

Quality Enhancement Grant Scheme

Final Evaluation Report

Project No. :

Part A

Project Title : Language@Art – Communication Tool Box

Name of Grantee : Hong Kong Art School (a division of Hong Kong Arts Centre)

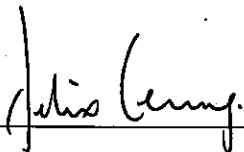
Project Period : From August 2009 (month/year) to July 2011 (month/year)

Part B

Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature: _____



Organization Chop: _____



Name of Authorized Mr. Felix Leung, Director

Person:

Name of Grantee Hong Kong Art School

Organization: (a division of Hong Kong Arts Centre)

Position of Authorized

Person:

Director

Date: 31 October 2011

QEGS Final Evaluation Report

1. Attainment of Objectives

The main objective of this project, Language@Art – Communication Tool Box, was to enhance the role and the value of English language in art education, as well as to enhance English language teaching and learning through art. An English communication tool box with effective, innovative and art-oriented language teaching and learning tools were developed to help students enhance their learning of English language and communication skills for further enhance studies and artistic development.

All objectives of the project were basically attained, with details as listed in the following table:

<Table 1: Attainment of Objectives>

Objective statement	Activities related to the objective	Evidence or indicators of having achieved the objective
To enhance the role and the value of language in art education	New curriculum and teaching approaches	<p>The curriculum and teaching methods were implemented based on students' learning requirements and by incorporating the following key concepts: aesthetic experience, visual culture and drama education.</p> <p>Effective English language teaching approaches were derived from the new curriculum - which also helped to develop the main content of the English Communication Tool Box - Education Kit.</p> <p>200 Higher Diploma students benefitted from learning English through innovative teaching methods and demonstrated their skills via: Group project work, presentations, artist talks, gallery visits, written assignments and drama-based learning activities.</p>
	Establishment of the English Language Corner	<p>300 Higher Diploma students were able to visit the two English Language Corners and utilise the English learning materials and art-related publications.</p> <p>The main purpose for students to use the learning space was for the following reasons: Project research, self-study, tutorials, workshops, artist talks and English language development.</p> <p>HKAS students were able to access the learning materials and facilities during two open sessions on Tuesday and Friday 2-6pm. Students were also able to book tutorials in both locations.</p>
	English tutorial classes	<p>200 students benefitted from individual and group tutorials.</p> <p>For the following purpose: Job interviews, career development, writing skills, essay writing and presentation skills.</p>
	English Tutorials and workshops	<p>200 Higher Diploma students benefitted from participating in individual and group tutorial/workshops.</p>
To enhance language teaching	Artist talks	<p>200 Higher Diploma students participated in meet-the-artist sessions and gained further insight into how to communicate</p>

and learning through art		more effectively by using English language in the context of art.
	Gallery Visits	300 students participated in gallery tours. The gallery tours provided students with necessary knowledge to further enhance and develop their career; The gallery visits also motivated students to enhance their analytical skills in order to interpret and discuss artworks.
	Monthly newsletters	300 monthly newsletters were distributed to students via email and printed copies - providing information on current Language@Art activities. Students could contribute by submitting their artwork, articles and written work to the newsletter.
To come up with the communication tools	The production of the Education Kit	200 Printed copies of the English Communication Tool Box - Education Kit were produced and distributed to participants at the Language@Art forum. <i>[For details, please refer to Annex I for the Education Kit]</i>
	The Language@Art Forum	The Language@Art forum was held to introduce the English Communication Tool Box - Education Kit to post-secondary educators. The forum which focused on sharing interactive teaching methods and the pedagogy for teaching English through Art had attracted more than 120 registrations. <i>[For details, please refer to Annex II for the leaflet and poster of the forum]</i>

2. Project Impact on

Broadening students'/teachers' horizons

The Language@Art project incorporated innovative teaching and learning approaches into learning English and art. Namely, art tours, meet-the-artist sessions and extra-curricular activities helped to enrich learning and broaden students' learning horizon.

The English courses now taught at HKAS were written based on the entire summation of the Language@Art project. The English courses focused on raising students' awareness of better English communication via many of the researched areas, namely, visual culture, aesthetic awareness and English drama. All of the mentioned teaching approaches had helped provide students and teachers with a wider understanding of how art could be a catalyst for learning English.

Increasing students'/teachers' sense of achievement

Both students and teachers were involved throughout the project development. At the beginning of the project both teachers and students completed questionnaires to help establish specific English learning requirements. Teachers gained a greater sense of achievement by contributing towards finding and developing innovative teaching approaches and consequently producing a publication

that incorporated these newly developed teaching approaches.

Art and design students were able to participate in English communication tasks throughout their studies, in order to better prepare for their future careers. Students therefore were prepared for dealing with different real-life situations. Students were able to learn how to communicate in English for: job interviews, presentations, dealing with international clients, or presenting their portfolios. The idea to produce the 'English Communication Tool Box' grew from the need to provide students with the essential knowledge, skills and tools, so that they could become successful in their future careers and gain a greater sense of achievement so as to build their confidence to use English as a *tool* for success.

Fostering students' development in their potential and specific abilities

The Language@Art project enabled teachers to foster students' understanding of how they could achieve a higher level of English communication through written assignments and project work. Students were also able to participate by contributing towards the Language@Art activities, for instance, writing newsletter articles and attending art tours. These activities required students to develop their ability to communicate in different real-life situations.

Training students to better meet social demands

Students were trained to gain essential real-life experience and social skills by participating in art-related project activities. Meet the artist sessions, exhibition openings and gallery visits, all provided students with a unique opportunity to meet with art professionals. These meetings had enabled students to gain a vital understanding of particular social needs in relation to their own art practice.

Increasing training opportunities for teachers and enhancing their professional development

Throughout the project implementation, the English Language Coordinator was able to develop both organization and coordination skills, which helped to develop necessary knowledge beneficial to the project. Teaching skills were also developed to enhance students' learning experience.

Teaching advice was provided by the English Language Coordinator to new teaching staff and the English Language Communication Tool Box now provided teachers with art-related teaching materials that would consequently help to enhance their own teaching practice and training.

Improving learning atmosphere

The English Language Corner provided an important learning space for students to develop and to feel relaxed whilst learning English. As a result, students felt motivated to produce a wider

range of innovative group projects. Students were also given the opportunity to exhibit and present their work within a real-life art exhibition context.

Teachers were to achieve a greater sense of purpose by being able to provide a gallery-like atmosphere for students to write, present and talk about their artwork. It created the necessary atmosphere in contrast to the more conventional classroom environment previously used for presentations and group work. Therefore, English-orientated art exhibitions enabled students to learn how to further demonstrate their English communication skills via drama and presentations within the context of arranging an art exhibition in the learning space. It also created a lively and interactive environment for students visiting the space.

Fostering team spirit and enhancing the overall image of the school

The project built a strong project team spirit by forming a dedicated group of HKAS lecturers and administrators that provided support for different aspects of the project. Each team member contributed towards the project by providing advice and working with the English Language Coordinator to implement the specific project objectives.

Inducing collaboration with other schools / professional organizations.

Throughout the implementation of the project, collaboration was induced with various professional organizations and well-known artists, galleries and publishers. As a result, the arranged artist talks, tours and activities enriched students' exposure to learning English within the context of art.

Upon the completion of the Language@Art project, a forum was held on 8 July 2011 to introduce the 'English Language Communication Tool box' to post-secondary educators. The forum introduced how to use the interactive teaching methods and how to create fresh learning atmospheres for English learning – to incorporate visual culture, drama education and art experiences. Many of the participants expressed their appreciation for the publication because it helped to address some of the main learning issues relating to students' English development.

3. Cost-effectiveness

The classification of budget items in Schedule I of the Agreement is adopted for the 'Financial Status' at Table 2 as follows:

Table 2: Financial Status

Budget Items	Approved Budget	Actual Expense	Balance
Manpower	\$643,357.00	\$627,687.30	\$15,669.70
Equipment / Facilities	\$19,500.00	\$25,880.10	-\$6,380.10
Services	\$56,000.00	\$58,120.00	-\$2,120.00

General Expenses	\$209,500.00	\$212,965.92	-\$3,465.92
Others	\$42,643.00	\$46,500.43	-\$3,857.43
Total Expenses	\$971,000.00	\$971,153.75	-\$153.75
Fixed Deposit Bank Interest			\$77.85
			Deficit -\$75.90*

* The deficit in total would be adopted by the School.

[For the details, please refer to the Financial Statements prepared by auditor]

The project's cost-effectiveness should be evaluated with regard to:

3.1 Utilization of available resources

The development of this project blended in just well with the setting of the School both academically and operationally. It provided an environment to enhance the role and value of English language in art education as well as English language teaching and learning through art. The existing English curriculums of the higher diploma programmes were integrated with other artistic practices and aesthetic experience that offered in a more coherent and effective way. The students could also get access and exposure to a large amount of art-related materials and learning tools in the English Language Corner for their artwork description as well as profile development.

3.2 Sustainability of the learning programme and materials developed

The English Language Corner constructed from the project, together with the art text books and the periodicals acquired there, will be maintained by the School and will continue to serve students needs. There are also plans of sustaining the Corner, in which more events and exhibitions would be produced by the students, and more English tutorials would take place there.

3.3 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)

The educational kit of this project has been introduced to other institutions as well as relevant secondary schools. Teachers and students can make use of the educational kit for their teaching and learning purposes. On top of this, the English Language Coordinator also organized field trips, artist talks and gallery visits. During the visits, students met with different overseas artists to learn more about their art journeys and could try to communicate with them in English. The School's experience on the development of this whole project was also shared in the concluding forum.

4. Deliverables and Modes of Dissemination

4.1 Description of the deliverable

i. Innovative curriculum design and effective teaching approaches

The existing English language curriculum was reviewed and revamped on the findings of the research of the possible integration of language and art practice and the teaching approach for reflective curriculum. Innovative elements derived from visual culture, drama education and aesthetic experience were also incorporated into the new curriculum.

ii. Establishment of an English language learning environment for art studies

Tutorial sessions were offered, in which students could seek help from the English Language Coordinator in solving their problems in language-related matters such as preparing presentation and writing assignment. Moreover, students were exposed to direct dialogue in the English Language Corner. Through regular language workshops and art-related activities, the English Language Coordinator could motivate students to exercise different communication skills to accomplish a specific goal. Besides, with provision of a platform for language and art-related materials and an English Language Corner for reading art books and magazines, students could enhance their English language proficiency naturally in the context of visual art culture.

iii. Forum for education institutions offering sub-degree programmes

Upon the completion of the project, HKAS conducted a forum to share the outcomes and achievements. The forum focused on how to enhance the language proficiency of students within the context of visual art. Two guest speakers, along with the English Language Coordinator, shared their knowledge of specific teaching methods that were incorporated into the Language@Art English Communication Tool box – Education kit.

iv. Development of an Education Kit for art disciplines

The establishment of the Communication Tool Box was documented in an instructional education teaching kit with the following elements:

- a) The need and design of an innovative curriculum;
- b) The development of effective English language teaching approaches to enhance students' communication skills and language proficiency in the context of visual art.
- c) A collection of art teaching and activity plans.
- d) Examples of art-related reference materials, useful for English language teaching and learning.

[Please refer to annex I for the Education Kit]

Evaluation of the quality and dissemination value of the deliverable

The English Communication Tool Box – is now being fully implemented and used for teaching and conducting English Courses at HKAS. The worksheets and activities provide students with a broader understanding of art and a more practical approach to learn English for students' professional development. The worksheets have been well received by students and have helped in the following aspects of learning, namely, aesthetic awareness, visual culture and drama education. For example:

- In the 'Interactive English Communication' course: 'Chapter 3' focuses on Drama and Role-play – students have been able to work through the worksheets in order to develop their

drama and interpersonal communication skills. Students learned how to 'Pitch' their artistic concepts and develop their business negotiation skills. In 'Chapter 6' – '*Part II: Future Design*' – students have been able to develop their analytical skills. Students have completed the worksheets and gained further insight into the necessary steps required for writing proposals and cover letters to gain investment and support for their art concepts. Students' art concepts address an environmental or social issue in Hong Kong. This provides students with the opportunity to contribute their own ideas and find solutions to these issues. Consequently, these activities and projects have provided students with a more realistic form of learning English.

- In 'English Communication' course, 'Chapter 4' – '*Developing Creative Writing Skills*' – students have been able to learn how to write artist statements and enhance their aesthetic awareness. In 'Chapter 8' – Graduating students learned how to develop their professional skills via – the worksheets on Portfolio development.
- Drama and role-play have been fully integrated into all courses providing students with a better understanding of real-life scenarios. Gallery visits and field trips help to facilitate and enrich students' understanding of visual culture.
- In 'English Usage I' course, students have worked through Chapter 1 on Game design and learned more about art and design. In the process they have produced a game to learn more about visual culture. They have prepared a presentation and this was conducted in the English Language Corner.

The production of the kit

The main concept to create the Language@ Art Communication Tool box publication was to find alternative and interactive teaching methods that develop and enrich students' English learning experience. This was accomplished by consulting other Hong Kong Art School educators that contributed their expertise in specific areas, such as: Drama Education, Visual Culture and Art Education. To allow a more thorough understanding of students' learning needs, a graduate from the School's higher diploma programme was invited to design the final publication.

Based on the initial research conducted in the first part of the project, various effective means of incorporating visual culture, drama education and aesthetic experiences into the language teaching and learning activities were explored. Innovative teaching and learning approaches were developed and relevant teaching materials were produced.

The Language@Art project team formed a design identity to fully encompass the main objectives of the 'Language@Art Communication Tool box project'. The main objective was to produce a

practical and useful Education kit to facilitate post-secondary art educators. This was accomplished by designing step-by-step teaching plans for teachers and designing interactive worksheets that provide students with a more comprehensive knowledge of learning English within the context of art. A CD-Rom with printable worksheets, video and audio files - was produced for teachers' convenience.

The main objective of the 'Language@Art communication Tool Box' is to enable art students to conceptualise and contextualise their ideas. The publication enhances the following skills: listening, speaking, reading and writing. Through the application of the 'English Language communication Tool box' – students will be able to develop their English skills through different learning activities suggested in the publication. The publication is specifically designed to instill a deeper sense of English learning in order to develop practical communication skills for further studies and artistic development.

The dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities

Students have participated in lessons that have incorporated innovative teaching methods based on the research and curriculum development conducted throughout the Language@Art project. This has been evident in students' motivation in class to participate in drama-based learning, group discussions, writing assignments, group projects, debates and giving presentations. Drama-based learning has helped to motivate students and build a solid base for future English Learning.

Field Trips, Artist talks and Gallery visits.

In April, as part of the Language@Art project, students visited Asia One to learn more about the behind-the-scenes production and distribution of art publications. During the visit, students met with the director and two artists to learn more about the practical aspects of producing a book. Students were able to gain further insight into the practical aspect of creating a book and responded enthusiastically to meeting artists and engaging in English conversation with them.

[Please also refer to Table 3 for the Activity List]

The value and feasibility for the deliverable to be widely disseminated by the QEGS as well as suggested modes of dissemination (if any).

It is intended that the English Communication Tool Box will provide further insight into innovative teaching methods for post-secondary educators. The publication has been designed with the busy educators in mind, so that they may easily access teaching worksheets and read the lesson plans

for their own teaching development and pedagogy.

The main successful elements of this project have been the solutions we have discovered through research and teaching experience. Throughout the development of the Language@Art project and English Communication Tool Box, we have found various solutions to students' English learning requirements within the context of art education. Students have been able to carry out innovative lesson activities that have contributed to a more practical learning experience. The English Communication key concepts were developed in order to integrate both English learning and art together. (See page 1-2 Language@Art English Communication Tool Box) The combination of these key concepts proved to be a more effective way to teach English within the context of art.

The further development of drama-based learning for English learning has also provided a more comprehensive platform for students to interact and gain necessary interpersonal communication skills.

Future development:

It would be of great benefit to students to further develop alternative teaching and learning methods. Online learning and media-based learning could contribute to students' language development. This could be in the form of E-learning, podcasts, and English Online learning platforms.

A Student Learning kit that is designed specifically for students could also be developed based on the Language@Art project research and English Communication Tool Box. Many students have since requested to borrow the 'English Communication Tool box' for their own English development.

The English Language Corner's unique home-style design has provided students with a relaxed atmosphere to learn English. This has proven to be a more effective and stimulating environment for students to develop their English skills. Small group tutorials have also proven to be of great benefit to students that have previously struggled to develop their English Skills. The English Language Corner inspires students to view artworks, read books and carry out group projects. By viewing artworks and writing English artist statements, students are able to understand the context and the need to learn English for their professional artistic development. The main concept for the English Learning Corner could be further developed in order to establish a more stimulating learning atmosphere on a larger scale.

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

Table 3: Activity List (Chronological Order)

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants
Christmas Party	<ul style="list-style-type: none"> •Date: 18 Dec 2009 •Theme: Christmas Party •Venue: Shau Kei Wan Poon Haung Soo Ing Campus 	~40
Exhibition Visit	<ul style="list-style-type: none"> •Date: 23, 29 Dec 2009 •Theme: Art in Use: Sculpture Objects •Venue: Pao Galleries, 4/F & 5/F, Hong Kong Arts Centre 	20
Exhibition Visit & Artist Talk by Sarah Lai	<ul style="list-style-type: none"> •Date: 11 Jan 2010 •Theme: a place changes as we look •Venue: Agnes b.'s librairie galerie, Wanchai 	20
Student Exhibition	<ul style="list-style-type: none"> •Date: 19 March – 30 Apr 2010 •Theme: Vivid •Venue: English Language Corner, 10/F, Hong Kong Arts Centre 	5 students = 40 visitors
Book & Film Club	<ul style="list-style-type: none"> •Date: 13 Apr 2010 •Theme: Book & Film Sharing with Olive Leung •Venue: English Language Corner, 10/F, Hong Kong Arts Centre 	10
Exhibition Visit & Artist Talk by Dr. Kacey Wong	<ul style="list-style-type: none"> •Date: 20 Apr 2010 •Theme: New Vision New Colours •Venue: Hong Kong Museum of Art, Tsim Shau Tsui 	15
Exhibition Visit & Artist Talk by Zoe Coughlan & Rachel Cheung	<ul style="list-style-type: none"> •Date: 8 May 2010 •Theme: Obstinate Things •Venue: Cafe Golden in Jockey Club Creative Arts Centre (JCCAC, Shek Kip Mei) 	15
Exhibition Visit & Artist Talk by Simon Birch	<ul style="list-style-type: none"> •Date: 13 May 2010 •Hope and Glory •Venue: ArtisTree, Taikoo Place, Quarry Bay 	15
Student Exhibition	<ul style="list-style-type: none"> •Date: 18 May – 18 June 2010 •Theme: Serendipity •Venue: English Language Corner, 10/F, Hong Kong Arts Centre 	15
Art Fair Visit & English Guided Tour	<ul style="list-style-type: none"> •Date: 29 May 2010 •Theme: Hong Kong international Art Fair 2010 •Venue: Hong Kong International Art Fair 2010, Hong Kong Convention and Exhibition Centre (HKCEC), Wanchai 	20
Workshops	<ul style="list-style-type: none"> •Date: 14 June 2010 •Theme: Graduation Preparation Workshops •Venue: Shau Kei Wan Campus of Hong Kong Art School 	25

Book & Film Club	<ul style="list-style-type: none"> • Date: 25 June 2010 • Theme: Book sharing with Nelson Tam • Venue: English Language Corner, 10/F, Hong Kong Arts Centre 	10
Gallery visit	<ul style="list-style-type: none"> • Date: 26 Jul 2010 • Theme: Alan Chan's Gallery visit • Venue: Gallery 27 	~25
Student Exhibition	<ul style="list-style-type: none"> • Date: 29 Jul – 30 Sep 2010 • Theme: Artspiration Exhibition • Venue: English Language Corner, 10/F, Hong Kong Arts Centre 	~36
Artist Talk	<ul style="list-style-type: none"> • Date: 16 Sep 2010 • Theme: Creativity brings Career – Jordy's Art and Design • Venue: Shau Kei Wan Campus of Hong Kong Art School 	~50
Exhibition	<ul style="list-style-type: none"> • Date: 16 September & 4 Oct 2010 • Theme: Popping Up Exhibition • Venue: Pao's Gallery, Hong Kong Art Centre 	~40
Artist Talk	<ul style="list-style-type: none"> • Date: 13 Oct 2010 • Billy Cowie and Liz Aggiss's Anarchic Dance • Venue: Shau Kei Wan Campus of Hong Kong Art School 	~40
Artist Talk	<ul style="list-style-type: none"> • Date: 15 Nov 2010 • Theme: Esmé Parish: Chinese Export Silver – A Legacy of Luxury • Venue: Shau Kei Wan Campus of Hong Kong Art School 	~15
Workshop	<ul style="list-style-type: none"> • Date: 18 Dec 2010 • Theme: Christmas decoration workshop • Venue: Shau Kei Wan Campus of Hong Kong Art School & English Language Corner, 10/F, Hong Kong Arts Centre 	~10
Exhibition Visit & Meet the Curator, Jessica Cheung	<ul style="list-style-type: none"> • Date: 15 January 2011 • Theme: 'My China: Works in Oil' by D.S Chen Exhibition – Meet the Curator – Jessica Cheung • Venue: Pao Gallery 5/F Hong Kong Arts Centre 	~20
Exhibition Visit & Meet the Artists, Danny Lee and Sue So	<ul style="list-style-type: none"> • Date: 22 & 27 January 2011 • Theme: Danny Lee Exhibition 'Landscape reinterpreted' – Meet Danny Lee and Sue So from Asia One • Venue: Pao Gallery 5/F Hong Kong Arts Centre 	~40
Studio Visit	<ul style="list-style-type: none"> • Date: 24 February 2011 • Theme: Green Peace, Rainbow Warrior visit – Sustainable Design • Venue: Rainbow Warrior parked at pier 8, Central 	~15

Artist Talk	<ul style="list-style-type: none"> •Date:25 February 2011 •Rainbow Warrior crew member visited HKAS and meet students to discuss environmental issues in relation to art. •Venue: Shau Kei Wan Campus of Hong Kong Art School 	~25
Studio Visit	<ul style="list-style-type: none"> •Date: 2 April 2011 •Theme: Asia One Publishing Company & AO Bookstore Visit •Venue: Asia One 	~15
Language@Art Forum	<ul style="list-style-type: none"> •Date: 6 July 2011 •Theme: Language@Art Forum •Venue: agn ès b CINEMA 	~85 [Please refer to Appendix I for photos of the Forum]

6. Difficulties Encountered and Solutions Adopted

The actual project implementation was on the whole aligned with the original plan. Students' motivation to read was a challenge. This was addressed by encouraging students to visit the English Language Corner to borrow books and conduct project research. By visiting the English Language Corner, students gained motivation to read within this stimulating learning atmosphere. The English Language Corner proved to be conducive to positive learning and language acquisition. Students were also encouraged to record their readings and keep an English learning journal of their progress. Another approach to help students improve their reading skills was to arrange one-on-one reading sessions. By assessing and pointing out students' relative reading level, students would be able to borrow books or reading materials according to their reading level. Besides, students often tried to read out the notes instead of memorizing the scripts during presentation. Regarding this matter, teaching students' professional presentation skills and drama-related skills such as sight-reading and different ways to memorize scripts did help with the situation.