

Final Report of Project

Project No. : 2016/0123



Part A

Project Title: Promoting e-learning with the aid of Hoi Ping Online

Name of Organization/School: Hoi Ping Chamber of Commerce Secondary School

Project Period: From 6/ 2017 (month/year) to 6/ 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

Date: 19/9/2018

Date: 25/9/2018

** 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>.

1. Attainment of Objectives

Objective Statement:

The Hoi Ping Online and e-Learning Resource Centre provides a channel to enhance the learning effectiveness of students and it provides to train students in the Multimedia Production Team (MMPT) to produce videos for school events.

- (1) Teachers use the room to create their flipped classroom videos and share in Google Classroom.
- (2) Students use the room to take videos for assignments in different subjects, such as English language, Computer Literacy and Putonghua.
- (3) Students in the Multimedia Production Team use the room to take and edit videos and share in different online platforms, such as HP Tube and school website.
- (4) Live broadcasting and video conferencing can be done to enhance the communication inside the campus and break the geographical boundaries.
- (5) The room can help students prepare when they take some short video competitions and training can be done to increase the sense of video taking and video editing skills.

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
Objective 1	<ul style="list-style-type: none"> • Different TV programs are planning to take. • Teachers are welcome to use the room for video taking and seeking for help • Students use Google classroom for flipped classroom 	<ul style="list-style-type: none"> • 50% attained for TV programs created • Fully achieved • 90% attained that students use Google classroom for e-learning 	<ul style="list-style-type: none"> • Some teachers have participated for TV programs • 100% of teachers agree to use the room for video taking. • Many students are used to use Google classroom for e-learning 	<ul style="list-style-type: none"> • Teachers are not familiar with this kind of activities
Objective 2	<ul style="list-style-type: none"> • Students access the room for video taking for assignments in different subjects 	<ul style="list-style-type: none"> • 80% attained for students to access the rooms 	<ul style="list-style-type: none"> • Some forms of students use the green screen to take videos in their assignments and all S3 students visit the room for learning video taking and video editing. 	

Objective 3	<ul style="list-style-type: none"> Students in MMPT help for video taking and video editing in <ol style="list-style-type: none"> Admission Information Day Swimming Gala Athletic Meets Christmas Party School Fair Career Day 	<ul style="list-style-type: none"> Fully achieved 	<ul style="list-style-type: none"> Students in MMPT do very well in their service post, they do well not only in video taking and video editing, but they also start doing well in interviewing people and photo taking. 	
Objective 4	<ul style="list-style-type: none"> Live broadcasting during morning assembly in the raining days. Live broadcasting for the competitions such as English Debate Competition Video conferencing is used for school to interview teachers 	<ul style="list-style-type: none"> Fully achieved 80% attained for students to use for live broadcasting in competitions Fully achieved 	<ul style="list-style-type: none"> Students can see live show in their classrooms during morning assembly in raining days. Live show can be done in another room so that students can watch the competitions without disturbing the participants School provides video conferencing for interview activities 	
Objective 5	<ul style="list-style-type: none"> The following video competitions have been participated: <ol style="list-style-type: none"> EdV Award Scheme 「打破愛滋·由我始」2017-2018港澳青年短片創作比賽 “Her Voice” Video Competition 全港中學生微电影創作比賽 and more ... 	<ul style="list-style-type: none"> Fully achieved 	<ul style="list-style-type: none"> Students can use the room to learn how to take and edit videos and they get some prizes about the video competitions in order to show that they improve their skills in making their own videos. 	

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

For all students, they are familiar with the e-learning platform. They also understand the importance of flipped classroom videos to enhance their learning at home. Some students can understand more before having lessons in the school. Besides, students can understand more about the process of video production. For some students who have participated the short video competitions, they understand and feel interested about making videos. Some of them want to study universities in those related subjects.

For students in MMPT, they can have a better training in video taking and video editing using the room. Also, the team becomes more professional as everyone have a better training. They like their posts in MMPT and they are willing to serve students in the school.

For teachers, they start understanding the importance about flipped classroom. Some teachers are willing to use the room to help video taking. Although not all the teachers are familiar with the change of teaching methods, they agree the changing trend in learning. But they need time to learn and understand.

– increasing students'/teachers' sense of achievement

For all students, they know that they can hand in their assignments using video format. They have to plan the story before video taking. They get the achievement when completing the assignments.

For students who have participated the short video competitions, they understand more about the production of a video. They get prizes for the video competitions to prove that their efforts are not in vain.

For students in MMPT, their sense of achievement is the greatest. They work side by side. Also, the room provides a chance to let them share among different students in MMPT. They can share how to take videos and edit videos. Besides, they streamline the progress of the video production for school events and share in different school online platforms. They award recognition from teachers and classmates.

– fostering students' development in their potential and specific abilities

Students in MMPT are the way to train the students in video production. Some of the students also take the course about video and film production in applied learning. They are willing to develop those video taking and editing skills in their future career. It is important for students to develop those video taking and editing skills. More than that, the team provides students to serve the school. They build up more sense of belonging in the school. It is important to develop students in MMPT to become more confident, more responsible and more social service heart.

– training students to better meet social demands

Video production is very important nowadays. Many people will use videos to communicate. As everyone has smart phone, it is easier for them to take video everywhere. So students are taught how to create a more professional video in computer literacy lessons. Students in MMPT also provide some training workshops on how to take videos and edit videos.

– increasing training opportunities for teachers and enhancing their professional development

We will offer more workshops in staff development day to let teachers understand more the trend of flipped classrooms.

- improving learning atmosphere
We greatly promote teachers to use Google classroom to share their learning videos to students to learn. It can help them convert the traditional teaching mode to flipped classroom. Besides, the TV programs will be played around the campus to improve the learning atmosphere. We hope that different TV programs can be done more this year to let students learn different things in this new platform.
- fostering team spirit and enhancing the overall image of the school
Through the video shows in the school website, we hope that alumni, parents and visitors outside the school can understand more about the school. We hope that people outside the school know more that our school provides students with different activities in order for all-round development.
- inducing collaboration with other schools / professional organizations
We are welcome for other schools to visit our Hoi Ping Online and e-Learning resource centre. On 1 November 2017, teachers in C.C.C. Kei Chi Secondary school have visited the room and the live broadcasting system. This experience sharing is very valuable.

3. Cost-effectiveness

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
(A) Equipment	\$151,600	\$163,000	-7.52%
(B) Works	\$114,500	\$152,100	-32.84%
(C) Services (Training)	\$5,000	\$5,000	0%
(D) Services (Audit Fee)	\$5,000	\$5,000	0%

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))
To provide more advanced and up-to-date equipment, more expenses are needed. With the better quality of sound, we also purchase some microphone for recoding voice when taking videos. It is important to purchase more video camcorder and the accessories in order to create more professional videos.
- unit cost for the direct beneficiaries
 $\$276,100 / (72 \text{ teachers} + 935 \text{ students} + \text{about } 1800 \text{ parents}) = \98.4
- sustainability of the learning programme and materials developed
Through this scheme, different TV programs can be produced in different subjects to enhance the interactivity. Besides, people can watch those videos in our school website.

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.
Hoi Ping Online and e-Learning Resource Centre	/	4/12/2017 Admission Information Day – Primary school students came to visit and learn how to take video and try to understand about the green screen effect.	/
School website	/	When entering our school website address (http://www.hpccss.edu.hk). There is a webpage about Hoi Ping Online. When entering, people can enjoy the videos there.	/

Thanks for the funding from QEF, the videos taken and edited are greatly improved. People can visit our school website and enjoy the video show.

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)	
Training Workshop	31/8/2017 Training on the use of equipment and video shooting methods in the room		1	15		Students feel interested and excited about using the equipment in the room

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)	
Live broadcasting during raining day	Occasionally Live broadcasting will be taken in the hall during the morning assembly if it has extreme weathers and it is raining.	1				Students can watch instead of listen.
Competition	4 October 2017 English Debate Competition with live broadcasting in activity room			20	20 from other schools	/
Sharing	1 November 2017 Visit of Hoi Ping Online and e-Learning Resource Centre and Live broadcasting system in School Hall from Secondary school. Experience sharing has been done.				8 teachers from other school	The feedback is positive and meaningful.
Opening	18 November 2017 Grand opening of Hoi Ping Online and e-Learning Resource Centre. Some demonstrations about green screen effects have been done.		5	5	40 (parents, supervisor, directors)	The feedback is good and they enjoy the facilities there and they use the green screen to take photo and video.

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		schools	teachers	students	others (Please specify)	
Sharing	4 December 2017 School Admission Information Day for different primary school students to visit. A workshop about video shooting on Hoi Ping Online Room has been held. Some students-in-charge gave the talk to the primary school students and gave them some demonstration on the use of green screen and so on.			50	> 800 parents and students outside the school	The feedback is positive and they enjoy learning how to take video and how to use the real-time effect and green screen to take video. They felt very interesting.
School events (swimming gala)	8 December 2017 MMPT members helped to take photos and videos during the competitions. Also, they edit the videos meanwhile in the stand.			30		The videos and photos taken are in high quality. The snapshot video will be shared in the school website.
School events (athletic meets)	14 – 15 December 2017 MMPT members help taking photos and videos during the competitions. Also, they edit the videos meanwhile in the sports ground.			40		The videos and photos taken are in high quality. Those videos will be shared in the school website.
School events (Christmas party)	20 December 2017 MMPT members helped to take photos and videos about Christmas dance and Christmas events during the Christmas Party. They edited them afterwards.			40		The videos and photos taken are in high quality. Those videos will be shared in the school website.

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 events (school Fair)	24 March 2018 MMPT members helped to take photos and videos. They edited those videos and photos to upload to school photo album and videos shown in TV near main entrance.			15		The happiest moment can be captured and it will become the memory from everyone in the school 45 th anniversary.
School events (Career Days)	5 May 2018 MMPT members helped to take videos and photos for those sessions of careers talk and sharing. Also, MMPT members helped to interview alumni for their jobs.			20	10 alumni	The videos can be played and students can understand more about different job natures.
Interviews	Occasional MMPT members were taken charge of interviews with different alumni, students with internship programs, STEM project and so on.	1				The videos can be shared among different people and experience can also be shared.

6. Difficulties Encountered and Solutions Adopted

For providing different TV programs, the timeline is delayed as the school does not have this practice. This idea is quite new to teachers. Also, the burden may be increased by each subject if these TV programs are implemented. Therefore, more planning and communication between teachers and students can improve the situation. When this practice becomes more mature, students and teachers are willing to produce some TV programs to enhance the learning environment in our school.