

# Digital Age Learning Conference 2020

## List of Concurrent Presentations

<b>Session 1</b> 2.50pm - 3.35pm	P1	P2	P3	S1	S2	S3	S4	S5	OC1
<b>Session 2</b> 3.55pm - 4.40pm	P4	P5	S6	S7	S8	S9	S10	S11	OC2
<b>Session 3</b> 4.45pm - 5.30pm	P6	P7	S12	S13	S14	S15	S16	S17	OC3

### Primary Schools

Full Name of School	Title of Presentation	Subject	ICT tools featured	Synopsis
Canberra Primary School [P1]	Using Peer and Teacher Feedback to Encourage Student Self-assessment on Success Criteria in Mathematics	Mathematics	Seesaw, SLS and Quizizz	The success criteria are spelt out at the beginning and at the end of the lesson. Students use them to establish whether their peers have attained them, enabling the learners to reflect and monitor their own learning during the lesson. Teacher feedback is equally important to acknowledge that the learners have attained or achieved the success criteria. Seesaw, SLS and Quizizz allow peers and teacher to provide feedback to the learners and for them to reflect on their own learning.
Temasek Primary School [P2]	Fun and Engaging Assessment for Learning Empowered by Technologies	Environmental Science (CCE)	Insta360 ONE X, Adobe Captivate, SLS	Assessment can be fun and insightful when accompanied with relevant technologies such as virtual reality, 360-degree interaction and interactive video. Temasek Primary School combined all the above-mentioned modes of assessment into a HTML5 eBook called Project Zero and hosted it on Student Learning Space's Community Gallery as a lesson package accompanied with thinking routines. We will provide hands-on experience on how to integrate assessment into any video, virtual reality, 360-degree environment and host it on SLS as a lesson package.
Naval Base Primary School	SLS infused MT Trail	Mother Tongue	SLS, Kahoot, Google Doc	To invoke the joy of learning in our P4 students, our MT trail was made to cater to the various races and cultures of our

[P3]				students. SLS allows us to let the students take charge with minimal help from our teachers. This encourages self-directed learning, educating our students to make decisions on their own while maintaining group integrity. This lesson experience was highlighted in the SLS facebook group and is the first MT trail featured in the Community Gallery.
Gan Eng Seng Primary School [P4]	Leveraging ICT Tools for Formative Assessment	-	Plickers	Learning with ICT tools excite students in the classroom. Through the use of ICT tools like plickers ( <a href="http://www.plickers.com">www.plickers.com</a> ), teachers can gauge students' understanding and obtain valuable data on student learning. Teachers can use the data collected to enhance their teaching and learning processes and help students make better connections with what they have learnt.
Bendemeer Primary School [P5]	Speak Up! - Using Flipgrid to Enhance Oral Assessment	English Language	Flipgrid	Flipgrid is a video recording application that allows students to practice oracy. Through the application, students display their knowledge of language features to communicate effectively. The video recording also captures expressions and gestures that are non-verbal in nature. Using the application, students can practise speaking more confidently. Teachers are able to collect evidence of learning and provide feedback on each recording. Students also develop metacognitive skills as they proactively review and monitor their recording.
West Grove Primary School [P6]	Boosting Oracy with Quality Feedback for Learning (AFL)	English Language/ MTL	SLS, Flipgrid, PowerPoint	The 3-Prong approach to boosting Oracy through leveraging on technology empowers pupils to build self-confidence through practice, discussions and peer-feedback. Additionally, as teachers can listen to each individual student's recordings, they can gain valuable individualised feedback through a rubric or text comments that helps them realise their strengths and areas for improvements. This boosts engagement as compared to conventional methods where individualised feedback would be too time consuming in the classroom.
Nanyang Primary School [P7]	P6 SS - Housing in Southeast Asia (Be a Designer)	Social Studies	iPad, SLS	The lesson is based on Primary 6 Social Studies Chapter 5 - Housing in Southeast Asia. Strategies like KWL and Visible Thinking Routine are used to deepen students learning. Given different climatic conditions and physical environment, students were tasked to design houses. As an extension, pupils were asked to provide constructive feedback on their design to their friends. Assessment for learning took place throughout the

				lesson as gaps of students' learning were closed by reviewing their real time responses on SLS.
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## Secondary Schools

Full Name of School	Title of SLS Unit	Subject	ICT tools featured	Synopsis
Tanglin Secondary School [S1]	Using Technology for AfL in ELS 2020	English Language	Google Classroom, Google Suite, Mentimeter	Technology is one of the 5Ts in ELS 2020 and can be harnessed for AfL. Using Mentimeter to start the unit, teachers can assess the interests of students to infuse the element of DI. Students then engage in digital content curation in Google Classroom which can be assessed and for teachers to use in the lesson. In addition, Google Classroom's Classwork features allow for AfL in writing where teachers provide feedback on drafts before the final submission.
St. Anthony's Canossian Secondary School [S2]	Assessment for Learning Made Visible by SLS Thinking Routines to Deepen Learning	Mathematics	SLS	As the education system evolves to maintain relevance, Assessment for Learning in a digital classroom becomes crucial. The Singapore Student Learning Space (SLS) supports the enactment of such learning experiences. SLS Thinking Routines is used to capture students thoughts on critical discussion points curated from students' submitted group work and enables the teacher to facilitate a whole class discussion. Quantitative (pre and post assessment) and qualitative (students' survey, teachers' observation) data suggested deeper thinking by the students.
Pei Hwa Secondary School [S3]	Application of Diagnostic Assessment in the Digital Classroom	Humanities - History	SLS, Padlet	The sharing focuses on the application of diagnostic assessment in the digital classroom. Diagnostic assessment is an assessment that can provide solid diagnostic information that points to a specific learning need. These learning needs are classified as errors of misconception or logical reasoning or partial understanding. These ideas when crafting MCQs in my SLS lesson packages have been applied to ensure the distractors reveal something about the students' specific learning need. For open-ended questions, Padlet has proved to be very effective as well.
Ang Mo Kio Secondary School [S4]	Use of SLS to assess students' achievement of success criteria through the 5E Instructional model	Science	SLS, Videos	Using the SLS platform, we explored ways to utilize different functions to bring about effective AfL. In particular, the live monitoring tool was used to assess student responses to give timely and targeted feedback to address learning gaps. Our lesson, based on the 5E Instructional Model, developed students'

				<p>understanding through a structured approach starting with basic tasks before moving on to more advanced challenges. At the end of the lesson, 90% of students were able to achieve the success criteria.</p>
<p>Crescent Girls' School [S5]</p>	<p>Use of VR in Geographical Fieldwork</p>	<p>Geography</p>	<p>VR</p>	<p>With the availability of VR as a teaching tool, integration of this tool into current pedagogical practice and curriculum, especially Secondary 2 Fieldwork, has become increasingly viable.</p> <p>Using a mapped VR environment of the Tiong Bahru area for Geographical fieldwork, students are now able to explore beyond their designated area. This allows them to gather additional data to form better links and clearer conclusions on how Tiong Bahru is an inclusive neighbourhood. Students carry out their fieldwork and experience the VR module to explore the neighbourhood and evaluate the total data set obtained in their respective teams.</p>
<p>St. Anthony's Canossian Secondary School [S6]</p>	<p>Chinese GO! – a mobile app that promote self-directed learning and assessment for learning through gamifications</p>	<p>Mother Tongue - Chinese</p>	<p>Chinese GO!</p>	<p>Chinese GO! is an award winning mobile application that aims to cultivate students' interest in strengthening their Chinese Language communication proficiency through gamification. Chinese GO! is designed to promote self-directed learning using Assessment for Learning strategies like bite-size quizzes, peer evaluation and automated feedback. Learners are able to track their learning through "My Report Card" and download a personalized list of vocabulary (based on their quiz attempts) for their revision</p>
<p>Anglican High School [S7]</p>	<p>Enacting effective classroom discussion through differentiating for discussion</p>	<p>-</p>	<p>Ding Ding</p>	<p>Through the use of virtual discussion space, Ding Ding creates</p> <ol style="list-style-type: none"> <li>1. anonymous discussion to provide a safe space for discussion</li> <li>2. maximum conflict in opinions to enable discussion</li> <li>3. agree/disagree construct to force students to take a stand and frame discussion</li> </ol> <p>Teachers monitor discussion, the most discussed comments are extracted for teacher to assess and provide meaningful feedback. Teachers have the structure provided by an application enabling them to observe student thinking processes which would go unnoticed otherwise.</p>

School of the Arts Singapore [S8]	Introduction to Music Synthesis: Additive Synthesis	Music	Google Classroom, Google Sites, Audacity and Padlet	Students will learn and explore basic principles of Music Synthesis using Audacity with aid of Google Suites and Padlet for collaborative discussions and scaffolding towards a final portfolio submission.
Holy Innocents' High School [S9]	Sec 1 Museum Based Learning	CCE, Art, History, English Language	iPad	The HIHS MBL project makes use of a multidisciplinary, inquiry based approach where learners are brought to an out-of-context setting to apply and extend their learning.
School of Science and Technology, Singapore [S10]	The SST Way of Assessment for Learning in Secondary 3 Geometry	Mathematics	SLS, Desmos Activity, GeoGebra applet	The use of technology for assessment for learning provides real time feedback so students' misconceptions can be addressed in a more timely manner. Two Secondary 3 lessons, "E Math Properties of Circles" and "A Math Coordinate Geometry of Circles" will be shared. The presenters will share how the features of the Student Learning Space (SLS) and Desmos Activity support assessment for learning and student's self assessment.
Crescent Girls' School [S11]	Harnessing ICT to check for understanding and providing feedback	Biology	SLS, Class Notebook	Diffusion and osmosis are fundamental concepts in Biology relevant to many other significant chapters. This sharing focuses on how SLS and Class Notebook are used to check for students' understanding of diffusion and osmosis, and how the teacher provides feedback to motivate the students towards attaining the intended learning outcomes.
Dunman High School [S12]	Putting Learners at the Centre	Computing	Thunkable, Firebase & Google Slides	Assessment for Learning with learner being the focus means teachers must harness the power of questioning and feedback to stimulate students' thinking.  This digital classroom involves students to propose and automate the mobile applications that they have designed. For students to see the real value of their learning as they translate theory into practice, students employ creative problem-solving strategies to identify issues, offer solutions with justification, and invite others to criticise their solutions by venturing out of their comfort zone.
Pei Hwa Secondary School [S13]	SLS as a Flipped Classroom	Mathematics	Online resources, SLS	The interpretation and understanding of the three types of learning needs allows teachers to classify common learning difficulties in mathematics into diagnostic assessment with instructional traction (Chappius, 2015). With the Flipped Classroom, teachers design learning packages to be used in the

				Singapore Student Learning Space (SLS). The three learning needs in the form of distractors in multiple choice items are used. This provides information for teachers to give differentiated follow-up actions to students.
School of Science and Technology, Singapore [S14]	Using Gamification in Assessment for Learning	Social Studies	Google form, site and Class Craft	Gamification of Assessment for learning when used meaningfully can be impactful for the students as they are exposed to virtual, yet authentic context and be fully engaged when they are in the process of knowledge building. Gamification is the idea of adding game elements to a nongame situation and it allows students to review their own learning in an engaging and non-threatening way.
Ang Mo Kio Secondary School [S15]	Crossing The River Between: Formative Assessment In Shaping Literary Analysis	English Literature	SLS	There is an increasingly emphasised focus on formative assessment in the education arena today. Teachers need to be acutely aware of which point the students are at in their learning during active learning situations and formative assessment is the key to this. ICT (Info-comm Technology) ensures that this can be conducted in an effective manner during lessons. The project embarked on aims to equip the learners with the skill of constructing one's own analysis of the novel, The River Between by Ngugi Wa Thiong'o, through the use of formative assessment. The project, when implemented in a fastidious manner, allowed learners to build confidence in developing their own perspectives on the novel and responding to questions while enjoying the process of learning. The formative assessment in this project will involve several pieces of low-stake writing. This form of assessment will enable educators to assess and monitor the learning of the students, ensuring that they are on the right path. For this project, the Student Learning Space (SLS) is the chosen platform to arouse learners' interest in the subject. This study aims to evaluate the impact of formative assessment through SLS in enhancing analysis of a novel, in particular 'The River Between' by Ngugi Wa Thiong'o, through guided peer discussion and collaborative tasks.
Boon Lay Secondary School [S16]	Inquiry Project: Singapore Past and Present	Humanities - History	Canva and Google Document	Through the usage of Canva App as an enabler, students role-played as ambassadors and created a brochure depicting Singapore's progress and changes in terms of education/economy/lifestyles/food from past to present.

<p>Crescent Girls' School [S17]</p>	<p>Assessment for Learning in Geographical Investigation</p>	<p>Humanities - Geography</p>	<p>GoogleDocs</p>	<p>Geographical investigation is a key component of the Core Geography syllabus as it allows students to practice the inquiry approach to fieldwork. Often, fieldwork is completed without students mastering the key skills of data analysis.</p> <p>This sharing focuses on assessment for learning where the teacher observes and consolidates discussion by students, stepping in only when necessary to facilitate learning, before presenting it to the class. With this authenticity in learning, students are able to activate each other as resources for learning while building upon each other's thoughts. ICT is used in the process to support the teaching process and to facilitate learning.</p>
<p>Crescent Girls' School [OC1, OC2, OC3]</p>	<p>Observations: Learning &amp; Reflection</p>	<p>-</p>	<p>-</p>	<p>As part of professional development, all Crescent teachers are encouraged to open up their classrooms for observations by their peers and fellow educators from other schools. They are also encouraged to record themselves in action. Replaying the recording will allow them to review their lesson and reflect on their teaching actions; they may then discuss these reflections with their reporting officers. Visit this exciting learning space to see how reflective teachers are nurtured through the affordances of technologies such as Swivl and iPads.</p>