優質教育基金
Quality Education Fund

Final Report of Project	Project No. : 2015/0292

Part A

Project Title: Differential Instruction for Cross-subject Reading Scheme

Name of Organization/School: Yan Oi Tong Chan Wong Suk Fong Memorial Secondary School

Project Period: From 1/2017(month/year) to 1/2018(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   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.

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

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)*:

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 introduce and apply Differential Instruction (DI) in English classroom to cater learning diversity.	We have developed our targeted topics with all related resources and integrated DI into our classroom teaching plan. For SDL, students can start with their suitable level and learn at their own pace. Teachers have designed and developed lesson plans to serve this purpose. Please refer to the appendix for some of the lesson plans.	100% achieved	Students were motivated to learn English across curricula with the online resources. Topics from various KLAs were included in the platform.	N.A.
To promote students' interest in interdisciplinary reading through implementing (mapping and integration) mobile learning and our new school-based S1 to S3 English reading curriculum and RaC resources.	We carefully picked and designed activities that are suitable for our students to learn at the classroom and at home. We reviewed the suggested mapping provided by the services providers and worked on them with our students. Co-planning activities are held to help us decide the RaC strategy and this made the project easier to implement. A school based e-le rning platform also subscribed to support students' self-directed learning. We adopted mobile learning and apps at classroom for the e-resources and ride on other apps to facilitate classroom teaching.	80% achieved	Due to our school's activities and schedule, we delayed the implementation of some topics. The topics will all be covered by the end of the school year.	N.A.

| To enhance the cooperation between Librarian and English Subject, we integrate mobile English reading contents into our regular learning periods during classroom time and after-school's extended learning session to cultivate self-directed learning and ultimately to foster our teachers' collaboration and capacity in applying IT for English learning. | The developed e-learning platform supported self-directed learning.

Topics from various KLAs were included, like nature and environment, cultures of the world, etc. | 100% achieved | The platform provided tools for us to support the overall implementation.

The apps also support us to carry out different activities. Students found it easier for carrying on some learning through the mobile apps. | |

2. Project Impact on the learning effectiveness, professional development and school development

The project has
- broadened students' and teachers' horizons in using online resources in learning and teaching English
- increased students' sense of achievement in completing online tasks,
- fostered students' interest in self-directed learning and improved learning atmosphere,
- trained students to better meet social demands
- increased training opportunities for teachers and enhanced their professional development in using online resources when designing RAC lesson plans

Differentiated Instruction shifted traditional instruction to a learner-centered model in which learners went through multimedia e-resources before class, so during classroom time, they could focus on in-depth learning over topics with teacher's specially-designed lesson materials. Teacher's interaction with learners was more personalized.

The developed learning platform allowed the sharing of collaborative works in the class and between classes. There were extended reading texts on the same topics together with comprehension exercises and self-directed reading in the system. Learners' self-regulated learning habit was then promoted.

Knowledge acquisition no longer only took place in classroom. Digital tools such as video could be used to transform the learning experience and improve learning effectiveness. Also, this innovative learning approach improved the whole learning atmosphere.

Teachers and students were both benefited in the project. Teachers planned well for the lessons based on the students' learning progress and performance.

Teachers could adjust the teaching pace to ensure a vertical understanding of the text and provide extra support to the weaker groups, therefore, teaching and learning effectiveness was promoted in this project.

Teachers have increased knowledge and experience on DI and the skills of designing and developing learning resources. The workshops and seminars were very helpful in preparing us for trying out different ways of carrying out the lessons, and the whole process and experience were meaningful to us. We had opened up our vision to more possibilities in working on the curriculum with the facilitation of different elements, especially the mastering of the electronic components.

The project aligned with our school's development plan. It further assisted our school to prepare our students for the future with required skills for the society. English language, as the global language, is important for our students. It also enhanced the effectiveness of teaching and learning. Through introducing new pedagogies, DI and e-learning are the core strategies to arouse learning interests and ability, and finally better address the learning diversity and enhance our teaching and learning effectiveness.

From our observation, we can see students are more interested in using e-learning resources. Videos and some interactive apps are much easier to engage students' learning interest and sustain their lesson learning interest.

For teachers, we generally agreed that some SENs will find some of the new e-learning resources very helpful comparing to our traditional resources. Some teachers have already identified the topics and integrated the printed version for those who will do better in print format.

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

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– **Table 2: Budget Checklist**

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Co-planning meeting with consultant for integrating DI into the use of mobile learning and RaC content	$11,200	$112,000 (lump-sum quoted by service provider)	-2.69%
Teacher Training with lesson observation	$3,000		
e-Platform	$90,000		
RaC Reading Log	$900		
Purchase of RaC printed books	$10,000		
Auditing fee	$5,000	$4,800	-4%
Total	$120,100	$116,800	-2.75%
Balance	$3,300	/	/

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.

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.
Learning and teaching materials (S1-3 school-based e-learning curriculum for reading, 12 sets of RaC teaching and learning resources supporting DI classroom)	The general response is that the quality of materials from the e-platform is good. They are kept for future use.	Survey was conducted to collect feedback from 9 English teachers. Result is positive and key figures are found: -All teachers like the content in the new RaC topics and think the content is interesting and engaging; -All teachers found the school-based curriculum mapping is useful because of its bite-size learning feature and the alignment between the question types and HKDSE; -All teachers indicates that the cross-platform functionality of EB (iOS, Android and PC) is good and found EB's user interface is stable and user friendly. -All teachers implied that the service from the service provider is satisfying. They found the online orientation is useful, the consultants explain the project clearly and response is timely to them and students.	
Others: RaC Learning Log, Documentation to share our project vision and design with sample lesson recording and lesson plan		Distributed to all S1 to S3 students; 100% teachers indicated that they would use the materials Sharing of the project is still in progress. We will complete it before the term end.	

On the whole, the project was completed successfully.

This project has given English teachers opportunities to develop e-learning strategies for classroom and self-directed learning. With the successful experience of this project, our English teachers have gained more confidence in integrating e-learning elements to their lessons and activities with other teachers teaching different subjects. Our teachers can modify the materials and content, and then incorporate them into their regular lessons. The materials can also be amended continuously by English teachers so that the content can be updated and used in the future.

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).*

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)	
Co-planning meeting	22 Feb 2017 4 May 2017 28 Aug 2017 20 Nov 2018		16			Positive
Co-planning meeting with service provider	22 Feb 2017 4 May 2017 23 Jan 2018		12		Service provider 2 represen-tatives	Meetings helped us align with our understanding of DI written in the proposal and needs of resources. It helped the provider to understand our need and conducted a better curriculum mapping with e-resources for our SDL.
Lesson observation	18 May 2017		12			Positive
Training	23 Jan 2017		7			Special interactive lessons co-facilitated our English teachers, and the provider is conducted to engage students' interest and participation at MMLC room and classrooms. Most of the teachers found it very useful and practical.

6. Difficulties Encountered and Solutions Adopted

The problem encountered was that it took our students some time to be familiar with using   in classroom and logging in to the online platform. Our school IT team and the Service Provider have provided timely support. It is important to get the school IT team involved so we can be well prepared and better arranged in classroom teaching setting.

Next school year, we will trim parts of our existing curriculum so that the RaC contents can have more room to be taken at the classroom.