

Final Report of Project

**Project No. :
EDB/QEF/2009/0055**

Part A

Project Title: Gain from Online Assessment for Learning Strategies (GOALS)

Name of Organization/School: Christian Alliance College

Project Period: From March 2010 (month/year) to February 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.



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 an internet-based platform for the implementation of different assessment strategies | A practical internet-based platform that could implement different assessments strategies. | Achieved | The platform could implement the following assessments: 1. Individual Presentation Assessment 2. Group Discussion Assessment 3. Self Assessment 4. Peer-to-Peer Assessment | N/A |
| To improve our Learning, Teaching and Assessment Culture in English Language learning | <ul style="list-style-type: none">• Students' presentation videos are prepared by themselves• Teachers' recommendation• Classroom discussion• Demo video | Not achieved | | We are collecting the data from a questionnaire. We will finish this part after analyzing the data. |
| To help teachers identify students' learning gaps and solve their learning needs | <ul style="list-style-type: none">• Students' presentation videos• Teachers' comments | Semi achieved | Students' learning needs can be observed through the videos. | Because of the tight schedule and late implementation, this objective is not fully achieved. |
| To help students become confident and competent with the process of self and peer assessment | <ul style="list-style-type: none">• Students' videos recorded by themselves• Demo video | Not achieved | | As the system itself is not very user friendly, it is doubted if students become more confident and get familiar with facing camera. |
| To develop teachers' knowledge on assessment | The professional development workshop | Achieved | Teachers are able to assess students though different kind of assessment strategies in the | |



| | | | | |
|--|--|--|--------------------------|--|
| skills and strategies through professional development workshops | | | internet-based platform. | |
|--|--|--|--------------------------|--|

2. Project Impact on Students

This is a common problem that students are afraid to do presentation in front of a camera. Through the GOALS platform, students are able to prepare presentation videos by themselves and at anytime. They are familiar with facing the camera and thus be more confident to speak in front of it. Also, they are more willing to practice and to review their own performances through the videos. Students feel more comfortable to share their presentation videos in a closed environment. As a result, constructive feedback and specific guideline could be given to students for improvement.

Teachers

Teachers used to find the assessment a tough work since huge manpower and resources are required for one single assessment. Through the GOALS platform, teachers can save lots of resources and assess students' performance in a convenient way. Moreover, in-class discussion and instant feedback collection could be executed with the help of the platform. On the other hand, teachers' knowledge on assessment skills and strategies are developed and improved through the professional development workshops.

School

By using the GOALS platform, the school can now put more resources on student activities and teacher supports in assessments. The assessment practice has been changed from "teacher-to-student" to "all-to-one", that means students can receive more feedback and suggestions through different kind of assessments, while at the same time students and teachers are more familiar with the assessment strategies. This help broadening students' and teachers' horizons as a result.



3. Budget Checklist

| Budget Items (Based on Schedule II of Agreement) | Approved Budget (a) | Actual Expense (b) | Change [(b)-(a)]/(a) +/- % |
|---|------------------------|-----------------------|----------------------------------|
| Services, General Expenses | \$180,000 | \$155,000 | -0.14% |
| | | | |

4. 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. |
|---|---|--|---|
| Internet-based platform (GOALS) is ready on: http://goals.wiseman.com.hk Username: student.1 Password: cac | | The platform is introduced to all S4 students | |
| Assessment Demo Video | | The video is assessable to all S4 students | |

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 | students | others (Please specify) | |
| Professional Development Workshop | Aug 2010 | | 17 | | | Different way of assessments and strategies were introduced and teachers were looking forward to applying them throughout the project. |

6. Difficulties Encountered and Solutions Adopted

To guarantee video's quality and make sure students' performances can be assessed accurately, web-camera is no longer be used as the recording device and using video camera instead.