

Final Report of Project

Project No. : 2009 / 0420

Part A

Project Title: 更好運用資訊科技，提升學校行政效能

Name of Organization/School: Cognitio College (Kowloon)

Project Period: From 8/2010 (month/year) to 5/2011 (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

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.



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
Use of e-Discipline to release the work of teacher in recording the punishment and awards of students	1 st training for IT members has been done	Not achieved		The information stored in the system cannot be accessed by the webSAMS
Use of e-Enrolment to record the the performance of students in the extracurricular activities groups	1 st training for IT members has been done	Not achieved		The information stored in the system cannot be accessed by the webSAMS
Use of I-Portfolio module to record the information of the students in the OLE at school and outside the school	1 st training for IT members and module training for all staff has been carried out	50% achieved	Feedback from teachers is satisfactory	It is compatible with other system.

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost			
Equipment			

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.

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)	
Use of e-Discipline module training for members of IT Group	4/11/2010 10a.m. – 12:00p.m. MMLC Room		8			The system is user-friendly but it does not cope with the school-based system of punishment and award. Data cannot be converted into webSAMS.
Use of e-Enrolment module training For members of IT Group	4/11/2010 1:30 p.m. – 3:30 p.m. MMLC Room		8			Data cannot be directly input into webSAMS. Extra manpower is needed to convert the data.
Use of I-Portfolio module training for members of IT Goup	4/4//2011 10a.m. – 12:00p.m. MMLC Room		8			Quite good. It helps to store the information of OLE in senior secondary level.
Use of Iportfolio module training for all staff	28/8/2011 9:30a.m. – 10:00a.m. Hall	1	50			Satisfactory.



Particulars	Date	Problems	Remarks
Notification for The collection of the agreement of the project 2009/0420	14/9/2010		
Return of the agreement	22/9/2010		
Invitation of software & Service providers to submit tenders	30/9/2010		
Tendering	15/10/2010		Only one tender is received. The tender goes to the
e-Discipline module training for core members of IT group	4/11/2010		The modules are successfully installed in our server. Our server is only 32-bit server, instead of 64-bit server as required by e-Discipline. We have to upgrade the capacity of our server to fit its need.
e-Enrolment module training for core members of Discipline Team	4/11/2010		We go through the tendering process to buy a new server for the installation of the modules
Installation of the module e-Discipline, e-Enrolment and i-portfolio in the server	2/2011		
Testing the modules e-Discipline and e-Enrolment	2-3/2011	It is found that the information stored cannot be exported to the webSAMS. The conversion between the frequency of misbehaviour records into misconduct grades cannot fit our need.	It is found that the information stored in the server cannot be exported to webSAMS.
Iportfolio module training for core members of IT Group	4/4/2011		The system will be tested in the students of senior forms
Request for technical support from BroadLearning Education (Asia) Limited	6/4/2011		
Iportfolio module training for all staff	28/8/2011		Iportfolio module will be used by teachers and students to input the information of the OLE of students in S.4 to S.6
Put the Iportfolio module into practice.			



Overall report

1. As the packages of eDiscipline and eEnrollment systems are not tailored made for our school, we found that the data used by the modules cannot be exported to the webSAMS system directly. Since the webSAMS is used to prepare the school report for the students, we need to re-input the award, punishment and the activity records of the students if eDiscipline and eEnrollment are used.
2. For the three modules
 - (a) e-Discipline
Conversion of frequency of misbehaviour into punishment records does not suit our need. If we have to make use of the system, the school policy on punishment and award has to be changed as well. It does not fit the rationale of using a better system to reduce the workload of teachers and students. It is not used now.
 - (b) e-Enrolment
It is found that the information stored cannot be exported to the webSAMS. It is not used now.
 - (c) Iportfolio
We are now using it to record the OLE activities of S.4 to S.6 students. The feed back from the teachers is good.
2. We are planning to use part of the functions of e-Discipline later. The system can remind teachers to print out warning letters to the students for each three misbehaviour records automatically. Such practice can help to reduce the missing records.
3. The first two modules are not fully used and the I-Portfolio is used this academic year. It is difficult to assess the effectiveness of the project at present stage. It takes at least one more year to run the system before drawing a conclusion on the effectiveness of the whole system.
4. The 3 modules are installed in the server.
5. Refer to above table.
6. Only one tender is available for our choice. The system is not tailored made to suit our need. The new version of webSAMS will be released soon. The compatibility with other system has been increased.