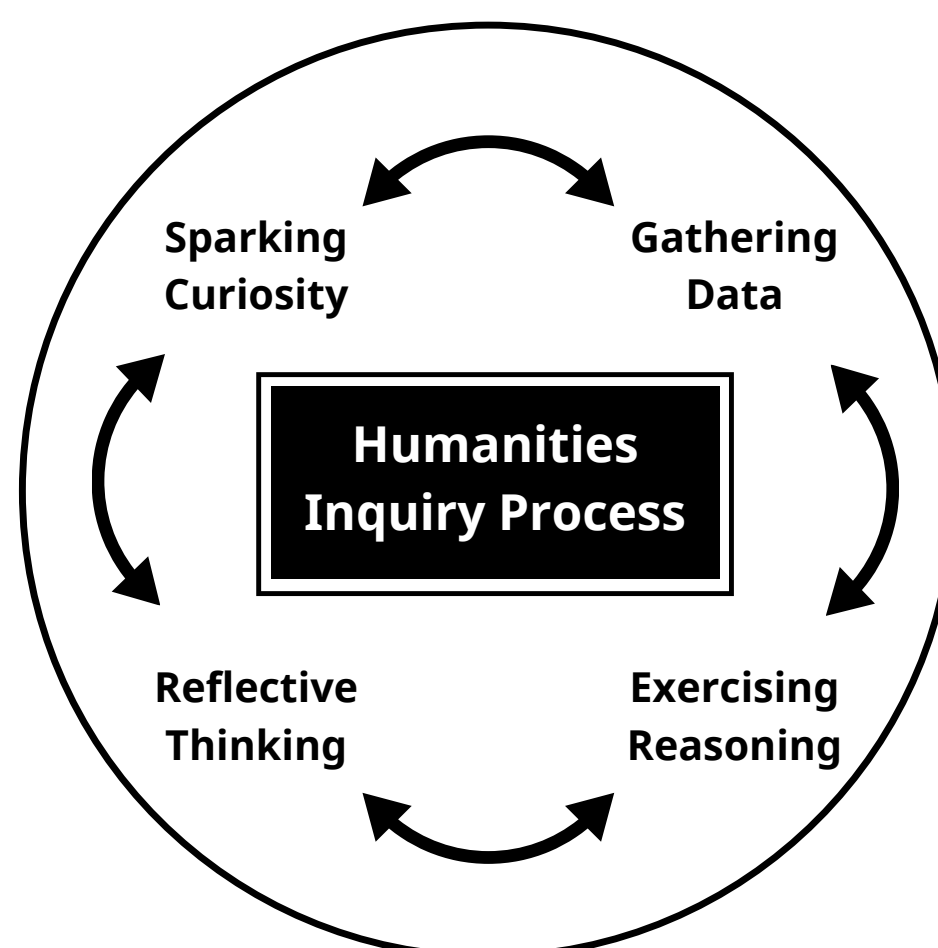


SLS Guide for Humanities




Leveraging SLS to Enhance Teaching and Learning of Humanities

- The guide is developed by Educational Technology Division with input from the Academy of Singapore Teachers (AST) and the Curriculum Planning and Development Division.
- The guide demonstrates the potential of the Singapore Student Learning Space (SLS) to enhance the teaching and learning of Humanities, with reference to the pedagogical approach of **inquiry-based learning**.
- It features learning activities from across the four stages of the inquiry process and are derived from a range of lesson examples across the Humanities subjects.
- Teachers can also leverage available resources on Community Gallery and MOE Library to complement lessons and reinforce key or challenging concepts.
- The guide encourages teachers to explore SLS features that can help them enhance the Humanities inquiry experience for students.

Humanities Inquiry Process



Navigation Tips:

- Each segment addresses how SLS features can be effectively utilised to enhance Humanities learning. It highlights:
 -  how teachers can harness the affordances of SLS to enhance their teaching approach,
 -  the interactions among students, teacher and students, and/or students and content that foster engagement and learning, and
 -  the pedagogical affordances of SLS features.
- Please note that the SLS features mentioned in the guide serve as suggestions to inspire teachers to explore possibilities and they are not exhaustive.
- For detailed technical information on each SLS feature, simply click on its embedded [link](#). You will be directed to the specific page in the SLS User Guide.
- For lesson examples on MOE Library or SLS Community Gallery that showcase each SLS feature, simply click on the figure number below each image.

Sparking Curiosity



How can I **activate my students' prior knowledge** about a topic and **surface their pre-existing beliefs and views**?



In sparking curiosity, teachers **tap on students' prior knowledge and experiences** so that learning is made relevant, linked, and built upon¹.

To activate learning, teachers can create a [Slider Poll](#) (Fig 1.1) within the activity or Class Group Forum to allow students to **take a position towards an issue** along the continuum.



Students can **respond to the issue** by choosing a position on the slider.

Fig 1.1

🔍 Click on the pictures for a larger view.



Teachers can then get students to **explain and substantiate their reasoning** using [Free-Response Question \(FRQ\)](#) or [Interactive Thinking Tool \(ITT\)](#). They can tap on the data gathered and bookmark selected responses in the ITT to facilitate a class discussion to explore the various perspectives.



Students **examine their own understanding and views** towards the issue, while being guided by the thinking routines in the ITT. Apart from text responses, students can **express their views in different modes**, eg. [Drawings](#), [Uploaded files](#), [Audio recording](#) (Fig. 1.2).

Fig 1.2

🔍 Click on the pictures for a larger view.

¹ Teachers may consider the Singapore Teaching Practice Teaching Action *Engage, Explore, Apply*.



If a thinking routine (e.g., “I used to think, Now I think” or KWL) is used, the last column of the ITT may be completed during or at the end of the lesson. Teachers may [insert Links to the relevant Sections](#) (Fig 1.3) to direct students to **revisit and reflect on their initial views** during the subsequent lesson activities.



Students can seamlessly move between the sections to **reflect on their learning as they progress** through the lesson.



Are you more or less hopeful about climate action?

Revisit the [climate action poll](#) at the start of this lesson and share a classmate whether you feel more or less hopeful about climate action now.

Fig 1.3

🔍 Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- Besides identifying with their pre-existing cognitive frames on the Poll, students also need to articulate why they adopt such a view on the issue to **hone their critical thinking** and ability to **arrive at well-reasoned and responsible decisions**.
- Using the ITT allows students to view their classmates’ responses and **appreciate multiple diverse perspectives**. Encouraging students to revisit the ITT during or at the end of the lesson develops their **reflective thinking**.
- Based on all the learning data gathered, the teachers can then address any gaps in understanding or common misconceptions before delving deeper into the issue/concept.

Gathering Data



How can I support my students in **gathering data from reliable sources** to help them explore and develop understanding of the topic/issue?



To support students in **gathering data to explore the topic/issue**², teachers can [Search for Resources](#) and [Star Resources](#) from the Interactive Digital Textbook in the MOE Library to expose students to authentic, real-life materials, and examples.

Teachers can embed online collaborative tools from [Whitelisted Websites](#) (Fig 2.1 and 2.2) to enable students to **sort and classify their findings** from the provided sources or their own research.



Students can work with one another to **organise their findings** from the provided sources or their own research using the online collaborative tool.

ORGANISING AND ANALYSING QUALITATIVE DATA

1. Create a **table using an online collaborative spreadsheet to organise your data for each question that has qualitative responses** e.g., an interview question asking "What does it mean to be a citizen of Singapore?".

Organise Your Data			
File Edit View Insert Format Data Tools Extensions Help			
Menus			
100%			
E26			
	A	B	C
1	Step 1: Organise your data for each question that has qualitative responses		
2	Question 1	Main point(s)	Category
3			
4			
5			
6			
7			
8			

Fig 2.1

Click on the pictures for a larger view.

Based on the information provided in the websites listed in the table above, how has Singapore designed its transport networks to benefit its people and what are Singapore's future development plans for transport?

Work in groups of 4, upload your responses in collaborative tool below.

Hui Xia Ang • 20m

Summary of Findings

In groups of 4, discuss and upload a post to share your findings for each question based on the information provided in the websites.

How has Singapore designed its transport networks to benefit its people?

What are Singapore's future development plans for transport?

Fig 2.2

Click on the pictures for a larger view.

² Teachers may consider the Singapore Teaching Practice Teaching Action *Engage, Explore, Apply*.

Gathering Data



Teachers can provide sources of information and include scaffolding questions to **help students understand the information** or guide students to explore possible sources of information using an [Accordion](#) (Fig 2.3).



Students can use the scaffolding questions (Fig 2.4 and 2.5) to support them in **identifying the key findings** from the sources provided on the topic/issue.

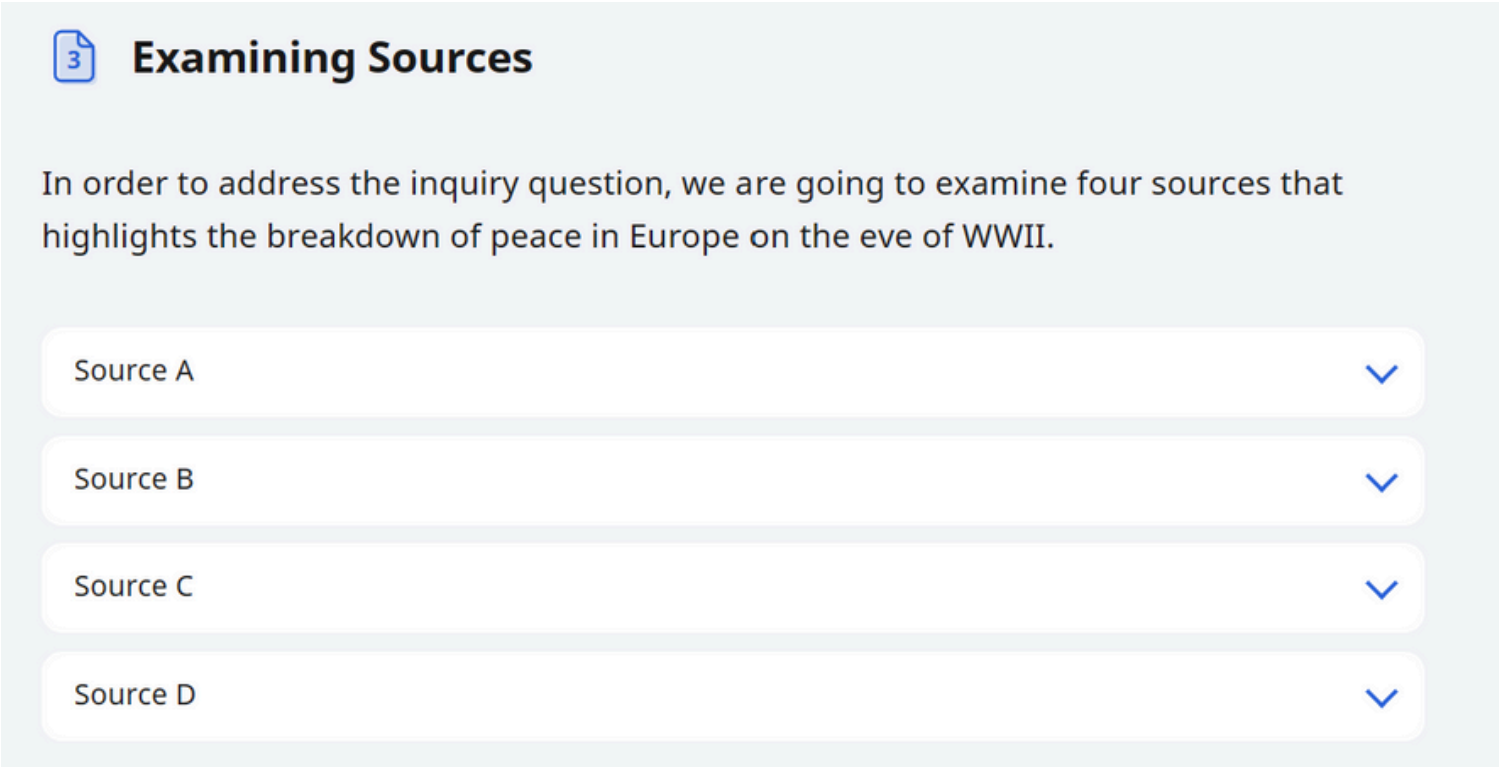


Fig 2.3

Click on the pictures for a larger view.

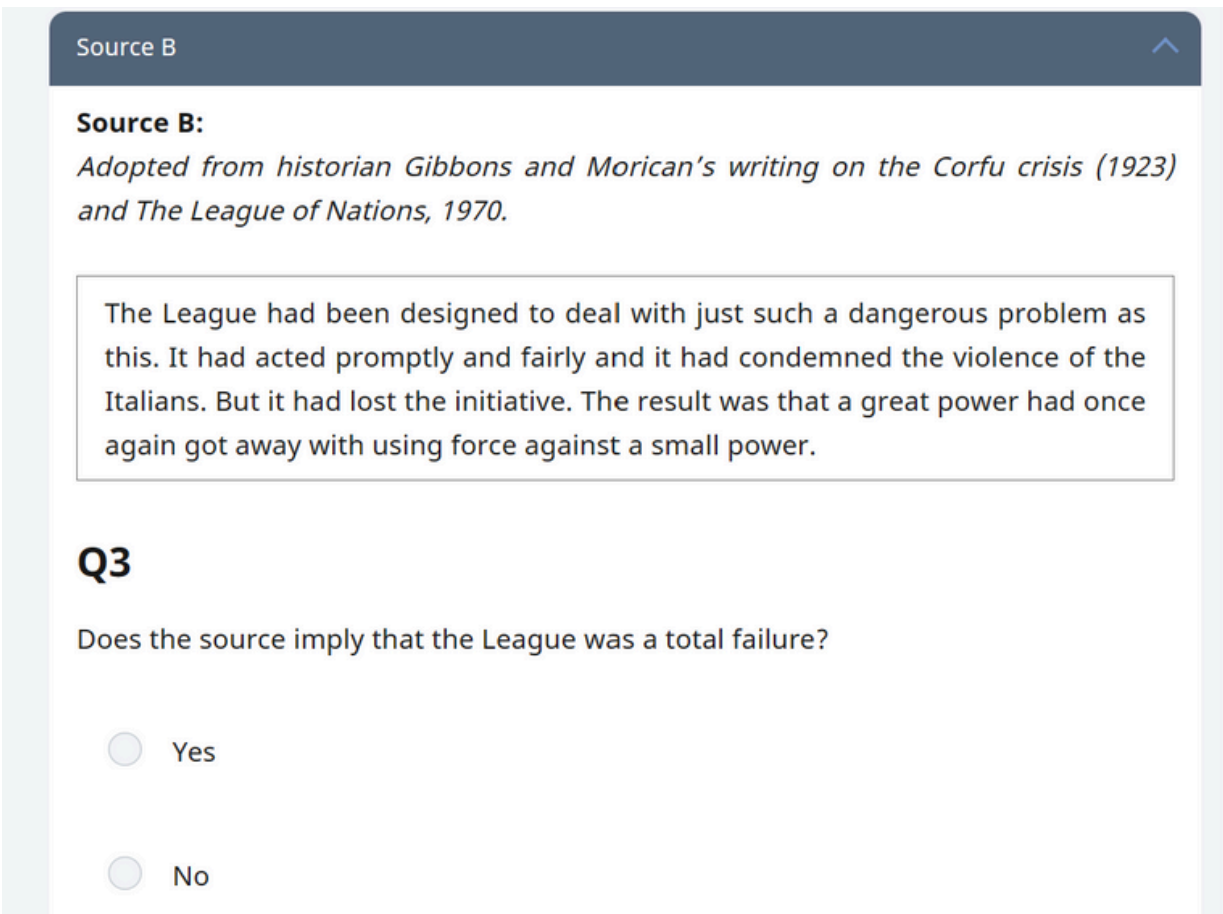


Fig 2.4

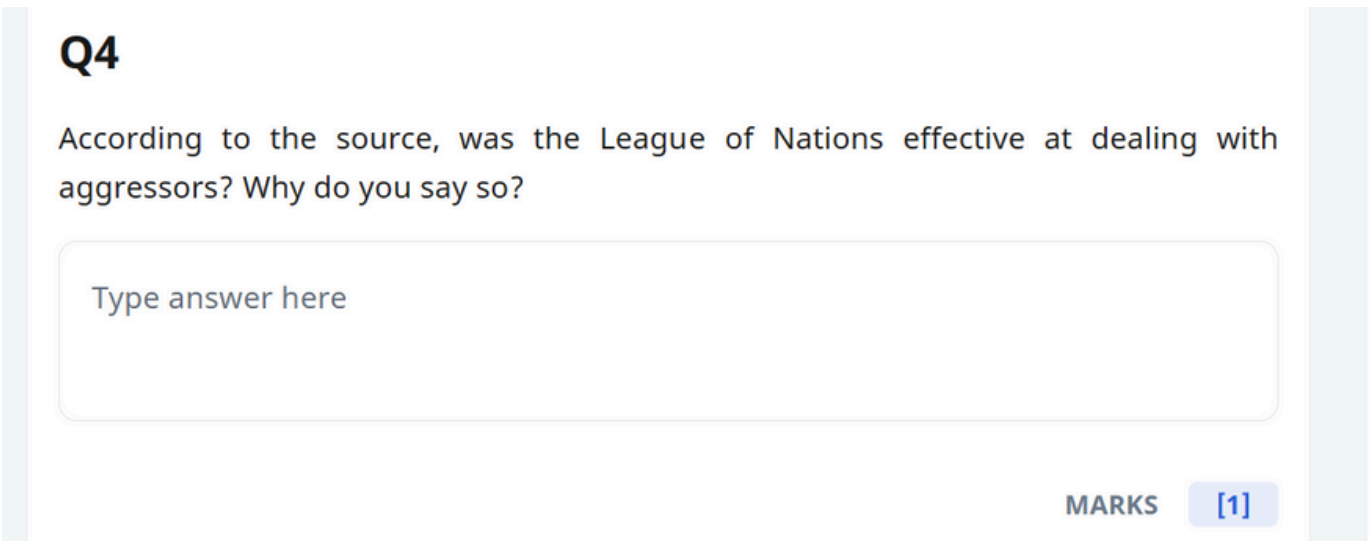


Fig 2.5

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- By embedding online collaborative tools, it allows students to work together to **organise and synthesise** the data that they have collected to **enhance their understanding** on the topic/issue.
- Providing sources with scaffolding questions in the Accordion can help to **facilitate the understanding** of the data. In the process, students are **guided in their thinking and interactions** with the sources of information.

Exercising Reasoning



How do I support students to **describe, explain and analyse the information** in order to **construct knowledge** about the issue?



In the process of supporting students in discussing and demonstrating their knowledge and skills³, teachers may **provide calibrated levels of scaffolding** by allowing [Differentiated Access](#) (Fig 3.1) to the learning activities.

Teachers can use [Multi-Part Questions](#) (Fig. 3.2) to guide students in **making sense of the data they have gathered** and extract relevant information.



Based on the teachers' feedback, students can be prompted to **evaluate the usefulness and reliability of the information**, and revisit the data or information gathered if necessary.

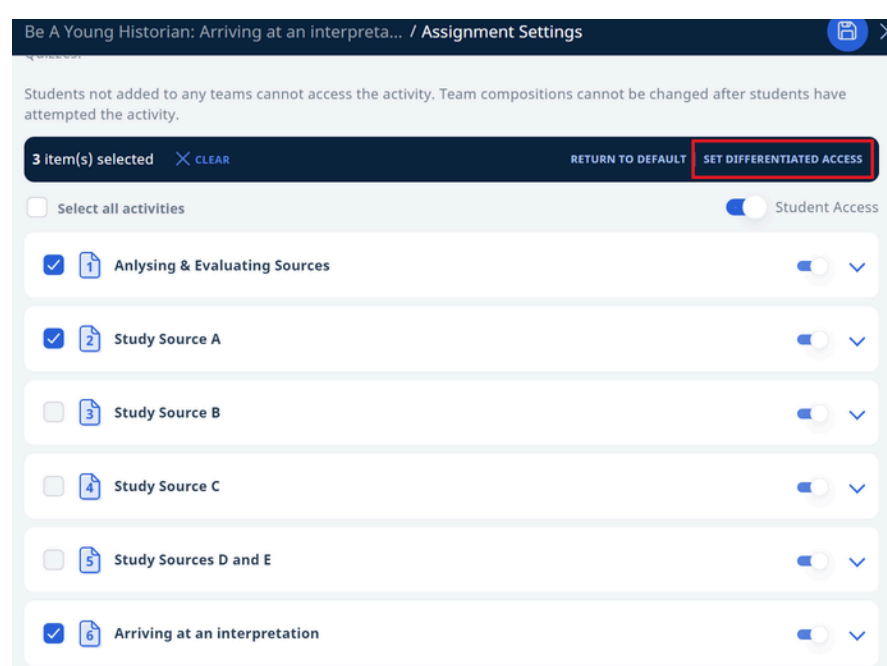


Fig 3.1

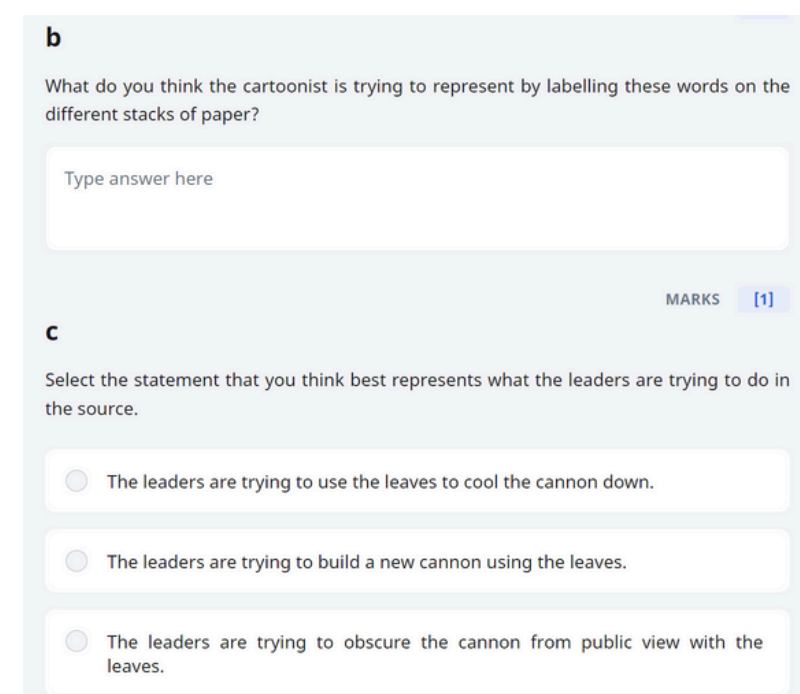


Fig 3.2

Click on the pictures for a larger view.



Through the process of comparing and contrasting information (e.g., sources, maps, etc), it is helpful for students to insert [Annotations](#) (Fig 3.3) to **make connections between the information gathered**. This helps to make their thinking visible.



Teachers can **provide targeted feedback** by [adding Comments on Students' Notes](#) (Fig 3.4).

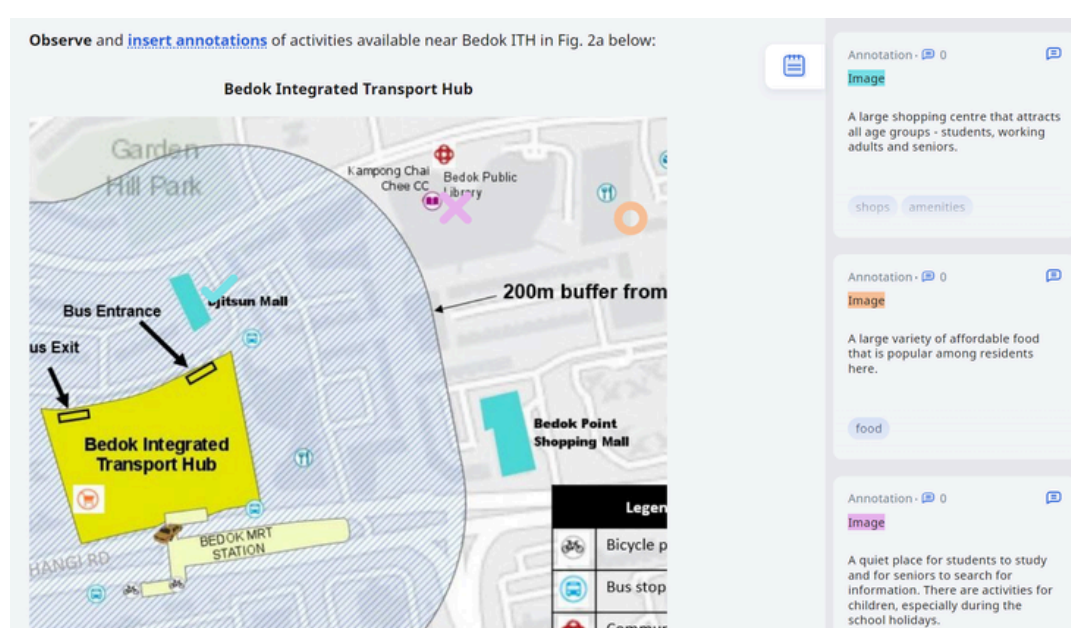


Fig 3.3

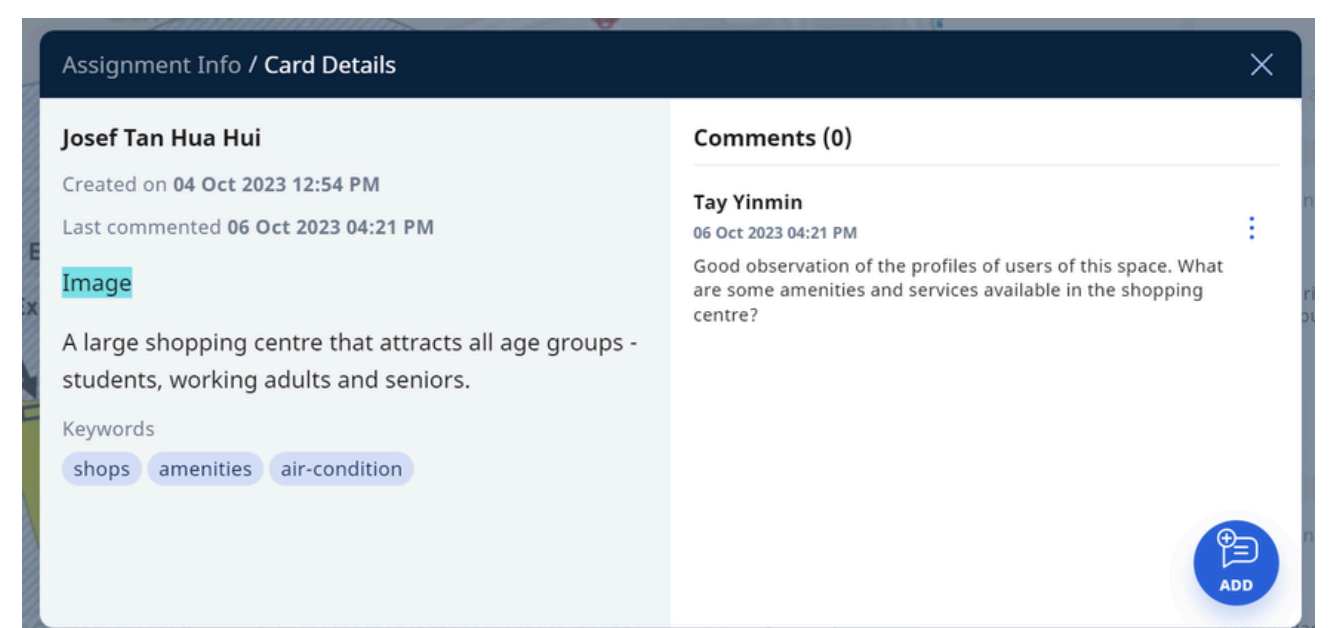


Fig 3.4

Click on the pictures for a larger view.

³ Teachers may consider the Singapore Teaching Practice Teaching Action *Engage, Explore, Apply*.

Exercising Reasoning



To guide students in **arriving at informed conclusions** that address the inquiry question or hypothesis, teachers can provide sentence starters in the [Pre-populated Student Answer](#) (Fig 3.5) of a Free-Response Question (FRQ), or use [Rubrics](#) (Fig. 3.6) to guide students on the Level of Response Marking Scheme (LORMS) requirements as they craft their responses.



When crafting their responses, students may refer to the rubrics to help **understand the assessment criteria** and improve one's performance. They may click the [Marks Range](#) (Fig. 3.7) to expand the rubrics and view the attainment levels. These can be used to guide them in answering the questions.

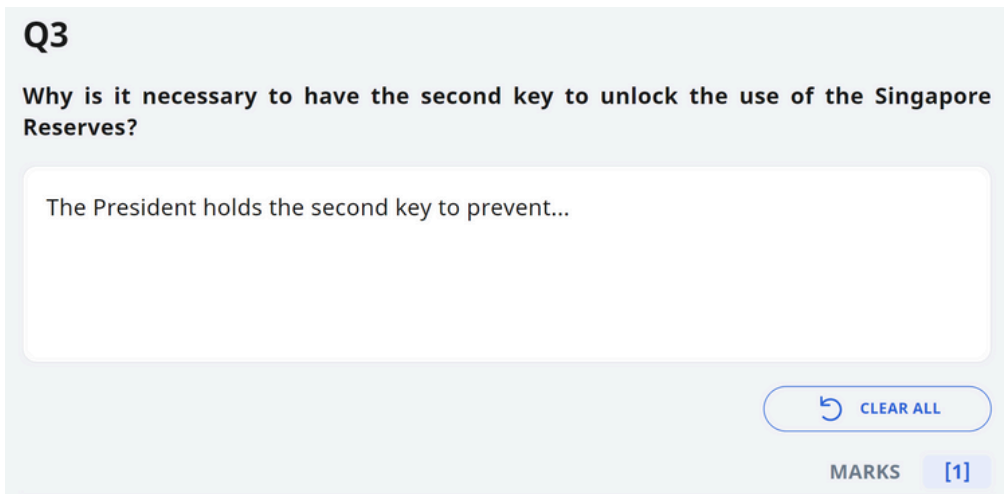


Fig 3.5

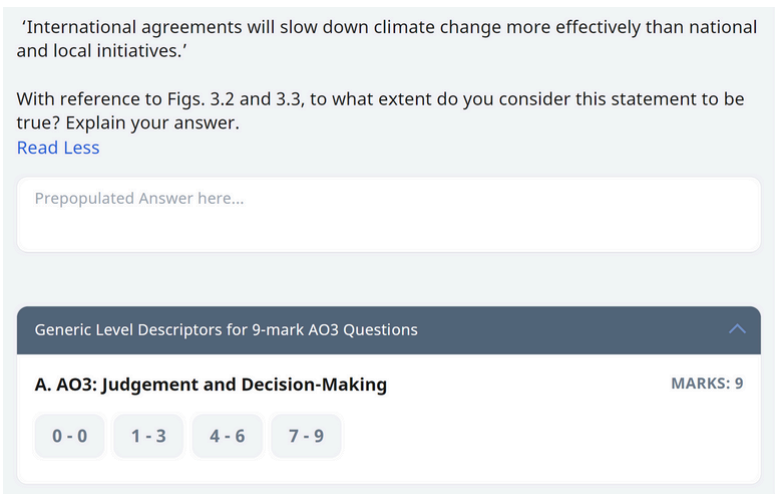


Fig 3.6

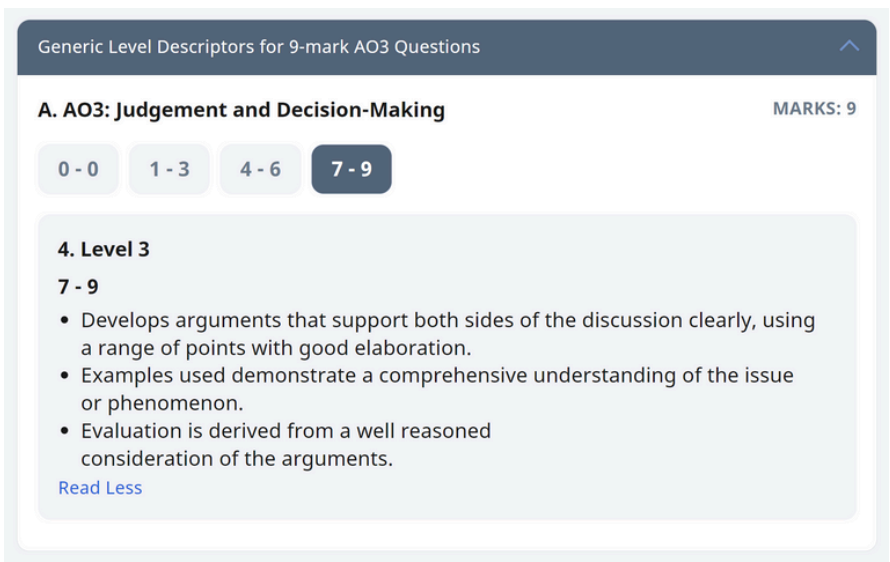


Fig 3.7

Click on the pictures for a larger view.



To ease the process of monitoring and providing feedback, teachers can use the [Aggregated Response](#) feature (Fig. 3.8) to **provide consolidated feedback** to the group or to students with similar responses.

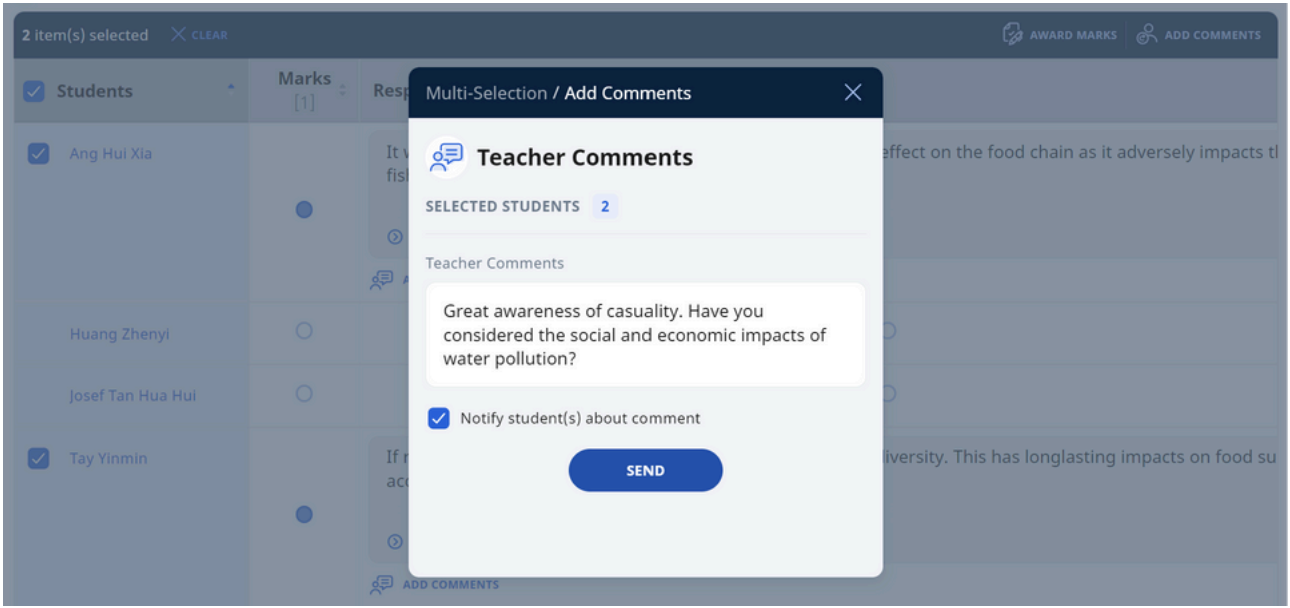


Fig 3.8

Click on the pictures for a larger view.

Exercising Reasoning



After students have arrived at their respective conclusions, teachers can leverage the [Discussion](#) feature (Fig 3.9) to **facilitate an exchange of perspectives**. This encourages them to explore different viewpoints and engage in the reasoning and deliberation process collaboratively.



Students can create a post in the Discussion board to express their viewpoint on the topic/issue and justify with evidence by uploading images, files or audio recordings (Fig 3.10). As they comment on one another's responses, they **engage with new ways of thinking** and, in turn, construct new knowledge for themselves.

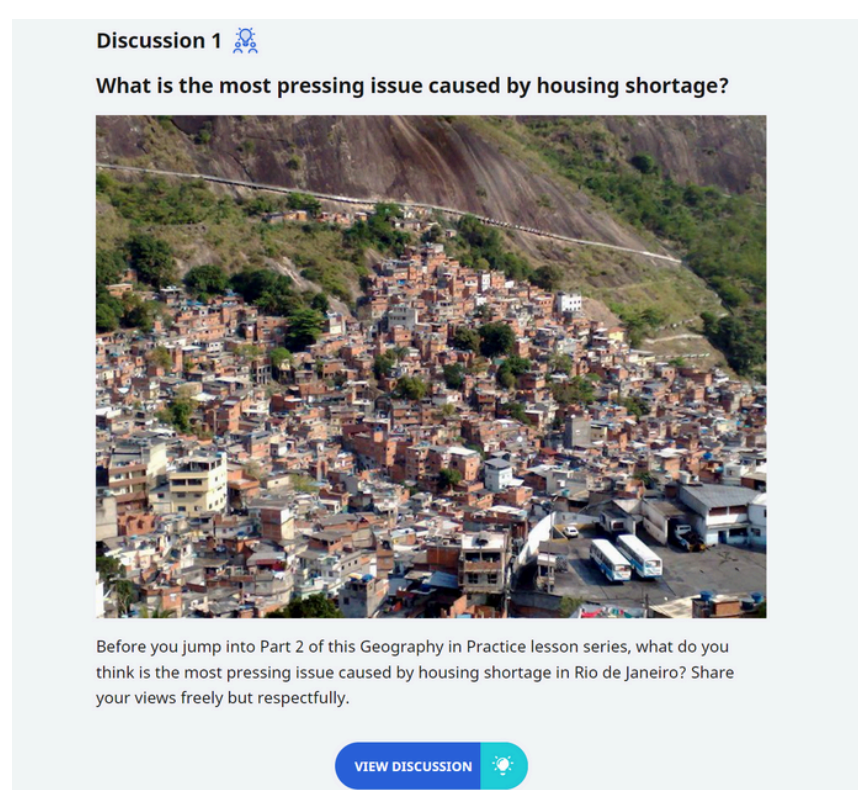


Fig 3.9

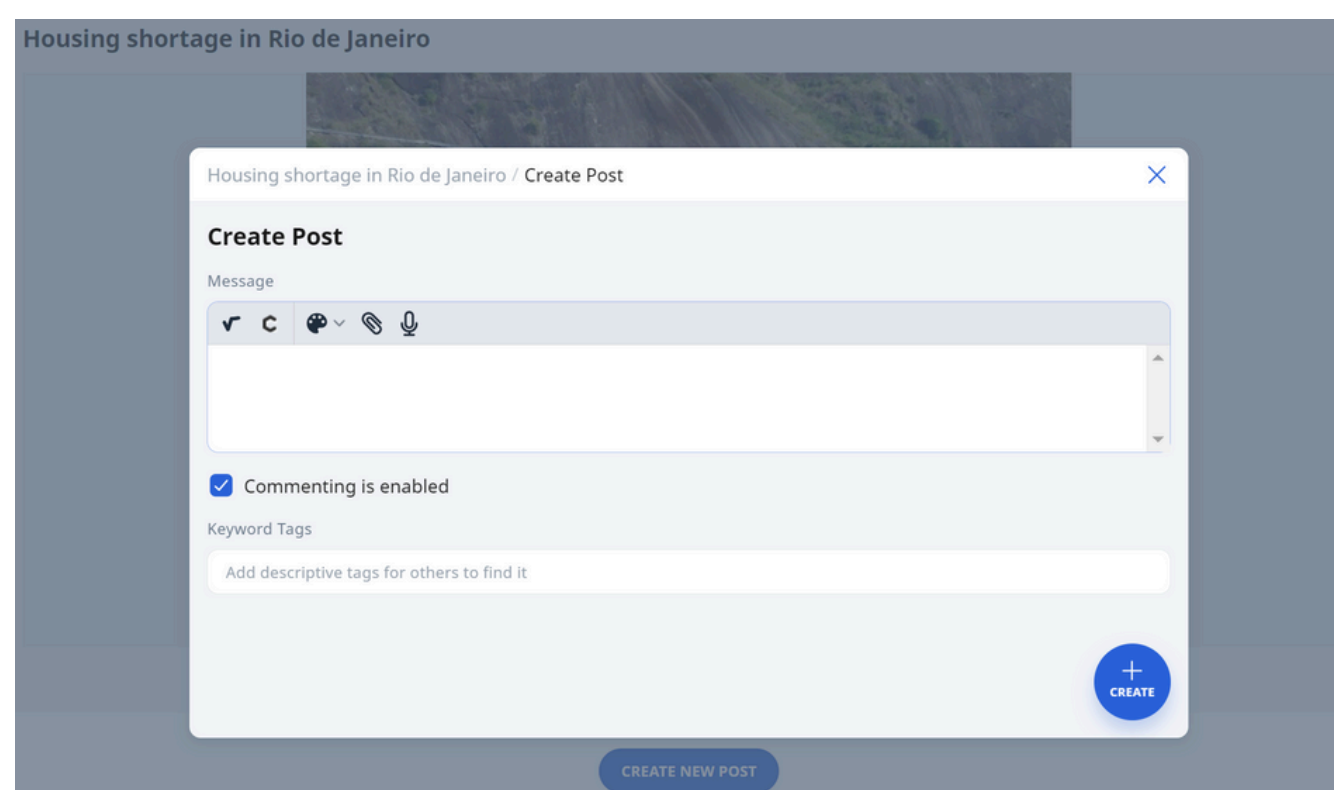


Fig 3.10

🔍 Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- Being guided by multi-part questions, sentence starters, rubrics and targeted feedback provided by teachers, students are scaffolded in the process of **navigating through multiple perspectives** and **honing their critical thinking skills**.
- As students highlight and annotate relevant portions of the text or image to make notes, it hones their analysis skills as they **make connections** between the information and **arrive at informed conclusions**.
- The Discussion feature allows students to readily view others' responses without the need to submit their own response. Through the exploration of differing views using the Discussion feature, students learn to **provide justification for their opinions** and make responsible decisions. As they grapple with the multiple perspectives presented, students **develop new ways of understanding** and **arrive at informed conclusions**.

Reflective Thinking

What can my students do to **reflect on what they think, do and feel** at every stage of inquiry process, thereby **developing metacognitive self-awareness**?



To support the development of students' metacognitive processes, teachers can provide the opportunity for students to **consolidate and make sense of what they are doing** at every stage of the inquiry process and reflect on how they are learning⁴.

Teachers can use the [Insert Student Tooltip](#) feature (Fig. 4.1) to insert a prompt at the end of a task and pose questions that lead students to **think deeper about the inquiry process** as well as the knowledge gained. Alternatively, teachers can choose to create a learning journal on Google Docs by [Attaching Google Files](#) for students to access and key in their reflections.

[Insert Link to Section/Activity](#) (Fig. 4.2) can also be used to direct students to revisit an earlier activity and **make connections** between the earlier activity and the task they had just completed.

To enhance the reflection process, teachers may choose to turn on the option for students to [Share Assignment](#) with a peer who can then **leave comments in response to the student's reflection** in the Note within the SLS Assignment.



Fig 4.1

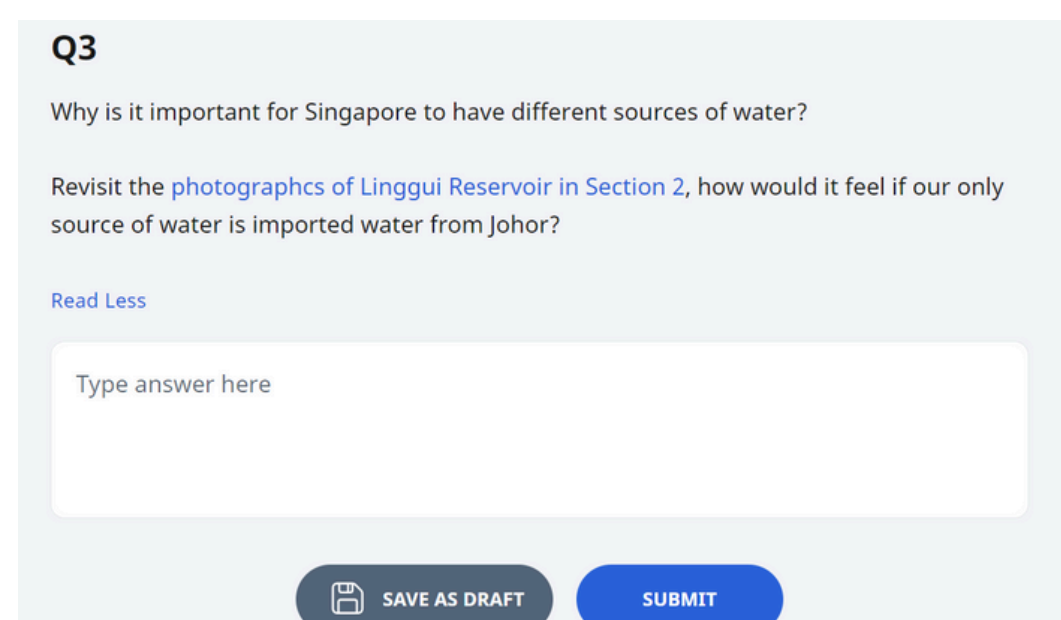


Fig 4.2

Q Click on the pictures for a larger view.

⁴ Teachers may consider the Singapore Teaching Practice Teaching Action *Pause and Reflect*.

Reflective Thinking



By using the Annotation Notes feature (Fig. 4.3), students are guided to **engage in ongoing reflection** after they complete the respective tasks throughout the entire inquiry process. Students can [View Notes](#) in the Annotation Drawer, which students can choose to Hide or Expand Drawer at appropriate moments during the lesson when they wish to access their reflections to add on their thoughts.

Students may insert text, emoticons or upload an image or drawing in their Notes, which supports them in **articulating their thoughts or feelings in various modes** (Fig. 4.4).

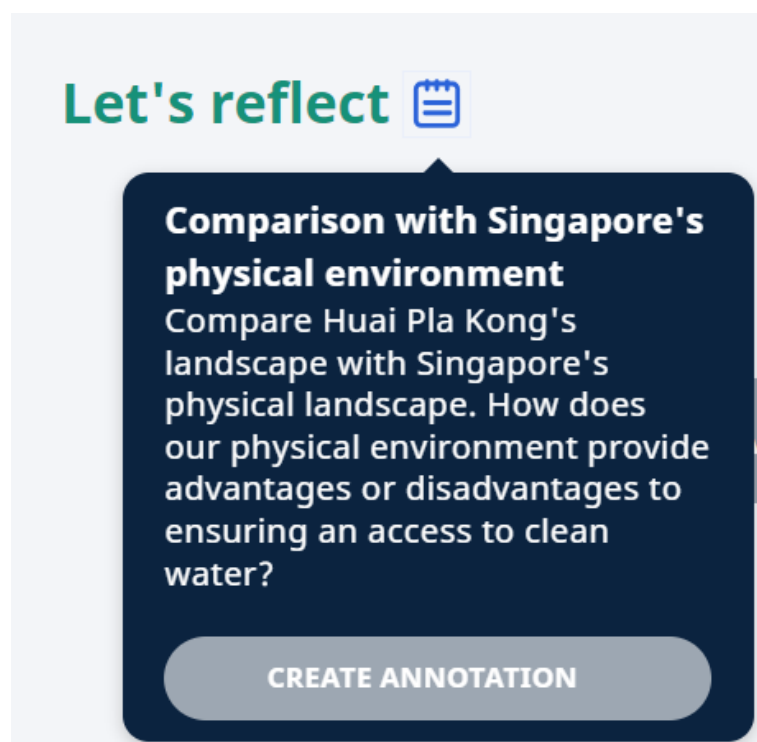


Fig 4.3

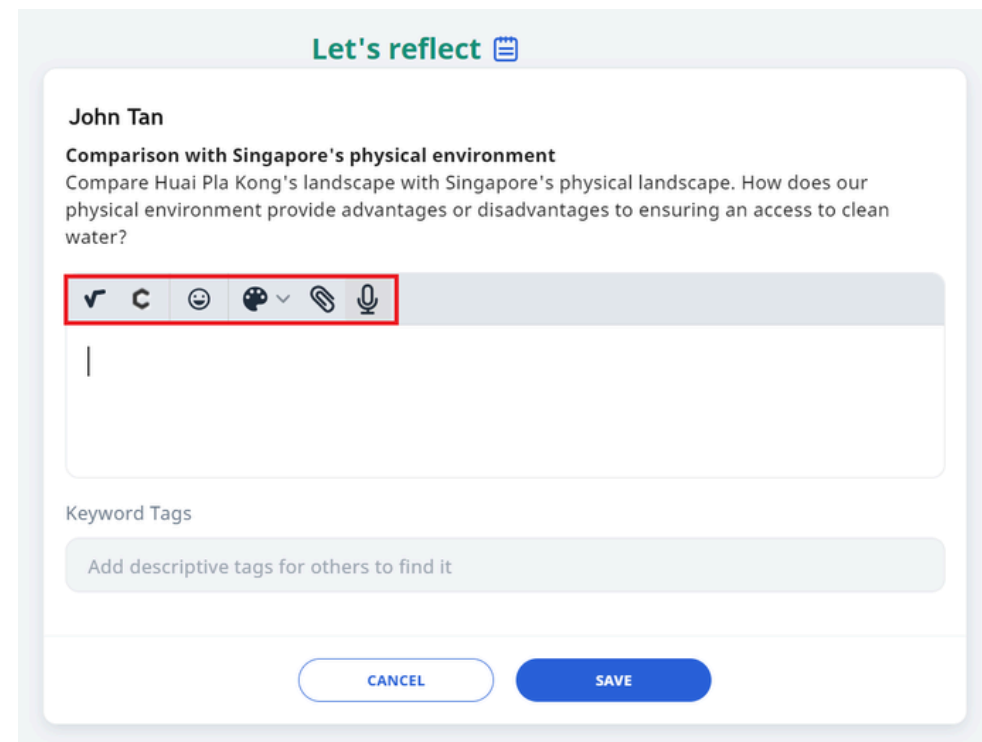


Fig 4.4

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- The use of Annotation Notes allows students to access their Notes to **monitor their progress and development of key disciplinary skills** throughout the inquiry process.
- For example, at the start of the inquiry process, teachers can engage students in **reflecting on their prior knowledge, assumptions, biases, values and beliefs** which shaped their thoughts or position towards the topic or issue.
- After completing the stages of data gathering and exercising reasoning, students can **reflect on the new insights** they have gained from the analysis of the data collected and how their findings and conclusion relate to their original hypothesis to the inquiry topic or question.

Tell us your feedback!

