learning progress records</p>	<p>storybooks with read aloud function</p>		<p>promote autonomous learning. Learners can play and read the e-storybooks on their own. Students gained more confidence in reading the materials independently with soundtracks. They have gradually shown improvement in oral fluency through frequent reading aloud practices. Positive feedback was received from parents as the soundtracks provided support for them to help students with reading at home</p>
	<p>◆ Parents training workshops</p>	<p>Fully achieved</p>	<p>Two parents' workshops were arranged for parents in October and December respectively. Representatives from Smart Education came to school to introduce the operation of the e-learning platform and provided technical support on spot. Through the workshops, parents were more familiar with the rationale of the reading programme and learnt how to use the e-reading platform. School also sent IT technicians to Shenzhen to solve the particular technical problems parents encountered cross the border.</p>
	<p>◆ Monitored and reviewed students' progress through teacher management</p>	<p>Fully achieved</p>	<p>The e-reading platform had a well-established learning management system (LMS) to collect student data for performance analysis. The</p>



	system			<p>LMS included the scoring system, auto marking system and generate students performance report. Our English TA downloaded students performance records regularly and passed the information to teachers. Teachers constantly reviewed the progress and took immediate actions to follow up if necessary. A complementary reward system was set in an attempt to enhance students' motivation in reading. Students who achieved the target scores within designated periods were rewarded with small prizes as an encouragement. Based on students' performance records, the rewarding system was effective as students' participation rate has improved. The scoring system promoted student-center learning. It allowed students to keep track of their own learning and reflected on their attainment level. Based on teachers' observation, students started to display a greater accountability for learning.</p>
To nurture teacher professionalism in e-learning by going through teacher professional development with a professional curriculum consultant	◆ Teachers training workshop on the control of e-storybooks and platform management system	Fully achieved	-	One teachers' training workshop was conducted by Smart Education Company. All English teachers and 1 TSS attended the briefing session. Questions and queries were raised concerning the technical



	<ul style="list-style-type: none"><li>◆ Co-planning with teachers and the project consultant</li></ul>	Fully achieved	<p>problems encountered when using the platform. Teachers learnt how to integrate the e-learning platform in classroom teaching.</p> <p>- All English teachers held panel meetings regularly to discuss the progress of the project. Teachers worked collaboratively and exchanged views on the design of supplementary materials. Teachers made effort to create self-directed learning materials for lower primary students (P1-3). Teachers agreed the collaborative co-planning process enhanced their professionalism. Furthermore, our project consultant paid several visits to our school. He gave professional advice to the project team members on the instructional strategies and the design of teaching materials. Besides, the project consultant helped to examine the self-directed materials and modifications were made based on our consultant's opinions accordingly. In this way, it can ensure the final product was well tailored to students' learning needs.</p>	
To promote and maximize the use and benefits of e-learning in	<ul style="list-style-type: none"><li>◆ Promote self-directed learning through</li></ul>	Fully achieved	<p>- To maximize the efficacy of the reading programme, relevant learning materials were devised. For lower</p>	





<p>regular classroom teaching and learning activities to achieve greater learning outcomes</p>	<p>supplementary booklets</p>		<p>primary levels (P.1-3), 4 e-storybooks were selected in each level and materials (for pre- while-post reading stages) were designed by teachers to support students' learning. Each student kept a self-study learning booklet. The aim of designing the booklet was to promote and develop self-learning habits among students. Students were required to complete the exercises after reading the e-storybooks as consolidation at home. Teachers agreed the tasks are of important as they served the purpose of enriching students' learning experiences. Students exercised their autonomy in learning as they kept track of their progress through using the self-guided learning materials flexibly. Based on observation, the booklet played a role in assisting students to build up self-directed learning habits.</p>	
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## 2. Project Impact on

### 2.1 Learning effectiveness

Based on students' participation in class and the online performance records, the e-reading platform has significantly raised student's reading interest and motivation. The project has played a vital role to enhance the existing reading programme in school. Before implementing the e-reading platform, teachers had faced a number of obstacles in arousing students' learning interest through the traditional printed readers. It was especially true, provided the fact that our students' English foundation is generally weaker and parental supports are inadequate. The design of e-reading platform with audio and visual supports met our students' specific needs. Teachers found students enjoyed the animated e-stories and were more engaged in the reading lessons. Evidently, the multimedia support (e.g. sound tracks and vivid animations) can draw students' attention successfully. Besides, the scoring and ranking system had a positive impact on promoting students' intrinsic motivation. Students gained a better view of their own achievement level in compared with other cohorts. Therefore, they strove for improvements through active participation.

The project also catered the wide learning differences of students in our school. As to maximize the teaching and learning effectiveness, teachers employed cooperative instructional strategy with providing a wide range of graded electronic readers. Furthermore, the online reading exercises and self-learning tasks were differentiated so that teachers can use the materials in a flexible way. Teachers assigned readers and relevant tasks to students according to their needs. To adopt the cooperative learning approach, mixed-ability grouping was used to ensure heterogeneity of the group combination. Group works were emphasized. Each individual made their own contributions to the common learning goals. Cooperative learning model enhanced students' participation through social interaction. A diverse range of creative and higher-order thinking group activities were introduced. These activities included completing the reading comprehension exercises, sharing their understanding of the parts they read, re-designing the book cover, re-writing the ending of the story and giving a short presentation about the story they have learnt, etc. Based on teachers' observation, students received mutual supports from peers in doing the cooperative tasks. The supports boosted their confidence in task completion. They have shown more involvement and greater commitment to the learning tasks. Overall, this instructional practice has proven to be beneficial to high-performing and low-performing achievers both



academically and socially.

The embedded sound tracks and learning progress records promoted independent reading and parental support at home. As most of our students come from families of lower socio-economic status, families can seldom provide academic supports and resources for students. The e-readers provided students with extra extensive reading resources to build up reading habits. Also, the audio support in the electronic books promoted independent reading. It allowed learners to listen to the stories and read the stories aloud on their own. Besides, the performance records reflected students' learning progress. Teachers discussed with students and set goals for them at different points of learning. Students enjoyed having the autonomy in learning and worked towards their goals at their own pace. With the assistance of e-platform, parents could gain more involvement in helping students' study. They played a vital role in providing reading guidance and monitoring students' progress of learning. More than that, teachers devised the self-learning booklets to enhance learning experiences. The booklets directed students to explore more of the text in the pre-reading and post-reading stages. Therefore, it enhanced students' retention of knowledge and the regular practice helped students to build up a good self-guided learning habit regardless of the subjects they are learning.

Based on the observations from the class visits and teachers' feedback, students gradually developed a more positive attitude towards reading English books. As the e-reading platform is integrated in the regular teaching and specific morning session is assigned to e-reading, students gained more opportunities to exposure to English materials frequently. Students have developed more confident in independent reading through regular reading. More students started to find the pleasure in reading. A reading atmosphere is gradually nurtured and it is expected to grow for a love of learning English through extensive and continuous reading.

## 2.2 Professional development

Teachers agreed that the project has nurtured teacher professionalism in e-learning by going through teacher professional development with professional curriculum consultant. Our project consultant co-planned with English teachers. He also gave advice on the instructional strategies and the design of teaching activities of the reading scheme. The co-planning did not only strengthen teachers' capability in lesson planning, it also enhanced the collaborative lesson planning culture among teachers. To evaluate the effectiveness of the teaching part of the reading scheme, class visits were conducted. The project consultant and English teachers held review meetings to revise on the aspects of the instructional strategies, lesson activities and the teaching



materials used. The post-lesson discussions helped teachers to recognize their own strengths and weaknesses in teaching pedagogies. It gave them space to reflect on their own methodologies and took remedial actions to further improve their professional skills.

Furthermore, teachers worked collaboratively to devise self-directed learning materials for learning enrichment. They have showed capability in devising supplementary materials. Teachers were given advice and guidance from our project consultant about the materials design. The project consultant also helped to examine the learning materials to ensure they were tailor-made to cater for students' needs. Fine-tuning and modifications were made to the teaching materials. Teachers expressed that they have improved their knowledge and skills in creating suitable self-directed learning materials. In the future, teachers can further apply the techniques they acquired in developing other quality learning materials as well.

### 2.3 School development

Being one of the successful applicants of the "Support Scheme for e-Learning in Schools", our school has sufficient of infrastructure and readiness to integrate e-learning in lessons through assessing mobile learning devices. The project complemented our school e-learning development 2014-17. Other than the readiness of hardware, it is important to develop resourceful of software to support e-learning. Therefore, the e-reading platform acted as one of our major e-learning sources for facilitating reading in English subject. The project will have a sustainable impact on promoting English language learning as all the content and e-learning resources developed will be owned by school. The Learning Management System function gives teachers the feasibility to insert, upload and modify the teaching and learning materials. The e-readers will continue to act as extra extensive reading resources for students to develop better reading habits and foster the reading atmosphere in school.

One of the major concerns of our school is to develop teachers' professional learning in the area of e-learning and integration into curriculum and classroom instructions. Our school showed great support to teachers for further enhancing their professionalism in exploring good teaching methodologies and the implementing of the latest interactive e-learning technologies in teaching. English teachers have attended different e-learning workshops to sufficient their professionalism in e-learning integration. Generally, positive feedback was received from teachers. They expressed that they learnt good pedagogical practices and gained useful information related to IT education. They gained more confidence in integrating different e-learning tools in the reading lessons. In order to maximize the use and benefits of e-learning, teachers tried to develop some interactive e-



learning resources to complement the reading lessons so as to achieve better learning outcomes. Based on students' performance and teachers' feedback, the use of a combination of e-learning tools brought about greater effectiveness in teaching and learning. Most of the students showed great interest and had fun with the use of e-learning Apps. Positive responses were received from teachers. They commented the integration of e-learning activities has great potential in boosting students' learning motivation.

### 3. Cost-effectiveness

**Table 2: Budget Checklist**

<b>Budget Items</b> <i>(Based on Schedule II of Agreement)</i>	<b>Approved Budget</b> <b>(a)</b>	<b>Actual Expense</b> <b>(b)</b>	<b>Change</b> <b>[(b)-(a)]/(a)</b> <b>+/- %</b>
Project Staff Basic Salaries	\$134,400	\$131,400	-2.23%
General Expenses	\$15,600	\$13,820	-11.41%

#### 3.1 Utilization of available resource

The actual expense was kept within the approved budget while the funding was utilized effectively for hiring a project consult, arranging professional training workshops in IT education for teachers, developing e-storybooks with perpetual copyright as well as for handling general expenses such as printing supplementary learning materials and auditing.

#### 3.2 Unit cost for the direct beneficiaries

The direct beneficiaries included: 10 English teachers, 280 students and approximately 560 parents who provided reading support at home. The total number of direct beneficiaries is 850.

Unit cost for the direct beneficiaries = HK \$ 145,220/ 850 = \$170.8

#### 3.3 Sustainability of the learning programme and materials developed

The e-reading platform is highly sustainable as all the content and e-learning resources developed will be owned by school. Upon the completion of the programme, school hosts and owns the platform as perpetual license was granted from the service provider. More than that, the content management system enables teachers to update and insert new content to the current programme. Teachers and IT assistants received training on how to maintain and update content. Teachers' manuals were kept for future references. Thus, the sustainability of the school-based programme can be guaranteed. The ultimate effectiveness of the scheme will further increase because the number of beneficiaries is expected to grow progressively in the coming years. The surplus printed self-directed learning materials are reserved for the

following academic year. The material designs will serve as references for teachers.

#### 4. Deliverables and Modes of Dissemination

A range of deliverables were made during the implementation of the projection as listed in Table 3.

**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.
400 manuals on “How to use the e-learning platform”	Materials were distributed to both parents and students to provide guidance for using the e-learning platform	Distributed to participants (parents and students) who attended the e-learning training workshops on 17 October 2015 and 5 December 2015 and respectively	No
250 copies of students’ self-directed learning booklets for lower primary students and subject teachers	The materials were devised by English teachers as supplementary learning materials to enhance the learning outcome. For lower primary levels, teachers chose four storybooks to develop extra learning tasks to strengthen students’ grammatical knowledge as	The materials were devised and distributed to students in March 2016.	No



	well as reading comprehension and expand vocabulary bank.		
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## 5. Activity List

The project was started in September 2015 and a series of activities were conducted during the project period as listed in the table below.

**Table 4: Activity List**

Types of activities (e.g. seminar, performance, etc.)	Brief description (date, theme, venue, etc.)	No. of participants			Feedback from participants
		teachers	students	Others (please specify)	
Training workshop for teachers	Date: 28 <sup>th</sup> January 2016  Theme: Training on the control of e-storybooks and platform management system  Venue: Confucian Tai Shing Primary School ( Rm 105)	10	N/A	N/A	Based on the feedback of participated teachers, they generally found the workshop useful and it was highly relevant to their needs.
Training workshops for parents	Date: 17 October 2015 (for P1) 5 December 2015 (for P2-6)  Theme: School e-learning platforms briefing  Venue: Confucian Tai Shing Primary School (hall)	13 13	~90 ~30	~100 parents ~ 50 parents	Positive responses were received from parents who attended the workshops. They collected useful information about the platform operation.
Project implementation	Date: 1/ 9/ 2015 – 29/ 2/ 2016			N/A	Based on teachers'

	<p>1/3/ 2016 – 31/7/ 2016</p> <p>Theme: Implementation of shared e-reading on a regular basis in English classes</p> <p>Morning reading on Thursdays</p> <p>Venue: Confucian Tai Shing Primary School (classrooms)</p>	<p>8</p> <p>26 (class teachers)</p>	<p>280</p> <p>280</p>		<p>feedback and the observation of students' performance, the reading programme was well-integrated into the English curriculum. Students' exposure to English reading materials increased. School has gradually created a reading atmosphere.</p>
Ongoing consultation on the project implementation	<p>Date: 1/9/2015 - 31/7/ 2016 (16 visits)</p> <p>Theme: Consultation on the programme implementation/ co-planning/ co-teaching/ lesson observations and review</p> <p>Post observation discussion</p> <p>Venue: Confucian Tai Shing Primary School</p>	<p>3</p>	<p>22</p>	<p>1 QEF member</p>	<p>Based on teachers' feedback, our project consultant provided professional support for the teaching parts and materials design. It enhanced teachers' professional development.</p>
QEF school visit	<p>Date: 5 May 2016</p> <p>Theme: Class observation (Primary 3)</p> <p>Post observation discussion</p> <p>Venue: Confucian Tai Shing Primary</p>	<p>3</p>	<p>22</p>	<p>1 QEF member</p>	<p>Please refer to the interview report from QEF.</p>





	School				
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## 6. Variations, Difficulties Encountered and Solutions Adopted

A few significant variations were made during the implementation of the project. Consultations were sought from QEF committee member when difficulties were encountered. QEF was informed of the amendments in advance and approvals were granted before the implementation of the modified plans.

### 6.1 Addition of a new item

During the project preparation period, quotations were received from three e-learning suppliers. The amount of developing 15 e-readers as proposed in the submitted proposal exceeds the approved budget (HKD 150, 000) in the QEF project. Therefore, the proposal was substituted by purchasing 50 already developed e-storybooks. The readily made e-storybook reading platform provides high quality e-readers with animated stories, read-aloud function and a wide variety of interactive games. Although adjustment of the original plan was made, it didn't cause change to our main direction of using multimedia resources to arouse students' interests and motivation in reading English. Besides, the e-learning platform, as a self-directed English learning programme, guided students to learn the core vocabulary and essential skills for reading. The amendments met the original proposed aim of nurturing independent learning mode of students by reading materials at home.

In order to cater for the modifications of the new plan, the English panel had done curriculum alignment of the e-readers with the school-based English programme accordingly to ensure that the e-storybooks acted as extensive readers to support students' learning both inside classroom and at home. And hence, greater teaching and learning outcomes could be achieved when the two complementary programmes work together effectively. Besides, an e-reading programme was incorporated into daily teaching across all levels (P.1-6) as a way to permeate the use of e-learning platform in regular classroom teaching.

From the perspective of nurturing teachers' professionalism, teachers who involved in the project can be fruitfully rewarded. Upon the purchase of the already developed e-reading platform, time spent on liaison with the service provider on the development of e-books was eliminated. Developing post reading materials was carried out in the co-planning meetings among English teachers and the project consultant. English teachers concentrated on the design of learning and teaching activities. Therefore,



teachers had more room to reflect on and spent more time to discuss about the reading tasks and ways to cater for learner diversity. In this way, it enhanced teachers' professional development by working collaboratively to devise materials. Furthermore, the overall approved budget was not affected due to the adjustment of the budget plan and the target beneficiaries are extended to upper primary students(P.4-6). Thus, it was worth to purchase perpetual copyrights for the sustainability of the reading programme at school.

## 2.2 Extension of the project period

The project was extended for 5 more months until 31 July 2016. A request for the extension of the project was dated back to 15 January 2016. Approval of extension was gained from QEF officially on 25 January 2016. The completion date was extended from 29 February 2016 to 31 July 2016. The reason for applying extension was due to late implementation of the project in school. As school wishes to better implement the project to its fullness and witnesses the final learning outcomes, more time was needed for English teachers to execute the project progressively and collect relevant datum from different stakeholders for evaluating the learning effectiveness.

The project progress was far behind the proposed schedule because the original plan for developing 15 e-readers for three levels (P.1-P.3) was suspended due to the fact that the quotations received from all three suppliers exceeded the amount (HKD 150, 000) approved by QEF. Since then, the project had been postponed and it took time for project members to come up with new arrangement that met the goals of the original proposal. The proposal was finally substituted by purchasing an e-reading platform containing 50 e-storybooks that have already been developed. It also met the approved budget.

As drastic changes had to be made to the original proposal, the result meant a delay in gaining approval from QEF. Further delay in the progress of the project was caused when the two teachers, who were the core members in charge of the project both resigned. The new teachers who arrived were not familiar with the specific details of the project and it took time for the committee members to develop new plans and design relevant materials in order to achieve the ultimate goals of the project.

## 6.3 Change of the cooperative learning grouping

According to the original plan, teachers divide the students into 3 ability-based groups (1 elite group, 1 average group and 1 remedial group) based on their academic performance. Each group consists of 5 students with the same level of ability. Teachers found there was a diverse gap between different groups. Thus, teachers decided to adopt the cooperative learning approach but with group members of mixed abilities to maximize the effectiveness of teaching and learning. In deciding the group combinations, teachers intentionally grouped students with heterogenous abilities to work together. This kind of



instructional practice acknowledged diverse abilities and learning styles of students. Each group member had the equal opportunities for success. The essence of cooperative learning is that each learner can bring their perspectives, characteristics, backgrounds and experiences into the subject matter for enriching the learning in the classroom. In cooperative learning tasks, each student made contributions and worked as a team to help other group members learn. This kind of learning model allowed students to learn from each other through social interaction. Teachers believed that heterogeneous grouping addressed the needs of our students with multiple intellectual abilities.

#### 6.4 Technical problems encountered by students and parents

A few technical problems were encountered when started launching the reading programme. For instance, students reported the invalid of login and password as they visited irrelevant websites accidentally. Besides, numerous cross border students reported the failure of assessing to the web server because it had been controlled by basic authentication. To solve the problems, teacher made announcements in the morning assembly to remind students the proper procedures of assessing to the reading platform. IT assistants were sent to mainland in mid-December to provide technical supports for parents. IT technicians also helped cross border students install a new browser in their tablets to ensure users can access to the reading platform.