Final Report of Project	**Project No. :** 2015 /0276

Part A

Project Title: Developing a self-directed English eLearning programme through the use of tablets

Name of Organization/School: Chi Lin Buddhist Secondary School

Project Period: From   08/2016   *(month/year)* to   07/2017   *(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: 30th October. 2017   Date: 30th October, 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.

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

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

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.

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

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.

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)*.

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.

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
Enhancing students' learning interest	eLearning apps ⸱ ⸱ were used in the lessons during the project implementation period (Details please refer to the lesson plans in the resource package).	Fully achieved	Active participation in these eLearning activities was observed.	/
Catering for learner diversity	A writing task was designed to let students work collaboratively according to their learning style, ability and speed.	Fully achieved	Students reported that they enjoyed having different roles and responsibilities in the task.	/
Promoting self-directed learning	Some free online dictionaries and eLearning apps were introduced to students to help them learn independently.	Fully achieved	Students were able to select and gather useful information for their writing task.	/

2. Project Impact on

a) students' learning effectiveness

From the classroom observation and statistics obtained from students' self-evaluation forms, students in the target group showed very positive learning attitude during the project implementation period. All of them showed improvement in their post-test results (See Appendix 1). Many of them even made great progress in their post-test.

Moreover, many students were able to learn in the self-directed way after this project. They could search and organize information, assign roles and responsibilities on their own according to each other's learning style, ability and speed. Their problem-solving and IT skills were also improved and demonstrated while planning their writing task.

b) professional development of teachers

After this pilot project, all English panel members relayed that they are willing to try out the eLearning apps. In the coming school year, every teacher in the school is going to attend professional development programmes related to eLearning. Most of the school subjects indicated that they will incorporate eLearning into their lessons.

c) school development

This project serves as a pilot eLearning programme in our school. eLearning will be one of the major concerns of our school in the coming school year. Students' eLearning experiences of this project will be shared in our new school website and leaflets.

Besides, this project acts a good example for other school functional groups to apply for Quality Education Fund. Another QE Fund project (project no.: 2015/0694) focusing on providing support services to cater for the needs of our parents is being implemented by the Parent Teacher Association.

3. Cost-effectiveness

Table 2: Budget Checklist

Budget Items *(Based on Schedule II of Agreement)*	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Equipment	$85,600	$83,312	-2.67%

All equipment and materials gained from this pilot eLearning programme will be recycled and served as a good example to other subjects to develop their subject-based eLearning programmes in the coming school year.

4. Deliverables and Modes of Dissemination

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.
An instruction manual of how to set up eLearning activities	All panel members indicated that they would use it to design their eLearning activities in the coming school year.	Distributed the manual to all of the English panel members and the rest of the interested teachers in the dissemination seminar on 30 June 2017.	/
A video recording of the demonstration lesson	Panel members can review how students learned with the eLearning tools at any time.	Stored the video recording in the school server being a reference for other teachers.	/

6 lesson plans and PowerPoints, 10 eLearning activities and 3 videos created by the students (Details please refer to the resource package.)	These materials serve as a good reference for other panel members to design their eLearning lessons.	Stored all of these materials in the school server where all teachers can access them.	/

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)	
Stage 1: A professional teacher development workshop for English panel members and other interested teachers	• Date: 13 January 2017 • Venue: Room 301, Chi Lin Buddhist Secondary School • Theme: Introduction to using tablets in the classroom		12		2 seconded teachers from Education Bureau	The participants reported that the use of learning apps helps to enhance students' interest in learning, cater for learner diversity and share students' work more interactively and effectively.
Stage 2: 1. eLearning lessons for students in the target group	• Date: 24 April 2017 - 30 June 2017 • Venue: Room 301, Chi Lin Buddhist Secondary School • Theme: Implementation of the self-directed English eLearning programme		1	13		All students in the target group showed improvement in their post-test results.
2. Visit to ' l ~ Drug InfoCentre	• Date: 19 May 2017 • Venue: Roof Floor, Low Block, Queensway Government Offices, 66 Queensway, Hong Kong • Purpose: To let students collect information for their writing task		2	13		All students could collect useful information from the Drug InfoCentre and include the information in their writing task.

Stage 3: 1. Demonstration session	• Date: 1 June 2017 • Venue: Room 301, Chi Lin Buddhist Secondary School • Theme: Demonstration of how to incorporate eLearning into an English lesson		6	13	1 ˜ ˜ i r -Assistant inspector from QEF Secretariat	Positive feedback was received from the QEF inspector in the visit report.
2. Students' peer teaching and sharing session	• Date: 30 June 2017 • Venue: Room 301, Chi Lin Buddhist Secondary School • Theme: Dissemination of the self-directed English eLearning programme		4	28		100% of the participants strongly agree or agree that they enjoyed the peer teaching and sharing session in their evaluation forms (See Appendix 2 and 3 for the statistics).
3. Peer teaching and sharing session for teachers conducted by the project leader	• Date: 30 June 2017 • Venue: Room 209, Chi Lin Buddhist Secondary School • Theme: How to set up eLearning activities for students		8			86% of the participants stated that they feel more confident to incorporate eLearning into their teaching after the peer teaching and sharing session (See Appendix 4 for the statistics).

6. Difficulties Encountered and Solutions Adopted

Difficulties Encountered	Solutions Adopted
Due to some students' personal and health problems during the project implementation period, the number of students in the target group was reduced.	Students were put into 3 different groups instead of 4 to record their final writing products.
Some students were unfamiliar with the tablets. It was a brand new experience for them to use these devices in the lessons.	Basic tutorials of using the devices were included in their computer lessons before the implementation period. Also, the basic features of the devices and some eLearning applications were introduced in English lessons at the early stage of the implementation period. Some eLearning applications were replaced to better suit students' learning needs.
There was limited number of tablets. We did not have enough tablets for the participants in the students peer teaching and sharing session.	Students shared their devices with 1 or 2 participants from other higher ability groups.

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

Appendix 1

Pre-test and post-test results of the target group students

| Student no.	Pre-test results (a)	Post-tests result (b)	% change ([(b)-(a)/(a)] %)
1.	28.5	82	+ 188%
2.	21.5	54.5	+ 153%
3.	27	60	+ 122%
4.	41.5	60.5	+ 46%
5.	33	56	+ 70%
6.	26	85.5	+ 229%
7.	44.5	82	+ 84%
8.	17	28.5	+ 68%
9.	40.5	60	+ 48%
10.	48	96	+ 100%
11.	18.5	72	+ 289%
12.	28	83.5	+ 198%
13.	21.5	24	+ 11.6%
14.	30.5	61.5	+ 102%

*Red = failed

Appendix 2

Statistics obtained from the survey of the target group students

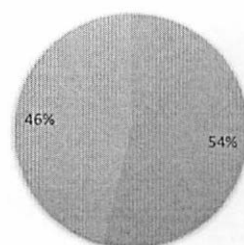|	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I enjoyed the tablet peer teaching and sharing session.	62%	38%	0%	0%	0%
2. I could share what I know with my peer(s) from other Green groups.	54%	46%	0%	0%	0%
3. The content was easy to understand and handle.	54%	46%	0%	0%	0%
4. I could explain clearly to my peer(s) how to use the eLearning apps.	54%	46%	0%	0%	0%
5. I feel more confident to teach my schoolmates how to use the eLearning apps.	61%	31%	8%	0%	0%

(in pie charts)

1. I enjoyed the tablet peer teaching and sharing session.
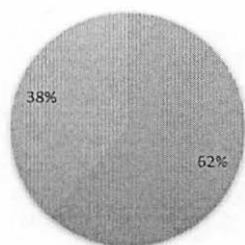
Strongly agree   Agree   Neutral   Disagree   Strongly Disagree

2. I could share what I know with my peer from other Green groups.

Strongly agree   Agree   Neutral   Disagree   Strongly Disagree

3. The content was easy to understand and handle.
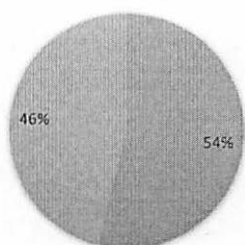
Strongly agree   Agree   Neutral   Disagree   Strongly Disagree

4. I could explain clearly to my peer how to use the eLearning apps.
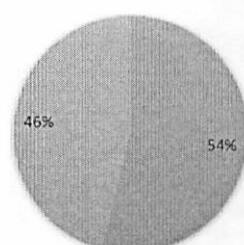
Strongly agree   Agree   Neutral   Disagree   Strongly Disagree

5. I feel more confident to teach my schoolmates how to use the eLearning apps.

Strongly agree   Agree   Neutral   Disagree   Strongly Disagree

Appendix 3

Statistics obtained from the survey of students in other higher ability groups

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I enjoyed the tablet peer teaching and sharing session.	53%	47%	0%	0%	0%
2.	The content was easy to understand and handle.	40%	53%	7%	0%	0%
3.	My peer from 4 Green was helpful.	40%	53%	7%	0%	0%
4.	The eLearning apps are useful for my English learning.	47%	46%	0%	7%	0%
5.	I feel more confident to use eLearning apps in my lessons.	53%	33%	0%	7%	7%

(in pie charts)

1. I enjoyed the tablet peer teaching and sharing session.

47% 53%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

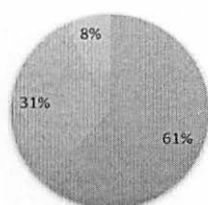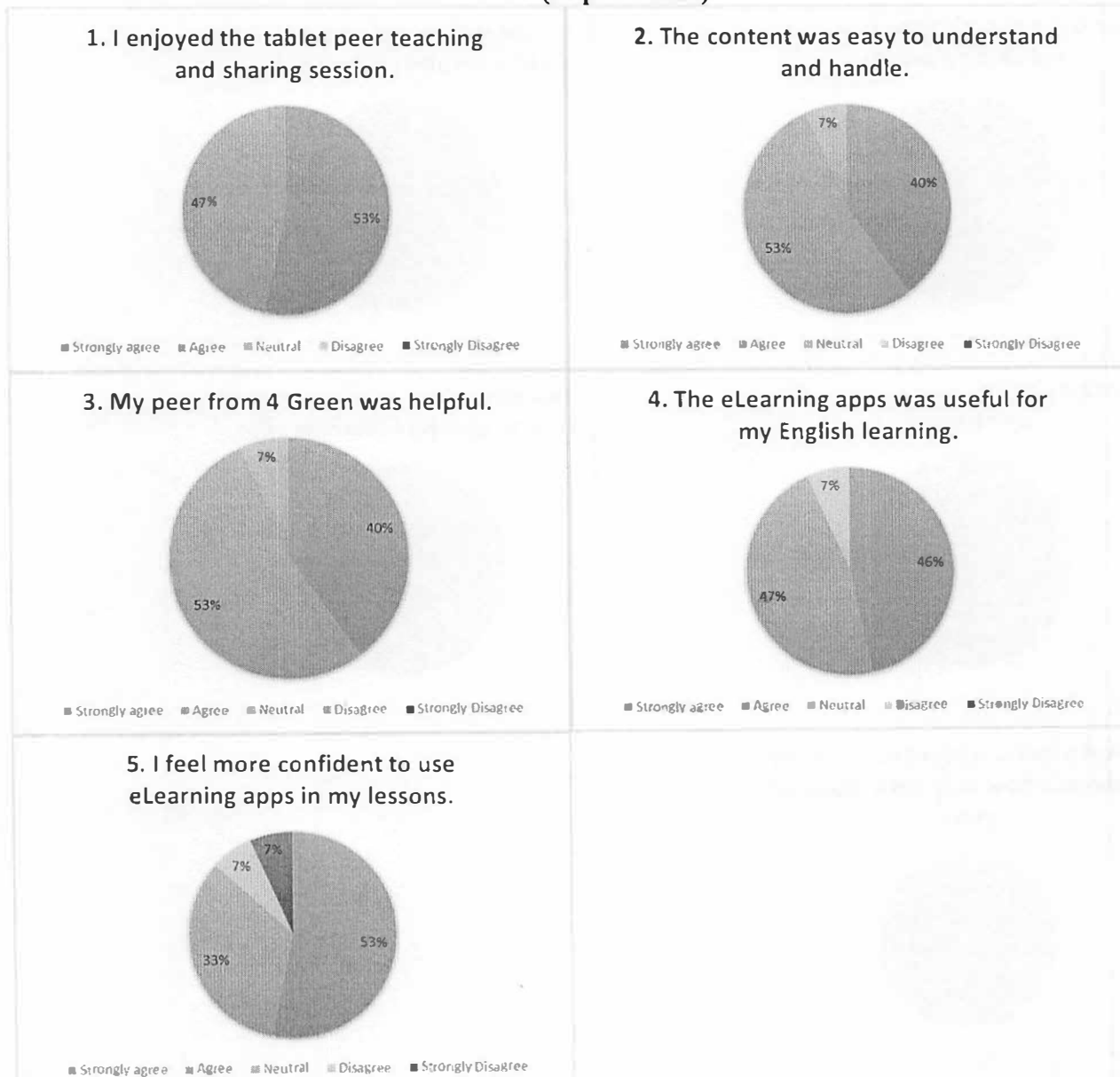### 2. The content was easy to understand and handle.

7% 40% 53%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

3. My peer from 4 Green was helpful.

7% 40% 53%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

4. The eLearning apps was useful for my English learning.

7% 46% 47%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

5. I feel more confident to use eLearning apps in my lessons.

7% 7% 53% 33%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

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Appendix 4

Statistics obtained from the survey in the sharing session for the teachers

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The objectives of the sharing session were achieved.	57%	43%	0%	0%	0%
2. The content was easy to understand and handle.	57%	29%	14%	0%	0%
3. The content was helpful to me to start eLearning at school.	57%	43%	0%	0%	0%
4. I feel more confident to incorporate eLearning into my teaching.	43%	43%	14%	0%	0%

(in pie charts)

1. The objectives of the sharing session were archieved.

43%
57%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

2. The content was easy to understand and handle.

14%
29%
57%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

3. The content was helpful to me to start eLearning at school.

43%
57%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

4. I feel more confident to incorporate eLearning into my teaching.

14%
43%
43%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

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