「贏在起跑線」!?
Winning at the starting line

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Outline of the talk 內容概要

- 起跑線在哪兒？

- 你的孩子/學生應該 *和誰*競爭？

- 當你的孩子/學生落後了，要如何做？

- 如何透過學校、社區和網上資源去發展孩子 *良好的閱讀習慣*？

- 孩子如何能在 *讀寫中找到歡樂*？

- 「*閱讀大挑戰*」是甚麼？

熱身時間 Warm-Up

photo courtesy of momjunction.com (2016) retrieved from http://cdn2.momjunction.com/wp-content/uploads/2016/02/Warm-Up-Exercises-Games.jpg

請瀏覽以下網址
並回答三條熱身問題

"https://kahoot.it"

Game PIN: ?

Question 1

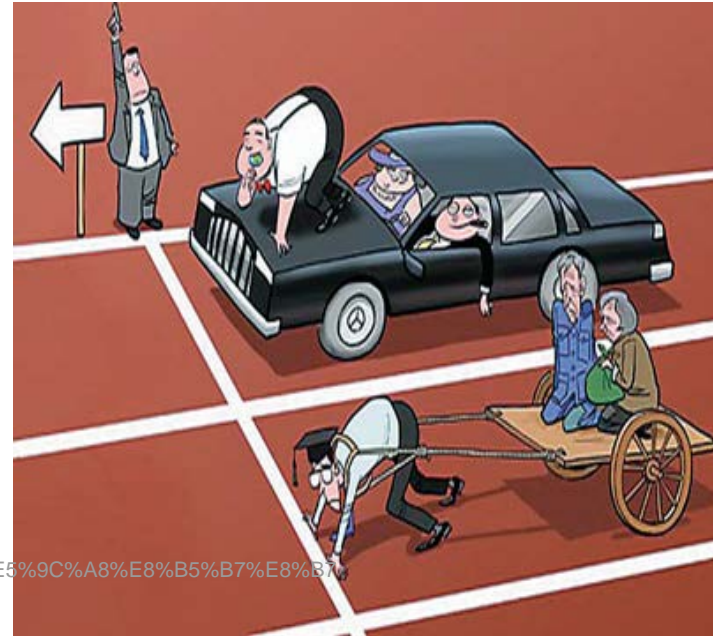Is your child (or the child that you concern about) failing behind the starting line?
A. Yes
B. No
C. Don't know
D. There isn't a clear starting line

你的孩子是否輸在起跑線上呢？
A. 是
B. 否
C. 不知道
D. 沒有所謂的起跑線

(Fischer & Silvern, 1985; Dale & Goodman, 2005; hk commercial daily, 2017)

Question 2

Who should he / she compete with?

A: His/her classmates

B: His/her peers

C: Himself/herself

孩子應該跟誰競爭？

A: 同學

B: 朋輩

C: 自己

Question 3

Select the most appropriate answer from below:

A: RB can help motivate children to read

B: RB can help improve children's reading ability

C: RB provides hints/guidance to parents/students on things that they should pay attention to while reading a book.

D: All of the above

請選擇一個最適合的答案：

A: 閱讀大挑戰能鼓勵學生閱讀

B: 閱讀大挑戰能改善學生的閱讀理解能力

C: 閱讀大挑戰為家長/學生提供提示/指引，提醒他們在閱讀時須注意的地方

D: 以上皆是

Source: https://momskoop.com/wp-content/uploads/2015/06/4-ways-make-summer-reading-fun-scholastic-summer-reading-challenge.jpg

贏在起跑線？
Winning at the starting line?

- 早在2009年已有香港媒體使用
- 早期常見於內地教育機構口號
  (Yang, 2008)
- 在香港愈來愈流行
- 成為不少家長的教育方針和理念
- 亦引起不少爭議

  "入學/升學/名校成學習目標"

  "成績便是一切"

  "催谷興趣班"

"童年時已失去對學習的興趣"

港生閱讀能力全球第3 興趣排中下 學者：贏在起跑線 輸在終點線

photo courtesy to Mingpao. (2017). Retrieved from https://news.mingpao.com/pns/dailynews/web_tc/article/20171207/s00002/1512583826234

「我想入中學及小學的第一志願，同埋入大學」
photo courtesy of hk01.com (2017). retrieved from https://www.hk01.com/01博評-親子丼/106180/-怪獸家長-博評-贏在起跑線上的必殺技

教與學

何謂教育？

What is Education?

培養批判思考、智慧及個性

"The function of education is to teach one to think intensively and to think critically . *Intelligence* plus *character* -- that is the goal of true education."

– Martin Luther King

何謂學習？

What is Learning ?

教育的四大支柱：學會求知，學會做事，學會共處，學會做人

The four pillars of learning： Learning to *know,* to *do*, to *be* and to live together"

(UNESCO, 2017)

retrieved from http://www.unesco.org/new/en/education/networks/global-networks/aspnet/about-us/strategy/the-four-pillars-of-learning/

The four pillars of learning

The four pillars of learning are fundamental principles for reshaping education:

Learning to know: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.

Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society.

Learning to be: to provide self analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for a all-round 'complete person.

Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.
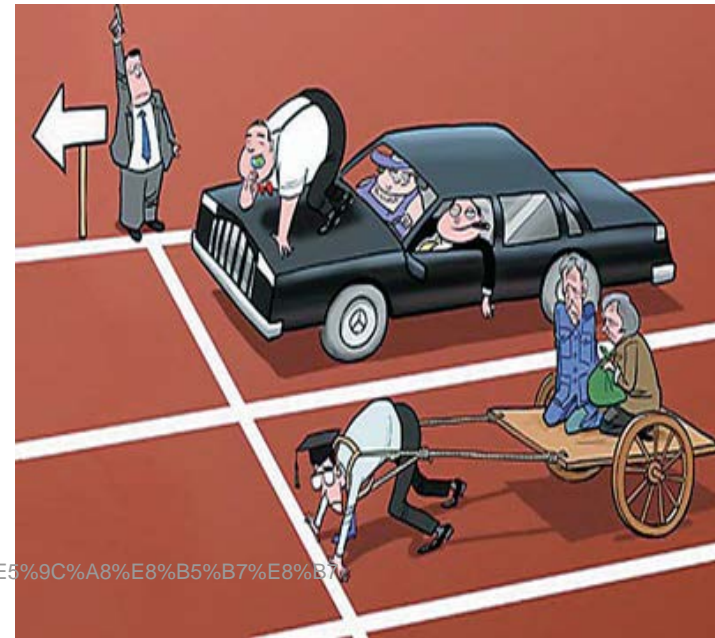
8

Question 1

你的孩子是否輸在起跑線上呢？
 A. 是
 B. 否
 C. 不知道
 D. 沒有所謂的起跑線（正確答案）
    (Fischer & Silvern, 1985; Dale & Goodman, 2005;
     hk commercial daily, 2017)

失敗乃成功之母

Awards

- **Excellent Health Promotion Project Award,** Health Research Symposium 2017, Food and Health Bureau

- **Best Poster Award,** Health Research Symposium 2017, Food and Health Bureau

- **Faculty Knowledge Exchange Award 2016**, Faculty of Education, The University of Hong Kong

- **Faculty Outstanding Researcher Award 2013**, Faculty of Education, The University of Hong Kong

- **Early Career Research Output Awards 2010**, Faculty of Education, The University of Hong Kong

http://web.edu.hku.hk/staff/academic/samchu

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Question 2

孩子應該跟誰競爭？
A: 同學
B: 朋輩
C: 自己（正確答案）

Effective and gamified learning
有效及遊戲化學習
Reading Battle:
equiz.cite.hku.hk

System Demo 系統示範

System Demo 系統示範 - 1

Scaffolding support – Provides a hint when answer incorrectly
「鷹架」學習支援－答錯時提供提示協助

Provides immediate feedback
即時反饋

Many schools using Reading Battle
多間學校參與計劃
50 schools/ libraries in total

Hong Kong (6 of 32 primary schools)

1.	Ho Lap Primary School (sponsored by Sik Sik Yuen)

2.	Toi Shan Association Primary School

3.	Xianggang Putonghua Yanxishe Primary School of

Science & Creativity

1.	Chinese Y.M.C.A. Primary School

2.	Lam Tin Methodist Primary School

3.	King's College Old Boys' Association Primary School No. 2

Hong Kong (2 of 11 kindergartens)

1.	Tang Bik Wan Memorial Kindergarten

2.	Tin Ka Ping Kindergarten

Taiwan (2 primary schools)

Keelung Municipal Ren-Ai Primary School

Taipei Municipal Wanxing Elementary School

The US (1 kindergarten, 2 public libraries)

Bright Horizons

North Miami Beach Public Library (summer program)

Mainland China (2 primary schools)

Zhonghua Road Primary School
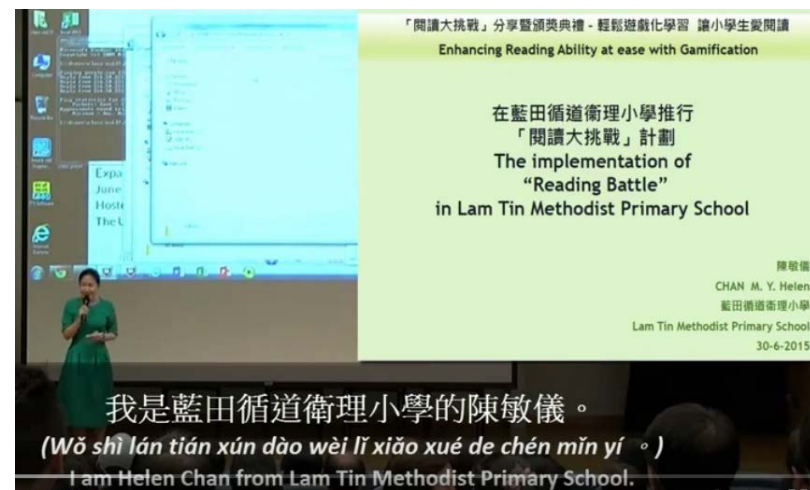
Lam Tin Methodist Primary School

Photos courtesy of: Florida Library Association 'Prevent the Summer Slide' Program Hernandez, E., Chu, S. & Hong, H. (2015)

Life score ranking 績分排行

A study that examines the top 20 students from each of the 3 rankings of Reading Battle

- One-to-one interview with 39 students

- Those students selected were interviewed during their lunch time with the help of teacher librarians of each primary school.

- Researchers did the interview according to the interview protocol.

- Each interview lasted for around 20 minutes.

Q1: 閱讀大挑戰有否改變你的閱讀習慣？（閱讀的模式，頻率，書目，自發性，獨立性）

Does Reading Battle change your reading habit? (Reading mode, reading frequency, choice of books, self-initiative and independency in reading, etc.)

Follow-up question: How have your reading habits changed? Please explain.

Table 1 Changes in students' reading habits

Domain	Items	Students (n=37)
Changes in students' reading habits — Reading habits	Change in reading mode 改變閱讀模式	8 (22%)
	Change in selection of books 改變讀物選擇	22 (59%)
	Enhance reading frequency 提升閱讀頻率	25 (68%)
	Enhance reading independency 增進閱讀獨立性	6 (16%)
	Enhance reading initiative 加強閱讀主動性	9 (24%)

Note: 35 out 37 (95%) students gave their answers about their changes in reading habits. One student could have changes in reading habits for more than one category, thus the total percentage could sum up to more than 100%.

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學生回饋：讀物選擇和閱讀頻率
Students' feedback on selection of books and reading frequency

- **Change in Selection of books** 讀物選擇**:**

- "I used to read more Chinese books. Now I read English ones too. And I will choose to read some more difficult books now."

- "I used to read more comic books, but now I will read books with more texts like novels."

- **Change in Reading Frequency** 閱讀頻率**:**

- "Before Reading Battle I think I have only read around 10 books. Now I have read around 200 books."

- "In the past I only very few books, like 2-3 each week. Now I read 6-7 books each week."

Q4: 在過去一年，你的 學業成績有進步嗎？（ 閱讀、寫作 、 中文 、 英文 、 常識）
Did you improve academically in the past year? (If yes, in which area? Reading, writing, Chinese, English, General Studies, etc.)

Q5: 閱讀大挑戰是令你 學業進步的原因嗎？
Is your academic improvement owed to the use of Reading Battle or other methods?

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Table 3 Aspects of students' academic improvements and the reasons behind
學業上的改進

Domain	Sub-domain	Items	Students (n=37)
Academic improvements — Aspects of students' academic improvements and the reasons behind	Aspects of improvements	Chinese-Reading	14 (38%)
		Chinese-Writing	17 (46%)
		Chinese-Vocabulary	6 (16%)
		English-Reading	12 (32%)
		English-Writing	12 (32%)
		English-Vocabulary	4 (11%)
		General studies	4 (11%)
	Reasons for improvements	Using Reading Battle	16 (43%)
		Other methods	4 (11%)
		Both	11 (30%)
		Total	31 (84%)

Note: 34 out of 37 (92%) students thought they had academic improvements during the last year and 31 out of 37 (84%) students gave the reasons for their improvements. For the aspects of improvements, one student could have improvements in more than one aspect, thus the total percentage of this part could sum up to more than 100%.

學生回饋：學業進步的原因
Students' feedback on their academic improvement as well as its reasons

- "My Chinese reading improved a lot. Normally I get grades around C and B range but now it's always A."

- "The results of my Chinese exam has increased from 80 something to 90 something marks. It helps my reading because it trains me to read a large amount of books in a short period of time."

- "My English and General studies have improved. I got 10 marks approximately. But now, I get around 90 marks."

- "I reckon my improvement in academic studies is due to the fact that I use Reading Battle. Books in the Reading Battle are harder, so usually I would not be interested in reading them. But the moment when I saw the ranking list, I realize that if I could complete the harder tasks with all correct answers, the average scoring increases, which then motivates me to read more of them."

- "My academic improvement is owed to the use of Reading Battle rather than other methods, because it showed the level for each book that let me know which book is suitable for me."

定量分析：香港一所小學
Quantitative analysis: A Hong Kong primary school

Effect of RB on English Assessment (2013-2014 Term 2) between academically strong and weak groups

English mixed grouping		E.Reading_T2A3	E.Dictation_T2A3	E.Listening_T2A3	E.Speaking_T2A3	E.Writing_T2A3	E.FullMark_T2A3
AC(Strong) & RB(strong)	Mean	90.33	29.78	17.89	19.33	29.11	186.44
	N	9.00	9.00	9.00	9.00	9.00	9.00
	SD	6.80	0.67	1.69	0.71	1.17	9.00
AC(Strong) & RB(weak)	Mean	87.90	29.30	17.30	18.70	28.40	181.60
	N	10.00	10.00	10.00	10.00	10.00	10.00
	SD	10.58	1.06	2.79	2.11	1.65	13.87
AC(weak) & RB(weak)	Mean	66.06	18.41	12.35	13.24	26.35	136.41
	N	17.00	17.00	17.00	17.00	17.00	17.00
	SD	15.05	8.75	4.00	4.87	2.80	28.37
AC(weak) & RB(strong)	Mean	76.67	24.67	13.67	17.33	28.67	161.00
	N	3.00	3.00	3.00	3.00	3.00	3.00
	SD	5.51	8.39	3.79	2.31	1.53	18.00
Total	Mean	78.08	24.31	15.00	16.36	27.69	161.44
	N	39.00	39.00	39.00	39.00	39.00	39.00
	SD	16.09	8.09	4.07	4.40	2.42	30.88

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Q2: 閱讀大挑戰如何鼓勵你閱讀更多書？
Does Reading Battle motivate you to read more books? How did Reading Battle motivate you to read more books?

Q6: 閱讀大挑戰的哪一部分最能推動你閱讀？
Which feature in Reading Battle motivated you most to read more?

Q7: 在閱讀大挑戰中，完成一個挑戰能讓你獲得甚麼？
What can you gain after completing new battles in Reading Battle?

Table 4: Motivations of students in using Reading Battle 使用「閱讀大挑戰」的動機

Domain	Sub-domain	Items	Students (n=37)
Motivations of students in using Reading Battle	**Extrinsic motivation**	Affordance-Badges (awards)	5 (14%)
		Affordance-Leaderboard (ranking)	23 (62%)
		Affordance-Points (scores)	11 (30%)
		Affordance-Questions (function)	10 (27%)
		Affordance-Contents	8 (22%)
	Intrinsic motivation	Novelty (Curiosity) 新鮮感	13 (35%)
		Potential challenges	7 (19%)
		Sense of achievements 成就感	18 (49%)
		Sense of enjoyments	6 (16%)

Note: 35 out of 37 (95%) and 33 out of 37 (89%) students gave their answers of their extrinsic and intrinsic motivations in using Reading Battle respectively. One students could have more than one kind of motivation, thus the total percentage of each of these two parts could sum up to more than 100%.

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學生回饋：外在動機和內在動機
Students' feedback on extrinsic and intrinsic motivation

- Extrinsic motivation 外在動機:

- "In Reading Battle, 'Ranking List' is the most effective feature to motivate me to read more because it will list the result of top students and their ranking timely that provoke a competition among classmates. In such way, I will comprehend the book context more deeply in order to strive for the better achievement."

- "Yes. If I am scoring ten marks lower than others on the ranking list, I feel uncontended, as I want to surpass others and get to the first place."

- Intrinsic motivation 內在動機:

- "I want to learn more knowledge." --- Novelty (curiosity)

- "Yes, sometimes the questions for the level 5 books are difficult but if I got them right, I will feel a strong sense of achievement and motivates me to try doing the battles for the more difficult books with more wordy texts."

Addressing Q7: What can you gain after completing new battles in Reading Battle?
Addressing Q8: After joining Reading Battle, has your understanding of characters' feelings and behaviors and the cause-effect relationship from the context of a book improved?
Addressing Q9: After joining Reading Battle, do you think you have become more competent in reading, especially on some challenging books?

Table 5: Students' improvements in reading

Domain	Items
Reading Competency — Students' improvements in reading competency after using Reading	Comprehension-Gene
	Evaluation [PIRLS]
	Inferences [PIRLS]
	Interpretation [PIRLS]

Note: 21 out of 37 (86%) students thought student could have more than one aspect of r items could sum up to more than 100%.

Four Processes of Comprehension

I. Focus on and retrieve explicitly stated information (e.g. recall sequence of events, character traits, making comparisons)

II. Make straight forward inferences (e.g. inferring cause-and-effect relationships, outcomes)

III. Interpret and integrate ideas and information across the text to provide (e.g. interpretations about characters' feelings and behaviours)

IV. Examine and evaluate content, language, and textual elements, for example:

- Interpret figurative language and abstract messages

- Making judgement about the text comparing with external criteria

- Making judgement about worth, desirability, acceptability

- Identification with characters and incidents, e.g. how you would have reacted if you were the main character, or how would your mother feel if you decide to leave home and build a life of your own somewhere else?

- Comparing the contextual changes taking place and the changes in the character over her lifetime

Adapted from Mullis, I. V., Martin, M. O., Kennedy, A. M., Trong, K. L., & Sainsbury, M. (2009). *PIRLS 2011 Assessment Framework*. International Association for the Evaluation of Educational Achievement. Herengracht 487, Amsterdam, 1017 BT, The Netherlands.

閱讀不僅是為了增長知識和能力，還有助人格發展
Reading not only helps develop knowledge and ability, but also helps students develop character.

- "I learnt some principles that can apply in my daily life. Such as Honesty. That's important in our daily life."

- "For example in a book about interpersonal skills I have learnt what not to do to other people and how to take care of others' feelings, etc."

Underpinning Research – **innovativeness** - 1
相關理論研究 – 創新元素

Gamification of reading experience and assessment to make the process enjoyable:

- In general, students dislike tests, but the competition elements (via ranking) and e-badges on RB gamify the reading assessment. It "turns something boring into something fun!"
- Before students can engage in tests on RB, they have to read. This promotes reading. RB has motivated hundreds of students in different parts of the world who didn't like reading, but are now reading A LOT MORE! This works particularly well for boys as they enjoy competitions.
- Test questions are well-crafted based on the PIRLS framework (Mullis et al., 2009) and Bloom's taxonomy.

Badges

Over 90	Over 80	Over 70
x11	x12	x20

PIRLS 2011 assessment framework

- Information retrieval
- Making inferences
- Interpret and integrate ideas
- Evaluation

布魯姆分類學

Bloom's Taxonomy

Inter-school Form Life Score Ranking
(First 100 users with average score ≥80 will be listed)

| Term Score Ranking | Improvement Score Ranking |

| All school forms ▼ | All classes ▼ | Inter-school Form ▼ | without average score < 80 ▼ | All books ▼ |

	Name	Class	School	Total score	No. of books	Avg score
1	YAN HOI CHING	P2D	Sacred Heart Canossian School	36909	382	97
2	TSE HOI TUNG	P3E	Lam Tin Methodist Primary School	35235	362	97
3	LI HOI CHING	P3E	Lam Tin Methodist Primary School	32839	351	94
4	TANG HOI KI KYLE	P2B	Lam Tin Methodist Primary School	32001	340	94
5	MAK EUNICE	P5E	Lam Tin Methodist Primary School	29297	320	92
6	TSANG HO KONG	P3A	St. Patrick's School	24869	305	82

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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Source: https://cft.vanderbilt.edu/wp-content/uploads/sites/59/Bloomtaxonomy-e1445435495371.jpg

Underpinning Research – innovativeness - 2

- **Relieves teachers' workload** on monitoring and assessing reading ability using time-consuming methods (e.g. comprehension worksheets). RB provides scaffolding support by offering a hint when students answered incorrectly. When a question has been answered, RB provides immediate feedback to students.

- **Caters for learning diversity** – Students can read books and answer questions on RB at their own pace. Students who can excel can get into the Life/Term Score Ranking. Students who can't excel may still be excited by having a chance to be listed on the Improvement Score Ranking (拔尖，補底)

- Based on the reading profile in RB for each child, librarians, teachers and parents can make use of the data to help children develop in areas they are weak in.

Summary:

Score	Completed Books
Life score 5618 (Avg. 62)	0, 18, 14, 20, 28, 11, 0
Term score 192	Total 91

Badges: Over 90 x11, Over 80 x12, Over 70 x20

Accuracy by Question Type
- Information Retrieval 68%
- Making Inferences 67%
- Integrate Ideas and Making Interpretation 71%
- Evaluation 66%

Details:

Books	Trial Scores 1st	2nd	3rd	Best Score	School Average	World Average
漫畫科學探險隊:超光速宇宙大進擊		75	Try Again	75	75	62
Abu Ali Counts His Donkeys		71	Try Again	71	71	57
寂寞的天才 .達文西之謎		46	Try Again	46	46	55

Provides immediate feedback

What does the picture below show?
- a. A type of animals. ✓
- b. A piece of plastics
- c. A group of eels
- d. A type of plants

Explanation: Sponges are animals that look

Scaffolding support – Provides a hint when answer incorrectly

Colourful Coral Reefs

What does the picture below show?
- a. Flowers in the sea (Hint: p.11)
- b. Sea anemones
- c. Sponges
- d. Eels

Try Again

Inter-school Form Improvement Score Ranking

(First 100 users with term score exceeds term score of last term, having read >10 books, with average score ≥80 will be listed)

Life Score Ranking | Term Score Ranking

All school forms | All classes | Inter-school Form | without average score < 80

Last term starts from 2015-09-01 to 2016-01-31.
This term starts from 2016-02-01 to 2016-06-30.

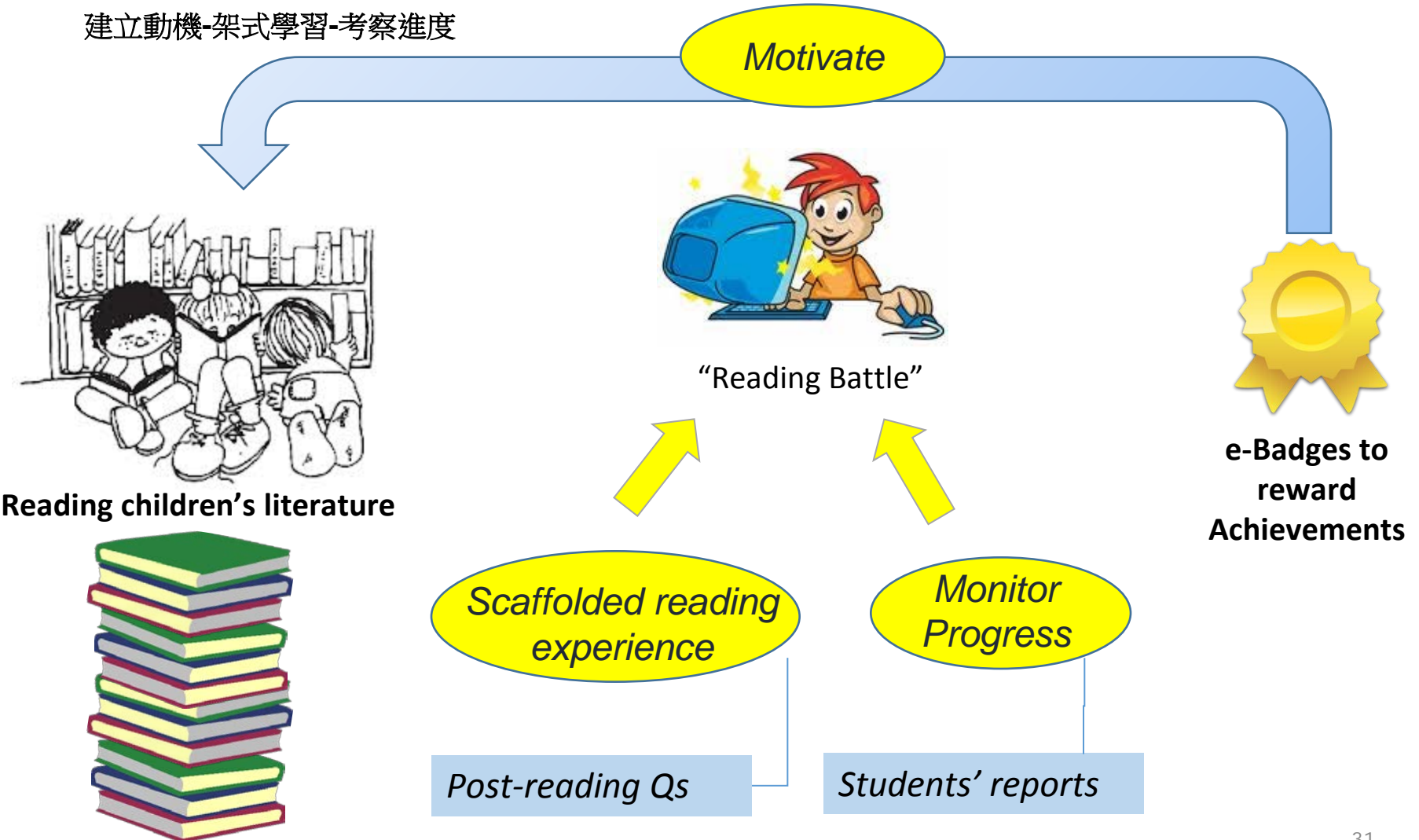| Name	Class	School	Improvement score	Last Term Score	Term score
CHO TSZ YAN	P2B	Sacred Heart Canossian School	6140	1491	7631
Ng Chak Ki	P4A	Ho Lap Primary School	5282	1979	7261
SHER Tsz Him	P2E	Yan Oi Tong Tin Ka Ping Primary School	4371	3111	7482
LEE KA CHUN	P4A	Cheung Chau Sacred Heart School	3824	758	4582
YEUNG SIN YAN	P5B	Tung Wah Group of Hospitals Tang Shiu Kin Primary School	3340	196	3536
Leung Chun Ho	P5B	Ho Lap Primary School	2937	342	3279
KI CHEUK YIU	P3E	S.K.H. Yan Laap Primary School	2847	182	3029

Underpinning Research – innovativeness - 3

In Reading Battle, every child can be a winner

Motivate-Scaffold-Monitor (Wu et al., 2014)

建立動機-架式學習-考察進度

Motivate

"Reading Battle"

Reading children's literature

Scaffolded reading experience

Monitor Progress

e-Badges to reward Achievements

Post-reading Qs

Students' reports

Engagement : innovativeness - Drawing on wisdom of the crowd

- Selecting books with stakeholders at Hong Kong Book Fair:
  - RB needs to contain books that excite students.
  - A collection of over 500 books was developed by the HKU team advised by TLs, teachers, parents, and students:
    - In summer 2014, several trips were organized to the HK Book Fair so that students, teachers, TLs, and the project team could select books for the collection.
    - The process enabled us to draw on the wisdom of various stakeholders in discovering good books. It was a fun and enjoyable evening, and it was also an effective promotion of RB.

- "Worm catcher" draws on the wisdom of various users to help identify problems of RB. Many students paid great attention when using RB (& also in their reading) to help 'catch worms'!
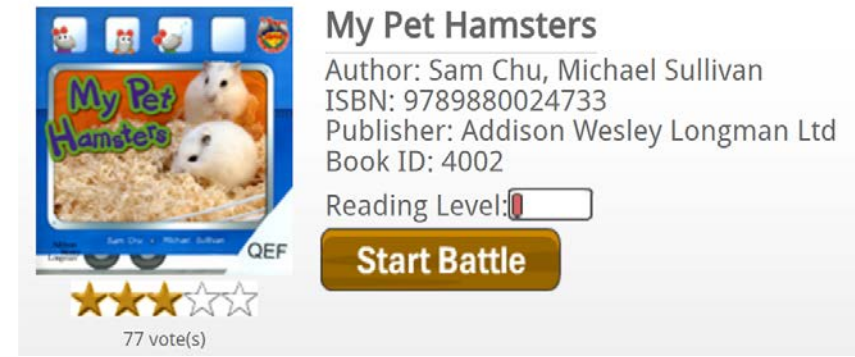
My Pet Hamsters
Author: Sam Chu, Michael Sullivan
ISBN: 9789880024733
Publisher: Addison Wesley Longman Ltd
Book ID: 4002

Reading Level:

Start Battle

★★★☆☆
77 vote(s)

Worm Catcher

Worm Catcher — My Pet Hamsters

Please fill out the form below to report problems in the question (can be about the question, answer choices, or images).

What was the colour of daddy and mummy hamsters?
- a. White ✓
- b. Green
- c. Yellow
- d. Pink

What is this problem about?
- Others
- Book title mismatch
- Problem in the question
- Problem in some of the choices
- Problem in display
- Image not displayed

Please explain the problem that you are reporting...

Your email address:

Submit   Cancel

Innovativeness in the Engagement Approach – Participatory Design 多方參與

- The project involved collaboration between the project team (children story author, gamification expert, reading researchers), teacher librarians, teachers, game developers, parents, and students.

- Books were chosen from award-winning titles. Also, the project team went to book fairs with students, parents, and teachers to select books.

- At schools, teacher-librarians and teachers collaborated to create cross-curricular reading programmes with interesting reading materials.

- Feedback was collected from stakeholders to fine-tune the platform on an on-going basis.

General coverage
Welcome recommendations by teachers
Encompass a variety of genres (e.g. fiction, fairy tales, folklores, biographies, science, history, fables)
Divided into 5 levels of reading difficulty

School-based titles
Covers P1-P4
Titles submitted by teachers
Each school has a quota of 30 titles

Levels	Chinese	English
P1	17	61
P2	53	84
P3	75	80
P4	63	37
P5	24	22
total	232	284

Over 500 titles in the

Impacts Achieved: Hong Kong primary schools - 2

- 94% of the students agreed that Reading Battle was effective in improving their reading comprehension skills (Chan, Chu, Mok, & Tam, 2015). The effect was the most obvious among top performers, followed by students who improved the most (Chu et al., 2015).

- 84% of students thought that RB enhanced their interest in reading, and 94% of students considered the children literature collection in Reading Battle interesting (Chan et al., 2015).

- Students in Lam Tin Methodist Primary School voted RB as a Top 10 Website 3 years in a row!

Reading Battle's effectiveness in enhancing students' reading interests

Reading Battle's effectiveness in improving reading ability as perceived by students
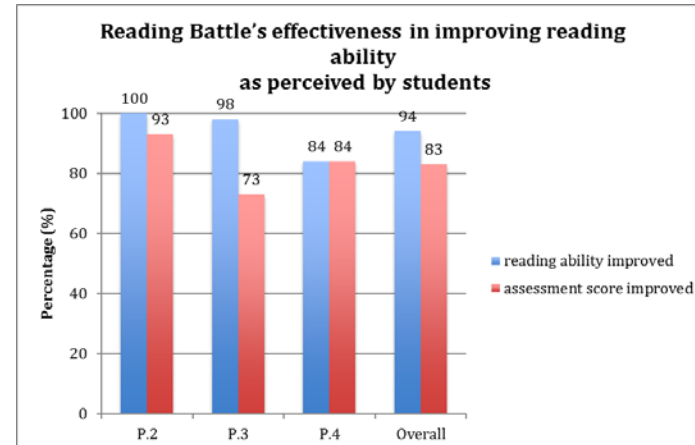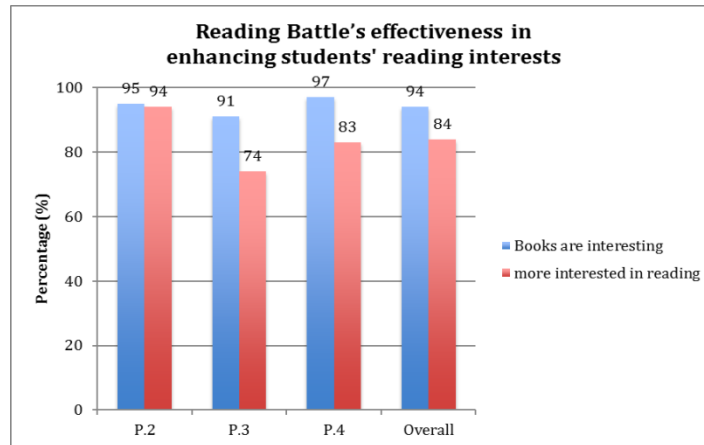
Comparing students' interest in reading (Chu et al., 2015)

Reading interest	Top performers (n=33)		Bottom performers (n=14)		Most improved (n=6)		Sig. Kruskal-Wallis
Survey question	Mean (SD)	Median	Mean (SD)	Median	Mean (SD)	Median	
2. I like reading. [a]	3.36 (.60)	3.00	3.14 (.66)	3.00	3.17 (0.75)	3.00	.52
30. I like reading more after using Reading Battle. [b]	3.31 (0.74)	3.00	2.58 (1.00)	3.00	3.17 (0.98)	3.50	.062

Notes:
[a] Ratings are based on a 4-point scale: 4 – "very much so", 3 – "quite a lot", 2 – "just a little", 1 – "not at all"; Mid-point = 2.5.
[b] Ratings are based on a 4-point Likert-type scale: 1 – "strongly disagree", 4 – "strongly agree"; Mid-point = 2.5.

Impacts Achieved: Hong Kong kindergartens

- i-FUN Reading (RB for kindergarteners), a pilot project was launched Feb, 2016
    - The top 10 performers in i-FUN answered questions for about 4-5 books/month.
    - They all achieved an average score >80%.

	School	Form	English name	Total score	Average score	Complete book(s)
1						
2	Tin...	K3	Leung...	2509	90	28
3	Che...	K3	Wong...	2334	47	50
4	Tam...	K3	Hung...	1926	96	20
5	Yic...	K3	Chung...	1503	94	16
6	Tam...	K3	Tsang...	1386	87	16
7	Tin...	K3	Ng...	1292	92	14
8	Po...	K3	Jim...	1108	92	12
9	Po...	K3	Chan...	1067	97	11
10	Tam...	K3	Ma...	1031	86	12
11	Mrs...	K3	Chung...	943	94	10
12	Tan...	K3	Chung...	860	86	10

- This pilot project is being conducted in 11 Po Leung Kuk (PLK) kindergartens. Preliminary results showed that students are excited about RB, and teachers/ parents are satisfied that RB encourages students to read.

- Kindergarteners like it and they view it as a game. One said "The badges encourage me and make me happy".

- One parent said: "We play the games together… It helps cultivate our relationship".

- Another parent said: "The best part is that they have the motivation in doing it. They do it themselves, without force, without pressure".

Impacts achieved: A public library in the United States (Florida)

North Miami Beach Library got district recognition at EdCom because of Reading Battle

- "During the summer months, the majority of students will lose 10-30% of what was gained during the school year. Reading Battle participants did not experience a 'Summer Loss'. Instead, they stayed on target or showed improvements."

- "Our student participants increased their Reading Comprehension or remained on grade level, and also increased their confidence level in their ability to understand text. Top 3 students increased reading abilities between 10-60%" (Edenia M. Hernandez, Head Librarian, North Miami Beach Library).

Impacts achieved: Taiwan primary schools

• A parent whose child participated in RB shared her photos/thoughts on Facebook:

「小五的暑作英文閱讀大挑戰(reading battle)激起了這幾位從小一起長大的孩子們鬥志，去圖書館借書，各自在家閱讀、線上作答，再互相分享、推薦有趣的書本，這種感覺真棒呀！也令人好羨慕這種純真的友誼。」("The English Reading Battle was the summer assignment of my P.5 child. It has inspired my child and friends who have been studying together since P.1 to learn together. They started to borrow books from the library, read at home, do the RB quests, share with friends and recommend books for each other. This makes me feel really great and I am even jealous of their pure friendship!")

• A Taiwanese teacher said in an interview that she noticed positive change in her students:

「以前同學都會告訴我：『老師，我真的很怕讀英文書。』用了閱讀大挑戰之後他們不再害怕，甚至開始喜歡英文書。」("My students used to tell me that they are really afraid of reading English books. After using Reading Battle they started to accept the challenge and even like to read English books now.")

Question 3

請選擇一個最適合的答案：
A: 閱讀大挑戰能鼓勵學生閱讀
B: 閱讀大挑戰能改善學生的閱讀理解能力
C: 閱讀大挑戰為家長/學生提供提示/指引，提醒他們在閱
讀時須注意的地方
D: 以上皆是

Reading Battle

可到 https://goo.gl/forms/HkmERejAXWwY2q8h1 註冊你的試用戶口

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