



Final Report of Project

Project No. : 2013/0154

Part A

Project Title: Enriching Science Learning in Primary 3-5: Self-directed Virtual Learning, “A Little Scientist Exploration Programme” and Professional School Support Services

Name of Organization/School: Hong Kong Association for Science and Mathematics Education Limited

Project Period: From 12/2014 (month/year) to 02/2017 (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: 25-5-2017 Date: 25-5-2017

** 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.*



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*):

- 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

The aims of the project are to develop science enrichment framework and materials for enhancing students' self-learning, and to enhance in-service teachers' competence in teaching science in Primary 3-5. With the effort of our project team members and the support from the 10 collaborating schools, the aims of this project have been successfully achieved. The table below lists out the five objectives stated in the project proposal and the attainment of each objective.

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 develop science enrichment framework and materials for learning and teaching in the context of Hong Kong General Studies Curriculum in Primary 3-5.	A series of consultancy meetings and school visits were arranged to collect advices on the design of the science enrichment framework and curriculum resources in the context of GS curriculum. Curriculum resources design award scheme was held to encourage GS teachers to share their ideas and experiences in developing science learning and teaching materials.	Fully achieved	The enrichment framework and 12 sets of curriculum resources are successfully developed. They are disseminated in the 18 teacher training workshops and the sharing seminar during the project period. Some selected topics are incorporated in the "Learning and Teaching Resource CDs for Primary General Studies" by K&P Section of CDI with the approval from QEF.	N/A



To develop a web-based platform for self-directed science learning.	A web-based e-learning platform (PowerLesson) was set up in May 2015. Curriculum resources for different topics had been uploaded to the platform for our collaborating schools to use.	Fully achieved	We have provided training sessions for our collaborating schools on using the platform. The platform is frequently used by the schools for conducting different science lessons. Self-directed teaching strategies such as flipped classroom are achieved. Students' learning experiences and feedback can be recorded and shared through the learning platform.	N/A
To provide teacher training courses on how to teach science component of GS curriculum in an innovative way and include science practices in their teaching.	18 teacher training workshops were conducted during the project period for GS teachers. (Please refer to Table 4 for details)	Fully achieved	The teacher training workshops have equipped teachers with the understanding of science practices, innovative teaching methods and integration of science enrichment elements into their curriculum planning. The learning element of scientific investigation is included in the workshops. The evaluation ratings for all of the workshops are very high. The overall mean for workshops is around 4.5 (Max. rating is 5).	N/A
To develop a range of science activities that primary schools can conduct in the schools to promote students' high and active participation in the lessons.	In collaborative with teachers of the core schools, our project consultants have developed 12 sets of science activities for the GS lessons. Corresponding equipment and tools were purchased for the various science activities to facilitate students' learning in GS lessons.	Fully achieved	12 sets of science activities for primary school students are successfully developed. Demonstration lessons and training on how to conduct the science activities with the use of corresponding equipment and tools are provided for GS teachers.	N/A

To organize a territory-wide science competition for primary schools.	2 territory-wide science competitions for primary school students were organized (12 Dec 2015) ; (3 Dec 2016)	Fully achieved	There were 124 students from 31 schools participated in the first competition in 2015 (fully enrolled) and we had received very positive feedback from the teachers and students after the competition. As a result, we organized one additional competition in 2016 and it was also fully enrolled. 140 students from 35 schools had participated in the 2016 competition. The feedback from the second competition was also very positive.	N/A
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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:

- broadening students'/teachers' horizons
- increasing students'/teachers' sense of achievement
- fostering students' development in their potential and specific abilities
- training students to better meet social demands
- increasing training opportunities for teachers and enhancing their professional development
- improving learning atmosphere
- fostering team spirit and enhancing the overall image of the school
- inducing collaboration with other schools / professional organizations.

This project has helped the education sector reconsidering the role of teaching science practice skills in senior primary GS curriculum. The 12 sets of curriculum resources generated have supported teachers teaching science practice skills in classrooms, while the curriculum plans for schools aiming to incorporate science practices, science enrichment elements and innovative teaching activities.

The 18 teacher training workshops have equipped teachers with the necessary knowledge and skills for teaching science practices and innovative science activities in schools. The evaluation results of the teacher workshops are very positive. The participants agree that the workshops could equip them with necessary knowledge and skills for teaching science in the context of GS curriculum.

The curriculum resources award scheme has encouraged teachers to develop curriculum materials for teaching science in primary schools. With the collective input and engagement of the frontline teachers, GS teachers are more ready to incorporate science practices skills and innovative teaching into their daily lessons.

The 2 territory-wide science competitions provided opportunities for students to apply their knowledge and science practice skills as well as creativity. Through the competitions, students' science learning adventures are enhanced. Their hands-on and minds-on abilities, problem solving and collaborating skills can be further developed.

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:

- utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))
- unit cost for the direct beneficiaries
- sustainability of the learning programme and materials developed
- expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)
- alternative approaches for equivalent benefits at less cost

Our project staff and consultants are all concentrated in the development of the curriculum resources and well prepared for the teacher training workshops and dissemination seminar. All of the available equipment and resources are fully utilized during the project period. Our association is a professional organization for the science and mathematics teachers in Hong Kong. We have a wide range of teacher activities held regularly to promote science education and teaching professional. The experiences and knowledge generated from this project will be further developed beyond the funding period and have long-term impact on the education sectors, especially at primary school level. In order to further develop the professional community for General Studies, the Hong Kong Association for General Studies Education" was successfully registered in 2016. The GS association was formed by a group of experienced GS teachers who had been participated in our project activities and willing to contribute more for the development of GS and science education in Hong Kong. The equipment and tools deployed by the project will be kept in our association for the use in further training workshops and support services for teachers. The budget checklist of the project is shown in the below table.

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$1,322,400.00	\$1,378,350.00	+4.2%
General Expenses	\$157,000.00	\$157,449.96	+0.3%
Equipment	\$26,500.00	\$8,830.00	-66.7%
Service	\$1,022,400.00	\$1,019,400.00	-0.3%
Others - Contingency	\$36,200.00	\$53,419.60	+47.6%

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*):

- description of the deliverable (e.g. type, title, quantity, etc.)
- evaluation of the quality and dissemination value of the deliverable
- the dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities
- the value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.

A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.

The project is expected to have impact on the development of GS Curriculum in Hong Kong. The expected deliverables and modes of dissemination are shown in the below table.

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.
12 sets of science curriculum resources for the learning and teaching of science practice skills in science curriculum (Primary 3-5)	The quality of the resources is assessed by our experienced science consultants and teachers of the collaborating schools. The resources can be disseminated and used in other schools if modification and adaptation are made.	The 12 sets of science curriculum resources have been disseminated to our collaborating schools and all of the teachers who had participated in the teacher dissemination seminar and the 18 training workshops of this project. (Please refer to Table 4 for details)	Yes. Teacher training workshops can be run to explain the rational and design of the curriculum resources, and to demonstrate the learning activities with the related equipment and tools. The curriculum resources can be incorporated into resources CDs for distribution or uploaded to EDB/QEF and our association's web for dissemination.
A science enrichment framework	The enrichment framework is well developed by our experienced project advisors and consultants. It is worth to disseminate to other schools.	The science enrichment framework has been disseminated to our core collaborating schools and all of the teachers who had participated in the teacher dissemination seminar and the 18 training workshops of this project. (Please refer to Table 4 for details)	Yes. The science enrichment framework can be incorporated into resources CDs for distribution or uploaded to EDB/QEF and our association's web for dissemination.



A web-based science enrichment platform	Subjects and technical experts, teachers of our collaborating schools are invited to give comments on the platform. It is worth to disseminate the platform for long term development if have extra resources.	Training and demonstration lessons are provided for the teachers and students of our collaborating schools. They are able to use the self-directed learning platform in their daily lessons.	Yes. The web-based science enrichment platform can be further developed and disseminated if there are extra financial and manpower support from EDB/QEF.
2 territory-wide science competitions for primary school students	The feedback collected from the competitions is very positive. It is worth to disseminate the knowledge and experiences generated.	124 students from 31 primary schools and 140 students from 35 schools had participated in the science competitions held on 12 Dec 2015 and 3 Dec 2016 respectively.	Yes. The science competition can be re-run to provide more opportunities for primary school students to develop their hands-on, problem-solving and collaborating abilities. Suitable venues for competition should be reserved in advance.
18 teacher training workshops on teaching science practice skills	The evaluation results collected from the workshops are very positive. It is worth to disseminate the knowledge and experiences generated.	Around 1100 teachers had completed the science training workshops. (Please refer to Table 4 for details)	Yes. The teacher training workshops can be re-run to share the knowledge and experiences generated by the project to more primary school teachers.
A dissemination seminar to disseminate the knowledge and materials generated from the project	The feedback collected from the seminar is very positive. It is worth to disseminate the knowledge and experiences generated.	Around 150 GS teachers had attended the dissemination seminar held on 3 Dec 2016.	Yes. The dissemination seminar can be re-run to share the knowledge and experiences generated by the project to more primary school teachers.

5. Activity List

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*).

During the project period, we had organized 18 teacher training workshops, 1 dissemination seminar, 2 science competitions and a series of consultancy meetings, steering committee meetings, schools meetings and lesson observation, etc. The details of the activities are listed in the below table.

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)	
Student science competition (小學科學思維競賽) (1)	12/12/2015, The University of Hong Kong	31		124	16 consultants/ staff/ guests	
Student science competition (小學科學思維競賽) (2)	3/12/2016, Science Park, Sha Tin	35		140	20 consultants/ staff/ guests	
Teacher dissemination seminar cum resources design award scheme ceremony	3/12/2016, Science Park, Sha Tin		150		20 consultants/ staff/ guests	
Teacher Workshop (1)	9/9/2016, 保良成朱正賢小學, STEM (沙田區)		57		4 consultants/ staff, 3 CDI officers	Evaluation Mean (Max: 5) 4.50
Teacher Workshop (2)	11/9/2016, 寶血會伍季明紀念學校, STEM (荃灣區)		53		4 consultants/ staff, 3 CDI officers	4.30
Teacher Workshop (3)	17/9/2016, 聖公會聖十架小學, STEM (黃大仙區)		65		4 consultants/ staff, 3 CDI officers	4.40
Teacher Workshop (4)	18/9/2015, 北角官立小學, STEM (東區)		61		4 consultants/ staff, 3 CDI officers	4.30
Teacher Workshop (5)	20/11/2015, 教育局九龍塘教育服務中心, e-Learning		16		4 consultants/ staff	4.53
Teacher Workshop (6)	25/11/2015, 救世軍田家炳學校, e-Learning		16		4 consultants/ staff	4.45
Teacher Workshop (7)	25/4/2016, 教育局九龍塘教育服務中心, e-Learning		22		4 consultants/ staff	4.55
Teacher Workshop (8)	19/5/2016, 教育局九龍塘教育服務中心, e-Learning		22		4 consultants/ staff	4.90
Teacher Workshop (9)	23/5/2016, 教育局九龍塘教育服務中心, e-Learning		22		4 consultants/ staff	4.50
Teacher Workshop (10)	14/6/2016, 教育局九龍塘教育服務中心, e-Learning		22		4 consultants/ staff	4.57



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)	
Teacher Workshop (11)	29/4/2016, 樂善堂梁銶 琚學校(分校), STEM (元朗區)		108		4 consultants/ staff, 3 CDI officers	4.37
Teacher Workshop (12)	11/5/2016, 軒尼詩道官 立小學, STEM (灣仔及 離島區)		86		4 consultants/ staff, 3 CDI officers	4.33
Teacher Workshop (13)	13/5/2016, 東華三院馬 錦燦紀念小學, STEM (北區)		79		4 consultants/ staff, 3 CDI officers	4.28
Teacher Workshop (14)	3/6/2016, 香港教育學院 賽馬會小學, STEM (大 埔區)		100		4 consultants/ staff, 3 CDI officers	4.39
Teacher Workshop (15)	24/8/2016, 中華基督教 會協和小學, STEM (油 尖旺區)		71		4 consultants/ staff, 3 CDI officers	4.41
Teacher Workshop (16)	26/8/2016, 般咸道官立 小學, STEM (中西及南 區)		99		4 consultants/ staff, 3 CDI officers	4.31
Teacher Workshop (17)	29/8/2016, 保良局黃永 樹小學, STEM (西貢區)		101		4 consultants/ staff, 3 CDI officers	4.29
Teacher Workshop (18)	30/8/2016, 中華基督教 會協和小學(長沙灣), STEM (深水埗區)		75		4 consultants/ staff, 3 CDI officers	4.36
Steering Committee Meeting (1)	26/5/2015, EDB Kowloon Tong Education Services Centre				10 members/ staff	
Steering Committee Meeting (2)	2/10/2015, Asbury Methodist Primary School				9 members/ staff, 1 QEF officer	
Steering Committee Meeting (3)	25/2/2016, Asbury Methodist Primary School				8 members/ staff	
Steering Committee Meeting (4)	27/6/2016, Asbury Methodist Primary School				6 members/ staff	
Steering Committee Meeting (5)	19/10/2016, Asbury Methodist Primary School				8 members/ staff	
Steering Committee Meeting (6)	3/12/2016, Science Park, Sha Tin				7 members/ staff	



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)	
Consultancy Meeting (1)	20/1/2015, EDB Kowloon Tong Education Services Centre				6 consultants/ staff	
Consultancy Meeting (2)	30/3/2015, EDB Kowloon Tong Education Services Centre				7 consultants/ staff	
Consultancy Meeting (3)	10/6/2015, EDB Kowloon Tong Education Services Centre				6 consultants/ staff	
Consultancy Meeting (4)	25/8/2015, Asbury Methodist Primary School				7 consultants/ staff	
Consultancy Meeting (5)	22/9/2015, Cheung Hing Building, Yau Ma Tei				4 consultants/ staff	
Consultancy Meeting (6)	29/9/2015, Cheung Hing Building, Yau Ma Tei				4 consultants/ staff	
Consultancy Meeting (7)	13/10/2015 Cheung Hing Building, Yau Ma Tei				4 consultants/ staff	
Consultancy Meeting (8)	27/10/2015, Cheung Hing Building, Yau Ma Tei				4 consultants/ staff	
Consultancy Meeting (9)	12/11/2015, EDB Kowloon Tong Education Services Centre				6 consultants/ staff	
Consultancy Meeting (10)	16/11/2015, EDB Kowloon Tong Education Services Centre				5 consultants/ staff	
Consultancy Meeting (11)	1/12/2015, Garden Cafe, Sham Shui Po				5 consultants/ staff	
Consultancy Meeting (12)	17/12/2015, Cheung Hing Building, Yau Ma Tei				4 consultants/ staff	
Consultancy Meeting (13)	13/1/2016, EDB Kowloon Tong Education Services Centre				4 consultants/ staff	
School Meeting (1)	1/12/2014, Asbury Methodist Primary School	1			2 consultants/ staff	
School Meeting (2)	20/1/2015, Asbury Methodist Primary School	1			2 consultants/ staff	
School Meeting (3)	12/3/2015, Asbury Methodist Primary School	1			2 consultants/ staff	



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)	
School Meeting (4)	1/4/2015, Asbury Methodist Primary School	1			2 consultants/ staff	
School Lesson Observation (5)	29/4/2015, Asbury Methodist Primary School	1			3 consultants/ staff	
School Meeting (6)	11/12/2014, S.K.H. Kei Wing Primary School	1			4 consultants/ staff	
School Meeting (7)	5/1/2015, S.K.H. Kei Wing Primary School	1			3 consultants/ staff	
School Meeting (8)	18/3/2015, S.K.H. Kei Wing Primary School	1			3 consultants/ staff	
School Meeting (9)	1/4/2015, S.K.H. Kei Wing Primary School	1			2 consultants/ staff	
School Lesson Observation (10)	24/4/2015, S.K.H. Kei Wing Primary School	1			3 consultants/ staff	
School Meeting (11)	11/12/2014, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (12)	13/1/2015, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (13)	5/3/2015, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (14)	31/3/2015, Sharon Lutheran School	1			2 consultants/ staff	
School Lesson Observation (15)	20/4/2015, Sharon Lutheran School	1			3 consultants/ staff	
School Lesson Observation (16)	21/4/2015, Sharon Lutheran School	1			3 consultants/ staff	
School Meeting (17)	4/2/2015, The Salvation Army Tin Ka Ping School	1			2 consultants/ staff	
School Meeting (18)	4/3/2015, The Salvation Army Tin Ka Ping School	1			2 consultants/ staff	
School Meeting (19)	22/4/2015, The Salvation Army Tin Ka Ping School	1			2 consultants/ staff	
School Meeting (20)	6/5/2015, The Salvation Army Tin Ka Ping School	1			2 consultants/ staff	
School Lesson Observation (21)	15/5/2015, The Salvation Army Tin Ka Ping School	1			3 consultants/ staff	



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)	
School Lesson Observation (22)	18/5/2015, The Salvation Army Tin Ka Ping School	1			3 consultants/ staff	
School Meeting (23)	24/5/2015, The Salvation Army Tin Ka Ping School	1			2 consultants/ staff	
School Meeting (24)	13/7/2015, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (25)	25/8/2015, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (26)	10/9/2015, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (27)	22/9/2015, The Salvation Army Tin Ka Ping School	1			2 consultants/ staff	
School Meeting (28)	29/9/2015, Asbury Methodist Primary School	1			2 consultants/ staff	
School Meeting (29)	29/9/2015, S.K.H. Kei Wing Primary School	1			2 consultants/ staff	
School Meeting (30)	30/9/2015, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (31)	12/10/2015, Asbury Methodist Primary School	1			2 consultants/ staff	
School Meeting (32)	13/10/2015, S.K.H. Kei Wing Primary School	1			2 consultants/ staff	
School Meeting (33)	13/10/2015, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (34)	15/10/2015, The Salvation Army Tin Ka Ping School	1			2 consultants/ staff	
School Lesson Observation (35)	20/10/2015, Asbury Methodist Primary School	1			3 consultants/ staff	
School Lesson Observation & Meeting (36)	22/10/2015, Asbury Methodist Primary School	1			3 consultants/ staff	
School Lesson Observation (37)	28/10/2015, Sharon Lutheran School	1			3 consultants/ staff	
School Meeting (38)	29/10/2015, S.K.H. Kei Wing Primary School	1			3 consultants/ staff	
School Lesson Observation & Meeting (39)	29/10/2015, Sharon Lutheran School	1			3 consultants/ staff	



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)	
School Lesson Observation (40)	4/12/2015, Asbury Methodist Primary School	1			3 consultants/ staff	
School Lesson Observation (41)	11/12/2015, Asbury Methodist Primary School	1			3 consultants/ staff	
School Meeting (42)	14/12/2015, S.K.H. Kei Wing Primary School	1			2 consultants/ staff	
School Meeting (43)	11/1/2016, YCH Law Chan Chor Si Primary School	1			2 consultants/ staff	
School Meeting (44)	11/1/2016, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (45)	19/1/2016, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (46)	20/1/2016, Ching Chung Hau Po Woon Primary School	1			2 consultants/ staff	
School Meeting (47)	21/1/2016, ELCHK Ma On Shan Lutheran Primary School	1			2 consultants/ staff	
School Meeting (48)	21/1/2016, YCH Law Chan Chor Si Primary School	1			2 consultants/ staff	
School Meeting (49)	28/1/2016, YCH Law Chan Chor Si Primary School	1			2 consultants/ staff	
School Lesson Observation & Meeting (50)	29/1/2016, YCH Law Chan Chor Si Primary School	1			3 consultants/ staff	
School Lesson Observation (51)	4/12/2015, Asbury Methodist Primary School	1			3 consultants/ staff	
School Meeting (52)	1/2/2016, SKH Lui Ming Choi Memorial Primary School	1			2 consultants/ staff	
School Meeting (53)	1/2/2016, Ching Chung Hau Po Woon Primary School	1			2 consultants/ staff	
School Meeting (54)	2/2/2016, Ling Liang Church Sau Tak Primary School	1			2 consultants/ staff	
School Meeting (55)	2/2/2016, Canossa School (Hong Kong)	1			2 consultants/ staff	



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)	
School Meeting (56)	19/2/2016, Sharon Lutheran School	1			2 consultants/ staff	
School Demo. Teaching & Meeting (57)	23/2/2016, Sharon Lutheran School	1			3 consultants and staff	
School Meeting (58)	23/2/2016, Asbury Methodist Primary School	1			2 consultants/ staff	
School Meeting (59)	23/2/2016, Canossa School (Hong Kong)	1			2 consultants/ staff	
School Demo. Teaching (60)	24/2/2016, Sharon Lutheran School	1			4 consultants and staff	
School Demo. Teaching (61)	2/3/2016, Sharon Lutheran School	1			4 consultants and staff	
School Demo. Teaching and Meeting (62)	9/3/2016, Sharon Lutheran School	1			4 consultants and staff	
School Meeting (63)	14/3/2016, Sharon Lutheran School	1			2 consultants/ staff	
School Meeting (64)	15/3/2016, Asbury Methodist Primary School	1			2 consultants/ staff	
School Demo. Teaching & Meeting (65)	16/3/2016, Sharon Lutheran School	1			3 consultants and staff	
School Meeting (66)	22/3/2016, Ching Chung Hau Po Woon Primary School	1			2 consultants/ staff	
School Meeting (67)	23/3/2016, S.K.H. Kei Wing Primary School	1			3 consultants/ staff	
School Meeting (68)	5/4/2016, Asbury Methodist Primary School	1			2 consultants/ staff	
School Meeting (69)	11/4/2016, Canossa School (Hong Kong)	1			2 consultants/ staff	
School Lesson Observation (70)	12/4/2016, Asbury Methodist Primary School	1			3 consultants and staff	
School Lesson Observation (71)	13/4/2016, Asbury Methodist Primary School	1			3 consultants and staff	
School Meeting (72)	14/4/2016, S.K.H. Kei Wing Primary School	1			2 consultants/ staff	

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)	
School Meeting (73)	22/4/2016, ELCHK Ma On Shan Lutheran Primary School	1			2 consultants/ staff	
School Lesson Observation & Meeting (74)	5/5/2016, ELCHK Ma On Shan Lutheran Primary School	1			3 consultants/ staff	
School Lesson Observation (75)	18/5/2016, Ching Chung Hau Po Woon Primary School	1			3 consultants/ staff	
School Demo. Teaching (76)	20/5/2016, The Salvation Army Tin Ka Ping School	1			3 consultants/ staff	
School Demo. Teaching (77)	27/5/2016, The Salvation Army Tin Ka Ping School	1			3 consultants/ staff	
School Lesson Observation & Meeting (78)	27/5/2016, Canossa School (Hong Kong)	1			4 consultants & staff, 3 QEF officers	(Please refer to QEF visit report)
School Meeting (79)	30/5/2016, The Salvation Army Tin Ka Ping School	1			2 consultants/ staff	
Museum Exploration (80)	13/6/2016, Hong Kong Science Museum	1	3	74	2 consultants/ staff	
Museum Exploration (81)	20/6/2016, Hong Kong Science Museum	1	3	58	2 consultants/ staff	

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.

As reported in the visit meeting with QEF officers on 27 May 2016, the 2015 science competition for primary school students (小學科學思維競賽) was successfully held and it was highly appreciated by the participants. We had applied for project extension (3 months) in order to organize one additional science competition and the teacher dissemination seminar on 3 December 2016. The project extension was approved by QEF on 29 August 2016. Besides, due to the positive feedback and demand from the teachers, we had organized 18 teacher training workshops instead of 15 as committed in the proposal. We would need to spend extra financial resources and manpower to handle the additional evaluation and reporting works afterwards. The grantee (Hong Kong Association for Science and Mathematics Education) had provided additional funding as “other income” for the project and no extra funding from QEF was needed for the project extension.