

Final Report of Project

Project No. : 2014/0705

Part A

Project Title: 'I CAN READ' – a Refined Reading Curriculum with the support of e-learning

Name of Organization/School: G.C.C.I.T.K.D. Cheong Wong Wai Primary School

Project Period: From 07/2016 (month/year) to 06/2017 (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: _____ 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.*

1. Attainment of Objectives

In this project, we focus on school based Reading Curriculum and seek to refine it by integrating with a new on-line e-Reading Scheme that encompasses the following positive impacts on learning and teaching.

1. To enhance students' self-directed learning skills
2. To facilitate an effective catering for diversities in students' need and ability
3. To nurture students' interest in learning English
4. To nurture students to develop positive values and attitudes in learning English

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 enhance students' self-directed learning skills	Students can read the online books and use the self-learning materials according to their own reading pace.	Mostly attained	Most students showed their interest in reading the e-Reading online books and were engaged in participation in self-learning reading activities.	
To facilitate an effective catering for diversities in students' need and ability	Students have completed an online post reading quiz for each book to measure their understanding and as running record of the Home Reading Scheme.	Mostly attained	Most students, especially those less able students, were willing to participate in the reading activities and they showed their great interest in reading those online books. Besides, the appropriate level of reading has intrigued students in the reading lessons and also enhanced their learning benefits. Most importantly, students can choose to read the e-Reading online books according to their own pace.	
To nurture students' interest in learning English	Use of interactive approach and e-Learning initiatives to arouse students' interest in reading and learning English.	Mostly attained	During the e-Reading Class, students participated in different reading activities with the use of e-Applications on mobile devices. It is very successful as the students always enjoy learning English through using iPad or computers. It can also arouse students' interests in learning English.	
To nurture students to develop positive values and attitudes in learning English	The use of e-Learning model in e-Reading Class has created an amazing learning environment for our students.	Mostly attained	Our reading lessons have become more interesting and fun with the use of the interactive readers and reading activities. Most students are more engaging in class.	

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. Learning effectiveness

- Students are more engaged in classroom activities and more confident in speaking English. They love to listen to their own voice using the recording function of the interactive readers, it provides opportunities for students to practice speaking and makes them to do speaking better.
- With the use of new e-learning strategy of blended teaching approach, students are more active and engaged in class. They engage in the story faster and better because the content of the online books is more interesting and funnier.
- Students like to do the related reading exercise for the online books both in class and at home. They like the animations and so they found that it is more interesting than the traditional home reading books they used to have.

2. Increasing training opportunities for teachers and enhancing their professional development

With the use of mobile devices as a learning tool in class to facilitate different kinds of interactive learning tasks, teachers have to equip themselves with the IT skills as well as implementation of using tablets. Using tablets or computers in teaching will be a trend for teachers. Using tablets to read is also a trend for students. Therefore, teachers have to be ready to use tablets for their teaching. We will try to make our lessons to be more interesting by using different apps in the future. This is the experience that we gain from this project that gives us confident to do so.

3. School development

We will further promote reading through e-learning in our school. E-learning can easily motivate students to read and learn. It is also an indispensable way of encouraging students to learn language.

3. Cost-effectiveness

This project is a good start for the further development of e-learning in our school. Teachers have experienced in using different kinds of interactive learning tasks and would look forward to develop more. With the increased mastery of using e-Applications to facilitate the e-Reading Class, teachers have been able to make appropriate selections of other free resources such as e-learning platforms which can be readily made available to students. Most importantly, students are more engaged in English reading lessons.

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Service	\$92,200	\$86,400	-6.3%

4. Deliverables and Modes of Dissemination

With the experience of this project, we will prepare to try out to use more apps or digital tools in making teaching resources and classroom activities. Besides the online post-reading quiz on the e-Reading platform, we have developed lesson plans, reading activities and reading skill worksheets for each online interactive book. All these school-based materials will be archived for future use and sustainable development. We hope these will well enhance our teaching and learning environment.

5. Activity List

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)	
Teacher training	2016 September Conference Room		10			Teachers knew how to use the e-Reading platform to assess students' reading levels and learnt some e-Learning teaching strategies.
Parents' workshop	2016 December School Hall				100 parents	School notice was given to P.1-2 parents informing and introducing 'I CAN READ' e-Reading programme. About 100 parents attended the workshop. Parents were glad to know that our school could provide various kinds of e-learning resources to the students so as to arouse their interest in reading English books and learning English. Besides, parents were equipped with better knowledge and skills to support their kids to learn at home.

6. Difficulties Encountered and Solutions Adopted

1. It was difficult for teachers to teach P.1-2 students to use _____ to login the e-Reading platform. It really took a much longer time. In addition, we did not have sufficient _____ for students, they had to take turns to use the _____ among 9 classes or use the computers in the computer room instead. Thus, teachers were in a hurry to teach the e-Reading lessons and students did not have enough time to read the online books in class. As a result, teachers needed to use some GE lessons to run the e-Reading class.
2. Students were too happy to play the online stories over and over again. It was quite noisy at the beginning. Teachers had to set rules with the students in order to control the volume or borrow headphones from the computer room.

Teachers' survey and conclusion:

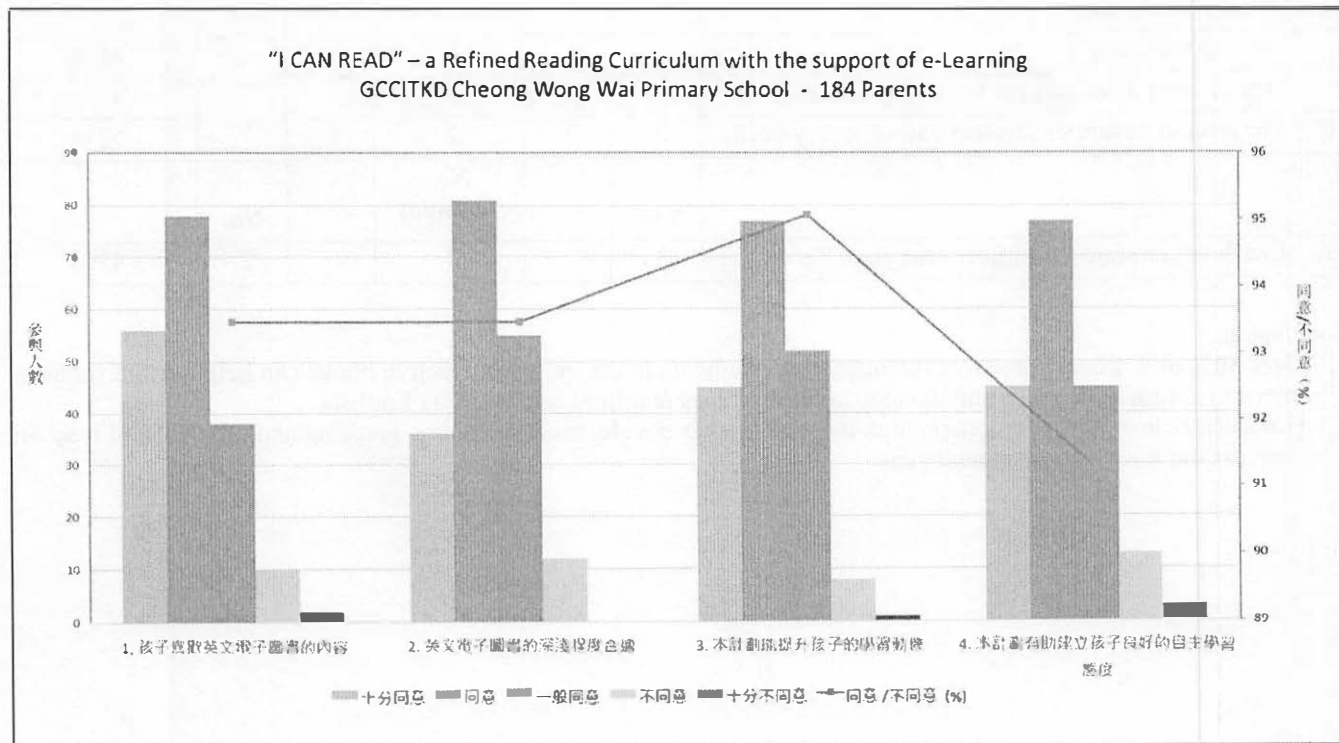
No. of the questionnaire received = 7	Strongly agree			Strongly disagree		Agree/Yes (%)
	5	4	3	2	1	
1. I like the content of the online interactive books.	3	3	1			86%
2. The interactive elements in the online interactive books such as cartoon characters, animated illustration, video, audio, instant feedback can help nurture students' interest in learning English and develop positive values & attitudes in learning English.	3	3	1			86%
3. Integrating the online interactive books, e-Applications and mobile device in the e-Reading Class can facilitate catering students' learning diversity.	2	4	1			86%
4. The online interactive books can help improve students' English foundation.	1	4	2			71%
5. The Online Home e-Reading Scheme can enhance students' self-directed learning skills.	1	5		1		86%
6. The online post reading quiz can measure students' understanding of the context.	1	4	2			71%
7. The Learning Management System can enhance the teaching and learning effectiveness. (e.g. teachers can follow up students' reading progress through the weekly report analysis.)		6	1			86%
8. The system is easy to use.		6	1			86%
9. The teacher development workshop is useful.	1	2	4			43%
10. The overall customer services can serve my need.	2	2	2	1		57%
	Yes		No comment		No	
11. I wish to continue the project next year.	3		2		2	43%

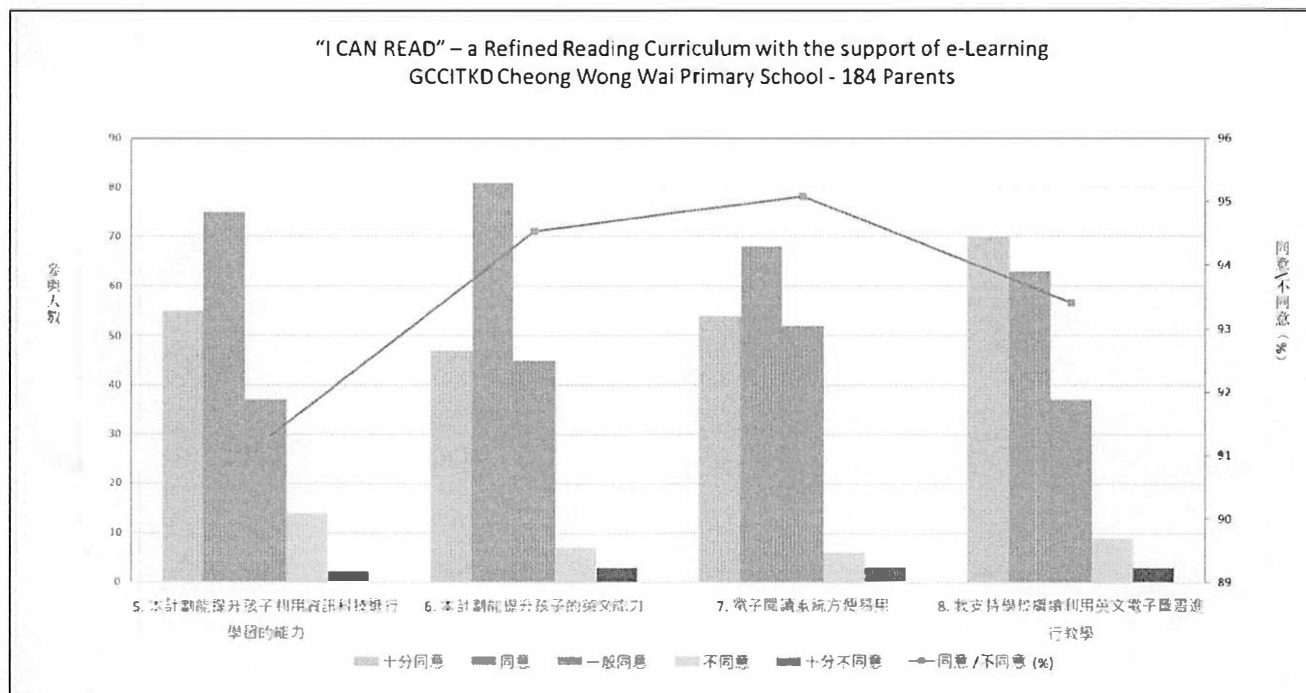
Conclusion:

- Over 80% of teachers agree that the interactive elements in the online interactive books can help nurture students' interest in learning English and develop positive values & attitudes in learning English.
- However, below 50% of teachers think that the teacher development workshop is useful and only 43% of teachers wish to continue the project next year.

Parents' survey and conclusion:

No. of the questionnaire received = 184	十分同意	同意	一般同意	不同意	十分不同意	同意 (%)
1. 孩子喜歡英文電子圖書的內容	56	78	38	10	2	93
2. 英文電子圖書的深淺程度合適	36	81	55	12	0	93
3. 本計劃能提升孩子的學習動機	45	77	52	8	1	95
4. 本計劃有助建立孩子良好的自主學習態度	45	77	45	13	3	91
5. 本計劃能提升孩子利用資訊科技進行學習的能力	55	75	37	14	2	91
6. 本計劃能提升孩子的英文能力	47	81	45	7	3	95
7. 電子閱讀系統方便易用	54	68	52	6	3	95
8. 我支持學校繼續利用英文電子圖書進行教學	70	63	37	9	3	93





Conclusion:

- Over 90% of students like the interactive online books. Besides, over 90% of parents think the project can enhance their children's self-directed learning skills and the content is at their children's right levels.
- Over 90% of parents are satisfied with the e-Reading platform and wish to continue the project next year.