

Digital Age Learning Conference 2019

Session Timings	List of Concurrent Presentations								
Session 1 4.30pm - 4.50pm	S1	S3	S4	S6	S5	P1	P3	P5	P7
Session 2 5pm - 5.20pm	S2	S3	S8	S7	S9	P2	P4	P6	P8

Primary Schools

Full Name of School	Title of SLS Unit	Subject	Strand	Synopsis
Admiralty Primary School [P1]	Exploring the Conditional Conjunction “if” via Learning Through Acquisition	English	Student Learning Space Pedagogical Scaffold	Utilising Learning through Acquisition, students deepen their understanding of the use of the conditional "if" in writing. This is done through exploring in depth, various scenarios in writing, how a situation may or may not occur. This session aims to share the school's use of the heat map in SLS, among other features, that allow teachers to address misconceptions and provide timely feedback to students, which allows for a stronger understanding of conditional conjunctions.
Blangah Rise Primary School [P2]	Interpreting Data through Line Graphs	Mathematics	Student Learning Space Pedagogical Scaffold	In this session, we will share how SLS can be used as a platform for students to acquire conceptual understanding about line graphs. The FREMC framework is adapted into the lesson design where students have the opportunity to engage in self-directed learning and monitor their own learning progress through feedback. From this sharing, you will gain insights on the considerations needed when using the SLS platform to design a Mathematics lesson.
Eunos Primary School [P3]	Learning Continuous Writing Using Students' Experiences	English	Student Learning Space Pedagogical Scaffold	Continuous Writing for students at the primary school level often comes across as mundane and lacking in creativity as the students have little real-world experiences. At Eunos Primary School, we build on the Continuous Writing unit each year to tackle this issue. This sessions will aim to share our improved

				writing unit, which scaffolds a more effective writing process for our students.
Huamin Primary School [P4]	Using SLS to Teach Imagery and Phrasal Verbs	English	Student Learning Space Pedagogical Scaffold	Huamin Primary took part in 2 phases of lesson design in the SLS pilot programme. This sharing will focus on our design of two English lessons: one to teach imagery using SLS in a mixed-ability classroom, and another to teach phrasal verbs in a low-progress classroom. The lesson activities are mapped to the ALP framework and the SLS pedagogical scaffold, with multiple opportunities for the students to receive and act on feedback from teachers in order to advance their learning.
Innova Primary School [P5]	SLS Lesson Design on Teaching Conductors of Heat: A Collaborative Approach	Science	Student Learning Space Pedagogical Scaffold	Students hold a variety of misconceptions about heat, temperature and energy. The concepts of heat and energy are challenging for students at the elementary level. This lesson serves to reinforce the concepts that energy is required to enable things to work or move, and that there are different forms of energy.
Naval Base Primary School [P6]	Making Thinking Visible while Learning about Electrical Systems	Science	Assessment for Learning	This session aims to share our use of the SLS heatmap tool and Padlet to support student-content, student-student and teacher-student interactions and learning in a Primary 5 Science Unit, Electrical Systems. Teachers monitor and close learning gaps based on real-time feedback and responses from the heatmap in SLS. Using Padlet, students are able to make their thinking visible to other classmates and provide peer constructive feedback.
North Vista Primary School [P7]	Understanding Concepts of Light in the Science Classroom	Science	Assessment for Learning	The SLS platform supports peer discussions and teacher-student interactions as students recognise the functions light plays and how shadows are formed. Videos and Interactives are embedded to support the students' interaction with the content and thinking routine tools used to scaffold students' thinking and discussion during the lessons. Responses captured via SLS allow teachers to identify misconceptions and to address them immediately and effectively. Students' engagement increases as every student has a chance to contribute to the overall class discussion.
Woodgrove Primary School [P8]	Character Analysis (Personal Recount) in the Literature Classroom	English	Student Learning Space Pedagogical Scaffold	Through multiple affordances of the SLS, this session aims to share how students at Woodgrove Primary are guided on the personal recount writing process in a Primary Five Literature classroom to successfully recreate features such as thoughts,

				feelings and actions in their writing. References are drawn from Matilda by Roald Dahl.
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Secondary Schools

Full Name of School	Title of SLS Unit	Subject	Strand	Synopsis
Ang Mo Kio Secondary School [S1]	Learning Poetry via SLS	English	Joy of Learning	There is an increasing need to develop independent learning in students to ensure that they are encouraged to pursue lifelong learning. This can be achieved through the use of ICT (Info-comm Technology). This session will share findings of the efficacy of the flipped classroom method in providing students with the essential knowledge in developing their poetry analysis skills. The Student Learning Space (SLS) plays a key role in delivering the required content to the students. Equipped with the key terms and knowledge on how to read poetry, students were found to be able to analyse poetry with more confidence.
Ang Mo Kio Secondary School [S2]	Speech Writing Using SLS	English	Student Learning Space Pedagogical Scaffold	While technology may have disrupted many industries including education, schools will remain the mainstay for learning,' said Education Minister Ong Ye Kung (2018) at the International Conference on Teaching and Learning with Technology. The Student Learning Space (SLS) allows for customized learning, with interactive features for feedback from teachers and peer collaboration. This platform also offers learning resources like videos and quizzes that enhance learning. This session aims to evaluate the impact of SLS in enhancing English Language learning, in particular Speech Writing, through facilitating peer discussion and collaboration.
Crescent Girls' School [S3]	Flipping the Learning of Metals via SLS	Science	Student Learning Space Pedagogical Scaffold	The session aims to demonstrate Flipped Classroom using Active Learning with Technology framework and Singapore Students Learning Space (SLS) as the main platform for lesson delivery. Through analyzing and organizing information given, students acquire new knowledge in Chemistry. Subsequently, students are given opportunities to apply the concepts learnt in new context to deepen their understanding and mastery of the concepts in the chapter of Metals. The lesson package spans across 3 weeks and covers the important concepts in the chapter including properties, reactivity, and reactions of metals.

<p>Dunman High School [S4]</p>	<p>Develop a Growth Mindset for Active Learning</p>	<p>Chinese</p>	<p>Joy of Learning</p>	<p>It is vital for students to know what is happening in the Singapore society, acquire new knowledge and gain inspiration from the success of others. By developing a growth mindset, students can learn actively and benefit from a sense of engagement.</p> <p>This Chinese Language SLS lesson unit involves students to look at the many facets of Singapore through visual stimuli and invite them to think critically about how they could un-programme their thinking to explore their environment, which would, in turn, strengthen their oracy and writing skills.</p>
<p>Guangyang Secondary School [S5]</p>	<p>Discovering the Lego Pieces in Matter</p>	<p>Science</p>	<p>Joy of Learning</p>	<p>This lesson was designed for Secondary 1 Express students on Particulate Nature of Matter using SLS as part of the SLS Design Challenge 2018. During this 1.5 hour lesson, students learnt through acquisition that the 3 states of matter (solid, liquid and gas) are made up of particles, and the concept of Brownian Motion. They were then led to deduce the arrangement and behaviour of the particles present in these 3 states. Hinge-point questions were strategically placed to check for student's understanding and learning before the start of a new activity. Students were able to submit their answers online and their answers were used to facilitate in-class discussions. Students were empowered to take ownership of their own learning, being involved in peer critique and improvement of their answers.</p>
<p>Ngee Ann Secondary School [S6]</p>	<p>Heat Transmission – Conduction, Convection and Radiation</p>	<p>Science</p>	<p>Student Learning Space Pedagogical Scaffold</p>	<p>Heat transmission is a spiral topic that students have been exposed to in Primary School Science. The topic lends itself well to the building of collaborative skills as there are a few strands of heat transmission that students can research independently (in their expert groups) and come together to work collaboratively on a final product (in their home groups). This session will share how the use of SLS aids in the process of this collaborative work.</p>
<p>Serangoon Garden Secondary School [S7]</p>	<p>Leveraging SLS for Student-Centric Learning in Biology</p>	<p>Science</p>	<p>Student Learning Space Pedagogical Scaffold</p>	<p>The sharing includes 'Tapping on the SLS Pedagogical Scaffold for better Lesson Design, translating into more engaging learning activities for lesson packages' and on the 'Learning Activities that students engage in'. There will be elaboration on how the SLS Pedagogical Scaffold ensures deliberate planning for AfL activities or summative assessment activities in learning</p>

				about transport in plants, while also showcasing student artefacts gathered through the customised learning activities incorporated within the lesson package.
St. Hilda's Secondary School [S8]	Harnessing ICT to Help Improve Students' Oral Presentation Skills	Chinese	Student Learning Space Pedagogical Scaffold	It is observed that the lower secondary Chinese students often face difficulty in using the language proficiently and confidently. This is especially so when students are given a topic for discussion and the lack of vocabulary and content disallow them to present their views in a logical and organised manner. To build up the students' competencies in oral presentation, a team of CL teachers leveraged on the Singapore Student Learning Space (SLS) to design learning activities that help students learn more about a given topic actively with the infusion of Web 2.0 tools. Through these activities, students deepen their understanding of the given topic and can speak more confidently and coherently.
Tanglin Secondary School [S9]	Finding the Greatest Angle of Elevation in 3D Trigonometry through Rapunzel and Her Prince	Mathematics	Student Learning Space Pedagogical Scaffold	This session will focus on the use of ICT to help students visualise the angle of elevation in 3D trigonometry problems, a skill which many students struggle with when they use the pen-and-paper approach on a 2D plane. Using the Concrete-Pictorial-Abstract (CPA) approach, a well-known fairy tale, and the affordances of Student Learning Space (SLS) tools such as Geogebra applets, Google form, Mentimeter, and the quiz structure, students learned to hypothesise the conditions that affect the angle of elevation through observing patterns, to describe how the angle of elevation changes with distance from an object and height of the object, to find the shortest distance from a point to a line, and to find the greatest angle of elevation.