



優質教育基金
Quality Education Fund

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Final Report of Project

Part A

Project Title: Project Learning and Curriculum Integration

Name of Organization/School: St. Francis' Canossian College

Project Period: From September 2002 (month/year) to July 2004 (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



1. Attainment of Objectives

Objective Statement

Project learning is incorporated in curriculum integration to enable students to develop appropriate attitude and acquire the various generic skills and abilities to facilitate learning in the 21st century.

Activities Related to the Objective

F. 1 Project Learning (incorporated into Integrated Science Curriculum)

Activities Related to the Objective	Extent of Attainment of the Objective	Evidence or indicators of having achieved the objective
Sharing with parents and students in Orientation Day	For details, please refer to the next section.	<ul style="list-style-type: none"> • Surveys conducted among students and mentors at the end of each academic year. • Feedback from participants in the exhibitions and sharing session
Sharing session with other school		
Group discussions and presentation during lessons		
Outings (visit to museum)		
Oral presentation by students		
Open Day exhibition and presentation		
Exhibition and presentation organized by CUHK		

F.2 Project Learning

Activities Related to the Objective	Extent of Attainment of the Objective	Evidence or indicators of having achieved the objective
Group discussions and presentation during lessons	For details, please refer to the next section.	<ul style="list-style-type: none"> • Surveys conducted among students and mentors at the end of each academic year. • Feedback from participants in the exhibitions and sharing session
Outings (visits to museums, interviews, field trips)		
Oral presentation by students		
Open Day exhibition and presentation		
Exhibition and presentation organized by CUHK		
Sharing session with other schools		

2. Project Impact on

(a) Learning Effectiveness

F.1 Project Learning (incorporated into Integrated Science Curriculum)

Based on the surveys conducted among students and teachers once a term, the project's effects on the learning effectiveness of students are summarized below:

Abilities fostered	Percentage agreed by teachers	Percentage agreed by students
Critical thinking skills	85.7%	82.2%
Problem-solving skills	100%	76.6%
IT skills	78.5%	74.4%
Collaborative skills	100%	87.4%
Communication skills	100%	83.6%
Presentation skills	100%	86.1%
Creativity	57.2%	65.7%
Self-learning	85.7%	75.3%

F.2 Project Learning

Based on surveys conducted among students and mentors, the project's effects on the learning effectiveness of students are summarized below:

- 100% of the mentors agreed that students' horizons have been broadened
- About 80% of the mentors agreed that students' sense of achievement has been increased.
- Fostering students' development in their potential and specific abilities:

Abilities fostered	Percentage agreed by mentors	Percentage agreed by students
Critical thinking skills	100%	65%
Problem-solving skills	75%	69%
IT skills	83%	NA
Collaborative skills	92%	81%
Communication skills	92%	55%
Creativity	50%	60%
Self-learning	67%	63%

- About 83% of the mentors agreed that project learning could equip students with a variety of learning approaches

(b) Professional Development

Mentors concerned conducted year-end evaluation in which most agreed that project learning provided opportunities for them to enhance their professional development by attending relevant courses, workshops and seminars, thus broadening their scope of vision.

Through cooperation with SUPER of CUHK in the latter stage of project learning, teachers' professional knowledge in this field was enhanced.

(c) School Development

The project's effects on the school development with regard to the following are positive.

From preparation to conduction of learning activities and evaluation, mentors worked in teams throughout and a stronger team spirit could be fostered. A culture of action research in school was also promoted. Regular planning and evaluation (qualitative and quantitative) were conducted.

Project learning also provided various related activities as listed in Section 1. This will certainly enhance the overall image of the school. Examples include the exhibition and presentation on project learning during our 135th Anniversary Open Day in July 2004, sharing session with schools in Wanchai District in March 2004 and the exhibition organized by CUHK in October 2003.

The implementation of project learning in these few years helped to promote collaborative learning among students as they had to consistently work in teams throughout the year. As such, the general learning atmosphere had been improved.



3. Cost-effectiveness

Budget Items	Approved Budget	Actual Expenditure	Change
Professional support cost	\$50,000.00	\$50,000.00	0%
Staff cost	\$395,010.00	\$394,411.50	-0.15%
Subsidies to students	\$32,000.00	\$18,072.80	-77.06%
Subsidies to projects	\$25,690.00	\$42,122.12	39.01%
Total:	\$502,700.00	\$504,606.42	0.38%

Criteria	Evaluation
Utilization of available resources	<p>The employment of the replacement teacher was effective in helping release teachers concerned to prepare for the teaching materials.</p> <p>Professional support from SUPER of CUHK which included workshops for teachers, students and parents, as well as meetings with teachers concerned was inadequate in the first year. In the latter phase, with the change of staff, more satisfactory help could be provided.</p>
Unit cost for the direct beneficiaries	<p>Subsidies were given to students for preparing their projects and transportation fees for field trips. In the first year, many students made use of their own resources in preparing the products without claiming the expenses afterwards. In the second year, more expenses were used to purchase stationery for use by students in project learning.</p>
Sustainability of learning program and materials developed	<p>Learning program and materials developed are sustainable. Teaching packages prepared would be updated and amended for future use. Experience gained from learning programs is useful for continuous school-based curriculum development.</p>
Expenditure items	<p>Expenses on compilation of teaching packages are cost-effective as they are available for distribution to other schools upon request.</p>
Alternative approaches	<p>Subsidies to students in preparing for the product could be lessened. Instead, more expenses on professional support are required.</p>

4. Deliverables and Modes of Dissemination

Item Description	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted	Is it worthwhile and feasible for the item to be widely disseminated by the QEF?
Teaching Package (F. 1 and 2) – Hard copy and CD-Rom	NA	To be distributed on request	Yes

5. Activity List

F. 1 Project Learning (incorporated into Integrated Science Curriculum)

Types of activities	Brief Description	No. of Participants				Feedback from participants
		Schools	Teachers	Students	Others	
Workshops for teachers	Workshop on project learning and curriculum integration organized by CUHK from 2002 to 2004	0	10	0	0	Good
Workshops for students	Workshop on cultivating students' thinking skills (organized by CUHK)	0	10	All F.1 students	0	Good
Visits	Visit to Hong Kong Science Museum to explore students to different fields of science in January	0	8	All F.1 students	0	Good
Sharing session	Sharing session on project learning with a group of teachers from St. Mary Canossian College	1	15	0	0	Satisfactory
飛躍舞台	Sharing and project presentation to the public in the Hong Kong Central Library	About 20	2	5	General public	Good

Orientation programme for F.1 students and their parents	Sharing session on project learning and curriculum integration with F.1 students and their parents in early September	0	2	All F.1 students	160	Good
135 th Anniversary Open Day	Exhibition and presentation of project work to the public in July 2004	NA	All teachers	All F. 1 students	General Public	Excellent feedback was given by parents, past students and EMB official.

F. 2 Project Learning

Types of activities	Brief Description	No. of Participants				Feedback from participants
		Schools	Teachers	Students	Others	
Workshops for teachers	Workshop on project learning organized by CUHK from 2002 to 2004	0	16	0	0	Good
Field trips	Field trips in Wanchai for students to observe and collect data in Oct 2002, 2003	0	16 (2002) 8 (2003)	All F. 2 students	0	Good
Street interviews	Interviews in Wanchai to collect necessary data for the projects in April 2003	0	16	All F. 2 students	0	Students could collect first hand data for completing the projects.
Sharing session	Sharing session on project learning with schools in Wanchai organized by EMB in March 2004	Schools in Wanchai District	About 30	5	EMB	Satisfactory
135 th Anniversary Open Day	Exhibition and presentation of project work to the public in July 2004	NA	All teachers	All F. 2 students	General Public	Excellent feedback was given by parents, past students and EMB official.



6. Difficulties Encountered and Solutions Adopted

F. 1 IS

In the first year of implementation, mentors had difficulties in reaching consensus. Also, they were not familiar with team teaching. With experience and constant sharing, such problems were minimized in the second year.

Students had difficulties in drafting research topic in scientific investigation. With more guidance and relevant activities, they were able to overcome such problem.

F. 2 Project Learning

Due to the outbreak of SARS in 2003, the street interview schedule in April was cancelled. Students had to interview their friends or relatives.

F. 2 PSHE

The preparation work of F. 2 PSHE for 2004 to 2005 was behind schedule due to the heavy workload of teachers concerned. Also, the professional support from SUPER of CUHK fell short of our expectation until the last phase with the change of staff-in-charge. Teachers had to work out the whole program on our own.