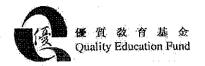| Final Report of Project	Project No. : 2008 / 0485

Part A

Project Title: Development of Learning and Teaching Culture by Video Processing and Divorsification of

Campus TV Broadcast

Name of Organization/School: Victoria Shanghai Academy

Project Period: From _____02/2010_____ *(month/year)* to _____04/2011_____ *(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

*The report 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.

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Quality Education Fund

Please refer to Attachment

Final Report – Victoria Shanghai Academy Media Studio Project

Attainment of Objectives

I am pleased to report that the Campus TV system is in constant use at Victoria Shanghai Academy. Both Primary and Secondary school utilize the equipment in a number of ways. Since installation, specific staff have been trained in aspects of the use of the facility, the main camera is in daily use and a variety of projects have been produced.

At the time of writing, the facility has been used by students and teaching staff who have produced recruitment videos, Internal videos for Primary drama, Nexus (student government), Primary And Secondary events, recording of Inter-school functions, sports events and extensively used to aid curriculum expansion in Drama, DP curriculum.

The facility is proving to be a pivotal resource in curriculum development, driving development of the Drama curriculum as implemention of this continues from our MYP program into our DP. Our DP students have additionally used the equipment to facilitate and illustrate their debating skills as they develop their analytical and critical thinking during the challenging Theory of Knowledge. Science is another curriculum area that has found the scientific process and experimentation best illustrated and interacted with using this medium.

2(a). Impact on Learning Effectiveness

Students now have greater access to critical audiences. The establishment of the facility and its complimentary facilities has afforded students the opportunity to focus on aspects of digital media that they, in many ways see as natural. They are now more able to appreciate and develop the collaboration skills that are essential in this world of work. Students have additionally found a wider audience for their work, and benefited from the feedback on products. This was recently highlighted as the Y8 students showed their understanding of both media and classics to produce their interpretation of Romeo and Juliet. This required many hours of collaboration and understanding of multi communication methods to achieve a stated goal. Students additionally transferred their understanding of these skills into a deeper appreciation of the challenges faced by all those involved in the performing arts.

The Arts is a curriculum area ideally placed to explore and utilise this facility. Drama students constantly use the opportunity to critique their productions and enhance their skills.

Students who use the facility are given responsibility close to the world of work as they produce digital media appropriate to their target audience. They are given the opportunity and guidance to rationalise what content is of value, relevant and indeed socially acceptable.

The facility has spurred a key number of staff members to form a user group, who, together with their students, continue to train themselves in the best appropriate usage of the facility. Students using the facility have, as a consequence of their products, had a high profile within the school, so raising self esteem and feelings of worth. Indeed, it could be reasoned that for some less academically able students, the suite has provided an opportunity that did not exist beforehand, and the subsequent personal achievement is incalcuable, and an additional tool that appeals to their learning styles.

2(b). Professional Development

Teachers teaching teachers has been the professional development model that has been employed, and this is proving effective. As well as the hardware and software expertise being shared, the interaction with an education focus is invaluable. We additionally benefited from using the wider community as workshops were delivered by a professional from television to our students. Initially the workshop focus was storyboarding and its place within the medium, and it then expanded to include camera shots and angles and finally to production and post production. The facility was invaluable, and a more professional approach to media production is reflected by both our student and faculty.

To summarise, the facility has encouraged production of media and both students and faculty have benefited greatly from the more professional approach to the use of this facility and equipment. We hope to capitalise on many more opportunities for inservice in the future.

2(c). School Development

As with all schools, we constantly review and adapt our curriculum and its delivery to align closely with developing trends in both work employment markets and educational rationale. Technology and its associated tools are a part of our students lives, and this facility has allowed us to harness enthusiasm and talent to assist with our school development. Use of the facility and reflection of the processes involved feed into our constant evaluation. Products of our student/teacher enthusiasm such as the recruitment video are used to recruit high caliber professionals with a desire to continue school development in all areas; use of facilities, curriculum development and student accessibility and use.

Of note is the fact that students themselves are pivotal to use of this media. Countless hours of their own time is devoted to planning, pre and post production, indicating the enthusiasm for this facility, and their developing expertise, as this role was previously the reserve of IT support staff.

An upcoming initiative, the "Areas of Interaction Arts Festival" (10th June 2011) is an arts focus day involving 7 additional schools from HK and culminating in evening performances. This facility and the ability to incorporate chrome-key technology into the student experiences and workshops was central to the planning of this event.

3. Cost-effectiveness

Budget Item (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)/a +/-%
Staff Costs	N/A	N/A	N/A
Equipment	HK$189,500	HK$188,000	-0.79%

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 (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.
Recruitment video for New staff members	Students produced a recruitment video which has been used International recruitment purposes and Whole school staff in-service training sessions. This is a resource that will be used in coming years and updated as required.	Videos shown to potential recruits at job fairs. CDs available. Staff inductions supported with viewings of completed videos on large screens.	The concept of students utilizing technology to promote their establishment is certainly something that should be replicated. Technology education becomes much more valid if the students are engaged in a task that has real value.
Promotion of school events for Parents	School performances recorded, edited, enhanced and shared with the parent body via school website. Very valuable. Provides parents with a viewable, downloadable copy of their child's performance from the school website. Much appreciated by parents.	Ongoing. Eg Variety Show Chinese New Year. Video edited, uploaded, shared.	Would depend on individual school policy on promotion of student images / video media.

Video List:

Promotional Video – Made by Students for Primary School

https://sites.google.com/site/learningtechnologyatvsa/primary-home

2 Promotional Videos for perspective parents (Primary)

http://aero.victoria.edu.hk/myoffice/handle/guest/Campus+TV+Video?target=%2Fshare%2Fac
l%2F_home%2Fvsa-pri%2F2010-2011%2FCampus+TV+Video

Four videos for a range of uses (Secondary)

https://sites.google.com/site/learningtechnologyatvsa/student-of-the-month/cubeslime

5. Activity List

The table below provides a breakdown and examples of the types of activities the facility has been utilized for. This list is not exhaustive as the facilities and resources are utilized on a daily basis.

Types of activities	Brief description	No. of participants schools	teachers	students	others	Feedback from participants
Promotional	Promotional video production for election of student council	1	0	300 approx	NA	
Educational / Drama		1	1			
Dissemination of School Performances	Creative arts productions edited and shared	1	Whole Staff	All	Parents	Teaching staff happy with the new facility and the improvements made to the recording and editing of events.
Educational / Science	recording/evaluation of science experiments	class group 26 approx	1	26	NA	Positive
AOI Arts Festival	Collaboration of schools using facility to produce	7	12	100+	NA	Future event

Difficulties Encountered and Solutions Adopted

As with all fledgling projects, a number of difficulties arose. Initially there were technical issues with the operation of the chroma key system as the venue was not entirely suitable. This issue has been worked around, and the system is now being utilized in the manner it was designed to be.

The venue itself is too small for class usage, so the majority of work is conducted by individuals or small groups. In reality, this works well and it is unrealistic to expect the entire school body to be involved in video production / editing. The entire staff, parent and student body benefit from the recording equipment and the media that is produced in the facility. There have been some difficulties though these have been mainly overcome. The facility is of a complex nature and additional training is still required if full utilization of the facility is to be achieved. This utilization will be achieved in the near future as the Secondary Drama department increases their utilization of the facility.

Staff technical training is an issue as the cramped nature of the facility allows a realistic maximum of 2 trainees per trainer. This has been addressed by adopting a more informal skills disseminating approach where users are informally trained in the use of the facility as and when required. As a result, we are slowly building a base of skilled users able to pass this information on to others.