



Final Report of Project

Project No. : 2009 / 0136

Part A

Project Title: Develop Students' Independent Learning through Reading and Learning Across Curriculum

Name of Organization/School: SKH Bishop Mok Sau Tseng Secondary School

Project Period: From 06/2010 (month/year) to 07/2011 (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

** Final Report of Project prior to the 8th call should be signed 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.*

** Final Report of Project under the 8th and subsequent calls 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

Table 1: Attainment of Objectives

Column A: Objective statement

B: Activities related to the objective

C: Extent of attainment of the objective

D: Evidence or indicators of having achieved the objective

E: Reasons for not being able to achieve the objective, if applicable

A	B	C	D	E
To develop an online platform and the courseware with Lexile indexing to facilitate development of self-learning habits and read to learn culture	An online platform with courseware was fully developed and launched to our students in year 2010-2011.	100%	User Acceptance Test (UAT) was done on 15 Jul and 20 Jul. All items on the list have achieved. Server maintenance is now hosting by school. Students have fully utilized the platform and the courseware for self-learning on reading across the curriculum. Research report as attached shows positive result on students' feedback and teachers' feedback on the new practice based on the UAT and the courseware.	/
To arouse students' reading interest through developing their reading habits across curriculum	Articles selected by subject teachers were adapted into different levels of difficulty; multimedia elements were added to enhance learning enjoyment; Reading across the curriculum scheme was launched to all students with joint-force from different KLAs teachers' effort.	100%	Research report shows that students agree the programme helps them read more and hence their habits.	/



<p>To enhance teachers' confidence level and collaboration culture in using ICT, for promoting language learning on different subjects</p>	<p>Subject teachers from different schools actively selected relevant articles for service provider to clear copyright and transformed them into the electronic copies at the school.</p> <p>Teachers also participated the teacher training to learn how to make use of the ICT for promoting reading across the curriculum and implement the programme.</p> <p>Through the first year's development and implementation, teachers were equipped with the related knowledge, skills and experience in using ICT for promoting language learning. Hence, their confidence level and collaboration culture were planted.</p>	100%	<p>Research report shows that interviewed teachers agree that the programme has been beneficial in general.</p>	/
<p>To enrich the school assessment practice for students, through the ICT platform, to promote assessment for learning.</p>	<p>Assessments were assigned to students to identify their learning diversity, learning need were addressed according to the assessment results.</p> <p>Students' on-going performance at the end of the year was taken into account for their annual report card.</p>	100%	<p>Students' learning need and learning diversity were addressed through assigning suitable learning materials to them.</p> <p>Research report shows that students are able to select suitable materials to learn as well.</p> <p>Students' pre- & post-assessment results were compared, a general improvement was observed.</p>	/



2. Project Impact

It has been our school's mission to develop students' independence in learning. Through reading, students learn how to learn and gradually develop their self-learning habits. However, one of the challenging tasks we are facing is the learners' diversity. Through the development and implementation of the [redacted] and the [redacted] in this project, we leverage the advantages of the technology to provide assessment of reading ability in the beginning and then graded reading articles into different levels so that we can better cater the learning diversity. With such an arrangement, our students can learn at their own pace and more importantly, they are provided with the paths to choose as the starting point for their Reading across the Curriculum. The research report also concludes that this arrangement has better provided our students with the learning opportunity and sense of achievements.

For our students, this project built a great foundation for them to read different English articles with graded levels. This has further fostered students' exposure in different subject matters in English and development in reading skills and habit.

Teachers from different KLAs also show excitement in using [redacted] and RAC for their subject knowledge learning. Through their collaboration in this project, we built stronger team spirit, promote collaboration culture and enhance their professional development. This has been confirmed by the research report as well.

At the school level, we have created impact on (i) school's Reading across the curriculum strategy and implementation model; (ii) diversified the assessment models and integrated them into the reading scheme and (iii) develop collaboration relationship between teachers from KLAs and between the school and the research body.



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) +/- %
Equipment: Server: OS and Hardware			
Sub-total	\$20,000	\$20,000	+/-0.00%
Services			
IT Infrastructure	\$85,000	Included	N/A
Courseware			
<ul style="list-style-type: none"> • Content • Production & Editorial Work • Features Supporting • Learner's Individual • Learning Path • Measurement of Reading text in Lexile framework 	\$192,000	\$200,000	+4.17%
Reporting System	\$25,000	\$50,000	+100.00%
Assessment System for Learning	\$32,000	\$50,000	+56.25%
Online Award Scheme with Lexical Scaling	\$12,000	\$20,000	+66.67%
Online Survey System	\$13,000	Included	N/A
Online Pre- and Post-Assessment Tool	\$15,000	\$40,000	+166.67%
Teacher Training Workshop	\$10,000	\$10,000	+/-0.00%
Research Report	\$56,000	\$50,000	-10.71%
Sub-total	\$440,000	\$420,000	-4.55%
General Expenses			
Printing and Stationery fee	\$2,000	\$275	-86.25%
Decoration and reception for Parent Seminar and Sharing Seminar	\$2,000	\$0	-100.00%
Booklet Printing	\$4,000	\$3,800	-5.00%
Trophies and award scheme	\$2,000	\$1,636.4	-18.18%
Sub-total	\$10,000	\$5,711.4	-42.89%
Total	\$470,000	\$445,711.4	-5.17%



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.
Project leaflet	The leaflet covers wide range of key issues of the project, including the project design, goals and implementation experience.	Schedule to distribute to all new S1 students and their parents. Some copies will be reserved to share to educators visiting our schools in the future.	Yes
Experience Sharing online to educators and the public.	<p>http://www2.mst.edu.hk/qef_rac was established to share our project design, goals and experience. It contains all related information and educators can learn how we make use of the ... and the ... to promote reading across the curriculum.</p> <p>Research report was published on the same site.</p>	The website with the research report was just published in July. We are going to promote it in different channels later.	Yes

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)	
Informed all department heads the approval of project was granted.	18/03/2010	/	24	/	/	
Conducted the tender procedure for developing the platform and courseware content.	June 2010	/	/	/	/	
Collected articles from teachers, cleared copyrights, adapted the articles with Lexile indexing, reviewed by teachers and uploaded to the platform.	July 2010 to Jan 2011	/	43	/	/	For the content selection, lesson adaption and courseware development, teachers were actively involved. Some departments even requested more quota for his/her subjects. However, the copyright of some chosen articles from journals could not be clear.
Held a teacher training workshop on using the platform.	30/08/2010	/	14	/	/	Regrettably, due to shortage of time for system development, a rather immature system was tested by teachers in the workshop. Comments were collected for improvement.
A meeting was conducted to come with consensus on using the platform to enhance students' reading across curriculum was attained.	01/09/2010	/	15	/	/	
A school notice was issued to introduce this project to parents.	01/09/2010	/	/	1045	1045 parents	
Introduced the project and platform to all students.	21/09/2010	/	/	1045	/	
Completed the pre-assessments by S1-S7 students	04/10/2010 to 21/10/2010	/	/	1045	/	



Students started to use the [redacted] platform for reading.	09/11/2010	/	/	1045	/	
A weekly progress report was generated by the system and sent to participated teachers automatically.	November 2010 to February 2011	/	43	/	/	After revising the report format and details, the reports are more user-friendly for our teachers. Teachers, Principal and [redacted] heads can easily read the data they need anytime for follow up actions.
Gifts were presented to students who participated actively and obtained high scores.	December 2010	/	/	152	/	It was greatly received by students and they are encouraged.
Migrated the site of [redacted] system from the service provider to our temporary server for testing.	15/12/2010 to 31/12/2010	/	/	/	/	
Individual [redacted] reports were distributed on the Parents' Day (with the student's report card). The [redacted] report contained the student's performance in pre-assessment, number of articles read in different subjects, and also some statistical information, such as completion rate, average score, and etc.	29/01/2011	/	/	/	1045 parents	
Reports, including progress and completion status, class summary and form summary, were sent to participated teachers by week.	February 2011 to now	/	43	/	/	
Gifts were presented to students who participated actively and obtained high scores.	March 2011	/	/	168	/	



Mails with completion status reports were sent to all teachers.	April 2011 to now	/	68	/	/	Teachers, even though they are not directly participated to the project such as form teachers, can understand their students more by studying their performance in reading.
Gifts were presented to students who participated actively and obtained high scores.	May 2011	/	/	218	/	Students' learning and performance were recognized.
Acquired quotation and purchased a new server for holding the system.	01/05/2011 to 30/05/2011	/	/	/	/	
Project researchers had a group interview with students who were selected under certain criteria, such as regular participation, obtaining high scores, reading different levels of the same article, and etc.	11/05/2011, Computer Room 2	/	14	/	/	Students interviewed shared their point of view with the researcher. They particularly like the control they had in selected what to read and at which level to read. This allowed them to challenge themselves with higher level(s) initially then pitch at a level that was suitable to them. Please refer to the research report for details.
All students were required to answer an online survey in the platform.	12/05/2011 to 27/05/2011	/	/	1045	/	The overall result is positive. Over 75% students agree that the courseware content helps them know more subject vocabulary and increase their subject knowledge. Please refer to the research report for details.
Project researchers had an individual interview with five teachers, they were department heads of English, Mathematics, Science, Geography and Home Economics	26/05/2011	/	5	/	/	Teachers interviewed shared their views on using the platform in promoting students self-directed reading. They found the platform could help students to select suitable articles to read conveniently and also cater to learner diversity. Please refer to the research report for details.
Completed the pre-assessments by S1-S6 students	June 2011	/	/	856	/	



User Acceptance Test (UAT) were done and documented	15/7/2011 and 20/7/2011	/	1	/	/	All features were approved by user. Please refer to the User Acceptance Test Checklist for details.
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6. Difficulties Encountered and Solutions Adopted

Reading across the curriculum through and e-courseware is a very new approach in Hong Kong. When we designed the project, it was a very idealistic plan. However, when it came to implementation, there were several barriers we encountered:

- No. of articles as planned in our proposal was around 90 to 100 articles. Our project design allows teachers to pick articles for students or allow students to have free pick by themselves according to their learning interest. For the free pick function, it was made by the service provider. However, in order to really engage students to have the free pick, we have to increase the number of articles so that the pool of reading materials can cover variety of issues. Although we have successfully requested the service provider to extend them to 373 plus refined leveling for each article, it is still far from enough for our students. Due to the limitation of resources and budget, we will explore further resources for the future project extension.
- Copyright is one of our concerns. During the beginning stage of the development of the projects, our teachers suggested some articles for posting at the for reading across the curriculum. However, it was found that some of the journals did not accept this arrangement when the service provider liaised with them the copyright clearance for teaching and learning purposes. This is not expected at the very beginning. Therefore, we need to explore and research for the other articles for the RAC and this made a bit delay in our project implementation.
- The change to adopt the article indexing tool from Lexile Framework to was suggested our service provider. The scale is developed by . It is derived from Lexile Framework and is based on learners of English Hong Kong education system. We have submitted a reference letter written by Dr. Lee with our first progress report in Dec 2010.
- The reporting system is more difficult than the service provider expected due to the characteristic of NSS curriculum. Students are taking different subject courses even they are in the same class, this makes the reporting system more complicated to cater to the need of the subject teachers and class teachers. The service provider finally prepared different types of report for us and solved the problem, but it reflects that some difficulties will not be shown until the operation stage, especially for a new project. In any case, this is a very good experience for us to liaise with the service provider on the system requirements in the future.