Part C: Project Details

1. Objectives and Targets

Conventional educational theories are teacher-focused. Learners are assumed to be uniform in processing and organizing information. However, individual student typically adopts and prefers one or two learning styles, leaving the remaining learning styles underutilized.

Students lack the awareness of their own learning characteristics and result in monotonous learning strategies, posing challenges for them to learn effectively and thus fully develop their potentials and learning capabilities. Teachers, on the other hand, face challenges to deal with various learning styles and to implement appropriate pedagogical strategies that can be used to facilitate students' learning in the classroom.

In view of the unexplored learning styles that hinder students' learning opportunities, insight into learning style preferences is of utmost importance.

The benefits on learners are twofold. Firstly, it helps learners identify their dominant learning styles and strengthens the unexplored ones by the introduction of specific learning strategies to enhance the overall effectiveness in learning. Secondly, teaching and learning would both become an enjoyable experience. The awareness of learning styles in students enables teachers to design learner-focused teaching strategies, which helps to promote both the retention and application of new knowledge.

Concerning the importance of cooperation among this school-student-parent tripod, our school would design and implement a 3-Dimensional development program – Learning Smart - to cultivate a well-supported environment for our students to foster a habit of life-long learning.

Taking account of the different roles of the school teachers, students, and parents, a spectrum of training programs, workshops, and speeches are designed to meet with the varying needs in the sense of both short-term and long-term development.

A team of experienced consultants/ trainers would work closely with our teachers to design and run all programs. Teacher development workshops would be held so that the teachers can be equipped to run the whole program when the project completed.

Short-term Objectives
- To motivate the students in learning by understanding more about their own strengths and weaknesses under the context of different learning styles.
- To equip students with specific guides and corresponding learning strategies to adapt effective styles of learning.
- To enrich teachers with insight into different learning style preferences of students so that they can be further prepared for figuring out specific learner-focused approaches in teaching that facilitate students learning.
- To help parents gain an insight into the specific way of learning of their children so that they can establish both a common language and the environment for their children to enhance learning outside the classroom.

Long-term Objectives
- To raise the awareness of students about the impact of preferred learning styles and foster students with the habit of proactive learning to extend their mix of different learning styles.
- To develop students' capabilities of independent learning both inside and outside the classroom so as to foster students with the habit of life-long learning.
- To create a sustainable development environment for teachers to learn and develop new ideas for teaching and sharing in facilitating students' learning according to the different needs of learning styles.

- To enhance communication and cooperation among parents, students and the school for better support of learning outside the classroom.

2. Our needs on this program

Seeing that learner diversity is always common in a through-train school, catering for diverse learners' ability and needs has always been the top of our major concerns. At the same time, our school aims to help students go through a smooth transition from Primary 6 to Secondary 1. Thus, by the proposed QEF program, students will hopefully have knowledge about different learning styles and thus understand themselves in the aspect of learning.

In a through-train secondary school, teachers need to work better on curriculum alignment with our primary school so that students learning can be enhanced as early as in the junior forms. With the proposed program, a platform for TSWMC and TSWMPS to understand each other's curriculum could be created.

Teachers have been playing an important role in students' learning. It is necessary for teachers to be better equipped with various strategies to stimulate students' learning. Thus, the proposed program would provide a platform for teachers of our school and our primary school to discuss and review about strategies in learning and teaching.

In addition, inviting expertise or external support to provide valuable resources can help teachers to get start on the trail program on studying the effectiveness of learning styles and learning habits in students' learning. Most importantly, the teaching kits and learning materials of the proposed program will be reviewed and then used in our school in the coming years. In other words, the proposed program will be refined in our school's PIE cycle so that the program can be sustained.

Parents are also vital in helping the students in learning within and outside school. Participation and support of the parents is an integral part of student learning. At the same time, now that most of parents in Tin Shui Wai are working ones, they are in need of input of how to educate their children. With the effective communication between teachers and parents in TSWMC, parents will be informed about the program in the training workshops and the Sharing Day so that they would be able to understand their children learning in school and thus supportive measures may be adopted at home. The proposed program could also enrich our current parents' education.

3. Program ideas and concepts

Elaboration on the learning styles and learning strategies

Individual student sometimes has typical ways of taking in, processing, internalizing and retaining information. Such individual differences in cognitive processing are generally referred to as students' learning styles. In this programme, " Visual", " Aural", Read and Write" and " Kinesthetic" learning styles will be adopted.

The assessment of students' preferences for specific learning styles helps both the teachers and students to employ strategies that are congruent with students' preferences so that the learning outcomes can be optimized. The variety of learning style preferences among the students helps alert teachers to make us of diverse teaching strategies to reach more students, and to reach them more effectively. On the other hand, insight into learning style preferences also encourages students to play an active role in adopting different learning strategies to extend their mix of learning styles to enrich their learning experience. For examples, Visual learners could use concept maps, picture drawing and classification to help consolidate their learning. By exploring a set of learning strategies that can be more effective and interesting, students will be expected to become more engaged and take more responsibility for their learning. The spectrum of learning strategies aims at facilitating students' learning along the process of planning (how to get organized), perceiving (how to enhance understanding), processing (how to build long-lasting memory) and presenting (how to make notes) what they learn.

1ˢᵗ Dimension: The Students

a. **Stage I –S1 students ("Through-train" students): Understanding learning styles for effective learning**

It is worthwhile thinking about how students learn best and how this relates to their various personalities. This will help the students think more perceptively about how to tackle particular learning activities. In view of this, there is a need for students to recognize their preferred styles of learning and identify corresponding strengths and weaknesses in their learning. Apart from this, students also need to gain an insight into specific learning strategies targeting at different styles of learning to enhance their learning effectiveness.

b. **Stage IIa –S1 students (non- "Through-train" students): Understanding learning styles for effective learning**

To cater the "non Through-train" students, there is a need for them to have training sessions about the content on Stage I. So there have two intensive sessions for them to gain an insight on Stage I. The rationale behind separating sessions for Through-train and non Through-train students is to let teachers have more understanding about the needs and learning habits of the non through-train students. In addition, Through-train students will be invited to be mentors of the non Through-train students. Thus, Through-train students are expected to be more familiar with what they have learnt in Stage 1. At the same time, this stage will act as a platform for non Through-train students to have a smooth transition in a new page of life.

Stage IIb - Junior Secondary Students (S1): Developing learning strategies for effective learning

With an initial understanding of their own strengths and weaknesses in the styles of learning, the next step for students is to adjust their study approaches to produce a better fit with the corresponding learning styles and preferences. In view of this, there is a need for students to broaden their understanding of learning styles, to learn different learning strategies, and to have further practice on applying the corresponding strategies to extend their mix of learning styles for more effective learning.

c. **Stage III – Junior Secondary Students (S1): Combining learning styles and strategies for effective learning**

To ensure bringing an impact to the students on their learning practices, the final step is to work from the perspective of the students to make good use of their understanding of 'learning styles'. On one hand, students should be equipped with the tools, techniques and tips that work on their strengths for both better learning and better performance in their studies. On the other hand, for the weakness identified, students should be equipped with 'remedial tools' to help better learning inside the classroom, since it is not feasible for the teachers to suit everyone with any single teaching strategy.

In view of this, there is a need for students to have the chance to re-assess their mix of learning styles and learn the importance of developing a mix of learning styles for more effective learning.

2ⁿᵈ Dimension: The Teachers

a. **Stage IV - Learning Smart–Develop a series of learning package for S1 five Key learning areas. (1. Collaborative Lesson Planning, 2. Lesson Observation and Teaching Analysis)**

To ensure the sustainability of the project, there have a need for school teachers to develop school-based learning package for five Key learning areas (Chinese, English, Mathematics, Liberal Studies and Integrated Science) in facilitating students' learning according to the different needs of

learning styles. In view of that, there have the Collaborative Lesson Planning and Teaching Analysis and Lesson Observation sessions for school teachers to design the school-based learning package and provide a platform to review the effectiveness of that.

b. **School teachers: Learning Smart – Enhancing the learning effectiveness of students both inside and outside the classroom**

The overall quality of learning in class can be raised by employing a variety of teaching and assessment strategies corresponding to the learning styles of students. This can, at the same time, develop students' interest in their learning process. In view of this, there is a need to introduce to teachers different learning styles and more importantly, the strengths and weaknesses. This serves as a channel to understand our students and to facilitate curriculum planning and instruction.

3rd Dimension: The Parents

a. **Parents: Learning Smart – Enhancing the learning effectiveness of students both inside and outside the classroom**

The objectives of the parent workshops is enable parents to understand what their children have learnt at school and encourage parents try to reinforce the attitude and approach with their children at home. So that students, parents and teachers can establish both a common language and the environment for their children to enhance learning outside the classroom.

4. School Background and Experience

Tin Shui Wai Methodist College, a through-train school, was established by Methodist Church in 2001. The school aims at bringing up our generations to become all-around persons throughout the 12 years' primary and secondary studies. Every year, there is the majority of Form 1 intake from TSWMPS. Thus, both schools put efforts on early intervention to help Primary 6 students smoothly transit to Secondary 1.
Catering for Learner Diversity is the common school major concern in TSWMPS and TSWMC. It is a very specific phenomenon in a through-train school. The gaps among students' learning abilities and motivation are wide and diverse.
We had successful experiences of QEF projects, such as funds for setting up the MMLC, Campus TV Station and infrastructure building (air-conditioners installation). We also cooperated with external educational organizations, such as EDB, HKU and HKIEd in different learning and teaching projects.
Regarding our professional development, a common period was arranged for lesson collaboration among teachers of the same subject in the same form every cycle. Besides, Classroom-opening Scheme and school-based teachers' sharing meetings can also encourage profession discussion in learning and teaching. The above mentioned school curriculum structures act as a good platform for the implementation of the proposed program.
Working with TSWMPS is also frequent. To name some examples, this year's curriculum integration on GS (Primary 6) to LS (Secondary 1) supported by EDB aimed to help build up students' critical thinking skills. There is also through-train school cooperation on various activities, such as Health Day and Sports Day, and parents' education. Teachers' Professional development or sharing in regular through-train school staff meetings are also done.
For our experience of early intervention, Pre-S1 knowledge enhancement courses were provided, such as learning habits and skills in 2009-2010, and subject-based skills and knowledge in 2007-2008 and 2008-2009.

5. Program target and expected number of beneficiary

	Stage	I	IIa	IIb	III	IV
Direct beneficiary	Students	Tin Shui Wai Methodist Primary School - S1 students (Through-train students -- 90 students)	Tin Shui Wai Methodist Secondary School - S1 students ("non-Through-train" students – Around 70 students)	Tin Shui Wai Methodist Secondary School - S1 students (160 students)	Tin Shui Wai Methodist Secondary School - S1 students (160 students)	Tin Shui Wai Methodist Secondary School - S1 teachers (25 teachers)
	Parents	S1 (~160 parents)				
	Teachers	Teachers (~70)				
Indirect beneficiary		Teachers and parents of TSWMPS (may be invited to the workshops and the Sharing Day)				
	Expected number of beneficiary (Total):	~390 participants				

6. Principal and teachers' participation

Principal participation
Mr. Tse Hung Sum, the school principal, would act as chief consultant of this program and a curriculum leader to provide directions and making decisions. With his valuable advices and visionary leadership, we believe that the program could be well managed and it would help our students to be more confident and competent in adapting and learning the junior secondary studies effectively.

Vice-principal participation
With the important information provided by our vice principal (curriculum) to the program coordinator, smooth coordination of different subjects or functional groups in the program could be ensured. To liaise with the vice-principal of TSWMPS will also be done to conduct the program.

Coordinator of Through-train School Education Development Committee
The Coordinator of Through-train School Education Development Committee would provide the program coordinator support and guidance over the planning, implementation and evaluation of the program. She will also supervise and monitor the quality and the progress of the program.

Program Coordinator (Member of Through-train School Education Development Committee)
The Program Coordinator would implement the program and monitor the progress of the program. Reviewing and giving timely report would also be done to inform the Coordinator of Through-train School Education Development Committee and the vice principal of the progress. At the same time, the Program Coordinator will be in charge of the liaison work with the service providers and teachers between TSWMC and TSWMPS.

Teachers' participation
Subject Coordinators (Chinese Language, English Language, Mathematics, Liberal Studies and Integrated Science) in TSWMC
- To provide support and subject-based curriculum advice to the project
- To foster the participation of the members of the subject departments

Teachers in TSWMC
- To provide support and suggestion to the project
- To assist in the program implementation details (e.g. parent notice distribution and reply slip collection
- To learn and understand the learning styles taught to students by lesson observations
- To collaborate and work with the service providers to plan and implement the teaching resources in Stages I-V
- To plan lessons in which different techniques to cater for the different learning styles of students with the experts
- To assist students in application of the learning styles in their school life.
- Observe and evaluate the program effectiveness

Teachers in TSWMPS
- To observe the lessons of the program and understand the skills taught to the students.
- To evaluate the effectiveness of the program and give valuable suggestion
- To provide essential support to the program

Parents' participation
- To attend the training workshops and the Sharing Day to understand the skills taught to the students
- To give feedback on effectiveness of the project and give valuable suggestion.
- To support the project and cooperate with teachers to encourage students to apply their knowledge and skills learned in the project to improve their learning

Project assistant
- Coordination and preparation for all training programs and workshops
- Data collection and input for all program survey / questionnaires
- Preparation of program evaluation report for all activities
- Coordination of the training schedule with all students, parents and teachers
- Program material preparation and delivery
- Photo taking and certificate preparation for the activities

Consultant / Trainers

- Program idea and concept development
- Preparation of training materials for students, parents and teachers
- Training delivery and evaluation
- Observation and evaluation of the program effectiveness

8. Program Schedule and Details

The program will start from late September-2011 to Dec-2011, the schedule is as below:

Stage	Schedule
1. Program start	**Early Sep 2011**
2. Program implementation	
Stage I **Learning Smart** **– Understanding learning styles for effective learning (For S1 Through-train" students)**	**Early Sep 2011**
Stage IIa **Learning Smart** **– Understanding learning styles for effective learning (For S1 non-Through-train" students)**	**Early Sep2011**
Stage IIb **Learning Smart** **– Developing learning strategies for effective learning**	**Early Sep 2011**
Stage III **Learning Smart** **– Combining learning styles and strategies for effective learning**	**Early Sep - Oct 2011**
Stage IV **Learning Smart** **–Develop a series of learning package for S1 five Key learning areas. (1. Collaborative Lesson Planning, 2. Lesson Observation and Teaching Analysis)**	**October to November 2011**
Teachers (Primary & Secondary) & Parents Training Workshops **Learning Smart**	**November to December 2011**
3. Program evaluation	**November to December 2011**
4. Dissemination	**December 2011**

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Program Details:
I) Student Training Programs

1) Stage I: Learning Smart –Understanding learning styles for effective learning (For Through-train" students)	
Target:	S1 Through-train students
Method of instruction	▪ Games and activities (Experiential Learning) ▪ Assignment and assessment (Formative Learning) ▪ Lecture and group discussion
Expected learning outcomes:	▪ Students will be able to recognize their preferred styles of learning and identify corresponding strengths and weaknesses in their learning. ▪ Students will learn to develop specific learning strategies in particular styles of learning to enhance their learning effectiveness.

2) Stage IIa: Learning Smart –Understanding learning styles for effective learning (For non-Through-train" students)	
Target:	S1 non Through-train students
Method of instruction	▪ Games and activities (Experiential Learning) ▪ Assignment and assessment (Formative Learning) ▪ Lecture and group discussion
Expected learning outcomes:	▪ Students will be able to recognize their preferred styles of learning and identify corresponding strengths and weaknesses in their learning. ▪ Students will learn to develop specific learning strategies in particular styles of learning to enhance their learning effectiveness.

3) Stage IIb: Learning Smart – Developing learning strategies for effective learning	
Target:	S1 students
Method of instruction	▪ Games and activities (Experiential Learning) ▪ Assignment and assessment (Formative Learning) ▪ Lecture, group discussion and student presentation
Expected learning outcomes:	▪ Students will be able to broaden their understanding of learning styles. ▪ Students will learn different learning strategies and have further practice on applying the corresponding strategies to extend their mix of learning styles for more effective learning.

4) Stage III: Learning Smart – Combining learning styles and strategies for effective learning	
Target:	S1 students
Method of instruction	▪ Games and activities (Experiential Learning) ▪ Assignment and assessment (Formative Learning) ▪ Lecture, group discussion and student presentation
Expected learning outcomes:	▪ Students will have the chance to re-assess their mix of learning styles and learn the importance of developing a mix of learning styles for more effective learning ▪ Students will have subject-based practice to identify specific learning strategies for the upcoming learning challenges in their secondary school life.

5) Stage IV: Learning Smart–Develop a series of learning package for S1 five Key learning areas.	
Target:	S1 teachers
Objective	▪ To develop a series of learning package for five Key learning area: Chinese, English, Mathematics, Liberal Studies and Integrated Science
Key contents:	▪ Collaborative Lesson Planning ▪ Teaching Analysis and Lesson Observation
Expected outcomes:	▪ At the end of the project, teachers can follow-up with the learning progress of students and integrate the skills in their curriculum.

6) Sharing Day	
Target:	All students, school teachers and parents
Objectives:	■ To promote the dissemination of students' learning outcome ■ To provide an opportunity for students, teachers and parents to share their experience in the period of the whole program
Key contents:	■ Students' work presentation ■ Sharing sessions and closing speech
Expected outcomes:	■ Students will realize the actual change and impact of the new way of learning and gain an opportunity to demonstrate their ability and competence ■ Teachers will be able to show appreciation and encouragement to students

II) Teachers & Parents Training Workshops

1) Learning Smart – Enhancing the learning effectiveness of students both inside and outside the classroom	
Target:	All teachers (Primary & Secondary) and Parents (S1)
Objectives	Teachers ■ To create a sustainable development environment for teachers to learn and develop new ideas for teaching and sharing in facilitating students' learning according to the different needs of learning styles. ■ To enrich teachers with insight into different learning style preferences of students so that they can be further prepared for figuring out specific learner-focused approaches in teaching that facilitate students learning. Parents ■ To help parents gain an insight into the specific way of learning of their children so that they can establish both a common language and the environment for their children to enhance learning outside the classroom. ■ To enhance communication and cooperation among parents, students and the school for better support of learning outside the classroom.
Key content	■ Discover how students learn best how to use their strengths to the fullest ■ The making of an active learner inside the classroom: Tools, techniques, and tips ■ The making of a self learner outside the classroom: Tools, techniques, and tips
Expected learning outcomes:	Teachers ■ will better understand that students vary enormously in the speed and manner with which they pick up new information and ideas, and the confidence with which students process and use what they have learned ■ will gain an awareness of the impact of preferred learning styles on students so as to enhance their teaching effectiveness with learner-focused approaches in teaching Parents ■ will understand how different ways of learning affect the learning outcomes of their children and understand their role and responsibility in cooperating with school ■ will be encouraged to reinforce the key messages with their children at home

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9. Project Deliverables

Training materials and school based curriculum (learning packages)can be developed and published. All deliverables could be used for further dissemination purpose. At the same time, the copyrights are possessed by the QEF.

10. Budget

Item		(HKD)
1	Staff Cost: 1 Project Assistant: $12,000 (MPF included) X 4 months (Project administration, coordination and evaluation activities)	$48,000
2	Service	
2.1	Consultation on	
	Development of contents for learning style Time: 40 hours Service Charge: $700 per hour	$28,000
	Develop a series of learning package for five Key learning area (Stage IV) Time: 1.5 hours X 4 sessions (2 Collaborative Lesson Planning , 1 Teaching Analysis and 1 Lesson Observation) X 5 subjects = 30 hours Service Charge: $700 per hour	$21,000
	Assessment design of learning style (Questionnaire, Analysis and Report) Time: 40 hours Service Charge: $700 per hour	$28,000
	Project evaluation Time: 20 hours Service Charge: $700 per hour	$14,000
2.2	Training Program on	
	Stage I: Time: 1.5 hours X 5 lessons X 3 classes X 2 trainers = 45 hours Service Charge: $500 per hour	$22,500
	Stage IIa: Time: 2 hours X 2 lessons X 3 classes X 2 trainers = 24 hours Service Charge: $500 per hour	$12,000
	Stage IIb: Time: 1.5 hours X 4 lessons X 5 classes X 2 trainers = 60 hours Service Charge: $500 per hour	$30,000
	Stage III: Time: 1.5 hours X 2 lessons X 5 classes X 2 trainers = 30 hours Service Charge: $500 per hour	$15,000
	Teacher training program Time: 2 hour X 2 workshops (Primary School & Secondary School) & X 2 trainers = 8 hours Service Charge: $700 per hour	$5,600
	Parents training program Time: 1 hour X 2 workshops X 2 trainers = 4 hours Service Charge: $500 per hour	$2,000
3	General Expenses	
	Printing of materials for teachers ($15 X 70 teachers)	$1,050
	Printing of materials for parents ($15 X 200 parents)	$3,000
	Printing of materials for students ($15 X 200 students X 3 stages)	$9,000
	Certificate ($10 X 200 students)	$2,000
	Total grant(rounded up to the nearest hundred):	$241,200

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11. Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment	--	--	--	--
book & VCD	--	--	--	--
computer hardware	--	--	--	--
computer software	--	--	--	--
musical instrument	--	--	--	--
office equipment	--	--	--	--
office furniture	--	--	--	--
sports equipment	--	--	--	--
Others ·	--	--	--	--

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion.

12. Report Submission Schedule
My school commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	**Report due day**	**Type of Report and covering period**	**Report due day**
Final Report 1/9/2011 - 31/12/2011	31/03/2012	Final Financial Report 1/9/2011 - 31/12/2011	31/03/2012

13. Program Impact

13.1. Evaluation Parameters and Methods

Program	Self-assessment - Psychological Test	Attendance (80% or above)	Mid-Program survey / questionnaire	Post-Program survey / questionnaire	Learners' written feedback	Teachers' observation	Trainers' observation
Students Training Workshops	✓	✓	✓		✓	✓	✓
Teachers Training Workshops		✓		✓	✓		
Parent Talks / Training Workshops		✓		✓	✓		
Sharing Day					✓	✓	✓

13.2. Performance indexes and measures

Performance indexes	Measures
1. Participants average attendance rate	80% or above
2. Participants find that the program is useful and satisfy with it	70% or above rate the program as grade 3 or above (Maximum as grade 5)
3. Parents find the program is useful for themselves and their children	70% or above rate the program as grade 3 or above (Maximum as grade 5)
4. Participants' written feedback to the program	Participants have positive comments and feedbacks towards the program
5. Teachers observe and evaluate the program effectiveness	In average, teachers rate the program as grade 3 or above (Maximum as grade 5)
5. Trainers observe and evaluate the program effectiveness to the participants	In average, trainers rate the program effectiveness to the participants as grade 3 or above (Maximum as grade 5)

14 Sustainability of the outcomes of the project

The outcomes of the project can be sustained in few ways:

- Teachers will help develop all the learning packages of the programme and thus the sustainability of the programme could be attained
- Students could share their learning experience in the Assembly
- Teachers would follow-up with the learning progress of students and reinforce the skills learnt in different subjects. They can employ their experiences obtained from this project to plan similar program in the following years.
- Schools will allocate certain budget to support this program in the coming year

15 Dissemination/ publicity methods

- Draft and issue parent notices to all parents to promote this program
- Program implementation, learning outcomes and students' works will be published in school newsletter, website and the "Sharing Day"
- Sharing session can be organised by the school to disseminate the project ideas and details to all schools. Interested principals and teachers can contact us for further information.

Reference

EDB. (2000). Learning to Learn – The Way Forward in Curriculum. Ch.2. Hong Kong.