

# Dedicated Funding Programme for Publicly-funded Schools

Project Number: 2022/0180 (Revised)  
Name of School: 德雅中學  
Tak Nga Secondary School  
Project Title: 設立互動教室促進混合式教學  
Blended Learning Programme with the use of Smart Boards in  
Interactive Classrooms  
Beneficiaries: Secondary  
Estimated Number of Direct Beneficiaries: Student:256 (S1-2)  
Teacher:60

## 1. Project Needs

### 1.1 Project aim(s)

The project aims at developing Blended Learning Programme which can

1. cater for students' diverse needs: a variety of methods can be applied so the content can be customized to the learner and optimized for the subject matter .
2. promote self-directed learning: a variety of learning resources (traditional and online) facilitate teachers to adopt more engaging and enjoyable learning and teaching strategies such as project learning, which create space for student learning, as students are giving choices in the learning process.
3. enhance learning effectiveness: variety of learning activities keep students engaged and inform teachers about their progress and areas needing more attention.

### 1.2 School-based innovative element(s)

With the implementation of the Fourth Strategy on Information Technology in Education (ITE4) by the EDB, mobile computer devices were in place in 2016-2017 school year. A 3-year implementation plan had been formulated which stipulated that all teachers should have adopted e-learning in teaching by 2018-2019. A number of initiatives in e-learning have been implemented:

School Year School-based initiatives Unit Responsible

2017-2018 QEF Project 2017/0185 - Catering for learning diversity using e-learning tools in English Language teaching

English Panel

2018-2019 EDB 'Seed' Project NT0218 - Developing Students' Capability to Understand, Respond to and Create Multimodal Texts in English English Panel

2019-2020 Implementation of BYOD in S1 with Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning Academic Committee -

E-learning Working Group

2019-2021 QEF Project 2018/0114 - Cultivating self-directed learner in junior Mathematics Mathematics Panel

E-learning is one of the essential elements of the above projects. From the above projects, teachers have gained invaluable experiences on curriculum planning and implementation with the incorporation of e-learning in classroom and beyond classroom.

### 1.3 Meeting with school-based/students' needs

**Item: Relevance to the school development plan of this cycle/major concern**

One of the major concerns of our 2022-2025 is to strengthen the professional learning community for sustainable school development. One of the targets is to enhance teacher collegiality and the leadership of middle management with both school-based programmes and external resources. This project will provide a platform for different KLAs to develop blended learning activities with the use of smart boards to achieve the aims stipulated in 1.1 of this proposal. Through the process of curriculum development, teachers' curriculum leadership and collegiality can be enhanced.

## 2. Project Feasibility

### 2.1 Key concept (s)/rationale(s) of the project

**Item: Reference the Education Bureau curriculum documents/guidelines**

The Secondary Education Curriculum Guide (2017) (SECG) stipulates the direction of ongoing curriculum development - Focusing, Deepening and Sustaining: Schools have to sustain and deepen the accomplishments achieved and to focus on new areas as a move towards a new phase of ongoing renewal and updating. This direction of ongoing curriculum development highlights the rationales of this project:

1. It addresses IT for Self-directed Learning of the Four Key Tasks: Towards Major Renewed Focuses of ongoing curriculum development. SECG states that 'Aligning with the Fourth Strategy on Information Technology in Education (ITE4), schools could develop a whole-school curriculum planning for IT with the focus on enhancing self-directed learning. With the rapid development of IT, schools could promote e-learning for a more interactive mode in learning and teaching, enable a paradigm shift from teacher-centredness to student-centredness, and prepare students as lifelong and self-directed learners as well as effective, flexible and ethical users of information and IT.

2. The use of IT does not demean traditional pedagogy, as stated in SECG: 'Adopting e-learning can make learning more effective, efficient and enjoyable as well as cater for students' different needs and styles. However, e-learning will not replace the traditional mode of learning. They are both complementary to each other and the key to success is how to make good use of electronic media for the design and planning of learning in a suitable environment.'

Hence, a blended learning programme which incorporates different learning modes and a variety of teaching strategies with the use of different IT and traditional resources, is a key to effective learning and teaching.

### 2.2 School's readiness

**Item: Relevant school experience**

As mentioned above, COVID 19 pandemic has accelerated our school's e-learning development. BYOD for the whole school has been implemented since 2020. The school wifi and mobile computer devices for teachers have been upgraded to support e-learning. In addition, teachers have accumulated invaluable experience of blended learning from previous QEF projects, Seed projects and real-time online teaching in time of face-to-face class suspension. Last but not least, a collaborative school culture which values sharing and teacher collegiality, will definitely provide the momentum for the implementation of this project.

### 2.3 Principal and teachers' involvement

<b>School Staff: Principal</b> <b>Duties:</b> Monitor and supervise, Conduct / participate in activities
<b>School Staff: Vice principal (Project Leader)</b> <b>Duties:</b> Formulate plans, Monitor and supervise, Coordinate / collaborate, Plan curriculum / activities, Process funding, Conduct / participate in activities, Consolidate learning and teaching materials
<b>School Staff: Subject panel head, IT Unit head</b> <b>Duties:</b> Formulate plans, Monitor and supervise, Coordinate / collaborate, Plan curriculum / activities, Conduct / participate in activities, Consolidate learning and teaching materials
<b>School Staff: Subject teachers</b> <b>Duties:</b> Conduct / participate in activities, Consolidate learning and teaching materials

## 2.4 Project period

Project Start Date and End Date: from 03/2024 to 07/2025

The project lasts for 1 year and 5 months.

## 2.5 Details of project activities

### a. Project implementation measures

#### Activity 1: Chinese Language Teaching

Implementation Period:

04/2024 - 06/2025

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
S1-2 中文科 1. 虛擬實境 (VR) 寫作課 2. 虛擬實境 (VR) 閱讀課 3. 平日閱讀教學 4. 寫作互評及修改	<b>1. 虛擬實境 (VR) 寫作課</b> --1 節 (每節 45 分鐘) <ul style="list-style-type: none"><li>• 虛擬實境配合描寫文寫作教學，以智能黑板帶學生「走到」要描寫的場景，完成寫作。</li><li>• 描寫文寫作課使用虛擬實境 (VR) 能照顧不同學習者，想像力及觀察力稍遜的學生對寫作描寫文感到吃力，因為他們未曾到訪該地方，或者從未仔細觀察某地方，沒有足夠的寫作材料，而富真實感的 VR 短片，能讓學生「親身觀察」，豐富寫作內容。</li><li>• 老師可逐步引導學生寫作，可讓學生感受環境的氛圍，透過仔細、深入及反覆的觀察，累積寫作材料，加強學生寫作的信心。</li><li>• 運用智慧黑板虛擬實境，可突破時空限制，教師可在課堂引導同學以不同描寫手法寫作，如：隨時推移法、步移法。</li><li>• 教師挑選配合學習目標的 VR 片段，並引導學生如何觀察，及教學生如何描述場景。學生能更深入觀察地點、社區和人物，描寫細膩，內容充實</li></ul>	<ul style="list-style-type: none"><li>• S1: 6 sessions (@45 minutes)</li><li>• S2: 6 sessions (@45 minutes)</li></ul>

## **2. 虛擬實境 (VR) 閱讀課**

--1 節 (每節 45 分鐘)

- 以智能黑板虛擬實境帶學生置身於文學場景，加深了解文章內容及作者情感。
- 透過虛擬實境把文學場景帶進課室，活現眼前，學生恍如置身詩人/作者身處的環境，帶來更豐富和多元化的學習體驗，提升學習動機。同時配合不同教學設計，提升學習效能。
- 教師挑選配合學習內容的虛擬實境片段，引導學生賞析文本。學生更真切了解文章描述的景象，在同學的代入及老師的引導下，對作者的感情有更深的領會。

## **3. 平日閱讀教學**

--2 節 (每節 45 分鐘)

- 利用智能黑板進行閱讀教學，配合電子課本及簡報，學生可以個人/小組模式進行學習活動，如：圈出重點、找出中心句、完成電子練習、繪畫課文結構圖等。
- 善用智能黑板，老師可從不同應用程式，讓學生回應、收集學生答案、展示學習成果、同儕互評、老師回饋等，加強師生及生生互動，令課堂更輕鬆有趣，誘發初中學生學習動機。
- 另外，老師和同學在智能黑板上書寫繪圖，可以即時保存下來，也可以錄像、錄音等，詳細的課堂記錄，有助學生日後自習，整理筆記之用。
- 教師引導學生以智能黑板進行學習活動。配合老師設計的課堂活動，加深對課文的理解。

#### **4. 寫作互評及修改**

--2 節（每節 45 分鐘）

- 利用智能黑板展示學生成果，寫作後進行文章共賞，互相觀摩學習，老師即時評講及回饋，亦安排不同課堂活動，如：投票功能、同儕互評、修訂文章等，最後以智能黑板展示多組的改寫內容。
- 學生利用智能黑板作評改，參與度高，以學生為主導，提升學習動機。智能黑板更方便及清晰展示同學的互評，善用不同顏色及符號，老師於課堂更聚焦地引導同學從不同方面評鑑作品，如扣題內容部分、首尾呼應、修辭、佳詞等。同學互相觀摩學習，評價優劣，提升學生評鑑能力。
- 教師挑選值得討論的學生作品進行課堂活動，回饋及跟進。能應用不同寫作技巧，及提升學生評鑑能力。

#### **Number of school personnel and/or appointed project staff involved and respective duties:**

- 1 Subject panel head: monitor, supervise, planning the curriculum
- 8 Subject teachers : conduct the lessons

#### **Expected outcomes:**


1. 學生能更深入觀察地點、社區和人物，描寫細膩，內容充實。
2. 學生更真切了解文章描述的景象，在同學的代入及老師的引導下，對作者的感情有更深的領會。
3. 配合老師設計的課堂活動，加深對課文的理解。
4. 能應用不同寫作技巧，及提升學生評鑑能力。

**Activity 2: English Language Teaching**

Implementation Period:

04/2024 - 06/2025

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<p>S1-2 English Language</p> <ol style="list-style-type: none"> <li>1. Writing a blog entry about a travel experience</li> <li>2. Giving feedback to students' work</li> <li>3. Students' presentations</li> </ol>	<p><b><u>1. Writing a blog entry about a travel experience</u></b>  --S1: 2 sessions; S2: 1 session  (45 minutes for each session)</p> <ul style="list-style-type: none"> <li>• To let S1 students tour around a place that they would like to visit virtually by using the Google map street view function.</li> <li>• Both teachers and students can highlight the special features of certain tourist spots directly on Google map or a video; then students are asked what they see on the map and descriptive words can be jotted down directly next to the tourist spot; it would also be easier for students to imagine what they may hear, smell, taste and touch to somewhere that they have never been before.</li> <li>• (S1) Teachers will introduce some famous tourist spots and show students how to describe them.</li> <li>• Students are able to identify some popular and famous tourist spots around the world and describe them.</li> </ul> <p><b><u>2. Giving feedback to students' work</u></b>  --S1 &amp; S2: 1 session respectively  (45 minutes for each session)</p> <ul style="list-style-type: none"> <li>• Students' work (e.g. writing, reading answers, listening tasks) can be displayed for the whole class to evaluate by writing down what their comments are on the screen next to a good idea or an idea that needs improvement.</li> <li>• Students' work can be clearly displayed on the screen and</li> </ul>	<ul style="list-style-type: none"> <li>• S1: 5 sessions (@45 minutes)</li> <li>• S2: 4 sessions (@45 minutes)</li> </ul>

	<p>students can come out to write their comments directly next to the points they would like to give feedback and this can increase students' engagement in the lesson.</p> <ul style="list-style-type: none"> <li>• Teachers will select students' work that is worth discussing and give feedback to students' comments.</li> <li>• Students are able to appreciate others' work and learn how to make improvements.</li> </ul> <p><b><u>3. Students' presentations</u></b></p> <ul style="list-style-type: none"> <li>• --S1 &amp; S2: 2 sessions respectively (45 minutes for each session)</li> <li>• Students can use various interactive presentation platforms (e.g. ) to design their presentation slides and set interactive questions to their classmates; when their classmates' answers are shown, the presenter can highlight, write and draw on them.</li> <li>• Students can display their slides clearly on the screen and their classmates' responses can be shown immediately on the screen; student presenter can highlight some of the responses on the screen, making the presentation more interactive.</li> <li>• Teachers need to show students how to use at least one of the interactive platforms. Students are able to create their presentation using the interactive platforms.</li> </ul>	
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Number of school personnel and/or appointed project staff involved and respective duties:

- 1 Subject panel head: monitor, supervise, planning the curriculum
- 8 Subject teachers : conduct the lessons

Expected outcomes:

- Students are able to identify some popular and famous tourist spots around the world and describe them.
- Students are able to appreciate others' work and learn how to make improvements.
- Students are able to create their presentation using the interactive platforms.

**Activity 3: Mathematics Teaching**

Implementation Period:

04/2024 - 06/2025

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ol style="list-style-type: none"><li>1. S1: Explore the cross-section of a 3D-solid</li><li>2. S2: Explore the graph of a linear equation in two unknowns</li></ol>	<p><b><u>1. S1: Explore the cross-section of a 3D-solid</u></b></p> <p>--1 session (45 minutes)</p> <ul style="list-style-type: none"><li>• To demonstrate the idea of cross-section and arrange a hands-on activity for S1 students to explore the cross-sections of different 3D-solids.</li><li>• The shape of cross-sections can be clearly shown on smart board accordingly with teachers' demonstration on [REDACTED] Solids will be shown clearly on the board, students will be invited to drag the line to find cross-section and to rotate the solid to see the change in the shape when the cutting line move along one direction. For example, by cutting a right pyramid from bottom to top, the shape of the cross-section will be of the same shape as the base with different size. This helps students on discovering the features of cross-sections of different types of 3D solids. On the other hands, teachers can make use of [REDACTED] Classroom and ask students to drag and create the destined shape accordingly, meanwhile, teachers can show students' work on smart board and invite students to comment on others' work.</li><li>• Teachers will give demonstrations, design and conduct the hands-on activity and give feedback to students. Students are able to determine whether a solid has uniform cross-section. Students can</li></ul>	<ul style="list-style-type: none"><li>• S1: 1 session (45 minutes)</li><li>• S2: 1 session (45 minutes)</li></ul>

	<p>identify the shapes of the cross sections by cutting the solid by different dimensions.</p> <p><b><u>2. S2: Explore the graph of a linear equation in two unknowns</u></b></p> <p>--1 session (45 minutes)</p> <ul style="list-style-type: none"> <li>• To arrange an interactive activity in S2 classes. Each student is required to plot a point of the equation on the smartboard and discover the pattern of the equation.</li> <li>• It is an experimental-based learning activity. Students need to work it out together on the devices to discover the features of a linear equation in two unknowns. Students' work can be displayed on smart board clearly which facilitates teachers giving instant feedback to students.</li> <li>• Teachers will give demonstrations, design and conduct the learning activity and give feedback to students. Students are able to draw the graph of a linear equation in two unknowns.</li> </ul>	
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Number of school personnel and/or appointed project staff involved and respective duties:

1. 1 Subject panel head: monitor, supervise, planning the curriculum
2. 8 Subject teachers: conduct the lessons

Expected outcomes:

1. Students are able to determine whether a solid has uniform cross-section. Students can identify the shapes of the cross sections by cutting the solid by different dimensions.
2. Students are able to draw the graph of a linear equation in two unknowns.

**Activity 4: Science Teaching**Implementation Period:

04/2024 - 06/2025

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ul style="list-style-type: none"> <li>Observing animal cells and plant cells (S1)</li> </ul>	<ul style="list-style-type: none"> <li>Using microscope to examine prepared slides of plant and animal tissues, and project on the smart board, showing the details of different cell structures. S1 Students also make biological drawings, drawing diagrams to record their observations from smart board.</li> <li>The details of the cells can be observed more easily on smart board than in microscope. Both teachers and students can directly write and draw on the smart board and the display can be captured and saved for future reference. Students can also easily project their works on smart board through tablets.</li> <li>Teachers show students the difference between the plant cell and animal cell.</li> <li>Teachers project the students' work to give instant feedback.</li> </ul>	<ul style="list-style-type: none"> <li>1 session (45 minutes)</li> </ul>

Number of school personnel and/or appointed project staff involved and respective duties:

- 1 Subject panel head: monitor, supervise, planning the curriculum
- 8 Subject teachers: conduct the lessons

Expected outcomes:

- Students are able to distinguish the difference between plant and animal cells.
- Students are able to record their observations by biological drawings.

**Activity 5: Geography teaching**

Implementation Period:

04/2024 - 06/2025

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
1. Identify relief features on map 2. Virtual Field Trip	<p><b><u>1. Identify relief features on map</u></b>            --S1 &amp; S2: 2 sessions respectively (45 minutes for each session)</p> <ul style="list-style-type: none"> <li>• To arrange map reading activities in all S1 &amp; S2 classes using online map reading teaching resources and smart board</li> <li>• The spacing and patterns of contour lines can be clearly demonstrated on smart board. Students can identify different relief on Smart Board more easily than on textbook or tablet. Both teachers and students can directly write on the smart board and the display can be captured and saved for future reference.</li> <li>• Teachers design and conduct the map reading activities, give demonstrations and feedback to students.</li> </ul> <p><b><u>2. Virtual Field Trip</u></b>            --S1 &amp; S2: 2 sessions respectively (45 minutes / session)</p> <ul style="list-style-type: none"> <li>• To arrange the virtual field trip for all S1-2 students in Geography lessons</li> <li>• Street photos and real time images can be displayed on smart board clearly. Virtual field trip creates an authentic context for students to engage in enquiry learning and apply knowledge and skills. It is an excellent substitute of real field trip especially for junior forms.</li> <li>• Teachers design and conduct the enquiry learning activities through the virtual tour.</li> </ul>	S1: 4 sessions (@45 minutes) S2: 4 sessions (@45 minutes)

Number of school personnel and/or appointed project staff involved and respective duties:

1. 1 Subject panel head: monitor, supervise, planning the curriculum
2. 8 Subject teachers: conduct the lessons

Expected outcomes:

1. Students are able to identify the relief features.
2. Students are able to apply Geography knowledge and map reading skills.

### **Activity 6: Cross-curricular Learning Programme**

Implementation Period:

04/2024 - 06/2025

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ol style="list-style-type: none"> <li>1. S1: Study skill curriculum - Differentiate the use of various graphic organizers</li> <li>2. S2: Project learning - Promote Chinese virtue via Chinese culture / arts appreciation</li> </ol>	<p><b><u>1. S1: Study skill curriculum - Differentiate the use of various graphic organizers</u></b>                      --1 session (45 minutes)</p> <ul style="list-style-type: none"> <li>• To arrange a group activity in which students work out a graphic organizer in groups</li> <li>• The making of graphic organizers can be clearly demonstrated on smart board. Students can identify various types of graphic organizers and compare more easily than just referring to their notes/worksheets.</li> <li>• Both teachers and students can make a graphic organizer collaboratively on smart board and their own devices simultaneously. The display can be captured and saved for future reference.</li> <li>• Teachers compare and contrast students' work and encourage students to give feedback to different groups</li> </ul> <p><b><u>2. S2: Project learning - Promote Chinese virtue via Chinese culture / arts appreciation</u></b>                      --4 sessions (45 minutes / session)</p> <ul style="list-style-type: none"> <li>• To arrange VR field trip in preliminary stage.</li> </ul>	<ul style="list-style-type: none"> <li>• S1: 1 session (45 minutes)</li> <li>• S2: 4 sessions (@45 minutes)</li> </ul>

	<ul style="list-style-type: none"> <li>• VR field trip creates an authentic context for students to engage in enquiry learning and apply knowledge and skills.</li> <li>• To organize discussion in planning stage</li> <li>• Students' ideas can be written on smart board during discussion and displayed on different devices in the classroom.</li> <li>• To display real time presentation in closing stage</li> <li>• With the help of smart board, real time presentation in interactive mode can be conducted among students at the last stage of project learning.</li> <li>• Teachers facilitate students' learning in planning stage and students are encouraged to have group meeting and use smart board as the tool for discussion.</li> </ul>	
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Number of school personnel and/or appointed project staff involved and respective duties:

1. 1 Vice Principal: planning the curriculum
2. 1 Subject panel head: monitor, supervise, and coordinate the activities of the lesson
3. 8 Subject teachers: conduct the lessons

Expected outcomes:

1. Students are able to use different graphic organizers in different situations e.g. Vocabulary graphic organizers; Problem-solving organizers, etc.
2. Students are able to decide the topic of the project; collect qualitative and quantitative data and do presentations etc.

**Activity 7: Extra-curricular activity**

Implementation Period:

04/2024 - 06/2025

<u>Key learning stages and key learning areas/subjects/learning elements</u>	<u>Content</u>	<u>Number of sessions</u>
<ul style="list-style-type: none"> <li>• S1 &amp; S2 IT Prefect Training</li> </ul>	<ul style="list-style-type: none"> <li>• To arrange the training workshops for S1 &amp; S2 IT Prefects (one student is assigned as the IT prefect in each class at the beginning of the school</li> </ul>	<ul style="list-style-type: none"> <li>• 1 session (45 minutes)</li> </ul>

	<p>year) to understand the operation of the smart board.</p> <ul style="list-style-type: none"> <li>Teachers &amp; IT technicians will introduce and demonstrate different functions of smart board</li> </ul>	
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Number of school personnel and/or appointed project staff involved and respective duties:

- 1 IT Unit Head: monitor, supervise, and coordinate the training activities
- 1 Subject teacher: conduct the training activities

Expected outcomes:

- Students can assist teachers on using the smart board during the lesson.

**b. Teacher training (if applicable)**

**Activity 1: Teacher Training Workshops**

Implementation Period:

03/2024 - 07/2025

Content:

- Introduce and demonstrate different functions of smart board and provide hands-on activities for teachers to acquire the knowledge and skills to use the smart board for enhancing learning and teaching effectiveness.
- Teachers share their experience in designing and arranging blended learning activities.

Number of sessions:

- 2 (2 hours / session)

Teacher training conducted by school personnel/external instructor(s):

- Conducted by school staff

Expected outcomes:

- Teachers acquired the knowledge & skills in using smart boards.
- Teachers acquired the knowledge and skills in designing and arranging blended learning activities in their subjects.

**c. Other measures and activities (if applicable)**

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## 2.6 Budget

### a. Staff cost

Post title	Full-time equivalent	Appointment requirements	Monthly salary	Mandatory Provident Fund	Employment period (months)	Amount(\$)	Justification
<b>Sub-total on staff cost :</b>						<b>0</b>	

### b. Service cost

Item	Service details	Unit cost	Quantity	Unit	Amount(\$)	Justification
<b>Sub-total on service cost :</b>						<b>0</b>

### c. Equipment cost

Item	Specifications	Unit cost	Quantity	Unit	Amount(\$)	Justification
smart boards	86" Interactive Smart boards with integrated blackboard S1 x 4 classes + S2 x 4 classes = 8	38,000	8		304,000	
<b>Sub-total on equipment cost :</b>						<b>304,000</b>

### d. Works cost

Item	Works details	Amount(\$)	Justification
Installation work	<ul style="list-style-type: none"> <li>• Installation of the 86" Interactive Smart boards with integrated blackboard</li> <li>• Basic Cabling</li> <li>• Demolish and remove the old blackboard from our school</li> </ul>	80,000	
<b>Sub-total on works cost :</b>			<b>80,000</b>

### e. General expenses

Item	Amount(\$)	Justification
<b>Sub-total on general expenses :</b>		<b>0</b>

### f. Contingency

Item	Amount(\$) (Round down to the nearest integer)	
Works contingency	8,000	
General contingency	9,100	
<b>Sub-total on contingency :</b>		<b>17,100</b>

### g. Audit fee

Item	Amount(\$)	
Audit fee	5,000	
<b>Sub-total on audit fee :</b>		<b>5,000</b>
<b>Total amount of funding sought :</b>		<b>406,100</b>

### 3. Expected Project Outcomes

#### 3.1 Deliverables/positive impact on the school's development

**Item: Resource Package**

- Learning and teaching resources, including lesson plans/PPTs/worksheets/workbooks etc.
- Students' work and sample

#### 3.2 Evaluation

**Evaluation Method: Questionnaire****Success criteria:**

1. The effectiveness of the blended learning programme (Performance Indicator: 80% of teachers and students agreed that the project helps the school to promote blended learning.)
2. Enhancement of teachers' professional capacity (Performance indicator: 80% of teachers believed that the project enhances their confidence in planning and implementing blended learning.)
3. Enhancement of students' interest in learning (Performance Indicator: 80% of teachers and students agree that the project helps to arouse students' interest in learning related subjects.)
4. Improve students' confidence in learning: (Performance indicator: 80% of teachers and students agree that the project helps to enhance students' confidence in learning related subjects.)

#### 3.3 Sustainability of the project (only applicable to applications with total funding sought exceeding \$200,000)

- The curriculum will continue to be implemented and enhanced after the completion of the project.

#### 3.4 Dissemination (only applicable to applications with total funding sought exceeding \$200,000)

**Item: Seminar/sharing session**

- The school intends to hold a project sharing session before the end of the project, inviting secondary school teachers in the district to participate, to showcase the students' learning achievements, and the participating teachers to share the project content and the experience of formulating and implementing blended learning.
- The deliverables will be uploaded to the school website.

#### When writing this proposal, did the school refer to the sample proposal/project(s) approved with funding support at the Quality Education Fund (QEF) website?

No

### 4. School's commitment

- 4.1. For the installation of smart boards, our school will consider the load of equipment. Meanwhile, our school will inspect the equipment regularly and be responsible for its maintenance. Our school will consult relevant qualified people for professional advice, if necessary.
- 4.2. Our school understands that learning activities using smart boards should not replace students' authentic learning experiences, including inquiry-based hands-on learning activities, on-site visits, fieldwork studies, and scientific experiments.
- 4.3. Our school will ensure that all procurement of goods and services is conducted on an open, fair, and competitive basis with measures taken to avoid conflict of interests in the procurement process.

- 4.4. Our school understands that the expenditure items funded by the QEF is one-off. Our school will bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise.
- 4.5. Our school will ensure that the learning and teaching materials to be developed meet students' learning needs, levels, age and abilities. Moreover, the content and information should be correct, complete, objective and impartial.
- 4.6. Our school acknowledges the acceptance of the QEF Intellectual Property Rights Policy and ensures that the deliverables shall not infringe any copyright or other intellectual property rights of any third party.
- 4.7. Our school confirms that the copyrights of the deliverables/materials developed should be vested with the QEF. Any reproduction, adaptation, distribution, dissemination or making available of the deliverables to the public by the service provider(s) for commercial purposes is strictly prohibited.

## 5. Assets Usage Plan

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
audio and video equipment	Interactive whiteboard	8	\$304,000	All these items will continue to be used after the completion of the project.

## 6. Report Submission Schedule

The school commits to submit proper reports in strict accordance with the following schedule:

Project Management (Should be submitted via the "Electronic Project Management System" (EPMS) )		Financial Management (Hard copy together with supporting documents should be submitted to the QEF Secretariat by mail or in person)	
Type of report and reporting period	Report due on	Type of report and reporting period	Report due on
Progress Report 01/03/2024 - 28/02/2025	31/03/2025	/	/
Final Report 01/03/2024 - 31/07/2025	31/10/2025	Final Financial Report 01/03/2024 - 31/07/2025	31/10/2025