

<b>B15</b>	<b>Feedback on Personal Growth Education (PGE) Curriculum Design with Quantitative Survey</b>
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In 2005-2006, every student in School B was asked to score their perceptions, the content of the PGE lessons and teachers' performance after every PGE lesson in a booklet named 'Growth-Go-Goal-Go', a handbook designed by several senior teachers to encourage the self-reflections of students and interactions between students and teachers. Teachers' feedback was collected through an evaluation form. Feedback was finally collected from all class teachers, and 30 students were randomly sampled from each level (i.e., six students from each class). Here are the findings after analysis of all the figures:

1. From P1 to P5, the scores for the lesson plan of students are higher than teachers' except in P3 and P6, where the condition is the opposite. That means that the satisfaction with PGE lessons of students is higher than that of teachers except in P3 and P6.
2. In terms of the content and teachers' performance, the scores from teachers and students are different. Students considered the attractiveness, fun, games of the lessons, and whether the topics were among their greatest concerns, such as family problems or social interactions with friends, emotional control, caring for family members, bias of parents, bullying, and collaboration in groups.
3. Teachers cared more about teaching courtesy, respect, pressure, and learning skills like six thinking hats, memory skills, how to pay attention, be a smart student, Internet friendship, etc. Ultimately, both teachers and students disliked the dull, lengthy lessons.
4. The scoring of the students' feedback decreased from P1 to P6, but teachers scored higher for P3 and P6.
5. Regarding the content and design of the lessons, teachers in P1 and P5 underestimated the lessons and their performance; actually, they were appreciated by their students.
6. Neither P4 nor P6 students are satisfied. P6 teachers had overestimated their performance and their students' feedback a little.
7. Overall, the scoring of both teachers and students for the PGE in the lower forms was more or less the same, but it frustrated in the higher forms.
8. This little survey has shown that there is a perception gap between students and teachers. More studies should be done on this.
9. In terms of the curriculum and the lesson design in School B, students are especially interested in lessons with novel content, cartoons, action playing, role playing, and interactive games. One special point to note is that in spite of the importance and the effort made in the lesson design about sex education, students' satisfaction was low, so more action research could be done on this.

**The Priority Difference Between Students and Teachers in the PGE Lessons Plans in 2005-2006 (for the first five lessons they prioritized)**

P1	Students	Teachers	P2	Students	Teachers	P3	Students	Teachers
1	情緒小精靈	小一適應	1	關心家人	活腦記憶法	1	牛媽媽,牛寶寶	被欺負怎麼辦?
2	獨一無二的我	禮貌行動	2	森林探險之旅	SAY NO 有辦法	2	爸媽偏心嗎?	專心大法
3	時間設計師	情緒小精靈	3	活腦記憶法	尊重別人的表達方式	3	比著你係我	說不唔難
4	小一適應	我的守護天使	4	求助法門	成功默測考 (II)	4	家庭大酒店	解難超人
5	我的守護天使	愛說謊的丁丁	5	SAY NO 有辦法	天生麗質	5	解難超人	義氣自己人
P4	Students	Teachers	P5	Students	Teachers	P6	Students	Teachers
1	不做欺凌者!	CQ 創意無限	1	勇闖難關	勇闖難關	1	假戲真做	六帽子思考法
2	精靈買家	誰能明白我?	2	我要理性分析	壓力知多少?	2	情緒事件簿	情緒事件簿
3	CQ 創意無限	做個醒目讀書人	3	理想的我齊齊創	網上交友 FIREWALL	3	排斥與包容	我長大了
4	我有我性格	我有我性格	4	網上交友 FIREWALL	知情識性	4	家家有事煩	白馬王子與白雪公主
5	面對困難無有怕	情緒警號	5	記憶有法	理想的我齊齊創	5	無懼失敗	假戲真做

**Figures Derived from Scoring of Teachers and Students about the PGE Curriculum in 2005-2006**

**Teachers' Feedback and Scoring**

Level	Students' Feedback	Lesson Plan Design	My Performance	Overall Impression
P1	4.28	4.12	4.18	4.19
P2	4.04	3.74	3.72	3.83
P3	4.36	4.04	3.86	4.09
P4	4.00	3.42	3.50	3.64
P5	4.00	3.48	3.36	3.61
P6	4.24	3.70	3.72	3.89
Average	4.15	3.75	3.72	3.88

Priority of Teachers	Students' Feedback	Lesson Plan Design	My Performance
1	P3	P1	P1
2	P1	P3	P3
3	P6	P2	P2
4	P2	P6	P6
5	P4	P5	P4
6	P5	P4	P5

#### Students' Feedback and Scoring

Level	Students' Feedback	Lesson Plan Design	Teachers' Performance	Overall Impression
P1	4.61	4.50	4.75	4.62
P2	4.37	4.00	4.13	4.17
P3	4.35	4.06	4.06	4.16
P4	4.31	3.82	3.59	3.91
P5	4.22	4.09	4.00	4.10
P6	4.13	3.79	3.92	3.95
Average	4.33	4.04	4.07	4.15

Priority of Students	Students' Feedback	Lesson Plan Design	Teachers' Performance
1	P1	P1	P1
2	P2	P5	P2
3	P3	P3	P3
4	P4	P2	P5
5	P5	P4	P6
6	P6	P6	P4

#### Difference Between Scoring of Teachers and Students

Level	Feedback	Lesson Plan Design	Teachers' Performance	Overall Impression
P1	-0.33	-0.38	-0.57	-0.43
P2	-0.33	-0.26	-0.41	-0.33
P3	0.01	-0.02	-0.20	-0.07
P4	-0.31	-0.41	-0.09	-0.27
P5	-0.22	-0.61	-0.64	-0.49
P6	0.11	-0.09	-0.20	-0.06
Average	-0.18	-0.30	-0.35	-0.28