

# Quality Enhancement Grant Scheme

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| <b>Progress Report</b> | <b>Project No. :</b> |
|------------------------|----------------------|

Reporting Period: From Aug/2009 (month/year) to Dec/2009 (month/year)

## Part A

Project Title: Language@Art – Communication Tool Box

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

Project Period: From Aug/2009 (month/year) to Jul/2011 (month/year)

## Part B

Please use separate A4-size sheets to report the progress with regard to the following aspects:

1. Types and brief descriptions of Project activities held/completed during the reporting period (*the information may be presented in the form of a table*).
2. The dates, time, venues and number of participants/beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used for the implementation of Project activities.
3. Project milestone(s) and deliverables attained at the end of the reporting period and evidence showing the attainment of milestones and deliverables.
4. The percentages, in terms of key tasks, of the Project completed at the end of each reporting period.
5. Project variation\*, if any, during the reporting period, together with details and justifications.

Signature: \_\_\_\_\_



Organization Chop: \_\_\_\_\_



Name of Authorized Person: Ms. LAM Tsui Yee Karen

Name of Grantee Hong Kong Art School

Organization: \_\_\_\_\_

Position of Authorized

Person: Academic Registrar

Date: 29 January 2010

\* A separate written application should be submitted to the Grant for prior written approval.

Part B

**1. Project activities held during Aug – Dec 2009**

The Language@Art project was in the planning stage. Apart from daily communication among key personnel members, regular project meetings were conducted every two to four weeks among the English Language Coordinator, the administrative personnel involved and the advisory group members. The progress of the project activities was monitored and discussed during the meetings. All activities mentioned in the Project Initiation and Preparation period were on the whole covered.

**2. Implementation details of Project activities during Aug – Dec 2009**

Items as proposed in the Project Initiation and the Preparation periods were basically all carried out at the end of the reporting period. The implementation details include:

**2.1 Project initiation**

- To recruit 1 full-time English Language Coordinator.

**2.2 Preparation period**

- To review students' study performance and learning problems in visual art studies.
- To refine the existing curriculum and to conduct research for innovative teaching approaches with focus on the existing modules of "Communication & Personal Skills," and "English Communication."
- To set up English Language corner for students.
- To prepare English tutorial sessions for students.
- To collect materials that are related to English language and art for students' self-learning purposes.
- To plan extra-curriculum activities and English language workshops after class.

**3. Project milestones and deliverables attained until Dec 2009**

**3.1 Staff recruitment**

Ms. Kate Berry was appointed as English Language Coordinator. Ms. Berry has an academic background in photographic communication, a solid teaching background in English, as well as a substantial working experience in image production as well as publishing. She is dedicated to incorporate art and imageries into her English teaching.

### 3.2 Development of an innovative English language curriculum and intervention programmes for visual art study

#### 3.2.1 Review *(Completion date: 30 November 2009)*

Different steps were carried out for reviewing students' study performances and potential learning problems throughout this first phase of the project, and the findings are listed in the area below:

- a. Students are found generally lacking confidence in expressing their views and opinions, as well as answering questions.
- b. Students have difficulties in presenting and talking about their works in English.
- c. There is room for improvement in terms of students' presentation skills in interviews.
- d. Students expressed difficulties in strengthening their writing skills for composing essays, self reflections, artist statements, assignment reports, project proposals and graduation project details.

#### 3.2.2 Planning on the Enhancement *(Completion date: 20 December 2009)*

The potential enhancement schemes are suggested in the area below:

- i. New learning methods and activities with a more stimulating learning approach will be incorporated into the curriculum, emphasis will be placed on the special use of the English language in art study and the specific ways of arousing interest among art students.
- ii. Corresponding workshops, talks, field trips, and film screenings will be arranged. For instance, role-play would be adopted in workshops for enriching interview skills. Guest speakers in the field would be invited to deliver talks, field trips would be made to designated galleries and museums, and students would be introduced to new vocabulary via film screenings.
- iii. To enhance the language competency of students by offering training workshops in connection with language examinations that are internationally recognized, and by encouraging students to attend the examinations. Related reading materials will also be collected and made available in the English Language corner for students' access.
- iv. To learn more about students' needs and thoughts as well as the corresponding teaching measures, Student Survey and Teacher Survey were carried out. There will also be post-test survey in the future to be filled by students after they take part in the Language@Art activities, in this way, the progress of students could be monitored in a more consistent manner.

Please refer to Annex I for the student survey graph.

### 3.3 Establishment of English Language Corner (Completion date: 31 December 2009)

The English Language Corner will mainly be located at the Main Campus of Hong Kong Art School (HKAS), which is on the 10th floor of Hong Kong Arts Centre (HKAC). To further facilitate students' needs, a supplementary space of the Language Corner is planned to be extended to the new Shau Kei Wan (SKW) Campus of HKAS and will be located at the Rooftop garden of the Campus. Students could find extra copies of learning materials at the SKW Language Corner. Both spaces are in the process of being set up. The following table spells out the related setting process/ steps:

| Setting Process/ Steps  | Annexes<br>(only if applicable)   |
|---|---|
| For the English Language Corner at the Main Campus: <ul style="list-style-type: none"> <li>- Identify the key activities to be carried out</li> <li>- Confirm the design of the layout, the look of the furniture and the related fittings</li> </ul>     | Please refer to<br>( <u>Annex IIa</u> for the Floor Plan of the Language Corner at HKAC);<br>( <u>Annex IIb</u> for the 3D Rendering of the Language Corner at HKAC) &<br>( <u>Annex IIc</u> for the Setup Plan of the Language Corner at HKAC) |
| For the extension of the language corner at SKW Campus: <ul style="list-style-type: none"> <li>- Identify the key activities to be carried out</li> <li>- Confirm the design of the layout, the look of the furniture and the related fittings</li> </ul> | Please refer to<br>( <u>Annex IIIa</u> for the 3D Rendering of the Language Corner at SKW) &<br>( <u>Annex IIIb</u> for the Setup Plan of the Language Corner at SKW)   |
| Work out subscription/acquisition lists for books, audio-visual aids, e-learning software, periodicals, and magazines for both spaces   | Please refer to<br>( <u>Annex IV</u> for the booklist of Language Corner)   |

It is also noted that student monitors will be invited to keep the notice boards at the English Language Corners up-to-date, and writing workshops which will lead to the production of a student newsletter will also be arranged.

**3.4 Provision of tutorial sessions for students (Completion date: 18 December 2009)**

A self-monitoring and self-learning scheme called **Individualized Education Plan (IEP)** is devised to help determine students' English Language fluency level, in which a series of assessment methods will be implemented in order to assess and monitor student's language acquisition over certain periods of time, for example: weekly, monthly and quarterly; and tutorial sessions in accordance with the levels the students attain would also be correspondingly arranged.

Here is a preliminary plan of the assessment part in the IEP:

| Methods   | Results   |
|---|---|
| A multiple-choice test with focuses on <b>reading, writing, and grammar</b> will be compiled to assess all the major areas of difficulty encountered by students. | Students with a score of:<br>- less than 45 will be placed in band 5<br>- 45-55 will be placed in band 4<br>-55- 65 will be placed in band 3<br>- 65-75 will be placed in band 2<br>- 75-100 will be placed in band 1 |
| For <b>listening and speaking</b> , students will be assessed on their language fluency. (i.e. speaking rate per minute)  | N.A.<br>(yet, students will be given the opportunity to join tutorials and workshops in order to develop English listening and speaking skills)   |

An **English Record of Achievement** scheme will be established. A series of learning goals will be set for each band according to the level of competency. Students will record the sessions completed as well as the time they spent, and receive points to add to their English Record of Achievement

Five English learning files, one for each band, will be created. These files will be placed in the English Language Corner for students to work through.

The following teaching materials or learning experiences are planned to be incorporated into the tutorial sessions which are to be further implemented from March to June 2010:

- ◆ Suggested reading lists
- ◆ Grammar exercises
- ◆ Writing exercises
- ◆ Online learning exercises and games
- ◆ Listening practice
- ◆ Conversation topics
- ◆ Book/magazine/ article reading sessions and talks
- ◆ Curriculum related topics

**3.5 Collection of various English language and art-related materials for teaching purposes (Completion date: 22 December 2009)**

Materials were collected via research and visits:

| Research and Visit   | Findings   | Annexes<br>(only if applicable)  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Visited libraries and online catalogues/archives</li> <li>• Visited Asia Art Archive which is equipped with an extensive periodical collection</li> <li>• Visited book stores / online and in person, e.g. Liaison with Cambridge University Press to see samples</li> <li>• Visited Hong Kong Museum of Art to see their resource centre and teaching tool kits</li> </ul> | <ul style="list-style-type: none"> <li>• Hong Kong Museum of Art owns a Resource Centre of periodicals and exhibition catalogues. Students would need to make an appointment to access the archive.</li> </ul> | <p>Please refer to (<u>Annex V</u> for the booklist for teaching purposes)</p> |

**3.6 Planning on English workshops and art-related activities (Completion date: 30 November 2009)**

- a. A new email address for the project was created: [language.art@hkas.edu.hk](mailto:language.art@hkas.edu.hk); a HKAS Language@Art facebook group was established to communicate with students.
- b. English Language Coordinator created an illustration of a tree to represent the identity of the project for future publicity use and a “Creative Minds” logo for future publicity use for the art-related activities. A student helper would be engaged to design a poster and name card/postcard with contacts and details of the project. Please refer to Annex Via for the Identity of Language@Art & Annex Vib for the Logo Design of Creative Minds.
- c. English Language Coordinator published an article on *Artslink*\* to introduce the project. Please refer to Annex VII for the article *Language@Art – Communication Tool Box* on Artslink.
- d. Incentives to join activities: students will be given points to add to their English record of achievement, to record how much time they have spent participating in Language@Art activities.
- e. Creative Minds: Visit art and design studios/companies. Professional designers, writers, filmmakers, and art professionals will be invited to share their experience of creating art and design.

\* *Artslink* is a monthly publication featuring all programmes and activities held at the Hong Kong Arts Centre. It keeps a close link with all art lovers, and gives them updated information about the Centre. With a print run of 14,000 copies, *Artslink* provides detailed information about exhibition events, film programmes, theatre performances, and courses of the Arts Centre and the Hong Kong Art School. *Artslink* is available for free at more than 150 locations, including: Public Libraries, Leading Educational Institutes, Bookstores, Cafes and Restaurants, Cultural and Arts Organizations, URBIX and Hong Kong Ticketing outlets and Agnes b. boutiques.

The following table shows the activities being planned (Completion date: 20 November 2009):

| Suggested activities  | Objectives   |
|---|--|
| <p>a. Gallery/ exhibition visits at:</p> <ul style="list-style-type: none"> <li>• Asia Art Archive<br/>→ Stone Soup – Publisher Mr. Chapman will talk about selecting artwork for publication. Students will learn how to promote ideas and develop storyboards.</li> <li>• Grotto Gallery</li> <li>• Hong Kong Museum of Art</li> <li>• Input / Output</li> <li>• Hong Kong Heritage Museum</li> <li>• Cattle depot 1a space &amp; Videotage</li> <li>• Parasite Gallery</li> <li>• Moon Gallery</li> <li>• Goethe Institute</li> <li>• Osage Gallery –Kwun Tong</li> </ul> <p><u>Visits completed:</u></p> <ul style="list-style-type: none"> <li>• Pao Galleries of Hong Kong Arts Centre<br/>→ <i>Art in Use</i> exhibition, a study of functional sculpture</li> <li>• Agnes b's Librairie Galerie<br/>→ <i>A place changes as we look</i> exhibition: one of the artists, Ms. Sarah Lai, conducted an artist talk and presented her work to around 20 students</li> </ul> | <ul style="list-style-type: none"> <li>• Gain an understanding of art and design within a cultural and social context.</li> <li>• Develop professional English communication skills</li> <li>• Build up academic research &amp; writing skills and skills for composing exhibition reviews</li> <li>• Enhance students' understanding towards the use of English by artists, designers and other professionals in the field</li> </ul> |
| <p>b. Film viewing and reviewing</p> <ul style="list-style-type: none"> <li>• Arrange Directors' talks</li> <li>• Film Screenings</li> <li>• Visit Hong Kong Film Archive</li> </ul>  | <ul style="list-style-type: none"> <li>• Encourage students to engage in critical thinking skills and to find ways to express their personal opinions</li> </ul>   |
| <p>c. Field Trips</p> <ul style="list-style-type: none"> <li>• Kadoorie Farm</li> <li>• "Room To Grow" Art and design workshops</li> <li>• Theatre &amp; music concerts</li> </ul>  | <ul style="list-style-type: none"> <li>• This community workshop aims to encourage students to think, speak and communicate in English, whilst creating an artwork/design for a group exhibition.</li> <li>• Students will also learn about the artist in residence scheme.</li> </ul>   |

**4. Project Percentage**

| <b>Key tasks</b>   | <b>Percentages of completion attained until Dec 2009</b> |
|--|--|
| 1. Staff recruitment   | 100%   |
| 2. Development of an innovative English language curriculum and intervention programmes for visual art study | 100%   |
| 3. Establishment of an English language corner   | 100%   |
| 4. Provision of tutorial sessions for students   | 100%   |
| 5. Collection of various English language and art-related materials for teaching purposes                    | 100%   |
| 6. Planning on English workshops and art-related activities  | 100%   |
| <b>Overall percentage of completion on behalf of the whole project</b>                                       | <b>20%</b>   |

Please also refer to the Annex VIII for the financial status in the period of Aug-Dec 2009.

**5. Project variation, if any, during the reporting period, together with details and justifications.**

Everything is basically on schedule, there has so far been no variation.