



Final Report of Project

Project No. : 2014/0574

Part A

Project Title: English reading cultivation scheme through blended learning approach _____

Name of Organization/School: Ling To Catholic Primary School _____

Project Period: From 10/2015 _____ (month/year) to 09/2016 _____ (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: _____

Date: _____

Name of Grantee*: _____

Signature: _____

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

- 1) To contextualize pupils' learning by matching and implementing the leveled theme based readers with the school based curriculum.
: The e-readers we picked have aligned well with our school based curriculum. It makes our English reading lessons more appealing and fun, and the pupils are more engaging.
- 2) To develop their self-learning ability and reading interest by inputting animated readers with various designed classroom and self-learning reading activities.
: Pupils like the animations and the cartoon characters. They shown great interest in the interactive readers and are thus more engaged in participation in classroom activities as well as the home reading.
- 3) To cater the learner diversity through applying leveled electronic reading materials in the reading lessons.
: Since the level of difficulty is adjustable, pupils can do the reading according to their own level. The appropriate level of reading has intrigued pupils in the reading lessons and also enhanced their learning benefits.
- 4) To develop teacher capacity in digital learning in the English subject teachers by introducing blended learning approach with mobile devices in English reading lessons throughout the academic year.
: It is a very good chance for us to adopt the use of e-learning strategy in classroom teaching. We warmed up the reading lessons with the videos, and practiced the teaching resources we developed to do in, the result is very encouraging as we can see pupils are happy and participated in class.

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 contextualize pupils' learning by matching and implementing the leveled theme based readers with the school based curriculum.	The e-readers we picked have aligned well with our school based curriculum.	Mostly attained	Our English reading lessons has become more appealing and fun with the combination of the interactive readers; most pupils are more engaging in class.	
To develop their self-learning ability and reading interest by inputting animated readers with various designed classroom and self-learning reading activities.	Pupils like the animations and the cartoon characters. Thus we brought the interactive readers with lovable cartoon characters in our reading lessons to do classroom activities and pupils show good participation. And they are more proactive in completing the home reading section too.	Mostly attained	Most pupils shown great interest in the interactive readers and are thus more engaged in participation in classroom activities as well as the home reading.	



<p>To cater the learner diversity through applying leveled electronic reading materials in the reading lessons.</p>	<p>The level of difficulty is adjustable, pupils can do the reading according to their own level. The appropriate level of reading has intrigued pupils in the reading lessons and also enhanced their learning benefits.</p> <p>We placed the levels as we planned in the beginning of the project but afterward we found that they are a bit more challenging for our students so we adjust the levels of difficulties to the easier levels. With this adjustment, both teachers and students found it easy to follow.</p>	<p>Mostly attained</p>	<p>We can see most pupils, especially those less capable pupils, are less reluctant in reading English, and they are more willing to react in class.</p> <p>They also show their interest in reading and participate in using the to read and to record their own story.</p>	
<p>To develop teacher capacity in digital learning in the English subject teachers by introducing blended learning approach with mobile devices in English reading lessons throughout the academic year.</p>	<p>It is a very good chance for us to adopt the use of e-learning strategy in classroom teaching. We took part in the teacher workshop to learn the digital learning skill, and we turned them into practice in our reading lessons with the interactive readers.</p> <p>Our principal also guided us to set the lesson flow and we are refining our implementation in 2nd year now. Our teachers' experience in applying the e-readers and mobile learning under this project has helped us a lot in planning and implementing a mobile learning classroom for reading.</p>	<p>Fully attained</p>	<p>We warm up the reading lessons with the videos, and practice the teaching resources we developed to do lead-in, the result is very encouraging as we can see pupils are happy and participated in class.</p> <p>The program and the overall conceptual design of the project is reviewed and completed and we are able to deepen our implementation at classroom and at curriculum for the 2nd year (Sept 2016) and the project spirit is still rolling at our classrooms.</p>	

2. Project Impact on

1) Learning effectiveness

: We observed that this new e-learning strategy of blended teaching approach is flourishing as we can see pupils are more active and engaged in class. When we play the videos to do lead-in, pupils reaction in class is better than the traditional way we previously did. They engaged in the story faster and better, and they are more willing to take part in the classroom activities, rather than sitting there waiting us to point to them to answer as they used to be.

: We noticed that pupils are more engaged in classroom activities, and we are happy to observe that pupils are more confident in speaking English. Pupils loved to listen to their own voice using the recording function of the interactive readers, it gave them opportunities to practice speaking and it turns out encouraged them to do speaking better. They used to be very shy and reluctant to express themselves in English during class. Now, after using the mobile devices with the interactive readers in class to do classroom activities, they would follow the



read-aloud to read the story, some capable pupils can even do story telling on their own, or more, do a short performance of the story in class.

: We do guided reading using printed books. We do warm up and lead in using the interactive part of the printed story on the mobile platform, it helped pupils to engage and hence to be more proactive in the reading comprehension. Besides, these interactive elements of listening and speaking has added value to the reading lessons, making it not only focus on English reading but also nurture their English language ability as a whole. Therefore, after this project ended, we will keep doing the guided reading with 2 lessons per week, to keep up pupils' spirit in doing the reading.

: We separated pupils into different groups according to their English language ability. Pupils in different group would read different books that suit their level. Pupils thus are given the chance to develop upon their own stage. So, they can develop cooperative learning through the grouping and its activities. And they shown great enjoyment in class as we can see they are comfortable in reading in their own level.

: Some pupils also expressed that they like to do the reading comprehension on the home-reading at home. They like the animations and cartoons, and so they found that it's more interesting than the traditional home reading they used to have.

2) Professional development

: We used to worry the different grouping in the reading lessons might bring extra workload that we need to prepare different sets of teaching resources and thus the classroom management. Yet the interactive readers are well organized with leveling and its corresponding reports, it helped us to identify the pupils ability and follow up easily. It helped free up more our time to focus on more quality teaching tasks.

: After the adaptation of the interactive readers this year, we explored the possibility of using different digital learning elements and skills to bring out classroom teaching and activities. We will try to do more extended learning using different apps to carry out more classroom activities in the future. This is the experience that we gain from this project that gives us confident to do so. We believed we can work out the classroom materials that can run on different apps or tools to bring out more engaging activities and to bring more learning benefits.

3) School development

: Our major concerns are to foster the students' self learning ability; to promote e-learning at school and to enhance the lessons teaching quality for better learning effectiveness. This project has well served all the above purpose and we are satisfied with the outcomes.

3. Cost-effectiveness

The result of the project is positive. We are happy that it brings both teaching and learning benefits to us: we have well experienced with the digital blended learning and would look forward to develop more; the pupils achieved to be more engaged in English reading lessons, gained more confident in speaking in English, and they are more fostered with a better self-learning ability as well as their learning diversity is catered. So, this project is cost-effective.

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Interactive Product and Service Package			
- Professional development workshop	HK\$2,800	Four installments: 1 st Payment: HK\$32,000 2 nd Payment: HK\$32,000 3 rd Payment: HK\$29,000 4 th Payment: HK\$6160	
- Co-planning for the project implementation	HK\$2,100		
- IT support for parents	HK\$3,000		
- hybrid reading programme	HK\$44,400		
- Co-plan and develop school-based teaching resources for classroom teaching	HK\$16,800		
- Data backup service on cloud/ LMS	HK\$10,000		
- 1 year license mobile application	HK\$9,500		
- Printed learning materials	HK\$3,000		
- Other printing costs	HK\$1,500		
Total	HK\$93,100	HK\$99,160	+6.5%
Others			
- Tablet computers	HK\$30,000	HK\$23,940	-20.2%
- QEF audit fee	HK\$5,000	HK\$5,000	0%

4. Deliverables and Modes of Dissemination

Besides the reading comprehension on the integrative platform, we also have worksheets to for the classroom activities. These resources are aligned with our school-based English reading curriculum.

Also, with the experience of this project, we will prepare to try out to use more apps or digital tools on making teaching resources or do classroom activities. We hope these will well enhance our teaching & learning environment.

5. Activity List

Table 4: Activity List

Types of activities <i>(e.g. seminar, performance, etc.)</i>	Brief description <i>(e.g. date, theme, venue, etc.)</i>	No. of participants				Feedback from participants
		schools	teachers	students	parents	



Professional development workshop	2015 Oct – School computer room		8			We are exposed to more knowledge to the digital learning and how to go with blended learning. It enriches us and encourages us to explore more on e-learning strategy in our daily classroom teaching.
Student training workshop	2015 Nov – School hall			190		Pupils are given the idea and skills on how to take part in the e-reading program and how to do it themselves at home-reading.
Programme evaluation session among school teachers	2016 Sept – staff room		8			We shared our experience and outcomes of this project.
Classroom activities	Whole project period		8	190		Pupils are getting more excited and participated than previous, they are more eager to raise their hands to answer, to react to the videos, play the games, do the story telling. They found it is interesting to record and listen to their voice in the mobile devices and play along and practice. This is very encouraging for both our teachers and pupils.

6. No Difficulties Encountered and Solutions Adopted

When we started to adopt the mobile devices in the classroom teaching, we yet to learn the classroom management would be difficult when pupils are on the different page of the readers, especially when it comes with voice (the listening & speaking features). Pupils are so happy to play the story over and over and it was a bit chaotic at the beginning. Then later, we learned that there are some apps and skills to set a control system that can take control of the class, that we can control what page they are doing on the mobile devices during reading lesson in classroom teaching / activities.

1/ Teacher's survey and conclusion:

No. of the questionnaire received = 7	No. of the pick						Yes	No
	Strongly agree	Strongly disagree						
Part 1	5	4	3	2	1			
1. I like the content of the e-Readers.		6	1					
2. The interactive content such as cartoon character, video and audio can enhance students' reading interest.		6	1					
3. Integrating the e-Readers, e-Applications and mobile device in the e-Reading Workshop can boost up the students' participation in learning.		6	1					
4. The Online Home e-Reading Programme can nurture students' better self-learning attitude.		5	1	1				
Part 2								
5. The e-Readers can help improve students' English.		3	4					



6. The online reading comprehension can measure students' understanding of the context.		3	4				
7. The speak-recording function can improve students speaking confident in English	1	3	2	1			
Part 3							
8. The platform and the mobile Apps are easy to use.		4	3				
9. The teacher development workshop is useful.		4	3				
10. The overall customer services can serve my need.		5	2				
11. I wish to continue the project next year.	Yes / No					5	1

Conclusion:

- 1) The interactive e-readers can successfully boost up the students' participation in learning, nurture students' better self-learning attitude and improve students speaking confident in English.
- 2) Teachers are generally satisfied with the interactive e-readers and wish to continue the project.

2/ Pupils' survey and conclusion:

No. of the questionnaire received = 151	No. of the votes				
	十分同意		十分不同意		
	5	4	3	2	1
第一部分：學生對英文閱讀計劃的意見					
1. 我喜歡閱讀計劃的英文圖書	26	63	24	25	
2. 閱讀計劃的英文圖書能提升我的學習動機		33	75	25	
3. 閱讀計劃的英文圖書能促進我對英文閱讀的興趣	26	8	50	50	
4. 閱讀計劃能培養我建立良好的自學能力和態度		53	51	25	
5. 閱讀計劃的英文圖書深淺程度適中		61	26	50	
6. 讀後練習能幫助我理解英文圖書的內容		85	51		
7. 閱讀計劃的英文圖書能提升我的英文能力		32	76	25	
8. 我希望下學年能繼續參與此英文閱讀計劃		86		49	

Conclusion:

- 1) Over 64% of pupils like the interactive e-readers. Among them, over 40% of them think it can nurture a better self-learning attitude. Over 44% of pupils think the content is at their right level and over 62% of them think the comprehension exercises are helpful to their English.
- 2) Over 63% of pupils are satisfied with the interactive e-readers and wish to continue the project next year.