

Final Report of Project

Project No. : 2016 /0301

Part A

Project Title: Stretching students' potential and extending students' learning repertoire through the setting up of a Self-directed Learning Centre

Name of Organization/School: TWGHs Sun Hoi Directors' College

Project Period: From December, 2017 (month/year) to October, 2019 (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.*



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.

An overall report with regard to the following aspects:

1. Attainment of objectives

This project is planned to (a) support students in developing their self-study and self-directed learning skills; (b) to allow students of different learning needs (including SEN and gifted students) to set the pace, level and content of their work; and (c) to provided students easy access to resources ranging from reading texts of different disciplines and genres, exercises with answer keys to e-resources for learning. Over the past two school years of 2017/18 and 2018/19, objectives (b) and (c) were attained well with all the hardware and software installed and presented in a conducive manner in a specific area assigned by the school. Most have been done through a inter-disciplinary commitment including the purchase of books and materials, the final setting of the furniture, especially the bookshelves in the SDL centre. As for objective (a), the school has successfully explored and finally opened up a new way of learning for both teachers and students and a routine has developed for both teachers and students making use of the centre. Plus the massive amount of both print and e-learning materials and the injection of a reward SDL scheme launched, more can definitely be done with it in the coming school year.

On the whole, we have attained a very solid platform for starting off exploring and teaching students more self-study and self-directed learning skills to enhance their learning motivation, supplement and extend their learning experience and eventually raise their learning effectiveness in the future.

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

a. Learning Effectiveness

- The learning style of SDL has successfully instilled in both teachers and students after the setting up of the centre as well as the input of all subjects at school.



- All students were provided with an SDL handbook which greatly encouraged learning outside the class time as they could gain themselves merit points by engaging themselves in learning extra knowledge teachers prepared for them.
- Working closely with the school library and the IT unit, the partnership has greatly enhanced the arrangement of learning materials, especially in terms of E-learning.
- The centre also served as the hub for senior formers as it has accommodated learning materials for them including different modes of drilling exercises for DSE and other examinations such as ICAS.
- For teachers, many have started making use of the centre to deliver their teaching materials for high-achievers as students might not be learning in the same pace during lessons.
- With the physical setting of the centre, it has been observed that teachers are more ready and willing to learn more strategies for teaching and catering for learner diversity.

b. Professional development

- Referring to the activity list, several training and sharing sessions for both teachers and students have been conducted.
- As the funded project was implemented in a whole-school approach, all member staff was ready psychologically to take part and contribute to it. All teachers shared the ownership, which served as a kind of motivation among them.
- With the purchase of the _____ for learning and teaching, teachers were keen on learning different apps and software to enhance the effectiveness of their teaching in lessons.
- The school has also developed a small group of teachers who have more expertise on SDL and e-learning to be trainers for other teachers.

c. School development

- Implemented in a whole-school approach, the school had a chance to discuss and compromise with all member staff in the development of SDL and e-learning at school.
- The project supported the development and implementation of several subjects. For instance, it served as a platform for the implementation of the extended tasks for Reading across the Curriculum and Language across the Curriculum.
- A group of teacher trainers has been emerged for developing the project with the language teachers.

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

Expected Project Outcome	Indicators	Evaluation of Effectiveness
1. SD materials	<ul style="list-style-type: none"> - 720 printed and electronic materials are produced by August 2018. - 2160 (printed and electronic) learning materials are provided by the end of 2017/18 - 1000 printed and electronic materials are produced by August 2018. 	<ul style="list-style-type: none"> - Target attained well above schedule.
2. Student participation	<ul style="list-style-type: none"> - Over 80% of S1-3 students visited the centre at least 5 times - Over 80% of the S4-6 students visited the Self-directed Learning Centre at least 5 times - Since the Self-directed Learning Centre has been opened for 13 months, 80% of the students visited the Self-directed Learning Centre are senior form students who agreed that the Self-directed Learning Centre provides them a 	<ul style="list-style-type: none"> - As a whole, students started knowing more about what SDL is. The centre serves as a platform where they can find extra learning materials and it is also a place for self-directed learning after school. With the SDL booklet for each student, all sun hoi students know very well where it is, what they can do and find there. - The centre serves also as a hub for the training of high-achievers where the electronic materials can be accessed easily. - For senior formers taking public examination, the centre has been a big study for them where they can find useful examination

Expected Project Outcome	Indicators	Evaluation of Effectiveness
	<p>quiet and relaxing learning atmosphere.</p> <ul style="list-style-type: none"> - Students agreed that it is easy for them to access learning materials as materials are sorted and arranged according to subjects and year levels. - Students found the content of the learning materials closely related to subject content taught in class and agreed that the materials help facilitate or consolidate their classroom learning. 	<p>learning and drilling materials at their fingertips.</p> <p><u>Way forward:</u></p> <ul style="list-style-type: none"> - Subject panels are encouraged to hold SDL learning activities in the Self-directed Learning Centre regularly to engage students' learning outside classroom. - More promotion activities (e.g. morning assembly talks, posters, SDL Intra-school competitions) will be organized to raise students' interest and help students develop SDL skills.
Professional development of teachers	<ul style="list-style-type: none"> - All panel created 10 pieces of learning materials for students in each form. Some of them are graded materials (both print and electronic) for catering learner diversity. (Refer to No.1 in this table) - Teachers' professional development was evident during the course judging by the ad hoc in-house training and sharing 	<ul style="list-style-type: none"> - Implemented through a whole-school approach, the pushing of the idea of SDL to better cater for learner diversity as well as extending students' learning repertoire seemed legitimate and logical. <p><u>Way Forward:</u></p> <ul style="list-style-type: none"> - The coming years, the focus would be on how best to mingle the SDL centre with school policies on LAC and RAC and the Library activities. To make things happen, teachers have to



Expected Project Outcome	Indicators	Evaluation of Effectiveness
	sessions.	be equipped even better.
4. School development	<ul style="list-style-type: none"> - The setting up of the SDL Centre has been a key issue in the last 3-year school development plan. - The centre is essential for inter-disciplinary collaboration and teacher professional development as a whole. 	<ul style="list-style-type: none"> - The project served as a change of mindset of teaching staff that teachers should think and adapt more teaching strategies to cater for students' needs. To this end, teachers should look into their CPD more.

4. Deliverables and modes of dissemination; responses to dissemination

- All deliverables aforementioned were developed by all subjects and presented in terms of subject in the SDL centre for students and teachers' use.
- All students were provided with an SDL booklet in which there are clear guidelines for them.
- Due to supervision issues, students could only make use of the centre after school from 4 p.m. to 6 p.m. while the Teaching Assistant is there.
- Promotion of the wealth of learning materials, morning announcements were made and class visits were conducted.

5. Activity list

1. Project activity

No.	Activity	Date	Time	Venue	No. of Participants
1.	Designing printed and electronic self-learning materials	December 2017- June 2018	/	/	17 teachers
2.	Professional development Programme for Teachers	January 2018	2:30 – 4:30p.m.	MMLC Room	17 teachers
3.	Student Workshops: Getting to know Google Classroom (S1 – 3: conducted by Computer	March 2018	/	MMLC Room	All S1 to S3 students

No.	Activity	Date	Time	Venue	No. of Participants
	Literacy Teachers during Computer Literacy lessons)				
4.	Training of Self-directed Learning Helpers	April 2018	/	/	Project Coordinators, Teaching assistant, Self-directed Learning helpers
5.	Purchasing devices and furniture for Self-directed Learning Centre	May – October 2018	/	Self-directed Learning Centre	Project Coordinators
6.	Revising and updating printed and electronic self-learning materials	July – August 2018	/	/	57 teachers (All teaching staff)
7.	Setting up of Self-directed Learning Committee	August 2018	/	/	10 teachers (project Coordinators, and subject representatives from 4 core subjects, Cultural Subjects and STEM)
8.	Student Workshop: Introduction to Self-directed Learning Centre (For 2018/19 S1 – 6)	6 th September 2018	2:20 – 3:40 p.m.	School Hall	All S1 to S6 students
9.	Professional Development Programme for Teachers: The use of ActivPanel (self-directed Learning Centre)	29 th October 2018	2:30 – 4:30 p.m.	Self-directed Learning Centre	17 teachers
10.	Promotion of the Self-directed Learning Centre	Late October – Early November 2018	/	Morning assembly/ Corridors/ Bulletin Boards	All teachers and students
11.	Opening of the Self-directed Learning Centre 2018	19 th November 2018	/	Self-directed Learning Centre	17 teachers, Teacher Librarian, Project



No.	Activity	Date	Time	Venue	No. of Participants
					Coordinators and all students

As of 31st December, 2019, all planned activities for the project have completed.

6. Difficulties encountered and solutions adopted

No.	Difficulties encountered	Solution adopted	Remarks
1.	Space was definitely an issue in a standard-sized secondary school	Jumping at the chance of a holistic review of the junior secondary curriculum, consensus was arrived through evaluative meetings. A special room can be allocated for the promotion of SDL.	The SDL centre is developed in a whole-school approach where all teachers have been involved.
2.	Teachers' expertise in SDL varied	In-house training and sharing sessions tailor-made for teachers have been arranged and conducted by experienced teachers and service providers.	All training has to be treated as part of teachers' CPD to increase motivation.
3.	Arrangement of legitimate timeslots for different classes in the junior forms during school hours was not easy	For better promotion of SDL, it is believed that students have to be exposed to all the materials and learning gadgets for them in the SDL centre. Up till now, the school could only arrange students to use the centre after school due to supervision issues.	In the longer run, should SDL part of library lesson or regular lesson where students should be allocated time to stay there for SDL?