Final Report of Project	Project No. : 2008 /0151

Part A

Project Title::   Hong Kong Attractions (A Hong Kong beyond Tin Shui Wai)

Name of Organization/School: Chiu Yang Por Yen Primary School

Project Period: From   May 2009   *(month/year)* to   Jun 2010   *(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 pupils'/teachers' horizons
- increasing pupils'/teachers' sense of achievement
- fostering pupils' development in their potential and specific abilities
- training pupils 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.

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
To develop a school-based, interactive cross-subject English curriculum with the theme of "Hong Kong Attractions" to introduce to our disadvantaged pupils living in Tin Shui Wai.	Curriculum framework, themes and teaching plans are all confirmed. Lessons are developed according to school's objective.	Fully achieved	Modules are developed under the 8 themes below: 1). Visiting Ocean Park 2). Shopping@Elements and TimeSquare 3). Fun@Disneyland 4). Dad's Birthday@Cheung Chau 5). Buddha's Birthday@The Big Buddha 6). Interview with the travelers@The Airport 7). Night Visits@Hong Kong Street Markets 8). Myths Discovery@Wong Tai Sin Temple	
To stimulate pupils' English language interest and, as a result, develop their English language skills.	More multimedia resources are now available Class activities such as watching video, listening, speaking and writing practice can now be conducted using the	Achieved	Increase classroom interaction and pupils response are observed	

This form/guidelines can be downloaded from the QEF webpage at http://qef.org.hk.

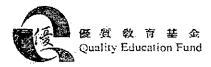|	multimedia			
To pilot hybrid learning model to extend pupils' learning exposure in school and to address learners' diversity at home.	Pupils are able to develop their language at the same time extend their knowledge through watching videos about different places of Hong Kong, listening to vocabulary and dialogue, and participate in a wide range of interactive learning activities such as doing online quiz, speaking and role-play in pair, writing, etc.	Achieved	Features such as voice recognition, video and audio playing, voice recognition engine, instant feedback facilitates the practice of communicative functions and language skills in meaningful contexts.	
To build a Monitor & Assess Performance System (MAPS) to promote assessment for learning.	Confirmation of system structure and components	Fully achieved	MAPS is built to accommodate all interactive courseware, additional printing resources, instant marking, real-time report, account and record management.	

2. Project Impact on

Pupils

Through *HK Attractions*, pupils are able to participate in activities such as communicating with tourists, giving directions, and so on through the innovative hybrid learning model. By applying various audio and video components within regular English lessons, pupils are able to learn interactively and develop their English skills meanwhile extending their knowledge. As a result, they become more capable on building lifelong learning skills and attaining a well-rounded perspective in life.

Teachers

With original school-based contents, our English lessons are presented in an interesting way and the design of courseware is highly interactive. The structures of MAPS allow teachers to monitor and assess pupils' performance accurately and timely. Moreover, the reusable courseware allows teachers to further incorporate their teaching materials accordingly, which brings efficiency and flexibility for our everyday pedagogy.

Schools

With the programmes, the school is now more resourceful and more cost effective on developing similar hybrid models for other subjects. It can also help expend learning opportunities to a wider pool of pupils at a lower cost in the long run because of its flexibility thus creating higher sustainability.

3. Cost-effectiveness

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Services	HKD $200,000	HKD $200,000	-

4. Deliverables and Modes of Dissemination

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.

| The MAPS platform with all completed interactive lessons and resources for teachers are available via the below channels:

One CD-ROM

or at the link below:

http://schools.wiseman.com.hk/cypv
Login account:
School code: cypy
Username: teacher.1
Password: abcd | | http://www.cypy.edu.hk | |

5. 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	pupils	others (Please specify)	
Pupils' workshop	2 after school classes in June			30		Pupils acquired the system operation quickly, they are interested in multimedia in particularly the video showing, clicking to listen to pronunciation and redoing to try the right answer.

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Teachers' training	Programme briefing in Feb		5			Teachers showed confidence of the ability to apply the system and make use of the multimedia in teaching
Class observation	1 class of P5 in March			30		Generally, pupils showed interest in using multimedia to learn. However, teachers reflected and identified that there were some areas needed be improved especially for a classroom setting, these included the size and colour of fonts and feature icons, the speed of audio, and the selection of less difficult words, etc.

6. Difficulties Encountered and Solutions Adopted

In trial and pre-launch stage, it is planned that *HK Attractions* would provide two units of lessons for each focused topic. Nevertheless, it turns out that one single unit of lesson for each focused topic has already provided two listening sessions, one reading session, one speaking session and one writing session. The units developed are more comprehensive than that of teachers estimated in the development stage. Hence, a single unit has not only fulfilled the need of use of content but contained more learning contents that a teacher needs for one English lesson. Therefore, teachers usually need to spend at least two periods of lessons to complete one unit with the pupils. Accordingly, we should induce the amount of learning contents with each unit in order to be implemented during regular English lessons.

Currently, our school needs to improve the quality of our IT facilities. For example, the projects in classroom are low in quality and cannot provide clear images during lessons. Pupils also lack the opportunity to use IT as one of their daily learning tools. Therefore, we may need to procure more learning equipments for both our teachers and pupils.