

PART C (Project Details)

Needs and Applicant's Capability

(a) Background

The Church of Christ in China Ming Yin College is a subsidized co-ed secondary school established by The Church of Christ in China (Hong Kong Council) in 1966. Our School practises "quality education". We have put emphases on academic excellence, extra-curricular activities and moral and spiritual education in order to develop each student to his/her full potential. Students can achieve self-realization through a range of activities and schemes organized by the school committees. Our students have been enthusiastically taking part in various extra-curricular activities, and have won prizes in many inter-school competitions in areas such as theme projects, web page design, English drama, choral speaking, music and sports. Inside classrooms, **Project-based learning, Co-curricular Issue-based learning & Group Enquiry learning activities** are introduced, so as to provide effective learning modes to meet the needs of contemporary students. One example is the carrying out of the Cross-curricular Project designed for our lower Form students. It is a good tool to help them to develop their collaborative skills, presentation skills as well as the ability to integrate what they have learnt in different disciplines. The result of such an approach is apparent. It is based on this direction of development that this proposal is written.

① **Project-based learning – a better approach of education**

Why Project Based Learning?

Quoted from:

The university of Kansas

<http://www.4teachers.org/projectbased/>

"A project-based learning method is a comprehensive approach to instruction. Your students participate in projects and practice an interdisciplinary array of skills from math, language arts, fine arts, geography, science, and technology."

"The collaborative nature of the investigation enhances all of these valuable experiences ... as well as promotes a greater appreciation for social responsibility (Scott, 1994)."

Building Motivation

"Project-based Learning allows teachers to create tasks whose complexity and openness mimic problems in the real world. Students can see the interdisciplinary nature of these tasks, and see that each task may have more than one solution. Students who have the freedom to choose different strategies and approaches may become more engaged in the learning process, and these students will be more likely to approach other problems with an open mind.

In addition, students who are involved in creating the project assignment or the project checklist gain valuable experience in setting their own goals and standards of excellence. This gives students a sense of ownership and control over their own learning. Learners have the added opportunity to identify related sub-topics and explore them in a project-based scenario. Teaching with the project-based method enables students to work cooperatively with peers and mentors in a student-centered environment where learners are encouraged to explore various topics of interest.

Projects that have depth, duration, and complexity will challenge students and motivate them towards construction of knowledge. They will acquire problem-solving, communication, collaboration, planning, and self-evaluation skills. After completing a project, ask students to create a self-evaluation of the project. This enables the students to focus on their learning process and allows them to see their progress. Self-evaluation gives students a sense of accomplishment and further instills responsibility for learning.

Learners who can see the connection between a project-based task and the real world will be more motivated to understand and solve the problem at hand. Students enjoy learning when learning makes sense. Project-based Learning lends itself to many disciplines. It provides learners the opportunity to have a voice in how and what they learn, while building intrinsic motivation towards problem-solving."

Using Multiple Intelligences

"John Dewey theorized that learning should not only prepare one for life, but should also be an integral part of life itself. Simulating real problems and real problem-solving is one function of project-based learning. Students help choose their own projects and create learning opportunities based upon their individual interests and strengths. Projects assist students in succeeding within the classroom and beyond, because they allow learners to apply multiple intelligences in completing a project they can be proud of. Our society values individuals who can solve problems creatively, using multiple strengths, so why shouldn't we encourage students to do the same?"

However, traditional teaching strategies tend to focus on verbal/linguistic and mathematical/logical intelligences alone. This can create frustration for people who are comfortable with less traditional learning modalities, such as kinesthetic, visual, interpersonal, intrapersonal, musical, or naturalist. Project-based learning allows the teacher to incorporate numerous teaching and learning strategies into project planning and implementation. Assisting learners in developing all of their intelligences will make learning a part of living, not just a preparation for it."

What are the outcomes?

Quoted from:

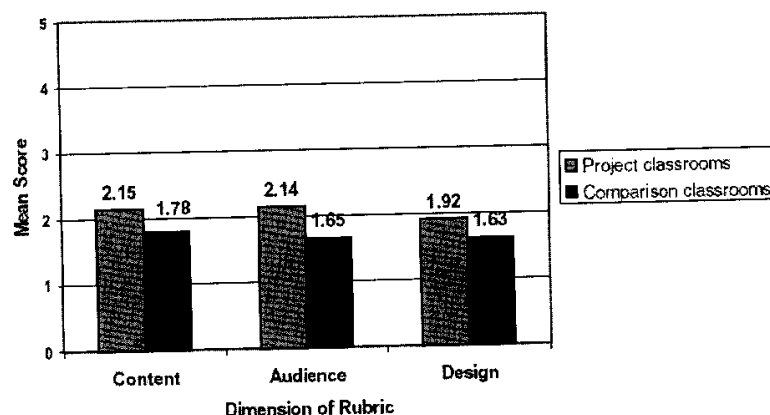
Challenge 2000 Project-Based Learning with Multimedia Model

San Mateo County Office of Education, CA, USA

http://pblmm.k12.ca.us/sri/M_PPDFFiles/interimassessmentreview.pdf

What's Been Accomplished

Mean Scores on Performance Assessment



Quoted from:

Challenge 2000 Project-Based Learning with Multimedia Model
 San Mateo County Office of Education, CA, USA
<http://pblmm.k12.ca.us/sri/ReportsPDFFiles/studentresults4.pdf>

Teachers' comments focused heavily on the degree to which the use of multimedia technology to support projects helped motivate students and contributed to greater engagement with learning. According to one teacher, "The students are anxious to do projects, and the multimedia aspect is added motivation. The key is the added motivation." Another teacher wrote, "Students are more actively engaged in the project because they are interested in using the technology." In addition, projects seem to spark students' own desire to learn in ways that are distinct from typical classroom assignments. Students are actively engaging their minds on the task, but they don't have the sense that they are participating in school learning. As one teacher put it, "They [the students] are much more interested. They learn without knowing they are learning. They come into class asking to work on the project."

Other sources of useful references and a complete illustration of the topic:

The Project-Based Learning Web Ring
<http://pblmm.k12.ca.us/webring.htm>

② **Please note:**

This is NOT intended to be another MMLC. The MMLC we have built is **NOT** the right place for carrying out project-based learning activities. It is useful in carrying out language learning tasks and delivering lectures. However, it is **NOT** suitable for group enquiry types of learning activities as involved in **project-based modes of learning.**

③ **Outline of the project:**

The basic idea of the project is **to convert** the present **Geography Room** into a **Multi-media PSHE** (Personal, Social & Humanities Education) **Workshop** suitable for **Project-based learning, Co-curricular Issue-based learning & Group Enquiry learning activities.** This is to accomplish with the needs of our school that we have implemented **an annual cross-curricular project for all 15 classes from F.1 to F.3 as a permanent learning strategy;** and yet, there is **NOT any suitable venue for them** to do the required tasks. The MMLC, which may serve the purpose to a certain extent, is normally fully booked by language and IT subjects. To convert the present Geography Room seems to be the most economical and effective way to meet these needs.

④ The specifications:

1. Two servers with Operation Systems are to be installed in the control room.
2. One Multi-media PSHE Workshop Control Software will be installed to link up all the computers and to link up the computers with the school's server.
3. A master computer and a real-object image projector are to be installed on the teacher's desk.
4. **Seven hexagonal shaped tables** each installed with two computers are to be designed.
5. The two **monitors are to be embedded on the tables' surface** with the screens facing upward. The surface of the tables is made of reinforced glass in order to provide a transparent and **flat surface for students to work on.** (This is especially important to **make possible a smooth functioning of discussion and enquiry tasks** as advocated by **the new teaching and learning rationale** in the **Key Learning Areas of PSHE** of the Education Reforms.)
6. Adequate USB ports are to be spared for the transmission of data through devices like digital cameras, digital video, scanners, etc.
7. **Appropriate software** (Office, **Statistical Package, Dream Weaver**, Acrobat, etc.) will be installed.
8. One scanner will be installed for each table.
9. DVD R/W ROMs and Pen Power for each computer are to be installed to enable students to produce their finished products by using CD R/W or DVD R/W disks.

⑤ The present situation:

1. Unlike Science subjects (Physics, Chemistry and Biology) and some Cultural subjects (Fine Art, Music and Home Economics, etc.), there is **no special room designed for the needs of PSHE** (Personal, Social & Humanities Education) subjects. Yet, PSHE is by no means a minor subject as it includes EPA, Economics, Geography, History, Chinese History, Religious Studies, Civic Education, Social Studies and Liberal Studies as listed in the Key Learning Area Curriculum Guide prepared by the Curriculum Development Council in 2002. It is also stated that it is important to "equip students with enquiry skills in approaching social issues and encourages learning through participation in a wide range of activities"; **a well designed room** that can facilitate those learning activities is indeed very needed. It is **relevant to the new teaching and learning rationale** stated in the **Key Learning Areas of PSHE** in the Education Reforms.

2. As recommended in the inspection report of the **Focus Inspection of the Quality Assurance Inspection on Economics, EPA and Geography in our school (May 2002)**, our school should pay more attention to develop students' self-learning capabilities and generic skills through the concerted efforts of all subjects. So, there is a need to provide students with a place where they can work together as groups, hold discussions round the tables and get access to IT resources at the same time. However, the setting of the existing MMLC cannot serve this purpose.

3. In our school, all subjects require students to be involved in **project-based learning tasks**. During the preparation, discussion, searching for information, presentation processes, using IT has become indispensable. However, both **the Computer Room and the MMLC** are often fully occupied during school hours and after school. Of the 56 periods in a cycle, 33 periods are permanently reserved for teachings in English Language and Computer Literacy. The remaining 23 periods are often chased after by other subjects. Especially during the period when the lower Forms (10 classes at the same time this year; it will be 15 in next year) are having their Cross-curricular Project assignments, one can never have a chance to use the MMLC even if it has been planned long time ago. Besides, the **settings of the MMLC are mainly designed for giving lectures rather than holding group discussion**, it may not be the most appropriate place to carry out project-based learning tasks.

4. Some committees of the school also have the need of such a workshop to prepare for and carry out their activities. For instance, **PTA's parent-child activities, SU's election campaign, cross-border cultural exchange programmes' preparation and publishing tasks, staff development functions**, etc.

(b) School's strategic development

Individual Humanities Subjects, as we have mentioned, have long been using project-based learning tasks to enhance students' self-learning and collaboration skills. This is also advocated by the Education Department in recently years as we have learnt such a viewpoint from time to time in seminars and workshops held by the Education Department. **Project-based learning is becoming more and more important in our school.**

Furthermore, in response to the recommendation **given by the Inspection Section** of the Quality Assurance Division and **to go in line with the development of PSHE in the Education Reforms**, we have implemented a **cross-curricular project in F.1 and F.2** about various aspects of Hong Kong in this year (2003-2004). When it is extended to F.3 next year, all 15 classes will be involved. A right place to accommodate their needs is very urgently needed. This project involves three subjects, namely EPA, History and Geography. It is perceived that more co-curricular activities will be organized in the coming years and there is an increasing need for a Multi-media PSHE Workshop that can facilitate group preparation and discussion during school hours and after school.

(c) Readiness of school for undertaking the project

- ① Since June 2001, **100% of our teaching staff has attained IIT competency level and 25% of them have attained UIT competency level**. So all of them have no difficulty in using computers for the general purpose. As for our students, they are quite familiar with the use of IT during lessons and after school.
- ② Besides, since 1999, we have enforced the practice of **training up some IT prefects in each class** to offer help when necessary.
- ③ Moreover, since 1999, we have employed **three full-time IT coordinators** who can offer help in the operation and maintenance of the Multi-Media Workshop. (Please refer to the annex at the end)

(d) Other favourable factors

Since the establishment of the MMLC, our students are more exposed to an environment of using computers. This has better equipped them to take part in group projects and discussion by using IT. Besides, **all the administration and teaching staff of our school have a mutual understanding that there is a need for such a workshop mentioned above and it is value-added to convert the Geography Room into a Multi-media PSHE Workshop**. Not only can it benefit all the subjects and committees, but also **rule out the need for searching for an appropriate site for the workshop**. We believe that this trial can render a useful example or pilot for other schools having similar situations and considerations.

Project Description

(e) Goals and objectives

Goals

1. Establish a Multi-media PSHE Workshop that is **relevant to the new teaching and learning rationale**.
2. Striking the balance between **generic skills learning** and **values/attitudes nurturing** especially in the **Key Learning Areas of PSHE** in the Education Reforms.
3. Encourage **creative thinking** and **life long learning**.
4. Generate **innovative and interactive processes** in education.
5. Set up a **new standard in teaching and learning** through a Multi-media PSHE Workshop and **share the experience with other schools**.

Objectives

1. **Raise students' interest in studies**

Through the application of lively and interactive multimedia teaching materials, students will find lessons more interesting and be more motivated to learn.

2. **Raise students' participation level in lessons**

Students can be divided into small groups for discussion. This can brainstorm them for more innovative and in-depth ideas and provide students a chance to learn from the others.

3. **Raise students' innovativeness in assignment**

Students can work together or individually after a project using a variety of technologies. They have the options to report and exhibit their projects in a multimedia way.

4. **Enhance students' self and distance learning**

The establishment of Multi-media PSHE Workshop together with the launching of the e-Class platform provides students the opportunities of learning their own pace and for their own needs. Web-based lectures and assignments can be provided so that they can learn at any time, anywhere.

5. **Promote participation between teachers and students**

Teachers have the opportunities to work together to share information and build up their own multimedia teaching and learning materials. Besides, teachers and students can work together for a multimedia project.

6. Enhance more interactive extra-curricular activities for students

ECA groups like Geography Society can use the Multi-media PSHE Workshop to organize activities or to process data after field trips. PTA may hold activities for parents and students. Guidance Committee or Social Workers may also utilize the Multi-media PSHE Workshop to hold interactive guidance programmes.

7. Enhance students' attention in the lesson

Teachers in the Multi-media PSHE Workshop can use the system to monitor students' activities and progress. This can help students pay more attention to the teaching content and doing assignment at their own pace. Teachers can also give immediate feedbacks upon students' request through the system.

8. Encourage teachers' self-learning

Teachers are encouraged to make use of the Multi-media PSHE Workshop for discussing and developing tailor-made teaching and learning software for their subjects. They can also make full use of the facilities in the workshop for self-learning.

9. Test/lecture materials on demand

Databases of questions and quizzes on different subjects can be reserved in the server in the Multi-media PSHE Workshop. Students can download the materials for self-learning and self-assessment when necessary.

10. Share the experience with other schools

Experience sharing seminars will be held for the reception of schools in CCC (our school organizing body) or other schools which are interested. We will also respond to any needs of the Education Department in participating in any experience sharing events to widen the scope of such a trial. We are confident that fruitful results can be attained.

(f) Targets and expected number of beneficiaries

All 1,155 students + 57 teachers

Targets

1. All **PSHE subjects** (Principles of Account, EPA, Economics, Geography, History, Chinese History) and some of **other subjects** can use the Multi-media PSHE Workshop to conduct the lessons.
2. Teachers can use **ready-made software** for multimedia teaching.
3. 1/3 of teachers can **acquire training of authoring tools** for making multimedia teaching and learning materials.
4. 1/3 of the subject panels will **create their own teaching and learning materials**.
5. Multi-media PSHE Workshop is open to students so that they can use the facilities for **self-learning, self-assessment** and **organizing extra-curricular activities**.
6. Students can use the facilities in the Multi-media PSHE Workshop to do **group projects**.
7. Classes can use the facilities in the Multi-media PSHE Workshop to create their **class homepage** or **class multimedia magazine** in a collaborative manner.
8. School clubs can use the facilities in the Multi-media PSHE Workshop to create their **homepages that will be linked to the school homepage**.
9. IT-related interest groups like Computer Society and Multimedia Creation Club will **organize training courses** on using the facilities in the Multi-media PSHE Workshop to both teachers and students.

Beneficiaries**Students**

1. All students can benefit from the programme as teachers can implement their lessons in the Multi-media PSHE Workshop in a **more interactive way**.
2. Students can have the opportunities for **self-access learning and assessment**.
3. Students can have the opportunities to learn and use **new applications** and **statistical software** and computer facilities in the Multi-media PSHE Workshop.
4. Students can increase their **sense of belonging** through working in the Multi-media PSHE workshop.

5. Students can increase their capability in **various generic skills**, namely, collaboration, communication, creativity, critical thinking, problem solving and information technology.
6. Interesting **web-based and multimedia assignments** can be provided to students.

Teachers

1. The facilities in the Multi-media PSHE Workshop like broadcasting system, monitoring system and real object projector can serve as **teaching tools** for teachers.
2. Language teachers can efficiently use the broadcasting system to provide students with more **lively and interactive lessons**.
3. Teachers can use the **virtual recording system** to evaluate students' behavior and progress.
4. Teachers can use the computer facilities to organize **computer-assisted learning activities**.
5. Teachers have the opportunities to **acquire training courses on authoring tools** and new computer facilities to make tailor-made teaching and learning materials.
6. The Multi-media PSHE Workshop can provide teachers more opportunity of using IT facilities to conduct their lessons and ultimately **integrate IT into the curriculum**.

School

1. Students and teachers, after the training courses, can acquire adequate IT knowledge. The **value-added students and teachers** are assets and treasures of our school.
2. More students' activities and **IT-related competitions** can be organized to promote overall IT atmosphere in school.
3. VCD of seminars, gospel meeting, and special activities can be **broadcast** in the Multi-media PSHE Workshop at certain time when it is open to students.
4. The enhancement of using IT in education will surely be appreciated by teachers, students and their parents. This will greatly raise the spirit of the whole school.

Parents

1. PTA can organize training courses to students and parents. This can greatly raise **parents' awareness and motivation in learning IT knowledge** and facilitate communication between parents and students.
2. The use of Multi-media PSHE Workshop for **holding PTA's parent-child activities** will be encouraged. Both students and their parents can benefit from these activities.

(g) Extent of teachers and principals' involvement in the project

Supervisor

The Principal, **Mr. Chan Shiu Choy** is the supervisor of this project, he will oversee and facilitate the collaborations between different parties to yield the expected outcomes.

Team leader

Mr. Tse Yu Fu (Panel Chairman of Geography, Coordinator of Geography Room, Guidance Master)

Core Members

Mr. Ng Chi Fai (Panel Chairman of Computer Education, Chairperson of IT Team)

Mr. Mak Wai Pui (Head of Social Science Department, Panel Chairman of History)

Other Members

Ms. Lai Chung Yin (Panel Chairperson of Religious Education, Chairperson of Life Education Team)

Ms. Ng Tin Ling (Panel Chairperson of Chinese Language and Culture)

Ms. Siu Wai Lin (Panel Chairperson of E.P.A. & Economics, Chairperson of ECA Committee)

Ms. Tam Mei Lin (Panel Chairperson of Chinese History, Teacher-in-Charge of cross-border cultural exchange programmes)

Departments involved

IT Team:

To carry out the operation and maintenance work.

Academic Committee:

To carry out the evaluation processes from the viewpoint of teaching and learning.

Students' Affairs Committee:

To carry out the evaluation processes from the viewpoint of moral and civic awareness.

Teaching and Learning activities in Social Science Department:

Multi-media PSHE workshop is planned to be a dynamic and innovative learning environment where students can become more motivated, inquisitive and creative learners.

School education is shifted from a largely textbook-based and teacher-centred approach to a more interactive and student-centred approach.

Teachers and students can explore the possibilities of using available software in teaching and self-learning.

VCD can be used to introduce the change and history of society and culture.

Software can be used to simulate natural effects like earthquake.

Students can use the available CD-ROM and web sites for searching information on relevant subjects.

Students can use email and discussion group to facilitate communication and discussion among them.

Students can use Internet voting sites to understand the concept of democracy.

Students can produce web-based project to arouse suggestions and comments from others.

Teaching and Learning activities in Cultural Subjects:

Projector and scanner will be used for demonstration and editing of articles.

Editing software will be used to produce special effects for articles.

Articles can be placed on Internet to arouse suggestions and comments from others.

Students can discuss in groups to facilitate communication and discussion among them.

VCD can be used to introduce different musicians, artists, articles and instruments.

Students are encouraged to produce their homepages with their own ideas of design.

PTA:

To carry out the evaluation processes from the viewpoint of parents and the general public.

(h) Action plan with time-line**Action plan**

The Multi-media PSHE Workshop project will begin in September 2004 with the availability of an accustomed e-Class platform and the experience of an evaluated co-curricular project will provide an appropriate background for our project to be launched.

Date	Teachers		Students		IT Team
	Training	Activities	Training	Activities	
08/2004-09/2004					Site preparation
10/2004-01/2005					Tendering
02/2005-04/2005					System construction and installation including raised floor, cabling, security and system configuration System reliability testing
05/2005-06/2005	Use of IT peripherals and facilities in the Multi-media PSHE Workshop	PSHE related subjects implement multimedia teaching in Multi-media PSHE Workshop	IT Prefects: Use of IT peripherals and facilities in the Multi-media PSHE Workshop	Open of Multi-media PSHE Workshop to ECA purpose; Clubs/societies send required minutes or reports through email system	Evaluation of available software
07/2005-08/2005		Evaluation of PSHE related subjects implementing multimedia teaching in Multi-media PSHE Workshop		Demonstration of students' homepage on F.1 Orientation & Parents' day	System evaluation

9/2005-10/2005	Homepage writing	Language subjects implement multimedia teaching in Multi-media PSHE Workshop	Homepage writing	Chinese typing competition; Web-based quiz competition; Making of homepage	Evaluation of available software
11/2005-12/2005	Authoring tools	Extend multimedia teaching in Multi-media PSHE Workshop to other subjects	Authoring tools		
01/2006-02/2006 (School examination)		Evaluation of other subjects implementing multimedia teaching in Multi-media PSHE Workshop		Demonstration of students' homepage on Parents' Day	System evaluation
03/2006-04/2006		Open of Multi-media PSHE Workshop to students' self access Making of multimedia teaching and learning material			
05/2006-06/2006				Multimedia project, assignment and presentation; Making of CD-ROMs DVD-ROMs	
07/2006-08/2006		Evaluation of different subjects implementing multimedia teaching in Multi-media PSHE Workshop			System wrap-up and maintenance; Evaluation and performance survey on students' achievement and teachers' satisfaction on using the system

(i) Expected deliverables and outcomes**Deliverables**

1. Students' assignments and work produced with the use of the Multi-media PSHE workshop.

Outcomes

1. A Multi-media PSHE workshop will be established. The Multi-media PSHE workshop can serve as a centre for **Project-based learning, Co-curricular Issue-based learning & Group Enquiry learning activities.**
2. Students' communication and collaboration skills can be improved.
3. Students' initiative attitude can be aroused through interactive learning.
4. Students will have the ability to filter and acquire useful information through their studies and their works.
5. Students can benefit from multimedia assignments to have an in depth understanding of what they have learnt.
6. Teachers can conduct more lively and interactive lessons.
7. Teachers can provide school-based teaching and learning materials.
8. A team of IT prefects will be trained for disciplinary purpose in the Multi-media PSHE workshop.
9. A team of IT instructors will be formed for organizing training courses to students and giving helps to teachers.
10. Teachers will act as the facilitators of knowledge of students.
11. Students will be exposed to social education, intellectual education and moral education.
12. Parents will be involved as partners of school in this new evolution of education.

(j) Budget with detailed breakdown**Budget**

Items	Quantity	Cost
1. Equipments		
Multi-media PSHE workshop Control Software	1	\$40,000
Servers with OS	2	\$30,000
Switches	2	\$30,000
Master Computer for teacher	1	\$6,500
Computers for students	14	\$91,000
Teacher's desk	1	\$2,000
Hexagonal shaped tables for installing 3 embedded computers each with screen opening on the surface covered by reinforced glass	7	\$17,500
Software (Offices, Statistical Tools, Acrobat, Dream weaver, etc.)	15	\$22,500
Scanners	8	\$6,400
Pen Power	15	\$3,000
DVD R/W ROMs	15	\$22,500
Laser B/W Printer	1	\$1,600
Inkjet Colour Printer	1	\$1,000
Security System Including Infrared Monitor Detector and Magnetic Sensor	1	\$5,000
Security System Including Rolling Shutter with Cover and Window Guard Rail	2	\$10,000
	Sub-total	\$289,000
2.Works: Redecoration of Geography Room into Multi-media PSHE Workshop	1 Room	\$49,000
	Project Total	\$338,000

Project Impact

(k) Evaluation parameters and method:

RECORDING DATA

1. The usage of Multi-media PSHE Workshop and its IT peripherals will be recorded.
2. Attendance of the courses and activities conducted to teachers and students will be recorded.
3. Number of IT-related activities organized will be recorded.
4. Number of participants in each school IT related activity will be recorded.

QUESTIONNAIRE

1. Questionnaire will be conducted to teachers for evaluating the effectiveness of teaching.
2. Questionnaire will be distributed to parents for gathering ideas and evaluating the effectiveness of training courses organized.
3. Feedbacks will be collected after any experience-sharing seminars held for other educational institutes.

OBSERVATION

1. The quality of teaching material will be observed.
2. The quality of students' assignment will be observed.
3. Quality of classes and clubs' homepages and multimedia magazines will be observed.
4. The quality of IT prefects and IT instructors will be observed.

EVALUATION AND MEETING

1. Regular meetings in the Students' Affairs Committee for evaluating impacts of the project on overall school atmosphere of personal, social, moral and civic education will be held.
2. Regular meetings in the Academic Committee for evaluating impacts of the project on teaching and learning in various subjects as well as on the enhancement of co-curricular work will be held.
3. Appraisal form for assessing ability on IT knowledge including the use of the Multi-media PSHE Workshop and its IT peripherals will be distributed to teachers.
4. Lesson observation will be made by Principals or Department Heads to observe the learning atmosphere and the interactions between students with computers and students with teachers.

(I) How the project would benefit the education sector as a whole:**① THE EXTENT OF THE TEACHERS' INVOLVEMENT TO ENHANCE THEIR PROFESSIONALISM**

1. Teachers can make use of the Multi-media PSHE Workshop for teaching, and the atmosphere of using IT in teaching will be encouraged.
2. Teachers can join training courses to acquire specific skills in using IT. Hence they can prepare teaching materials by using IT without much difficulty. And the IT component can be incorporated into the contents of teaching smoothly.
3. Through teaching in Multi-media PSHE Workshop, teachers can gain experience through this new mode of teaching. Then they can explore the possibilities, potentials and even breakthroughs in teaching skills with IT.
4. Teachers can also conduct extra-curricular activities by making use of Multi-media PSHE Workshop. Hence their teaching activities can extend beyond the academic curriculum.

② VALUE-ADDEDNESS OF SCHOOL AFTER IMPLEMENTING THE PROJECT

1. Colleagues in Ming Yin College are aware of the significance of information technology, both in the school and in the society. We have tried our very best to employ IT in normal lessons in the classrooms. The result will be much better if these lessons are conducted in a Multi-media PSHE Workshop. This workshop could enhance the effectiveness of teaching. Students can obviously benefit from it.
2. Having lessons in Multi-media PSHE Workshop, students learn the subject matters easily. At the same time, teachers and students can learn how to use facilities in the workshop, such as computers and computer networks. This can help the students, especially those who do not take computer subjects, to cope with the computerized society in the near future.

③ TO WORK IN ALIGNMENT WITH THE 'DISTRICT TEACHER NETWORK SCHEME'

1. A 'District Teacher Network' scheme has been set up by the Education and Manpower Bureau (EMB) in conjunction with four major teacher associations, to promote experience sharing and establish a mutual support network among teachers. We will respond to any arrangements of the EMB in participating in any experience sharing events to widen the scope of such a trial because we are confident that fruitful results can be attained and can be shared among educational institutes in Hong Kong.

(m) How the outcomes of the project can be sustained:

1. School Board and the Principals strongly support the IT development in school. They have given enormous financial supports to teachers to attend computer courses and workshops every year. In this sense, the setting up of the Multi-media PSHE Workshop is by no means an end product by itself. School-based tailor-made teaching materials will continue be developed. It is not the physical setup that counts, but **the sustainability to be attained through the accumulation of efforts given by all parties including administrators, teachers, students and even parents.**
2. Every year, the Parents and Teachers Association (PTA) donates a considerable amount of money to buy new equipment such as hardware and educational software. With these financial supports, the Multi-media PSHE Workshop **will be updated and can run smoothly after the Quality Education Fund grant has been exhausted. The maintenance cost of all equipment will also be borne by our school after the completion of the project.** .
3. As our project is an active response to the Curriculum Reform advocated by the Education Commission, in which, a Ten-year Curriculum Development Plan has been included. Therefore, it is obvious that our project is **not intended to be a short-termed one.** We will, on the other hand, **try to keep up with any new development in such a reform and continue to improve to the basic settings established so as to adopt appropriate school-based curricula to meet the needs of our students.**

(n) Dissemination/publicity methods:

1. First of all, dissemination will be done through the participating in the dissemination activities organized by QEF.
2. Inside our school, dissemination will be done by engaging in daily teaching and learning activities, holding extra-curricular activities, co-curricular learning tasks, project making tasks, PTA activities, self-learning and self-assessment tasks, etc.
3. Outside our school, publicity will be done by holding experience-sharing seminars, joint-school activities, publishing special web page and sending out electronic news through Email or ICQ about this project, etc.

The End