

Project Title: Nuturing reading through an interactive multimedia way

Project No. : 2014/0699

Name of Organization/School: Hong Kong Student Aid Society Primary School

Project Period: From July/2016 (month/year) to June/2017 (month/year)

Evaluation of project

A. 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
Promote independent learning	Home reading sessions Post-reading worksheets	80% achieved	• Teachers' survey • Performance of students in post-reading worksheets	Not applicable
Increase students' confidence and strengthen their ability in learning English	Activities in the reading lessons Home reading sessions	90% attained	• Teachers' survey • Performance of students during the lessons • Students' performance in post-reading worksheets	Not applicable
Motivate students' reading interest and nourish the reading habit through the reading scheme using multimedia resources	Reading lessons Home reading sessions	90% attained	• Teachers' survey • Students' performance during the lessons	Not applicable

B. Project impact on learning effectiveness, professional development and school development

Most of our students are from low-academic background families and there are even a number of cross-boundary students or new-comers from China in our school. Promoting reading was difficult and we faced a lot of problems when we taught reading to our students. In this project, there were books that we could read with our students in the lessons, in which our teachers designed activities that our students could enjoy the fun of reading. The worksheets we have designed were not difficult and they helped further consolidate what we wanted our students to learn from

the lessons. Through our teachers' observation, our students enjoyed reading with their teachers. They were more engaged and performed more actively in the reading lessons. Moreover they were more willing to finish the tasks and worksheets than any other usual assignments. Although the students found the books in home-reading e-platform were a bit difficult, they gradually mastered the skills and the percentage of completion of the e-exercises was the highest, when comparing with the e-learning programme that we have joined in recent years.

This project also promoted the use of e-learning and collaboration among our teachers. In the training workshop, we invited an educator to share with us about how to use online reading platform to enhance students' self-learning. Our teachers worked together and designed activities and worksheets that serve the common goal, to enhance our students' reading ability. The assessment in this project also let our teachers understand our students' ability and the test results helped us design appropriate learning activities and assignments which further enhance our students' learning.

This project was a good start for to design a school-based reading programme. Before the project, we found it difficult to develop a systematic reading programme that was suitable for our students. We did not have materials for assessing our students' reading level and we did not know which kind of books was suitable for developing a reading programme. Our teachers are young and we were lack of experience and knowledge on designing a reading programme. This project helped us solved the above problems. In the future, we are going to optimize this programme and further develop it. We will extend the programme to Primary 5 in 2017-2018. We will promote support reading and independent reading in our English lessons.

C. Cost-effectiveness – a self-evaluation against clear indicators and measures

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Service	\$103,800	\$103,225	-0.6%
General Expenses	\$5,000	\$4,800	-4.2%

D. Deliverables and modes of dissemination; responses to dissemination

There was no deliverables or dissemination in this project. Lesson plans and project manuals were designed for the reference of our teachers only.

E. 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)	
Teachers' training workshop	2:00 – 3:30 pm on 25 th August, 2016 in the school's classroom 603 Educator 1	/	15	/		Teachers expressed that the workshop explained clearly about the use of e-learning to enhance students' self-learning. Teachers' opinions and suggestions were also collected in the short meeting after the workshop so that the project could be run smoothly.
Co-planning meeting	3:00 to 4:30 pm on 14 th September, 2016 in the school's classroom 603	/	9	/		The co-planning meeting not only helped enhance our teachers' teaching effectiveness on teaching reading, it also promoted collaboration among our teachers. Different reading strategies were taught and various activities were designed to help enhance our students' reading skills and encourage our students enjoy the fun of reading.
Parents workshop	1:30 – 2:30pm on 23 rd September, 2016 in the school hall	/	/	/	110 parents	The parents' workshop helped our parents understand the objectives of the project. It also educated them to understand the importance of reading and to support their students to read English books.

F. Difficulties encountered and solutions adopted

Time constraint was one of the difficulties that we have encountered. We have been using textbooks for many years and it was impossible for us to finish our textbooks and completing the project without tailoring our existing curriculum. We have spent quite a while in discussing which part of the curriculum could be cut out and how we can simplify our project to fit in our curriculum. Finally we decided that we should spend less time on teaching our textbooks and have more time to teach reading through this project. Although we tried to find books with topics that fit the

topics in our textbook so that the project could fit in our curriculum, it was difficult and we finally decided that choosing books that didn't match with the topics in the textbooks caused no problems at all but could extend the exposure of our students.

Author	Title	Year	Genre	Subject	Notes
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