

Part C Project Details – Project Number 2010/0176(revised)

Needs and Applicant's Capability

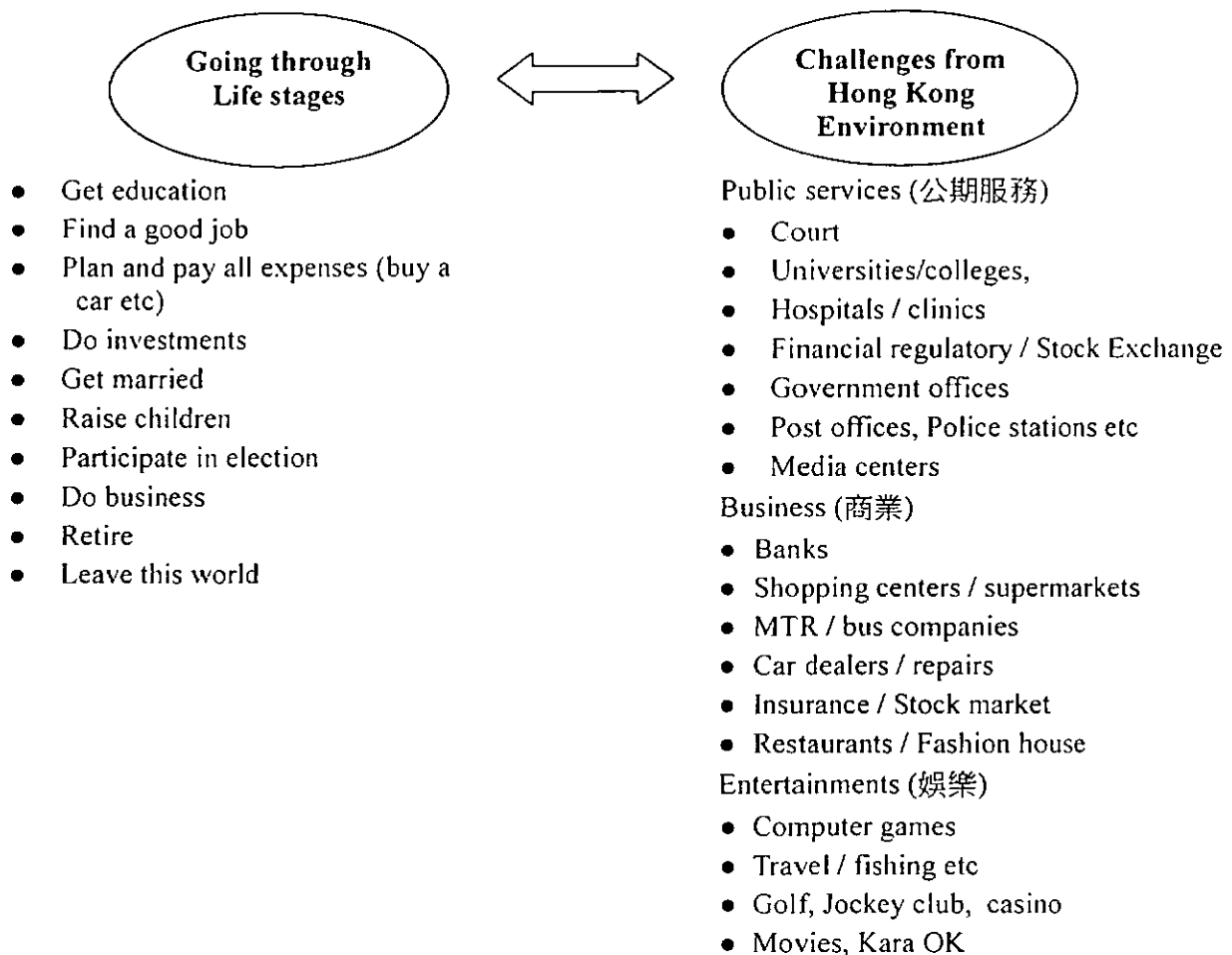
(a) Background

Since the launch of new NSS structure, schools have been actively developing and conducting Liberal Studies (LS) curriculum. The six areas of LS curriculum aim to broaden student's perspectives and life experiences. The emphases of multiple perspective and higher-order thinking skills in LS require teachers to facilitate students in the active and interactive learning modes.

Why this project?

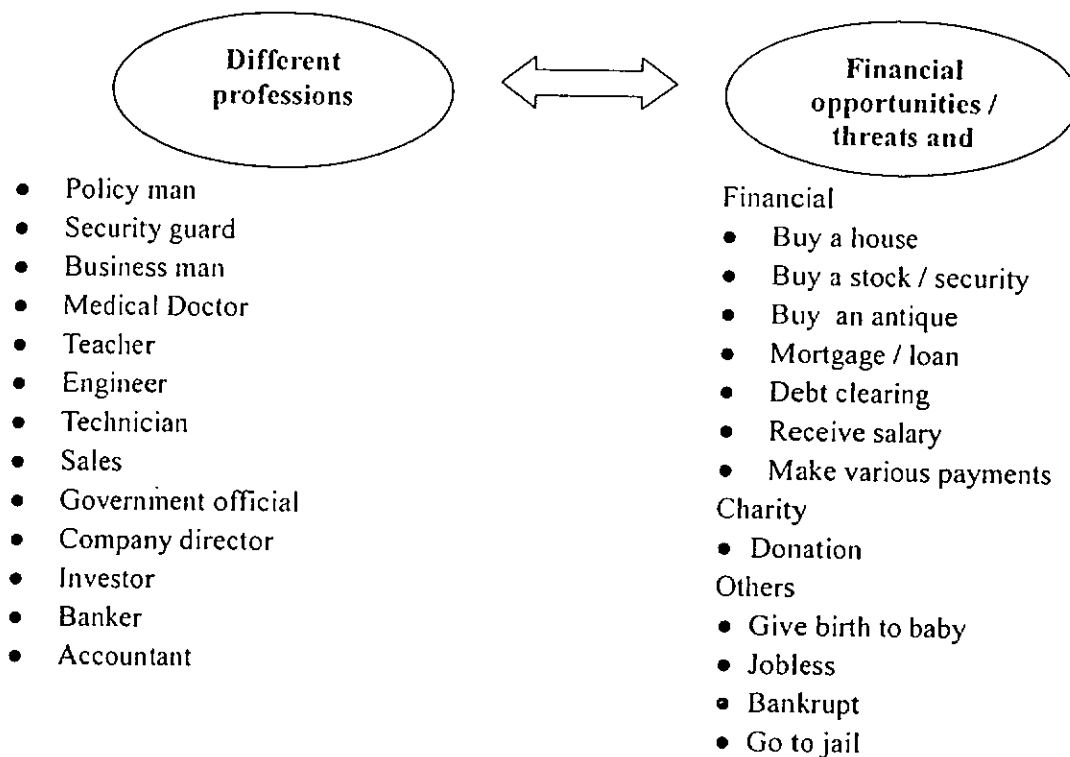
This project aims to achieve the objectives of LS through development of experiential learning curriculum that facilitates students to learn and grow through participating in a simulated life stages and activities. Although there are curricula developed for LS, there is yet to have good large-scale experiential learning curriculum for LS. The curriculum to be developed in this project includes Life Game and Cashflow game.

Life Game consists of a series of learning activities allows students to go through a simulated all life stages under Today's Hong Kong Environment.



Students will be assigned different professions during the learning activities. With a specific profession (e.g. engineer / banker / teacher / business man / government official / sales etc), students go through different life stages. Each stage requires participants to plan and act in a way they think best. Of course, participants get to see the consequence after making each decision and action.

The second program Cashflow game includes a series of learning activities that aims to develop student's concepts and skills of money management. This includes adopting the Cashflow game designed by Robert Kiyosaki (author of Rich Dad, Poor Dad) and a series of seminars to facilitate learners to develop good money management concept so that they can achieve financial freedom in the long run. The learning activities students will go through include:



With each decision or action participant takes, participant must update their financial balance sheets so as to evaluate the progress towards their long-term financial goals. Participant's concepts of financial planning are applied in action. They would be able to the consequences of their actions.

1) The proposed experiential learning curriculum makes liberal studies alive

Students grow faster because experiential learning is the process of making meaning from direct experience. For the things we have to learn before we can do them, we learn by doing them. By engaging students in life activities, it creates a direct and deep feeling and experience in the hearts. It also let students see the actuality of life rather than mere discuss about the situation. This could lead to deep reflection among students and change their attitude towards life.

Student's competence in terms of knowledge, skills, attitudes and habits these 2 curriculum programs aim to develop are:

Life Game

<i>Knowledge</i>	<i>Skill</i>
<ul style="list-style-type: none"> • Understand the operations, problems and challenges in today's HK society • Understand personal interest, dream, and ability 	<ul style="list-style-type: none"> • Analyze current situation from multiple perspectives • Analyze the consequences of each decision

	<ul style="list-style-type: none"> • Solve life problems creatively
<i>Attitude</i>	<i>Habit</i>
<ul style="list-style-type: none"> • Appreciate Hong Kong culture and values • Respect the laws and regulation of the society • Develop a positive attitude and perseverance to live a successful life 	<ul style="list-style-type: none"> • Make decision with sound independent judgments or • Reflect regularly decisions made or actions taken

Related to Liberal Study Curriculum

Topics to be covered in Life Games

- Today's Hong Kong economic, social and political environments
- Election of HKSAR chief executive
- Personal career planning and execution
- Living a responsible life
- Fulfill the duties of a citizen
- Life quality in Hong Kong
- Face the challenges of living in Hong Kong
- Principles of decision-making

Life games involve students to go through a simulated Hong Kong Society whereby students applies the things learned in schools into real life. Knowledge of today's Hong Kong will be critically important as students have to make decisions so that they could live a responsible life that fulfills the role of a citizen as well as having quality life.

Cashflow Game

<i>Knowledge</i>	<i>Skill</i>
<ul style="list-style-type: none"> • Understand the challenges of Hong Kong society and importance of financial planning / financial freedom • Understand personal interest, dream, and ability • Understand principles towards financial freedom 	<ul style="list-style-type: none"> • Make financial decision based on evidences and analysis • Keep accurate statement after each financial activity • Manage money with positive cashflow • Apply financial skills to work towards personal dream
<i>Attitude</i>	<i>Habit</i>
<ul style="list-style-type: none"> • Develop positive attitude towards money • Love financial planning • Not afraid of failures 	<ul style="list-style-type: none"> • Maintain independent financial decision making process • Reflect current financial status with respect to financial goals • Develop life-long learning habits in financial management

Related to Liberal Study Curriculum

Topics to be covered in Cashflow Game

- Personal financial management principles for youth
- Typical weakness in financial management among youth
- Development of personal and family profit and loss statement
- Principles and habits that lead to long-term financial freedom
- Analysis of personal and family financial management
- Positive attitude towards money
- Applications of financial management skills in daily life

Cashflow games involve students to plan and manage money in today's Hong Kong context. Personal habits, personal P&L and family P&L on money management are evaluated. In the games, students learn to apply the knowledge of financial management to see how they could work in real life. Knowledge, attitude, skills, and habits in financial management are tested and evaluated to create deep impact and reflection upon students.

Implementation

Life games: Total 16 hours in 4 stages

Stage	Topic	Hour
1	Personal financial management principles for youth Typical weakness in financial management among youth	2
2	Development of personal and family profit and loss statement	4
3	Cashflow game: application of financing planning in today's HK contact Analysis of personal and family financial management Principles and habits that lead to long-term financial freedom Positive attitude towards money Applications of financial management skills in daily life	8
4	Reflection of personal gain and loss Lessons learned and sharing	2
Total		16

Cashflow game: Total 16 hours in 3 stages

Stage	Topic	Hour
1	Planning and completing your education Understanding HK society Entering into the society Making the first career choice Personal career planning and execution	2
2	Experiencing today's Hong Kong economic, social and political environments Making daily decisions in life Fulfilling the duties of a citizen Election of HKSAR chief executive Living a responsible life Improving Life quality in Hong Kong Face the challenges of working and living in Hong Kong Principles of decision-making Management of personal finance	12
3	Reflection over entire life span and decisions made Lessons learned and sharing	2
Total		16

Experiential learning enhances the liberal studies curriculum

Besides teaching, discussion and role-play, experiential learning provides another effective way of conducting LS curriculum. It engages students in doing and applying what they have learned and seeing the consequences. This engaged learning enriches school LS curriculum and making it more lively and close to real life situation

3) Expert's facilitation enriches student's and teacher's perspectives

The expert facilitators supporting this program have rich life experiences. The interaction of these experts with students and teachers provides real views of what is happening in real life. With these views, students could better plan what career they want take up in the future. Students could also get ideas of what they could do now in preparation for the future. Along with these perspectives change, they could also decide what kind of person they want to be morally.

4) Teacher's professional development is achieved

The teacher's professional development is achieved in 3 ways. First, the co-development of the curriculum that aligns with school LS curriculum provides teachers with new perspective of experiential learning. Second, the teacher's training provided by experts transfer the skills of facilitating student's learning and personal growth. Third, the authentic assessment strategies developed in this project enhanced the assessment skills of the teachers.

(b) Readiness of the applicant organization for undertaking the project

Experience in developing Liberal Studies curriculum.

San Wui Commercial Society Secondary School was founded in year 1988 and provided F.1 to F.7 curriculum since 1994. The school provided ASL Liberal Studies Curriculum since 2003 and offered two modules – Hong Kong Studies and Science, Technology and Society. In the years, both teaching and learning of the courses were good and effective. The public examination results from 2005 to 2010 are quite good, the passing percentage is usually higher than Hong Kong Overall Rate.

Besides the ASL LS subject, the school had offered LS-like courses in different level, for example, junior LS (F.1-F.3), science and technology (F.4-F.5). More importantly, a number of teachers were trained and gained practice in teaching LS, and also transformed pedagogy successfully. There are more than 10 teachers in this school having real teaching experience of Liberal Studies, in different levels (JC, NSS, ASL).

School based curriculum experience

The school has experience in developing junior form LS curriculum. In past the school had successfully implement a school-based social studies course. Later, a team of experience teachers tries to convert the course into a junior LS course – Liberal Humanity. The course provided necessary knowledge and skill in LS subject and computer knowledge for project. Not only the subject teaching, the school also has good experience in design and implement of project learning in junior form. The school implemented cross-subject projects since 1999. The over 10 years project learning experience makes many teachers owning good skill to lead students and help them to develop necessary skill in project.

Good supportive school network

The school has participated QEF like project, led by Education Convergence, before, for example, 3I project, quantitative IES, and QTN in project learning. Through those projects, a school network is formed and this helps the school easier to mobilize the network schools to support this project. In past two years, the school also joined EDB's school-base support services in Liberal Studies Teaching. The good partnership was built between school teachers and EDB officers. All these are powerful support for the school to undertake the project.

(c) Applicant organization's other favourable factors / facilities for implementing the project

The project gains support from 4 schools. Including the leading school, a total for 4 schools are committed to drive and participate in this project because schools feel they this project will help them to build a good LS curriculum that they could use for many years to come. The skills teachers developed will benefit the school in the short and long runs. The 4 schools include:

1. 新會商會中學
2. 風采中學(教育評議會主辦)
3. 中華基督教會何福堂書院
4. 中華聖潔會靈風中學

Project Description

(a) Goal

To raise the quality of NSS Liberal Studies through development of experiential learning curriculum in the areas of "Personal Growth" and "Today's Hong Kong".

Objectives

- To develop a school-based LS experiential learning curriculum in the areas of "Personal Growth" and "Today's Hong Kong"
- To develop student's awareness of real facts of life in today's Hong Kong
- To facilitate student's personal growth through awareness of life/career purpose and planning
- To develop student's awareness and skills in interpersonal relationship
- To develop student's awareness and respect for rules of a society
- To develop student's concepts and skills in money management
- To develop teacher's skills to facilitate student's personal growth

(b) Targets and expected number of beneficiaries

Expected number of beneficiaries (Hong Kong, funded by QEF):

Secondary schools: 4; Secondary teachers: 24; NSS level 2 students: 1,600

As the project outcomes will be sent to all secondary schools in Hong Kong for reference, potentially more schools other than the participating school will benefit from this project.

(c) Extent of teachers and principals' involvement in the project

Principals' and Vice principals' involvements include:

- Strategic planning to align the school's LS curriculum to this project.
- Providing support and advice to school teachers who will be working on the project.

Teachers' involvements include:

- To work with experts to develop a school-based LS curriculum
- To facilitate students during the learning activities
- To develop assessment strategies for the curriculum
- To evaluate and feedback the effectiveness of this project

(d) Implementation plan with time-line

This is a 12-month project (7/2011-6/2012) in 2 stages:

(i) Development and delivery of curriculum: 7/2011-3/2012 (9 months)

Detailed tasks in this stage include:

- Meeting with teachers to know detailed LS requirements
- Develop detailed curriculum lessons and with experiential learning activities that align with LS requirements
- Develop teaching materials and assessment strategies
- Develop student's handbook that includes student's learning journal, reflection, analysis of personal SWOT (strength, weakness, opportunity and threat), life plan, career plan, and family financial plan

- Train teachers and helpers to facilitate the learning activities
- Conduct the programs to be delivered in 4 schools
- Facilitate student's learning and reflection
- Students are to complete their life plan, career plan, and family financial plans
- Collect feedbacks from students and teachers
- Collect exemplary cases for references

(ii) Project evaluation (4/2012-6/2012): 3 months

Collect and evaluate the feedbacks from teachers and students about the curriculum lessons. Student's homework in terms of their reflection journals, life plan, career plan, and family financial plans will be assessed according to LS objectives.

(e) Expected deliverables and outcomes

- A complete high-quality experiential learning LS curriculum ready for more schools to adopt
- Learning and facilitation models of a large-scale experiential learning curriculum for schools to refer to
- Details and models of student's growth for schools to refer to
- An evaluation report to showcase the LS experiential learning model
- A group of competent teachers to facilitate experiential learning

(f) Budget with detailed breakdown

	Item	(HKD)
1	Staff Cost: Project Assistant: 1 x \$12,000(MPF included) x 6 months = \$72,000	\$72,000
3	Services <ul style="list-style-type: none"> • Consultation on <ul style="list-style-type: none"> ■ Life Game facilitation by coach = 4 sch. x \$600 x 20 hrs = \$48,000 ■ Cashflow game facilitation = 4 sch. x \$600 x 20 hrs = \$48,000 ■ Integrate the contents to curriculum = \$600 x 40 hrs = \$24,000 ■ Project evaluation = \$600 x 20 hrs = \$12,000 • License to use life Game = 800 persons x \$100 = \$80,000 • Part-time helpers (Life Game) = 30 x 25 hours x \$50 = \$37,500 • Part-time helpers (Cashflow Game) = 2 x 20 hours x \$50 = \$2,000 • Truck delivery service for equipment = 4 sch. x 2 trips x \$4,000 = \$32,000 	\$283,500
4	General Expenses <ul style="list-style-type: none"> • Life Game kits for students = 800 x \$50 = \$40,000 • Cashflow game kits = 4 sch. x 10 set x \$400 = \$16,000 • Cashflow handbooks for students = 800 x \$5 = \$4,000 • Printed materials = \$4,000 • Web design for the project = \$10,000 • Writing, Editing & Compilation of project report = \$20,000 • Printing of project handbooks = 500 copies x \$20 = \$10,000 	\$104,000
	Total grant sought	\$459,500

Grant Sought = Total Expenditure of the Project: \$ 459,500

Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Not applicable for the time being.				

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/7/2011 - 31/12/2011	31/1/2012	Interim Financial Report 1/7/2011 - 31/12/2011	31/1/2012
Final Report 1/7/2011 - 30/6/2012	30/9/2012	Final Financial Report 1/7/2011 - 30/6/2012	30/9/2012

Project Impact

(a) Evaluation parameters and method

A comprehensive, systematic and evidence-based evaluation from various perspectives will be employed. Evaluation will use various methods such as data collected questionnaires and interviews from students and teachers. The results of these evaluations will be published in our final report and conferences so as to contribute to the development of best practices in educational innovations.

(b) How the project would benefit the education sector as a whole

This project will enrich the curriculum of Liberal Study by establishing:

- **A school-based LS experiential learning curriculum**
The set of proven teaching materials and learning activities could be used by schools for many years to come. This proven curriculum will form part of a good learning culture in schools.
- **A proven experiential learning model**
This proven model will be a good asset for Hong Kong schools to adopt in years to come.
- **Competent teachers**
Trained teachers are competent to facilitate students in experiential learning model.

(c) Sustainability of the outcomes of the project

The outcomes of the project can be sustained in few ways:

- **Adoption of developed contents by schools**
The adoption of the development contents, together with all the resources, among Hong Kong schools will sustain the outcomes of this project.
- **Quality IES reports**
IES reports produced by students that used quantitative methods will be of good references to students and teachers. They serve as good examples for future students in terms of how quantitative methods could be used effectively to support the specific aims and enquiry problems of individual IES.
- **Higher-order and life skills learned by students**
Students that undergo the programs will acquire various new concepts and high-order skills that transform their attitudes and habits. These skills are key objectives of LS, and will benefit the students as part of their life-long learning skills. These skills will benefit students in their future studies and work career.
- **Teacher's professional development**
Teachers involved in this project gained experience in curriculum development, facilitation and authentic assessment.

(d) Dissemination / publicity methods

- Through press release, conference promotion and seminars.
- Official news and final reports will be disseminated to schools and educational bodies in Hong Kong.
- 500 copies of books about the curriculum will be available to schools.
- Advices to schools who are interested to adopt the contents will be provided by San Wui Commercial Society Secondary School.

Project outcomes

- Relevant curriculum resources with the integration of Life Game and Cashflow Game, which will not incur extra running cost of license fee or coaching / consultancy fee, should be developed.
- User manuals for Life Games and Cashflow game.
- Student workbook for Life Games and Cashflow game.