

Final Report of Project

Project No. : 2008/0326

Part A

Project Title: Sense Kids Yearn (SKY): The Hong Kong Creative Digital Storytelling Project

Name of Organization/School: Active and Independent Education Limited

Project Period: From October 2009 (month/year) to September 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.*

1. Attainment of Objectives

On 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 students' English language ability through storytelling	<ul style="list-style-type: none"> • Training workshops for teachers • Online writing tasks • School-based Competition • Qualifying rounds of the Competition • Grand Final of the Competition 	Achieved	<p>Through workshops, teachers have broadened their horizon and knowledge in using different teaching strategies to develop students' writing competency.</p> <p>Through the different phrases of the Competition, students were encouraged to apply their learning and to learn through experience.</p>	-
To develop students' writing skills using different writing strategies and online writing tools	<ul style="list-style-type: none"> • Training workshops for students • Online writing curriculum and instructional plans • Online writing tools such as picture writing and story creator • Self-learning materials such as writing tutorials, reading and writing activities 	Achieved	Different writing strategies were available for teachers to choose for in-class and out-of-class activities. Teachers could customize the instructional plans to meet the diverse needs of students.	-
To foster	<ul style="list-style-type: none"> • Training workshops 	Achieved	Through training	-



<p>students' creativity through online writing and onstage presentation.</p>	<p>for students</p> <ul style="list-style-type: none"> • Online writing practice • Qualifying rounds of the Competition • Grand Final of the Competition 		<p>workshops, students acquired generic skills through participating in activities.</p> <p>Through training workshops, students were equipped better to write and present their ideas orally.</p> <p>They could speak confidently and present their stories fluently in English and use the various visual aids to enhance their oral presentation in the Grand Final of the Competition.</p>	
<p>To develop teachers' competencies of using new media and advanced educational tools to develop students' writing and speaking skills.</p>	<ul style="list-style-type: none"> • Orientation seminars • Training workshops for teachers • Online writing curriculum and instructional plans • Online writing tools such as picture writing and story creator 	<p>Achieved</p>	<p>Orientation seminars and training workshops have been conducted to teachers not only to introduce the various online writing tools, but to strengthen teachers' e-pedagogical competency on delivering online instructions with emphasizes on the integration of extended curricular activities with formal school-based curriculum.</p>	<p>-</p>
<p>To nurture a storytelling community among schools.</p>	<ul style="list-style-type: none"> • SKY website • SKY book • Online forum • Grand Final and Award Presentation Ceremony 	<p>Achieved</p>	<p>Through the SKY website, schools and teachers could access the project information and resources there.</p> <p>The SKY books were</p>	<p>-</p>



			published and disseminated to schools so more schools could get informed of the project. The Grand Final and Award Presentation Ceremony increased students' and teachers' sense of achievement through attainment of awards. The event has provided an opportunity for participants to learn from other participants, professional speakers and adjudicator.	
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2. Project Impact

The general feedback from teachers and adjudicators was excellent. There was a general agreement among the participating schools that this was a worthwhile project that should continue to be supported. Participants were generally pleased with the project and have benefited from their participation. Many expressed that similar activities can be carried out continuously. The results showed that the teachers and students have benefited from the project in many ways.

Impact of students' learning attitude

This project demonstrated that students' interest in learning and using English could be enhanced through activity-oriented activities. To make learning of English interesting, students should not just sit passively, receive information and follow instructions. It is important to start from the student's interest and incorporate students' input in different stages of learning. If students are involved in the process of learning, they will find the whole process much more worthwhile and this kind of involvement induces interest. As shown in the competition, participants did not only receive information, but they were helped to think, to develop their creativity and to present their story on stage with their innovative ideas and visual aids.

It was found that students were particularly keen on writing imaginary stories and creating their own writing because they could give the rein to their imagination and they could write



what they think. Most students reflected that competitions were good ways in developing their creativity; artistic talents and problem-solving skills. The Competition has not only provided participants with the opportunity to practise English through writing but they could be the narrators for presenting their stories in front of a large audience, thus their confidence in speaking in English has been greatly raised.

The training workshops that provided to secondary schools participants have greatly benefited them with the essential skills required to write and present their stories. Participants “learn by doing” and the workshops not only better equipped them to write and present their stories, but they could acquire generic skills through participating in activities and interacting with their peers. The project has brought many learning benefits outside of classroom for students. Through the competition, they were encouraged to apply their learning and to learn through experience.

Professional aspect for teachers

Teacher is a facilitator to facilitate the students how to learn. Appropriate teaching methods need to be revised and adapted in order to suit for the diverse learning needs of students. It is therefore essential for them to keep abreast of the new and innovative teaching methods and to update themselves with the new teaching methodology continuously. The SKY project has provided training opportunities for teachers to enhance their professional development. It has provided them with new teaching strategies and new ideas to use in in-class teaching and out-of-class activities.

The project has also provided teachers with teaching materials, activities and an alternative curriculum design for teachers to use and adopt as enrichment or extended activities in order to meet the specific needs or to address particular areas of weaknesses of their students. The curriculum framework has provided a structural guideline for school-based curriculum and adaptation.

For both teachers and students, the Competition has increased their sense of achievement through attainment of awards. It also provided them with the opportunity to learn from the adjudicators, gain constructive feedback, connect with other schools’ participants and learnt from their peers.

3. Cost-effectiveness



Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$592,200	\$562,988	+4.9%
Equipment	NIL	NIL	NIL

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.
Setting the SKY Website	Schools can access the up-to-date project information from the site.	Promoting to schools about the SKY project and accessing the up-to-date project information from the site.	-
SKY School Curriculum and Instructional Plan	The curriculum consists of different writing instructional plans for participating schools to adopt or modify to develop their students' writing skills.	The curriculum has been distributed to 33 primary schools and 7 secondary schools for them to try out during the project period.	A self-directed learning programme can be developed from the storytelling instructional plan so that more teachers and students can be benefited from this project. The programme will contain activities to prepare for writing, progressive writing activities which provide functional writing targets for teachers and students, creative thinking exercises as well as imaginative story writing.



SKY Book	A collection of writings from winners and finalists which	The books were distributed to all the participants and all schools in Hong Kong so the winners and the finalists' writings can be shared and read by their peers for both participating and non-participating schools.	Given the quality of the stories written by the participants, it would be of great benefit to distribute their writings as widely as possible to schools and students so as to motivate and inspire others to strive for excellence in their learning.
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5. Activity List

The following activities have been organized and conducted by the SKY Project Team during the implementation of the project.

Types of activities	Descriptions	No. of participants			Feedback from participants
		schools	teachers	students	
SKY Website	A website of the SKY project was set up. Activities and deliverables related to the project were accessible through the website.	-	-	-	
Orientation Seminars	Two seminars have been conducted on 4 December 2009 and 12 January 2010 to introduce the aims and objectives of the project to schools. Information such as the regulations of the competition, key dates and prizes and awards for the competition have been disseminated.	29	36	-	
Workshops for Teacher Leaders	Three training workshops have been conducted for teachers from primary and secondary schools in between December 2009 and February 2010.	17	26	-	



	<p>During these workshops, the various online writing tools such as story creation templates, characters design tools and picture writing templates were introduced. Strategies about conducting digital storytelling and techniques on designing writing instructional plan have also been introduced and discussed.</p>				
<p>Onsite school training workshops</p>	<p>TEN onsite school training workshops have been conducted to guide and encourage teachers to complete all the designed tasks in the SKY curriculum</p>	<p>10</p>	<p>150</p>		
<p>Storytelling Curriculum and Instructional Plan</p>	<p>A storytelling curriculum plan has been developed and distributed to participating schools. The plan has integrated the different approaches of writing as well as strategies to develop students' creative writing skills. Each participating school can base on this plan to implement or modify their own school-based curriculum to meet the diverse learning needs of their students.</p>	<p>40</p>	<p>-</p>	<p>-</p>	
<p>Workshops for Secondary Schools Contestants</p>	<p>A workshop on 'How to use the different online tools and resources to develop your ideas for writing' has been conducted on 10 April 2010 to all Category 3 and 4 contestants. This workshop introduced the</p>	<p>13</p>	<p>-</p>	<p>108</p>	



	various online tools such as picture writing and story creator to develop contestants' ideas and prepare them for the qualifying round of the Competition.				
Workshops for Secondary Schools Finalists	A workshop on 'Let your audience enjoy your stories' has been conducted on 26 June 2010 to all secondary schools' finalists. This workshop introduced to participants with the storytelling techniques and elements of an attractive presentation. Techniques on creating visual aids and atmosphere appropriate to the mood of the story were taught.	11	-	40	
School-based Competition (Primary schools)	A School-based Competition has been conducted in between January and February 2010 in each participating school through which students competed as individuals with students of their school. This competition formed the basis to shortlist three candidates for each level and category from each participating school to enter the qualifying rounds of the competition.	24	-	~3,500	
Qualifying Rounds	<u>Category 1 and 2</u> The Qualifying Rounds of Competition for Category 1 and 2 students have been conducted on 6 and 12 March.	23	-	216	



	<p><u>Category 3 and 4</u> The Qualifying Rounds of the Competition for category 3 and 4 have been conducted on 8 May 2010.</p> <p>The contestants were required to complete an online writing task and submit their entries for evaluation by a panel of adjudicators.</p>	14	-	112	
Grand Final and Award Presentation Ceremony	<p><u>Category 1 and 2</u> The Grand Final and Award Presentation Ceremony have been held on 24 April 2010 at Yaumati Catholic Primary School (Hoi Wang Road). Three winners in the rank of Champion, 1st runner-up and 2nd runner-up have been selected from each level and category.</p>	21	-	48 (Finalists) 150 (Audience)	
	<p><u>Category 3 and 4</u> The Grand Final and Award Presentation Ceremony have been held on 3 July 2010 at the City University of Hong Kong. The champion, the 2nd and 3rd runner-ups and five distinguished participants have been chosen from each category.</p> <p>The award presentation to the contestants of the Qualifying Rounds and the Grand Final of the Competition were held afterwards.</p>	12	-	40 (Finalists) 100 (Audience)	



Stories dissemination	All the entries of the Grand Final have been published on a book and on the web. The books were distributed to all the participants and all schools in Hong Kong in October 2010 so the winners and the finalists' writings can be shared and read by their peers for both participating and non-participating schools.	986	-	-	

6. Difficulties Encountered and Solutions Adopted

It has been observed that more English secondary schools than Chinese secondary schools participated in the project. The students' language ability may be a major factor for schools to decide whether to join the Competition or not. Chinese secondary schools may consider their students' English language standard may not be comparable to English secondary schools. In order to let more students benefit from the project, other categories or levels of competency may be introduced in order to encourage more students to take part in the enjoyable and educational learning process.