



Developing reading and writing abilities effectively and efficiently with Reading Battle

《閱讀大挑戰》 如何有效地助孩童培養閱讀興趣和提升寫作能力

equiz.cite.hku.hk

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The screenshot shows the top navigation bar with buttons for Battle, Result, Ranking, Profile, Report, and Contact. Below this is a search bar with a rabbit icon and the text "Look for your book to start a battle!". The main content area is titled "Battle" and has tabs for "Chinese Books" and "English Books". Under "Collections", there are icons for Science, History, Folklores, Fairy Tales, Biographies, Fables, Non-fiction, Fantasy, Fiction, Detective Stories, and Picture Books.

The dialog box is titled "First Battle" and contains the following text: "You can try up to 3 battles (Only the highest score counts!). You will lose 10% of the total points in the 2nd battle and 20% in the 3rd battle. So please read the book carefully before going for a battle. Within each battle, you can attempt each question up to 2 times. You get half of the points if you get it right the second time." Below the text are three icons: a sword, a 10% score loss, and a 20% score loss. A "Confirm" button is at the bottom. A cartoon lion character is visible at the bottom left of the dialog box.

System Demo

Reading Battle 閱讀大挑戰

Battle Result Ranking Profile Report Contact

歡迎, Teacher 中文 Logout



Look for your book to start a battle!

Search Title, Author, ID or ISBN

Search by book ID, ISBN, etc.



e-books

* Most books need to be borrowed from the library. Only 30 e-books can be accessed from the e-books section.



Battle

Chinese Books

English Books

Collections



Science



History



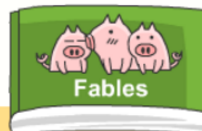
Folklores



Fairy Tales



Biographies



Fables



Non-fiction



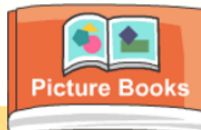
Fantasy



Fiction

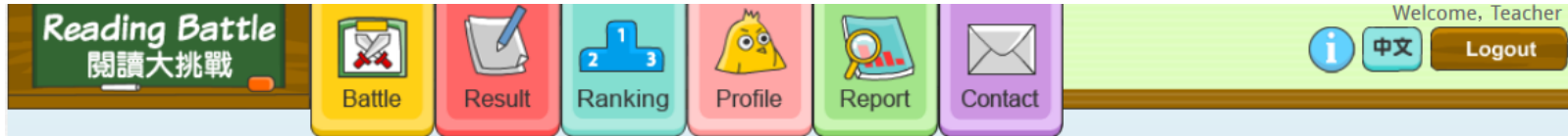


Detective Stories



Picture Books

Scaffolding support – Provides a hint when answer incorrectly




The Chocolate Boy

Challenging Question Challenging Question

Q7 Q8 Q9 Q10

[Information Retrieval]

What happened when I told mummy that people at school laughed at me?

- a. I smiled.
- b. I cried.
- c. I hugged my mummy.  Hint: p.13
- d. I smiled at myself.

2nd attempt

Try Again

Provides immediate feedback

The screenshot displays the 'Reading Battle' (閱讀大挑戰) interface. At the top, there is a navigation bar with icons for Battle, Result, Ranking, Profile, Report, and Contact. On the right, it says 'Welcome, Teacher' and includes a 'Logout' button and a '中文' (Chinese) language selector. The main content area features a search bar with 'The Chocolate Boy' entered. Below the search bar is a progress indicator with seven icons: a red 'X', five blue checkmarks, and another red 'X'. To the right of these icons are three 'Challenging Question' buttons labeled Q8, Q9, and Q10. The current question is an 'Information Retrieval' question: 'What happened when I told mummy that people at school laughed at me?'. The options are: a. I smiled., b. I cried., c. I hugged my mummy., and d. I smiled at myself. Option d is selected and marked with a red 'X' and a yellow box. A green speech bubble points to option d with the text 'Explain correct answer'. At the bottom left, an 'Explanation:' box contains the text 'I tell mummy and I cry.' and a right-pointing arrow button is at the bottom right.

Reading Battle
閱讀大挑戰

Welcome, Teacher
中文 Logout

Battle Result Ranking Profile Report Contact

The Chocolate Boy

Challenging Question Challenging Question

Q8 Q9 Q10

[Information Retrieval]

What happened when I told mummy that people at school laughed at me?

- a. I smiled.
- b. I cried.
- c. I hugged my mummy.
- d. I smiled at myself. ✗

Explain correct answer

Explanation: I tell mummy and I cry.

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)

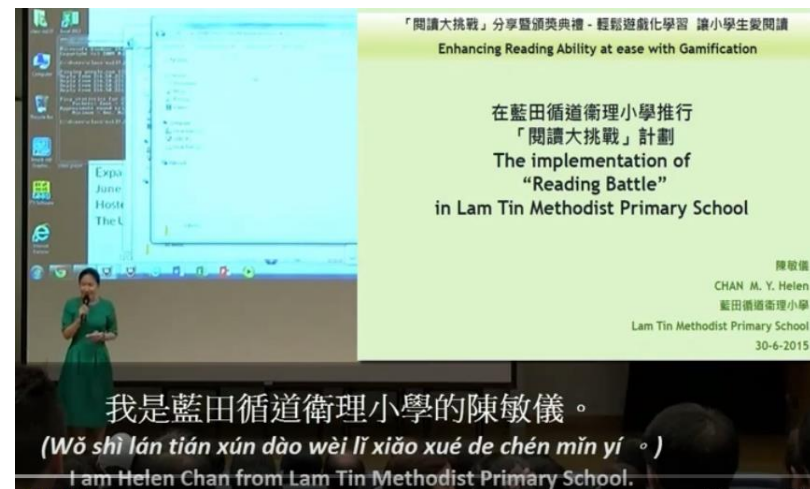
- Keelung Municipal Ren-Ai Primary School
Taipei Municipal Wanxing Elementary School

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

Reading Battle 閱讀大挑戰

Battle Result Ranking Profile Report Contact

Welcome, Teacher [中文](#) [Logout](#)

We will announce the following awards at the end of the term (From Sept 1 to Jan 31):

- Top 30 for the Inter-school across Forms Term score ranking "Chinese books"
- Top 30 for the Inter-school across Forms Term score ranking "English books"
- Top 10 Worm Catchers

Inter-school Form Life Score Ranking

Term Score Ranking

Improvement Score Ranking

(First 100 users with average score ≥ 80 will be listed)

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	P3B	Sacred Heart Canossian School	43042	446	97
2	TSE HOI TUNG	P4E	Lam Tin Methodist Primary School	40696	418	97
3	LI HOI CHING	P4E	Lam Tin Methodist Primary School	39828	427	93
4	TANG HOI KI KYLE	P3A	Lam Tin Methodist Primary School	37480	400	94
5	MAK EUNICE	P6E	Lam Tin Methodist Primary School	29393	321	92
6	TSANG HO KONG	P4D	St. Patrick's School	27957	344	81
7	PANG SHUN LAP	P6A	Lam Tin Methodist Primary School	24783	264	94

Table 3 Aspects of students' academic improvements and the reasons behind

Domain	Sub-domain	Items	Students (n=37)
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%.

Q4: Did you **improve academically** in the past year? (If yes, in which area? Reading, writing, Chinese, English, General Studies, etc.)

Q5: Is your academic improvement owed to the use of Reading Battle or other methods?

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 owned 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.”

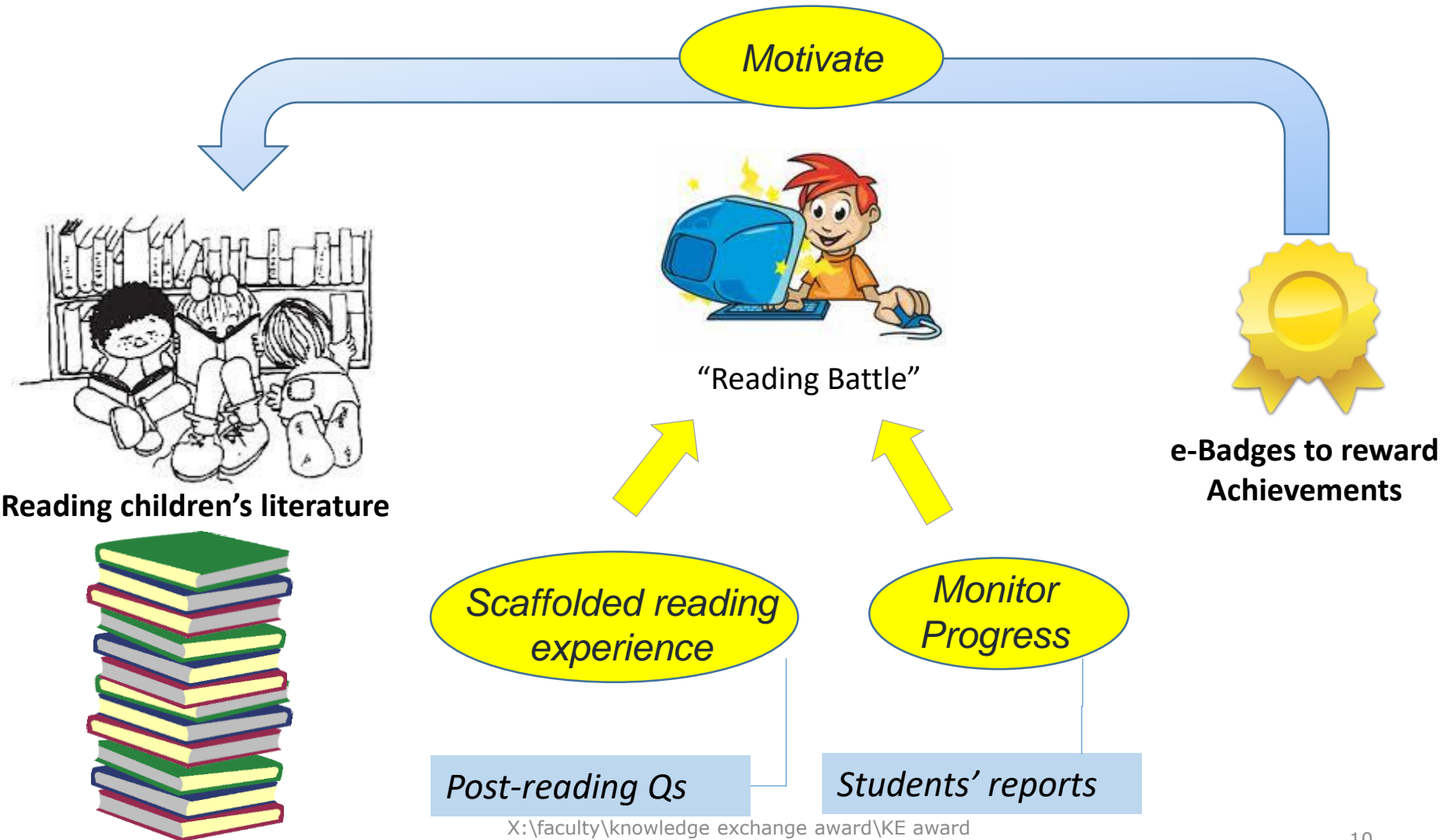
Impacts Achieved: Hong Kong primary schools - 3

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

Underpinning Research – innovativeness - 3

In Reading Battle, every child can be a WINNER!

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



Learning and Teaching Expo 2016

SEN Theatre

The Impact of Incorporating Gamification in Reading to Students with Autism Spectrum Disorder: A Local Exemplar



Source: Lam Tin Methodist Primary School
<http://www.ltmps.edu.hk/it-school/php/webcms/public/index.php3?refid=700&mode=published&nocache=1409025140>



Helen Chan

Lam Tin Methodist Primary School

Dec. 10, 2016

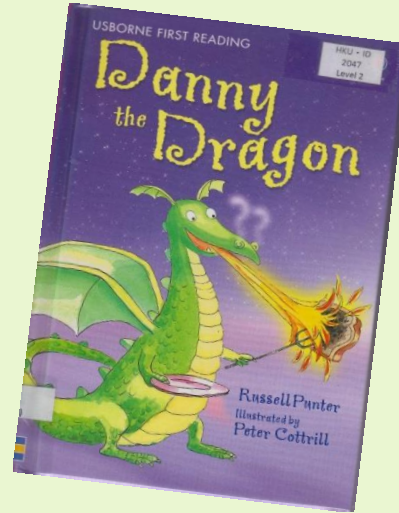
Hall 3DE, Hong Kong Convention and Exhibition Centre

Implementation Stages

“Not One Less”



Image Source: <http://www.ltmpls.edu.hk/>



資訊素養 Y 世代：活動速遞

閱讀大挑戰 Reading Battle (小三、小四)

本校參加了香港大學的優質教育基金計劃：「透過雲端兒童文學讀後測驗服務加強學生的中、英文閱讀理解能力」，計劃旨在透過精選兒童文學、有趣的網上互動遊戲和富挑戰性的不同比賽安排(包括 *Book Quiz* 及 *Book Quiz*)，以提升學生中、英文閱讀理解能力，使學生在不同學科學習上有所得益。

港大教育學系副教授朱敬華博士率領研究團隊在2014年2月13日(四)親臨學校，向中、英、常老師介紹計劃及雲端互動學習設計，在教師專業成長上增益不淺。此計劃為期兩年，學生可利用電腦或不同平板電腦進行網上學習遊戲「閱讀大挑戰」，學生家中電腦如有瀏覽器 Google Chrome、Firefox 或 Safari，瀏覽效果最為理想。

明報專欄作家主持學生及家長講座

學校邀請明報專欄作家 譚麗霞女士 (Ms Lisa Tam) 於2014年4月2日(三)下午2:30-3:30 主持講座：「從閱讀中學寫寫作」。

譚麗霞女士為明報《教得樂》及《Smarties PowerEnglish》專欄作家，亦是多本書籍的作者，如想先睹為快，請馬上到書局或圖書館搜尋譚麗霞女士以下著作。

譚麗霞女士 (Ms Lisa Tam) 著作打邊爐輯

- 《香港左派特種訓練與發展》(1) - 明報出版社 - 2012
- 《中大中文語文學院學生電子閱讀導引》 - 明報出版社 - 2013
- 《中大中文語文學院學生電子閱讀導引(2)》 - 明報出版社 - 2013
- 《中文系學生電子閱讀導引》 - 明報出版社 - 2013
- 《中文系學生電子閱讀導引(2)》 - 明報出版社 - 2013

以上11款圖書均是暢銷品，大受各界好評！

Major findings



Top Ten Best Websites

2013-2014	2014-2015	2015-2016
7th	3rd	2nd

The uprising of boy achievers
Positive impact on students with ASD



Autism Spectrum Disorders (ASD)

USA, UK and Malaysia



Image source: <https://www.exitcompanion.com.au/how-to-increase-the-value-of-your-business-by-71/>

USA	UK	Malaysia
1:88	1:100	1:625

Fig. 1 Children with ASD in USA, UK and Malaysia.

Hong Kong



Source: <http://www.asie360.com/prenoms/prenoms113-pays-tibetains.html>

Source: <https://it.dreamstime.com/stock-footage-il-segno-feminile-gira-video44015238>

90 :10000	Primary Schools	Secondary Schools	Tertiary Education Level
	2840	1310	11

Fig. 2. Children with Autism in 2002

Fig. 3 The number of students with ASD attending Hong Kong public sector ordinary schools in the 2012/13 academic year.

High Functioning Children on Autism Spectrum

Gifted@ASD

Twice Exceptional

Asperger

- ▶ Positive experiences
- ▶ Optimum experiences



Improvements on Children with ASD

Academic Performance

Reading Comprehension Abilities

Reading Interest

Confidence

Self-image

Communication Skills

Social Behavior

Case Studies



Image source: <http://www.publichealth.lacounty.gov/mch/cah/Childhood%20Obesity%20Prevention.htm>

The First Success Story



Image source: <http://bigdoor.com/gamification/>

The Second Success Story



Image Source: <http://cliparts.co/cartoon-friendship>



The Third Success Story

Image Source: <http://www.thereadingstudio.com.au/>

ASD@Gamification

Problems



Solutions



REWARD



LEARNING



GOAL

A Look
into the
Future



GAMIFICATION



ACHIEVEMENT



CHALLENGE

SKILL



USER
ENGAGEMENT

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The End

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect against the white background.

校本調查結果

School Survey Results

1. **94%**二至四年級學生認為「閱讀大挑戰」能提升閱讀理解能力。
94% of the participants recognized that Reading Battle could improve their reading comprehension
2. **83%**二至四年級學生認為在本年度下學期的閱讀理解功課或評估分數有進步。
83% of the participants believed that their reading comprehension homework/assessment scores in the second semester of this school year 2014-2015 were improved.
3. **94%**二至四年級學生認為「閱讀大挑戰」的兒童圖書有趣。
94% of the participants agreed that Reading Battle had interesting children literature collections.
4. **84%**二至四年級學生認為「閱讀大挑戰」能提升閱讀興趣。
94% of the participants thought that Reading Battle could enhance their interest in reading.