

QUALITY ENHANCEMENT SUPPORT SCHEME (QESS)

PROJECT REPORT



HKCT Division of Languages and General Studies applied for the Quality Enhancement Support Scheme (QESS) funding for the purposes of (1) improving the overall learning experience and language proficiency of students; and (2) strengthening and improving quality assurance and related measures.

PROJECT BACKGROUND

We notice the deficiency of students' motivation in English learning and improvement, even when they are aware of the importance of language competence. Since last year, we have implemented online learning which students can learn from home without a fixed venue. Therefore, through the QESS project, we aim to improve students' low motivation in English learning and address the need for a more flexible learning and teaching platform. With the scheme funding, we would create an interactive online learning platform and purchase 40 tablets for students to use the platform on.

PROJECT OBJECTIVES AND DETAILS

Objectives

(1) To reshape learning atmosphere

- Upgrade the current teaching and learning vibe by creating a tech-savvy environment
- Create an interactive online learning platform with e-books containing reading passages, exercises, games and a reward scheme
- Purchase hardware for the implementation of online learning (i.e. tablets)

(2) To improve students' motivation

- Interactive learning platform that allows students experience more stimuli from learning
- Digitalised reading passages with interactive features (such as built-in pronunciation and dictionary) that boosts self-learning
- Deliberately designed games that arouse students' learning motivation
- A reward scheme as an incentive strategy to encourage participation (limited to HKCT and CTIHE students only)

PROJECT OBJECTIVES AND DETAILS

Objectives

(3) To promote flexible learning style and suit individual needs

- Online learning allows students to adjust their own progress and provides flexibility according to students' individual needs
- Exercises and games that let students consolidate their knowledge and work at their own pace in a more relaxed manner
- Built-in chatroom allows teachers to give constant encourage and feedback to students
- Online and face-to-face affiliating workshops for students to consolidate and recap their learning

(4) To validate students' achievement and boost their confidence

- Reward scheme helps recognise students' achievement and participation
- Good work sharing function allows teachers to post students' good work on the homepage of the platform

PROJECT OBJECTIVES AND DETAILS

Project Periods and Beneficiaries

Phase 1: HKCT and CTIHE

- Participants: full-time students of HKCT and CTIHE (degree, higher diploma and other sub-degree students)
- Around 1600 student accounts and 20 teacher accounts
- Content: 10 e-books and 10 workshop handouts
- Platform usage period: January to August 2021

Phase 2: Partnered schools

- Participants: senior secondary students of partnered secondary schools and students of partnered post-secondary institutes
- 183 student accounts and 30 teacher accounts
- Contents: 4 e-books and 4 workshop handouts
- Platform usage period: March to August 2021

Phase 3: Public

- Participants: general public
- 2000 student accounts
- Content: 4 e-books (trial version of the platform)
- Platform usage period: October to December 2021

PROJECT ACTIVITIES AND PLATFORM USAGE

Activities

January 2021: 1st Focus Group Meeting (online)

- Meeting participants: degree, higher diploma and other sub-degree students
- Understand students' needs in English learning and self-learning
- Listen to students' opinions and expectations for the platform

January 2021: 30 Introduction Seminars

- Introduction to the learning platform

February to May 2021: 16 online and face-to-face Affiliating Workshops

- Teaching more advanced content as a follow-up on the e-book content



PROJECT ACTIVITIES AND PLATFORM USAGE

Activities

April 2021: 2nd Focus Group Meeting (face-to-face)

- Understand students' progress on English learning and self-learning
- Follow-up on students' usage of the platform

June to July 2021: 4 Summer Workshops

- Teaching e-book and workshop content

January 2022: Sharing Session (online)

- Display details of the platform and result of the project



PROJECT ACTIVITIES AND PLATFORM USAGE

Platform Usage

Phase 1: HKCT and CTIHE

Platform Usage

Student type	No. of accounts	No. of people used	Usage %	No. of times used
Degree	83	59	73%	988
Higher diploma	694	332	48%	3893
Other sub-degree	824	174	21%	771
Total	1601	565	35%	5652

We set up 1601 user accounts for students. The platform had 565 actual users, reaching total usage 35%.

Reward Points

Student type	No. of people used	Reward points
Degree	59	1487
Higher diploma	332	6978
Other sub-degree	174	607
Total	565	9072

565 users accumulated 9072 reward points.

PROJECT ACTIVITIES AND PLATFORM USAGE

Platform Usage

Phase 2: Partnered schools

No. of accounts	No. of people used	Usage %	No. of times used
183	133	73%	1582

We set up 183 user accounts for partnered schools' students. The platform had 133 actual users, reaching total usage 73%.

Phase 3: Public

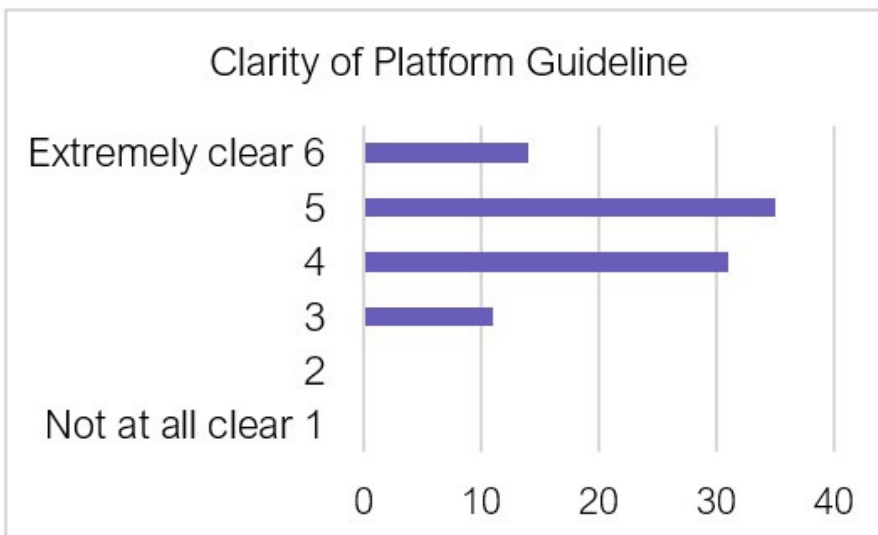
No. of accounts	No. of people used	Usage %	No. of times used
2000	1105	55%	1342

We set up 2000 user accounts for general public. The platform had 1105 actual users, reaching total usage 55%.

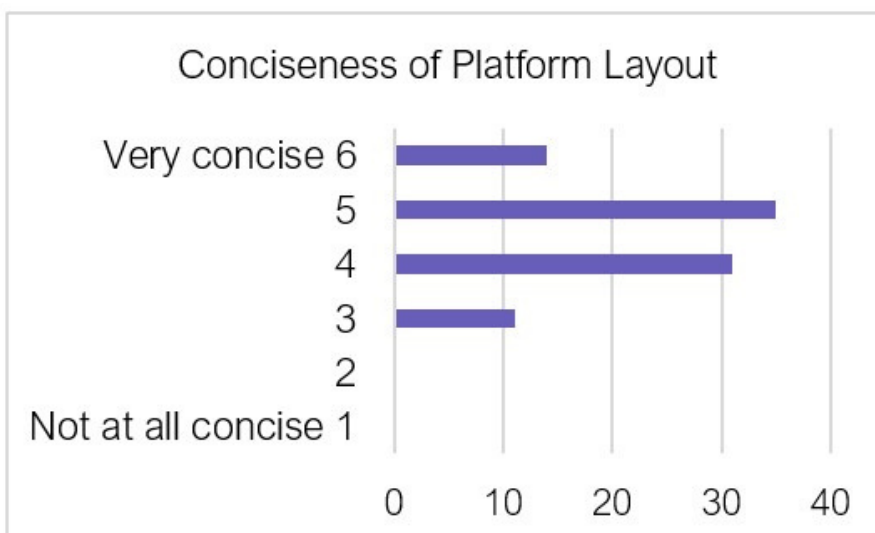
USERS FEEDBACK

Phase 1: HKCT and CTIHE

We set up a set of online questionnaire to get students' feedback on the platform. 91 students filled in the questionnaire and their opinions on the platform are as follows.



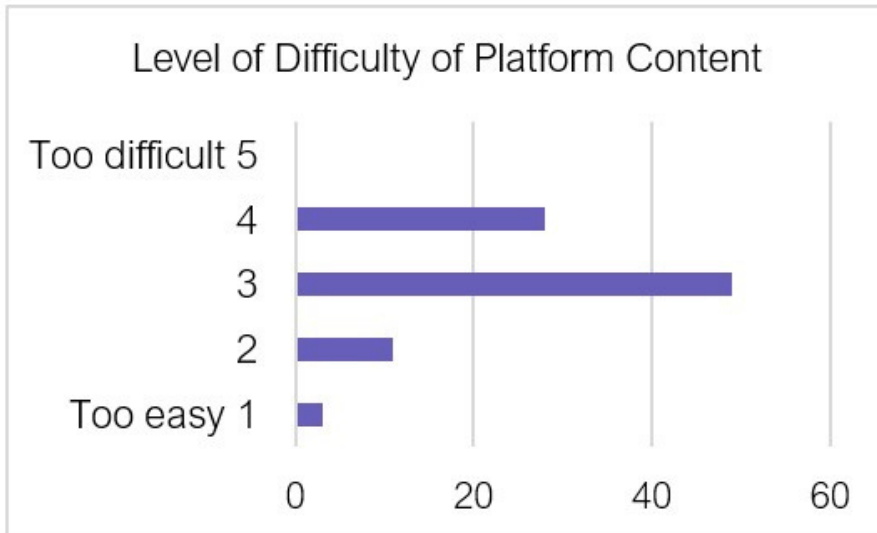
80% of the students think the guideline of the platform is clear.



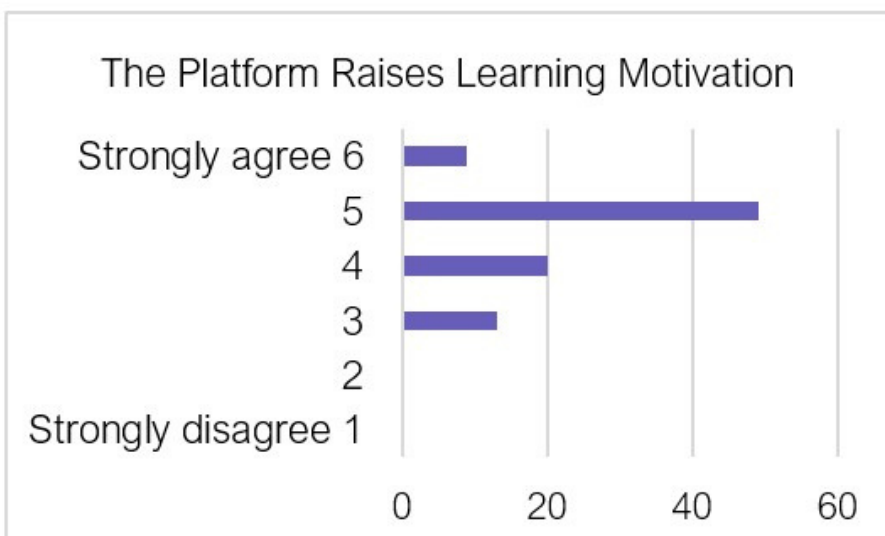
80% of the students think the layout of the platform is concise.

USERS FEEDBACK

Phase 1: HKCT and CTIHE



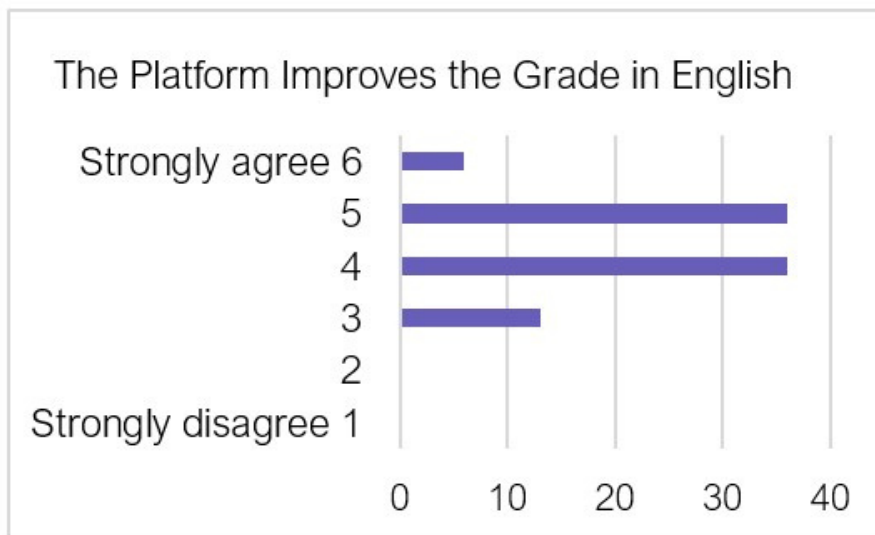
Over 50% of the students think the level of difficulty of the platform content is appropriate, while around 15% of the students think the content is easy. Thus, we have prepared workshop handouts, with more difficult and advanced content as a follow-up on the e-book, for students to consolidate their learning.



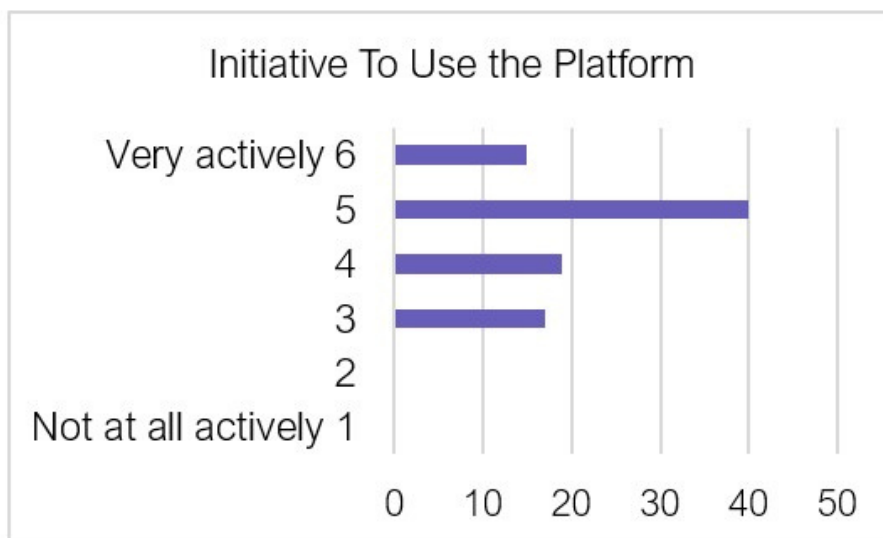
Over 80% of the students think the platform can raise their learning motivation.

USERS FEEDBACK

Phase 1: HKCT and CTIHE



Over 80% of the students think the platform can improve their grades in English.



Over 80% of the students use the platform actively.

USERS FEEDBACK

Phase 1: HKCT and CTIHE

Individual students also have some specific comments on the platform:

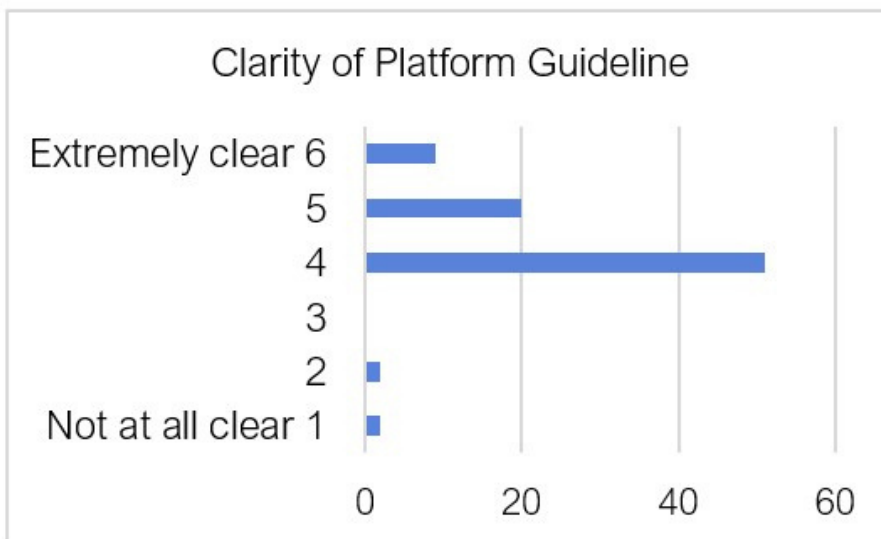
- appreciate the workshop arrangement that allows students to learn more about English language, especially grammar
- the idea of the platform is good that students can learn through games
- advise the game setting to be simpler
- technical issue: platform is sometimes non-responsive or quits

We have been constantly modifying the platform to improve the issues reported.

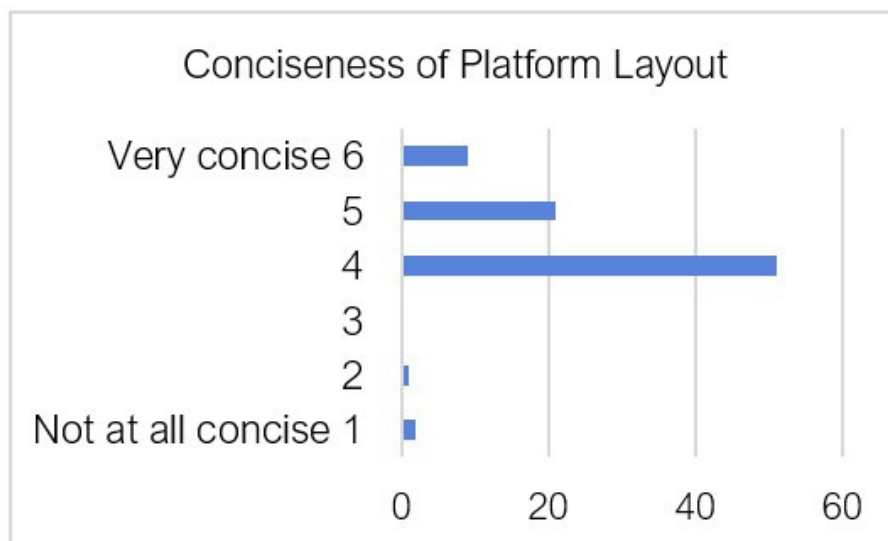
USERS FEEDBACK

Phase 3: Public

84 public users filled in the questionnaire and their opinions on the platform are as follows.



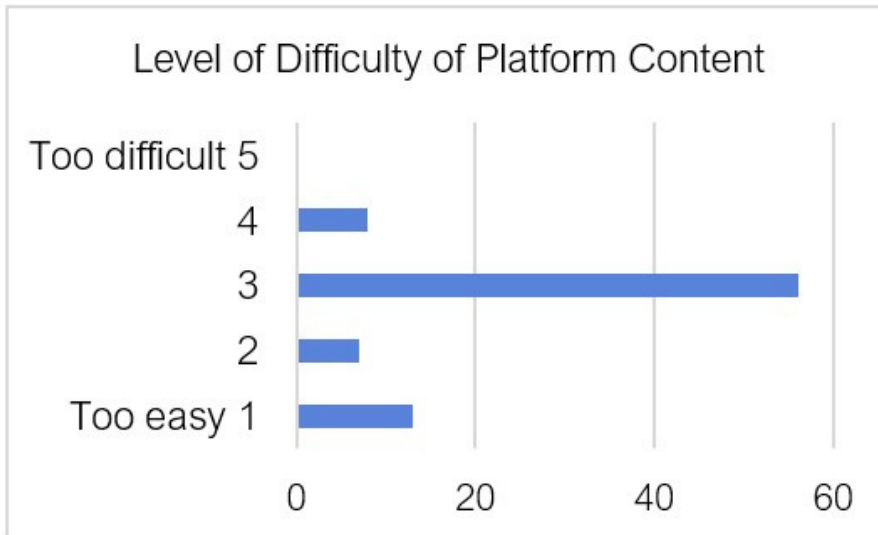
90% of the users think the guideline of the platform is clear.



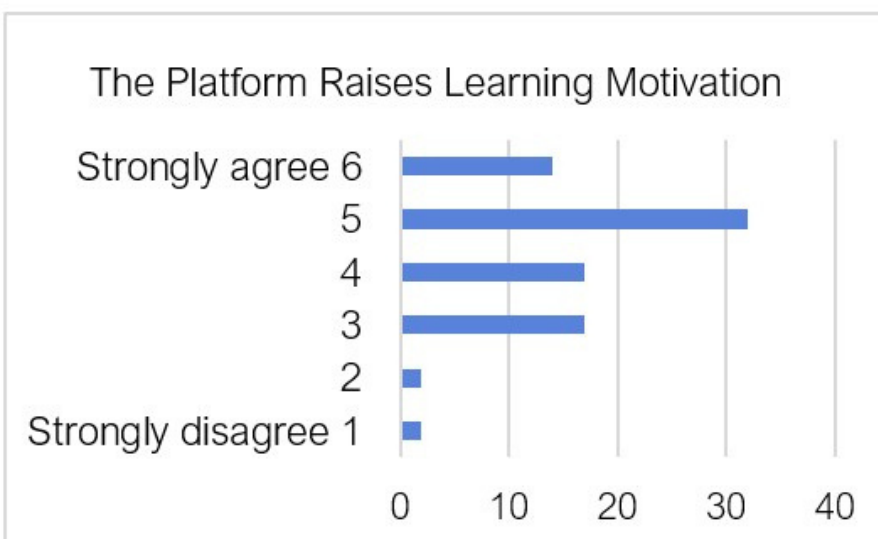
90% of the users think the layout of the platform is concise.

USERS FEEDBACK

Phase 3: Public



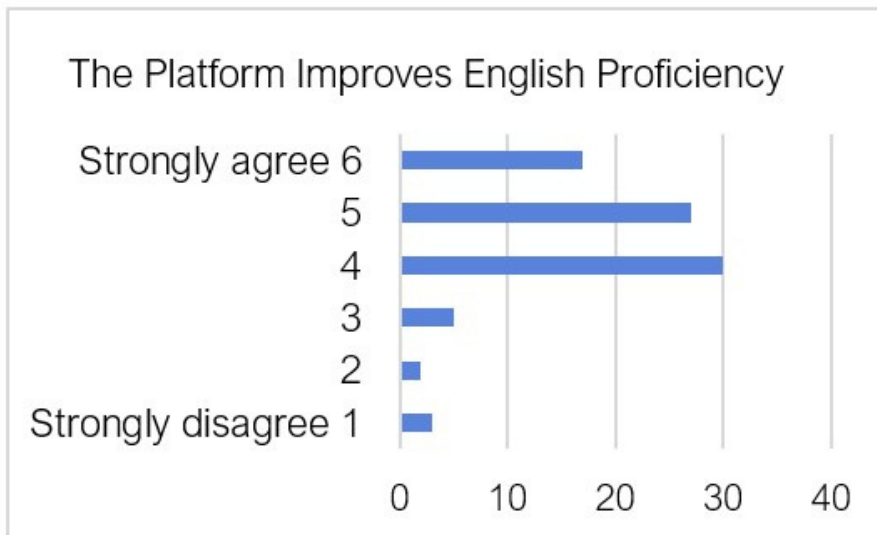
Over 60% of the users think the level of difficulty of the platform content is appropriate, while around 20% of the users think the content is easy. Thus, we would consider providing more learning content to public users in the future.



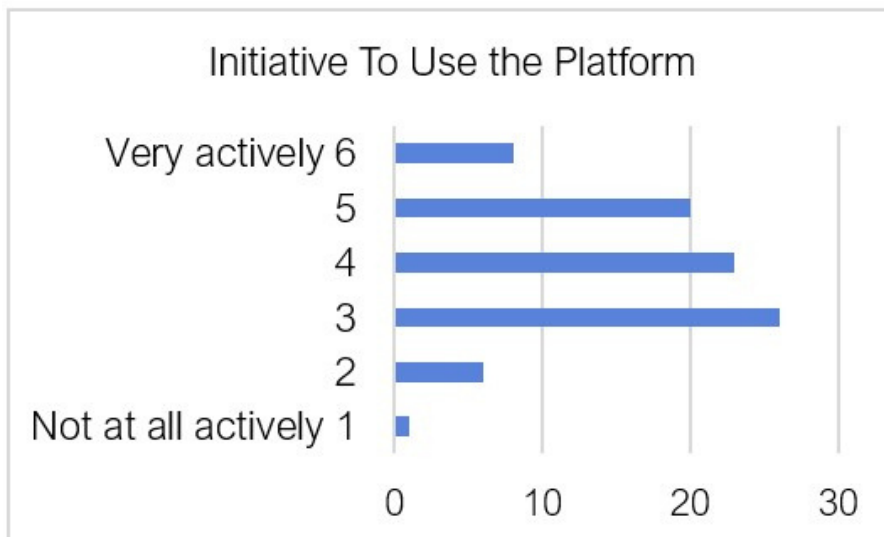
Around 75% of the users think the platform can raise their learning motivation.

USERS FEEDBACK

Phase 3: Public



Over 80% of the users think the platform can improve their English proficiency.



Over 50% of the users use the platform actively.

CONCLUSION

In conclusion, students from Phase 1 have positive feedback on the platform. Most of them think that the platform can raise their learning motivation and improve their grades in English; and students do take the initiative to use the platform as one of the ways to self-learn English.

Users of Phase 3 have more positive feedbacks than negative on the platform, with a small number of users find some features of the platform inadequate. The wide range of public users from different age groups with various education backgrounds and skill levels in using electronic devices and apps may account for this result. With such a wide range of users, the platform may fall short of providing the suitable learning experience to individual users.

CONCLUSION

Project Review

For the future development of the learning platform, we propose to take the following actions to help the current issues:

- Divide the public users into different groups according to their background to give more focus on the learning needs of each group
- Hold face-to-face introduction seminars to public users to demonstrate the usage of the platform in person
- Provide more e-book and workshop handout content to public users so that they can choose the most suitable content according to their individual needs