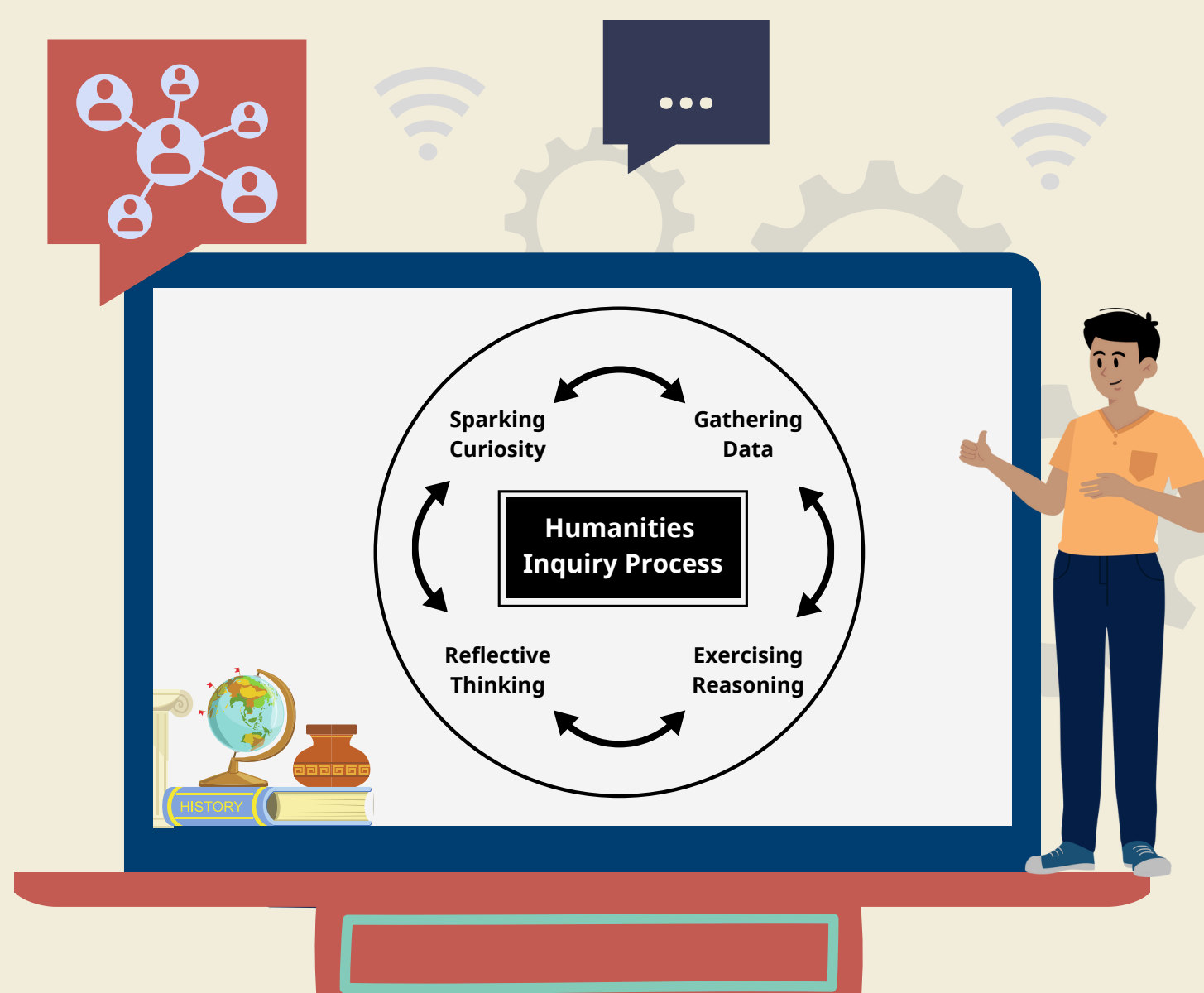


SLS Guide for Humanities

Leveraging SLS to Enhance Teaching and Learning of Humanities



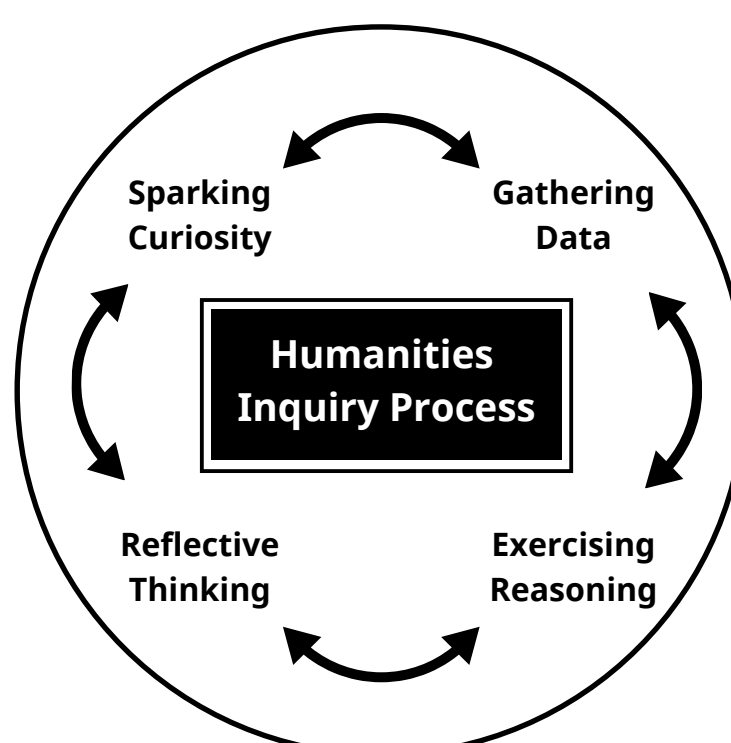
Features primary and secondary
level learning activities

SLS Guide for Humanities

Leveraging SLS to Enhance Teaching and Learning of Humanities

- The guide is developed by Educational Technology Division (ETD) with input from the Academy of Singapore Teachers (AST) and the Curriculum Planning and Development Division (CPDD).
- The examples in the guide incorporate key actions and considerations in the [EdTech Pedagogical Scaffold](#) (EdTech PS).
- 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 (where available) below each image.

Content outline



Click on the page number to access the page

Sparking Curiosity

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

Pg 4

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?

Pg 7

Exercising Reasoning

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

Pg 9

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?

Pg 13

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<https://go.gov.sg/guidefeedback>

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.

Prior to the lesson, teachers can **empower students to engage in self-directed learning** by exploring key concepts using the [Adaptive Learning System](#) (ALS) (Fig. 1.1). ALS is an AI-enabled system which recommends customised learning pathways for each student by analysing their responses to learning content and questions. Teachers can further customise the content in ALS by [adding their own resources](#) (Fig. 1.2). Additionally, teachers can **provide differentiation of content** when they [Create Subgroups](#) for students based on their [ALS Learning Progress](#), and [Recommend Content to Students on ALS](#) to support the needs of the students in that subgroup. Teacher may [Link Activities](#) to be recommended in a series.

ALS is currently available for Upper Secondary Geography (Tourism cluster only). The remaining clusters would be available in the second half of 2025.



Students may use the [Guided Learning mode](#) (Fig. 1.3) within ALS to access learning resources and practise questions with hints and receive immediate feedback to **check their understanding**.

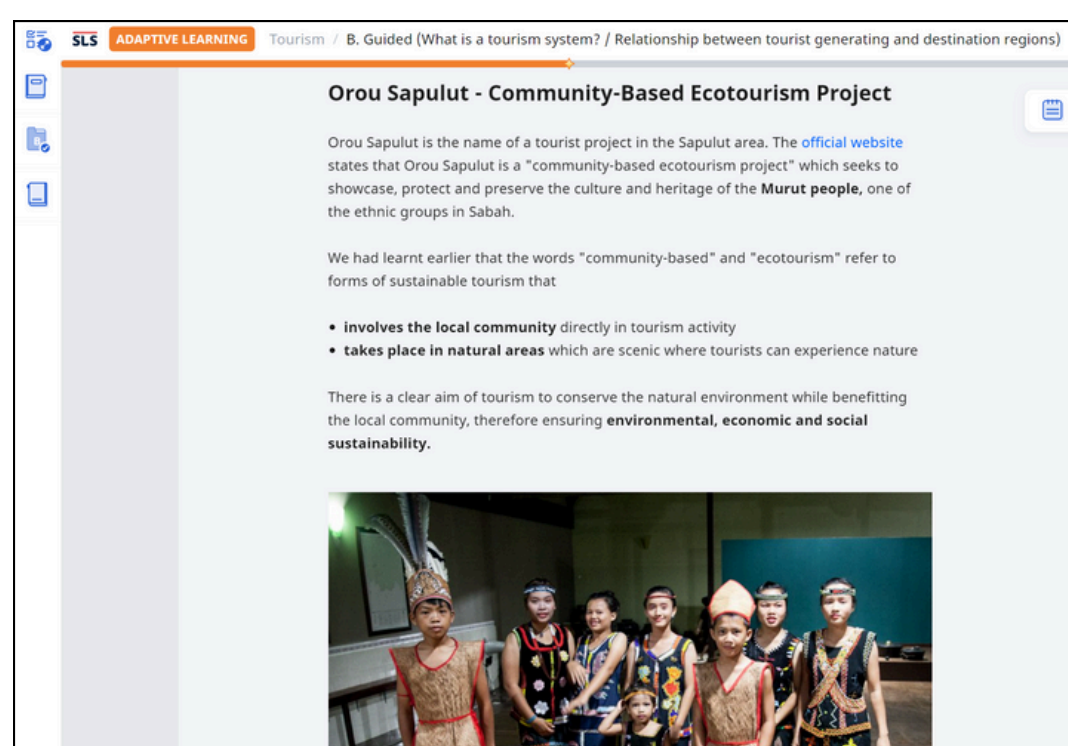


Fig. 1.1

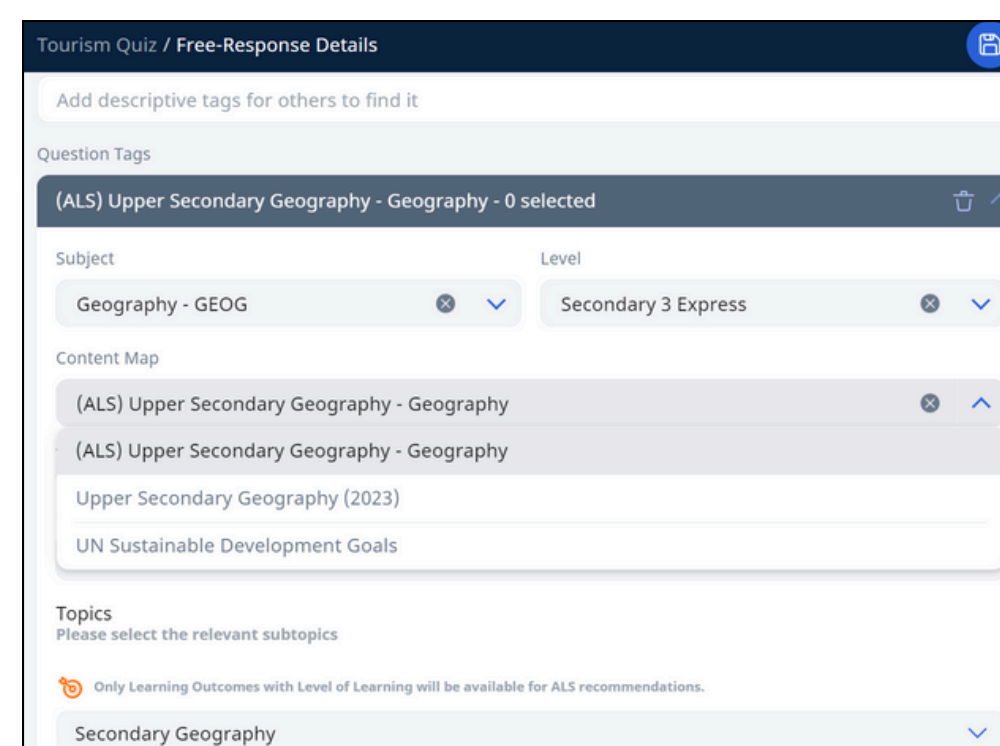


Fig. 1.2

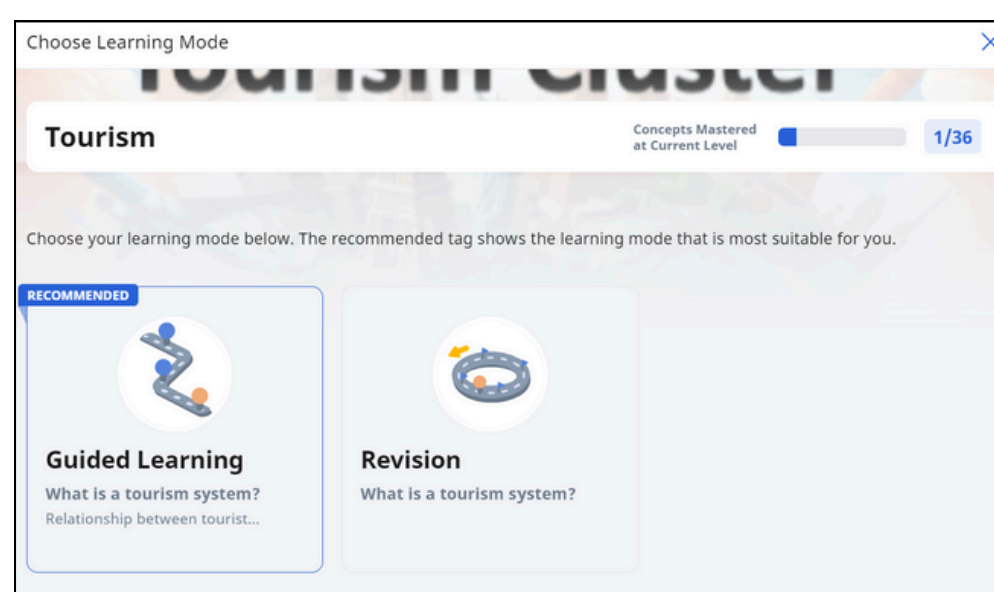


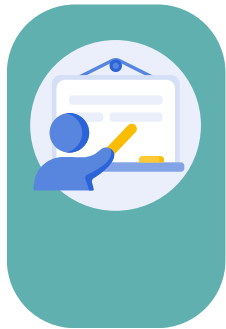
Fig. 1.3

🔍 Click on the pictures for a larger view.

For more examples of how ALS can be leveraged, you may refer to the Guide to Using ALS for Teaching and Learning [here](#).

¹ Teachers may consider the Singapore Teaching Practice Teaching Action [Engage, Explore, Apply](#).

Sparking Curiosity



When embarking on an inquiry or discussion, teachers can create a [Slider Poll](#) (Fig. 1.4) within the activity or Class Group Forum to allow students to **take a position towards an issue** along the continuum. In doing so, teachers help students activate prior knowledge and be aware of how they understand the issue.



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

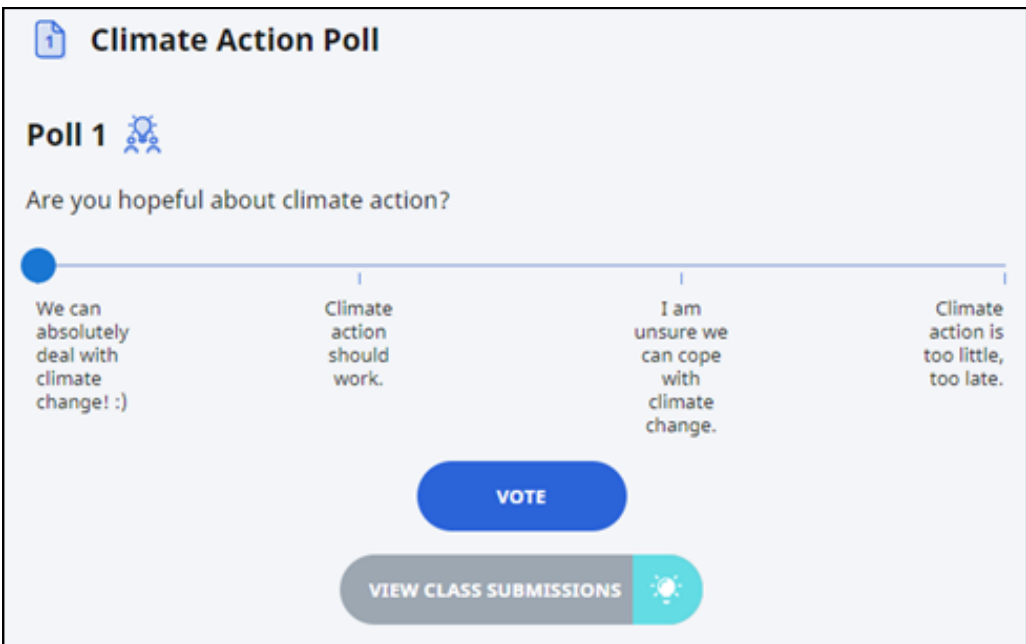
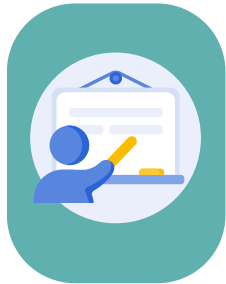


Fig. 1.4

Click on the picture 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).



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**, e.g., [Drawings](#), [Uploaded files](#), [Audio recording](#) (Fig. 1.5). By allowing differentiation by products, students' diverse learning needs are met.

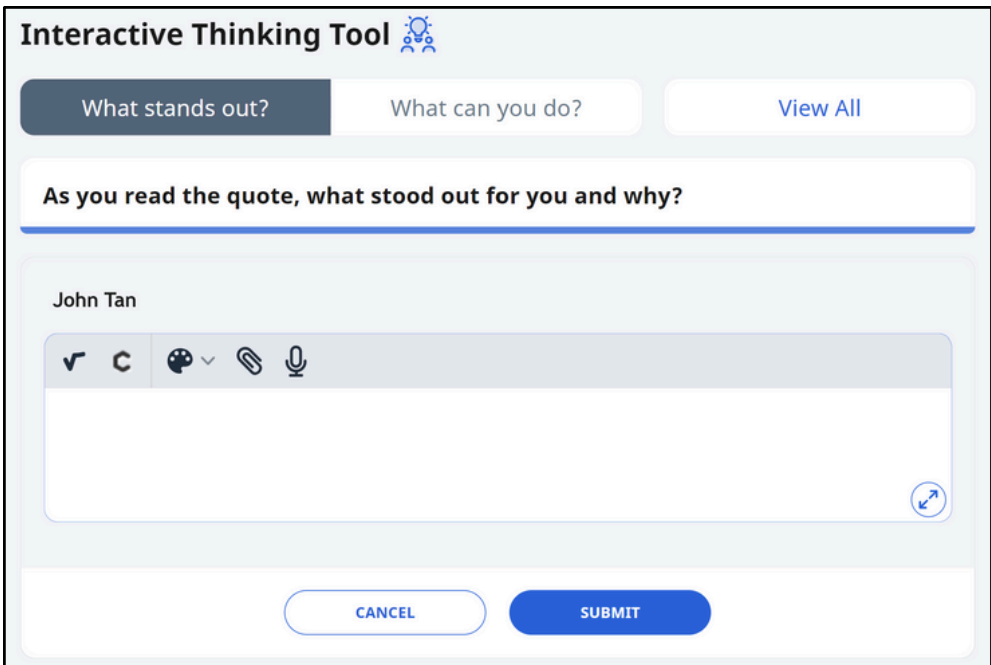
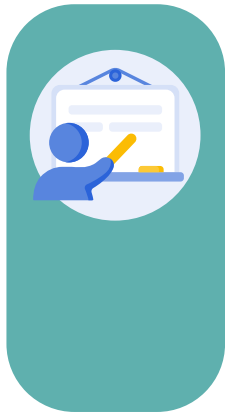


Fig. 1.5

Click on the picture for a larger view.

Sparking Curiosity



Teachers can bookmark selected responses in the ITT to facilitate a class discussion to explore the various perspectives. Alternatively, teachers can select pre-populated recipe cards or provide instructions (Fig. 1.6) in [Data Assistant](#) (DAT) to **analyse students' textual responses** in the FRQ and ITT. DAT highlights common themes and misconceptions, and groups students accordingly (Fig. 1.7). This helps to inform teaching and learning decisions.

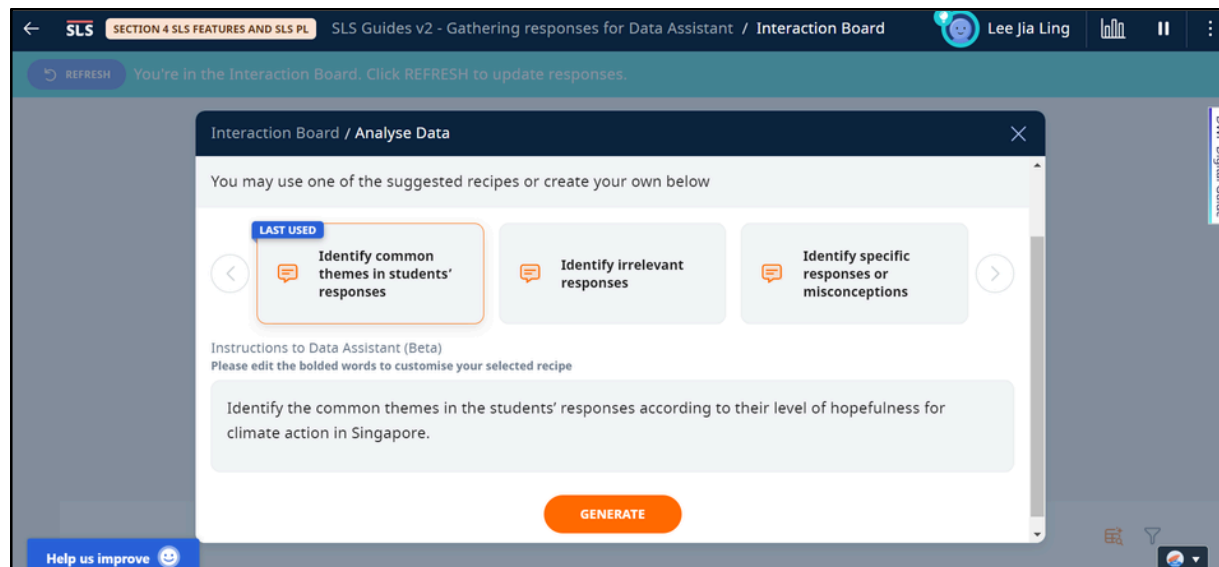


Fig. 1.6

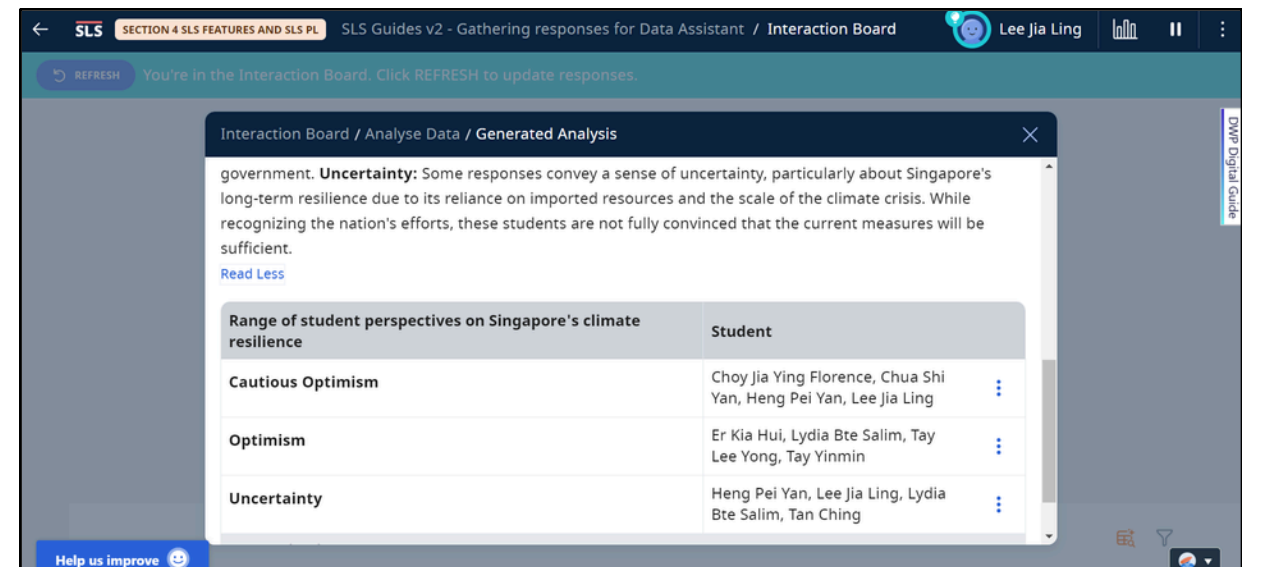
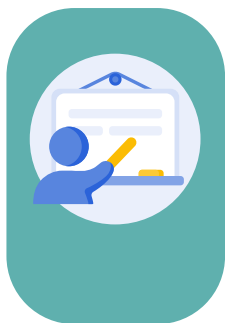


Fig. 1.7

Click on the pictures for a larger view.



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. 1.8) 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.

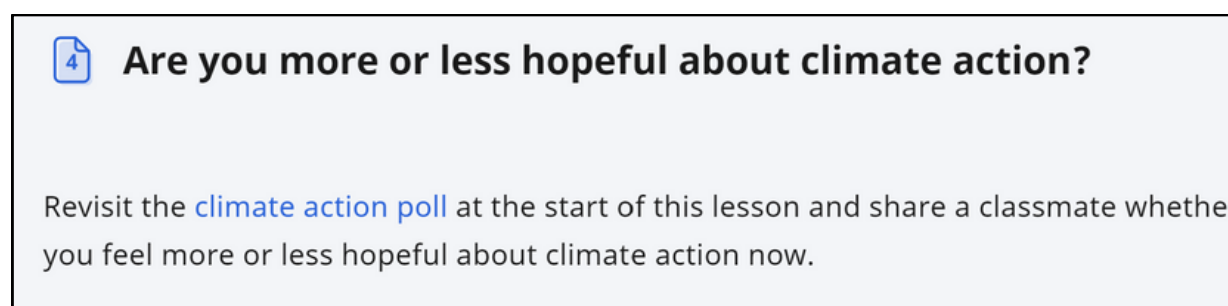


Fig. 1.8

Click on the picture for a larger view.

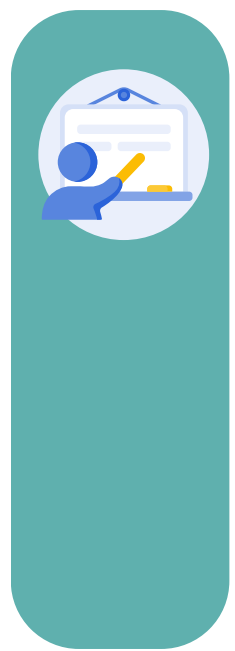


PEDAGOGICAL AFFORDANCES:

- ALS makes learning recommendations that are customised for each student, based on how the student responds to the learning materials and activities. Students' learning is therefore enhanced through greater personalisation and they are **supported to engage in self-directed learning**.
- 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**.
- Data Assistant complements teachers' expertise by enabling **timely, data-informed interventions**.
- 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 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 Display](#) (Fig. 2.1). The Accordion Display allows students to access these scaffolds flexibly based on their individual needs.



Students can use the scaffolding questions (Fig. 2.2 and 2.3) to support them in **identifying the key findings** from the sources provided on the topic/issue.

[Fig. 2.1](#)

🔍 Click on the picture for a larger view.

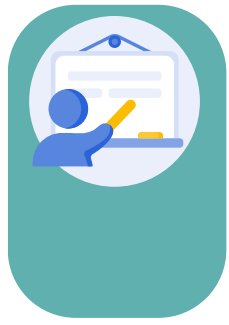
[Fig. 2.2](#)

[Fig. 2.3](#)

🔍 Click on the pictures for a larger view.

² Teachers may consider the Singapore Teaching Practice Teaching Action [Engage, Explore, Apply](#).

Gathering Data



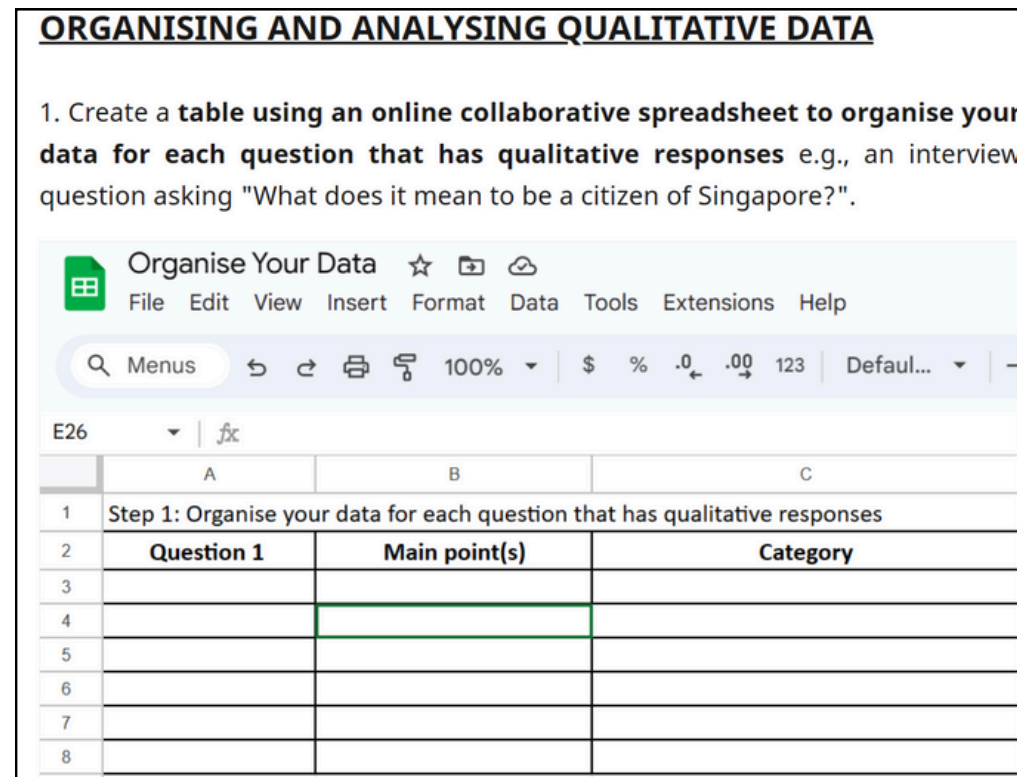
Teachers can embed online collaborative tools from [Whitelisted Websites](#) (Fig. 2.4 and 2.5) to enable students to **sort and classify their findings** from the provided sources or their own research. Additionally, they can create [Google Meet links](#) to allow students to engage in discussions outside of class or during Home-Based Learning (HBL).



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?".



	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. 2.4

Click on the picture for a larger view.

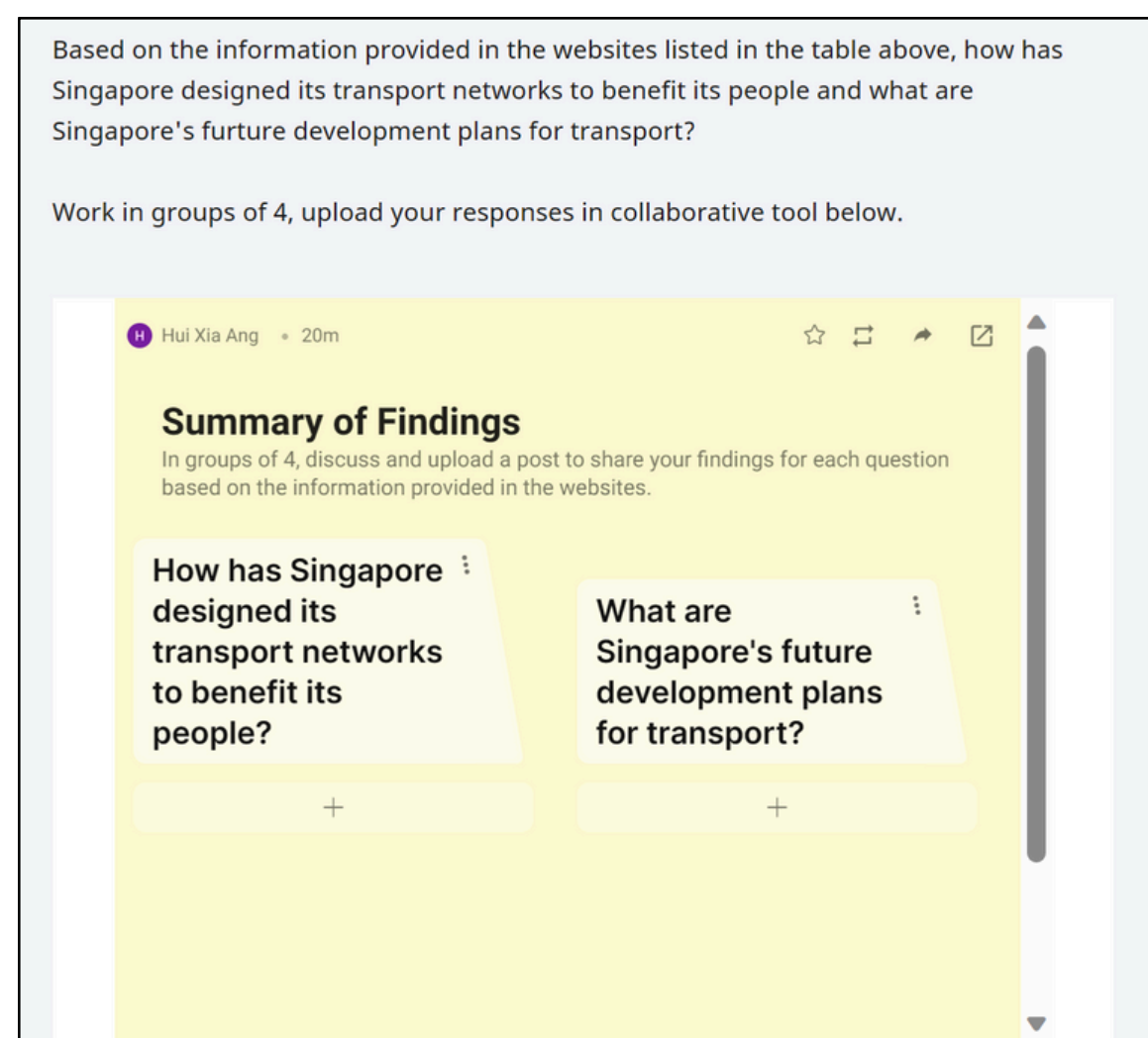


Fig. 2.5

Click on the picture for a larger view.



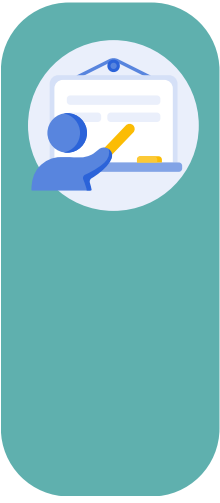
PEDAGOGICAL AFFORDANCES:

- The Accordion Display, which can provide flexible access to sources with scaffolding questions, can help to **facilitate understanding** of the data. Through this process, students are **guided in their thinking and interactions** with the sources of information.
- Embedding online collaborative tools in the activity and using Google Meet links enhance in-class and out-of-class collaboration among students. It enables students to learn and work together to **organise and synthesise** the data collected, thereby **enhancing their understanding** of the topic/issue.

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 to justify their analysis.



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.

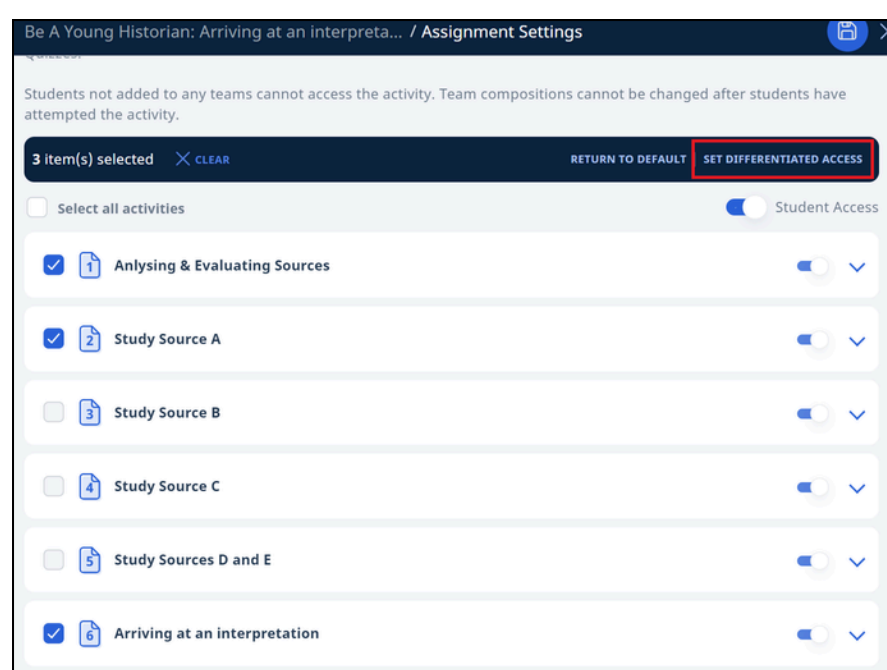


Fig. 3.1

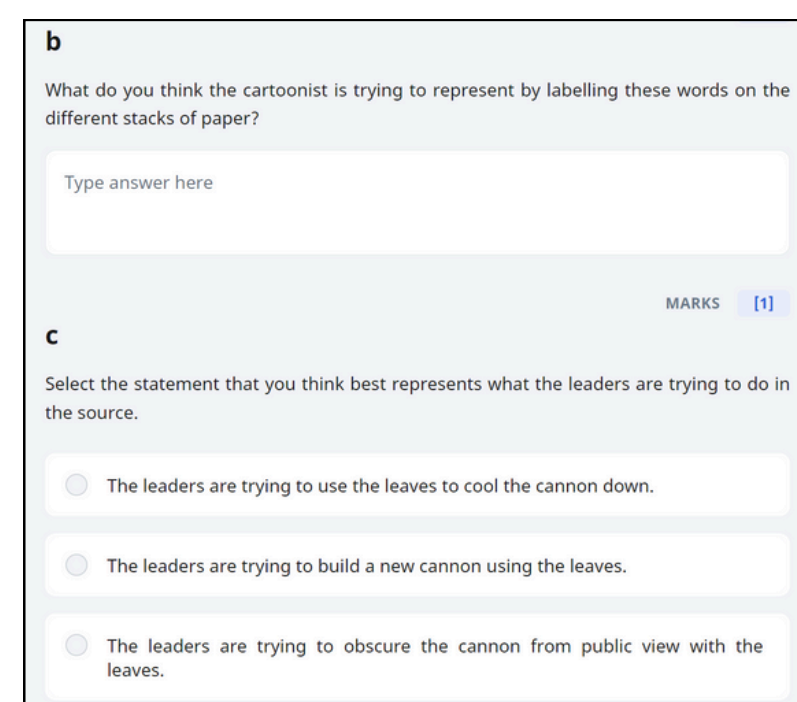


Fig. 3.2

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 and enhances the development of students' metacognition.



Teachers can **provide targeted feedback** by [adding Comments on Students' Notes](#) (Fig. 3.4). With targeted feedback by the teachers, students will be able to identify their areas of improvement and move their learning forward.

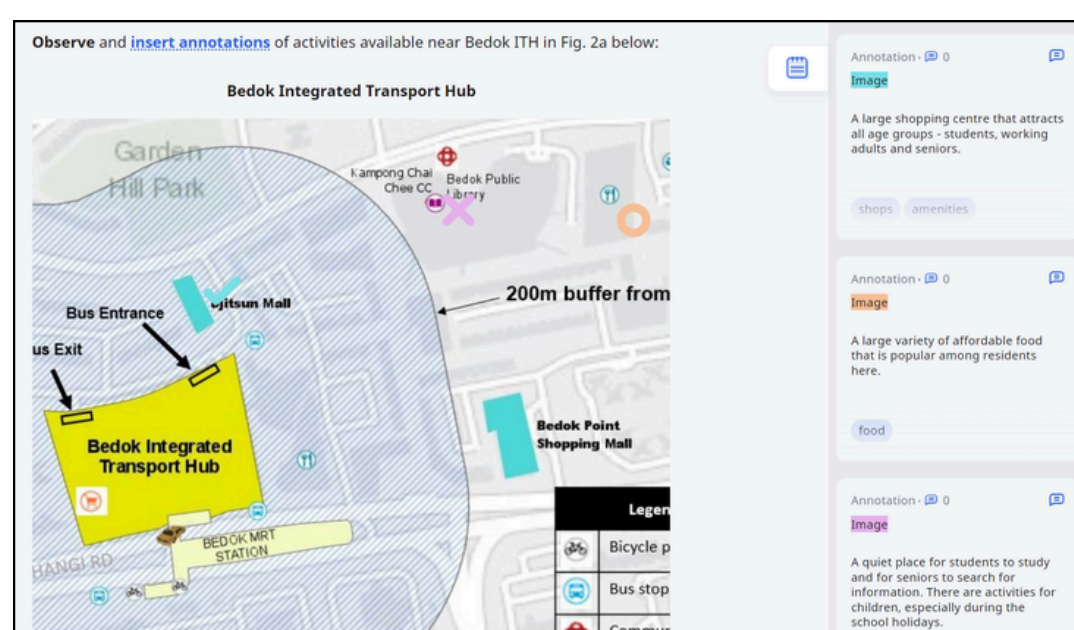


Fig. 3.3

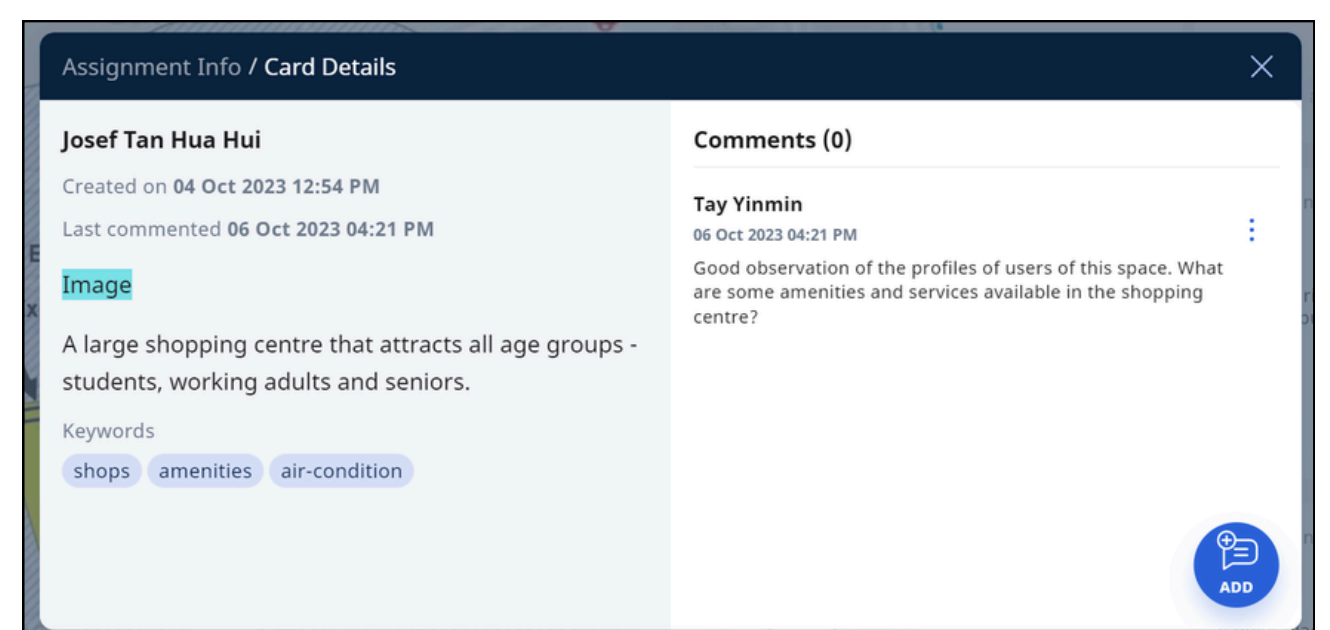
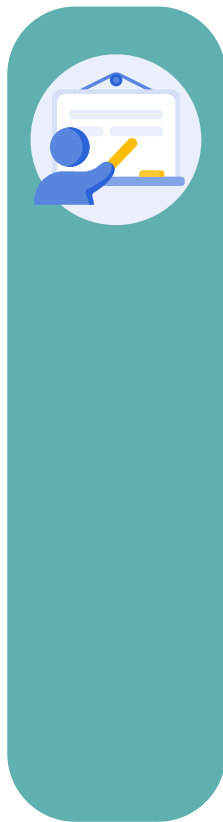


Fig. 3.4

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). They can also use the [Short Answer Feedback Assistant](#) (ShortAnsFA) (Fig. 3.6) with Suggested Answer or Rubrics to generate suggested marks and provide auto-generated feedback to **surface possible misconception or misinterpretation of sources**. Teachers may build on and customise the marks (in a Teacher-Marked Quiz) and feedback to meet students' learning needs. Alternatively, when creating FRQ with ShortAnsFA in a quiz, teachers can choose to [hide marks](#), allowing students to **focus on feedback** and resubmit an improved draft, **fostering metacognitive thinking through reflection**.



Upon submission of their responses, students may review the feedback and marks generated (Fig. 3.7) to guide them in crafting and refining their responses to **meet the success criteria**.

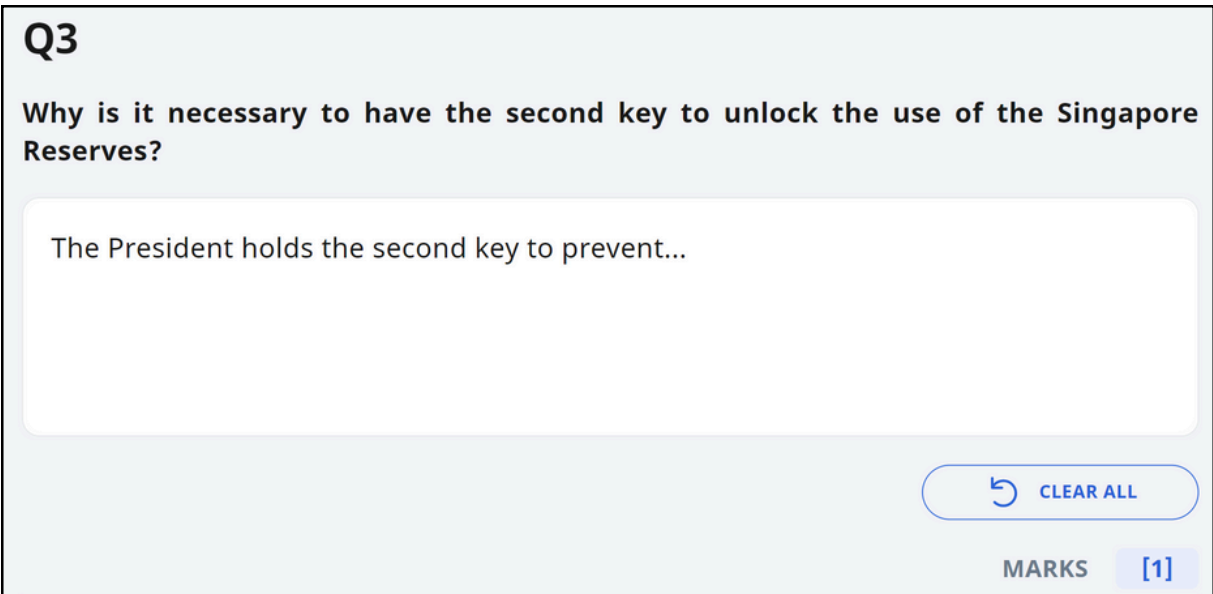


Fig. 3.5

Click on the pictures for a larger view.

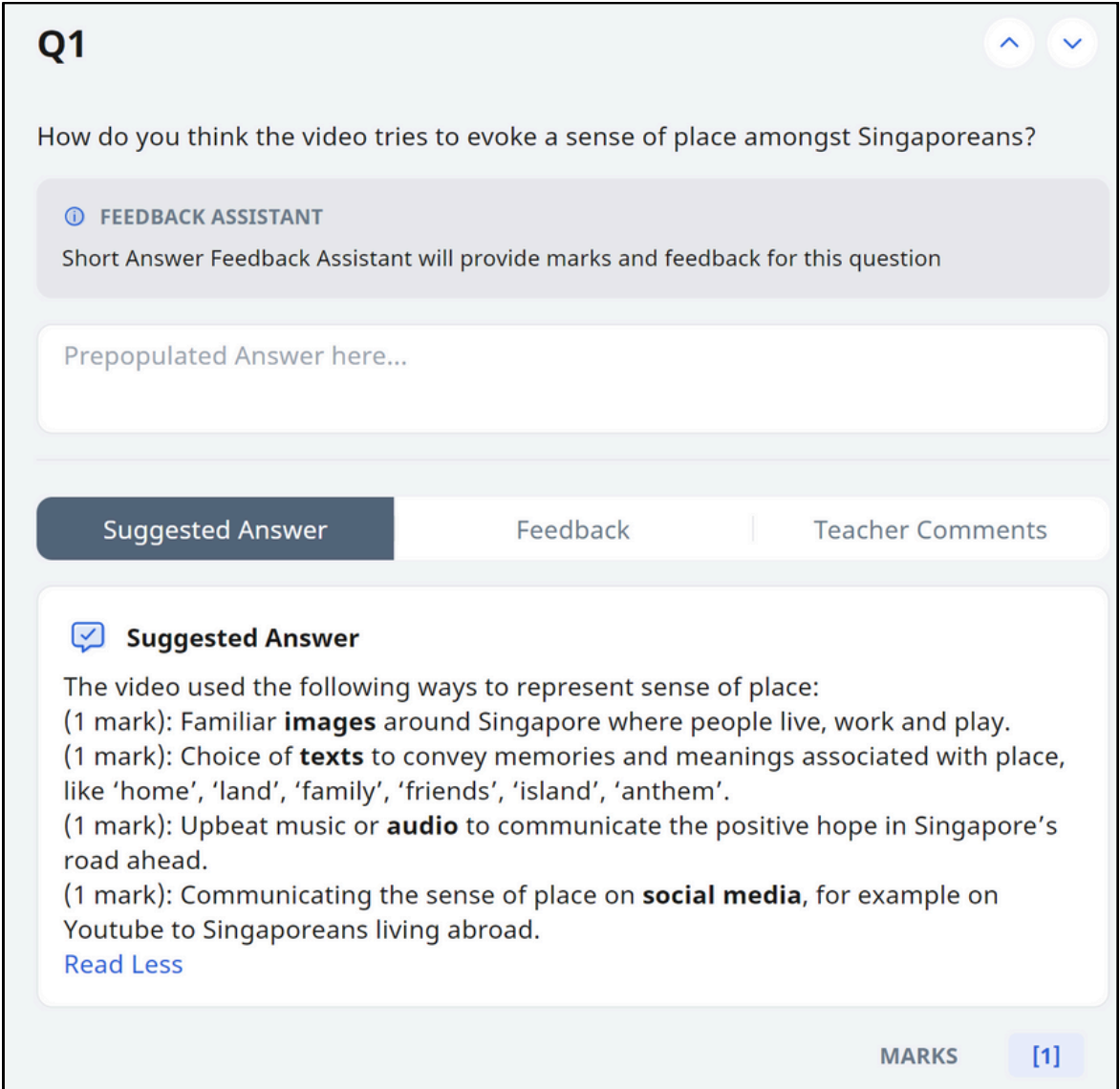


Fig. 3.6

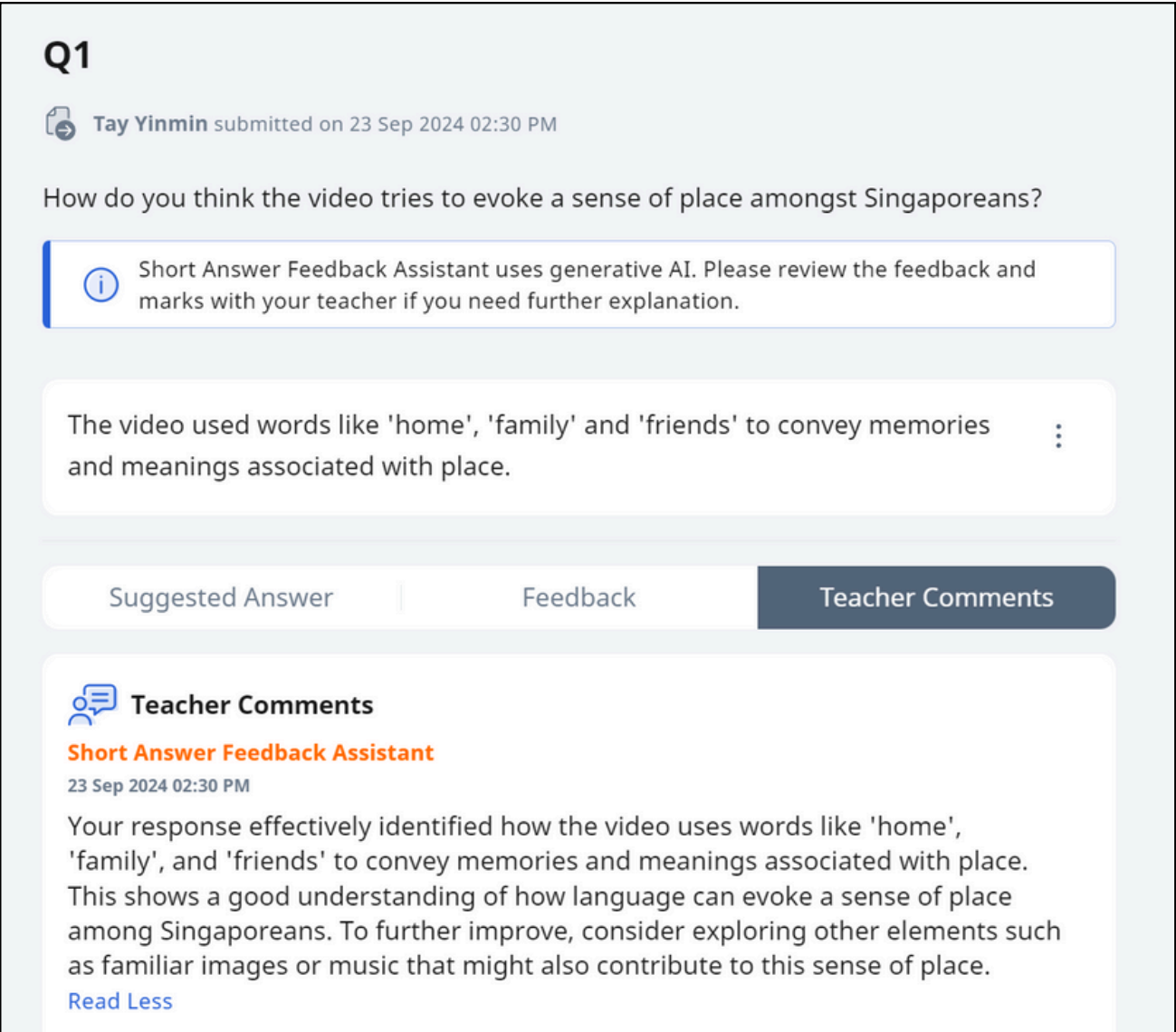


Fig. 3.7

Click on the pictures for a larger view.

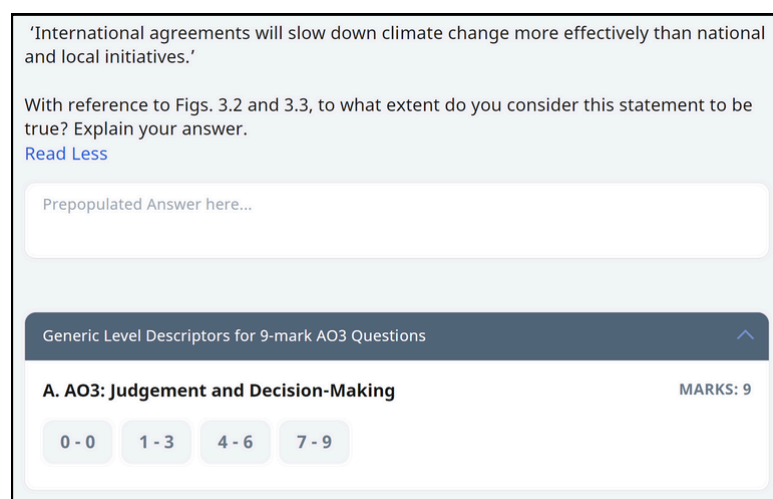
Exercising Reasoning



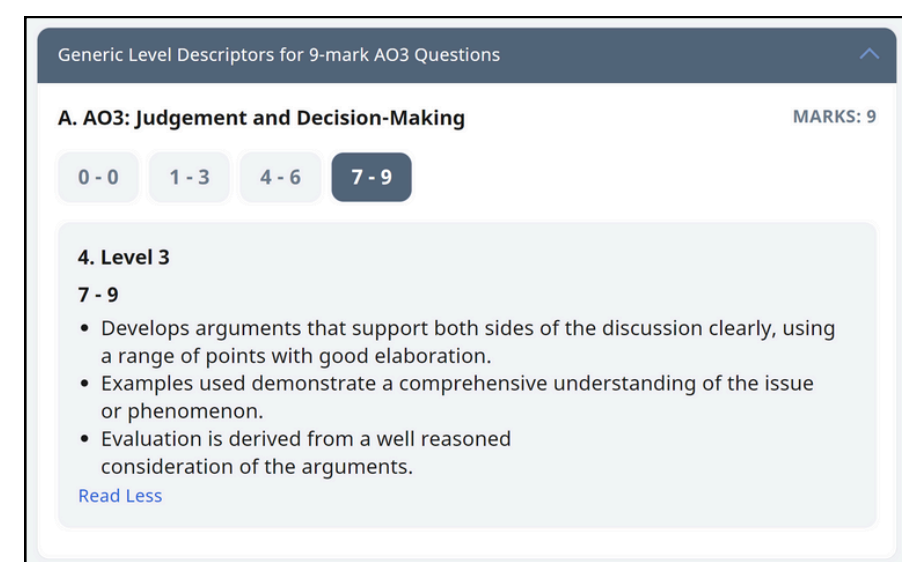
Separately, [Rubrics](#) (Fig. 3.8) can also be used to guide students in crafting responses based on the Level of Response Marking Scheme (LORMS) requirements.



When crafting their responses, students may refer to the rubrics to **understand the assessment criteria** and improve one's performance. They may click the [Marks Range](#) (Fig. 3.9) to expand the rubrics and view the attainment levels, which will guide them in crafting and refining their responses.



[Fig. 3.8](#)

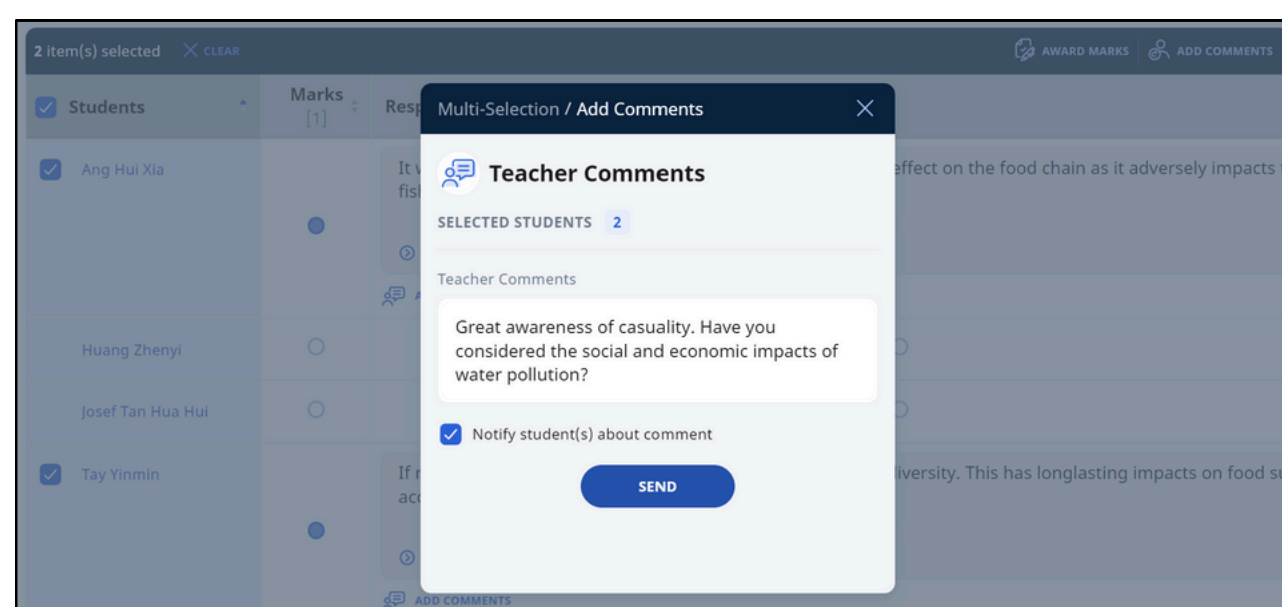


[Fig. 3.9](#)

🔍 Click on the pictures for a larger view.



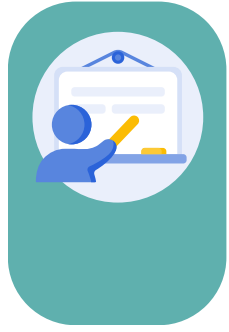
To ease the process of monitoring and providing feedback, teachers can use the [Aggregated Response](#) feature (Fig. 3.10) to **provide consolidated feedback** to the group or to students with similar responses. Additionally, Data Assistant (DAT) can be used to analyse students' responses marked by ShortAnsFA to quickly pinpoint common errors and the students who made them. This would enable teachers to offer additional targeted support in a timely manner.



[Fig. 3.10](#)

🔍 Click on the picture for a larger view.

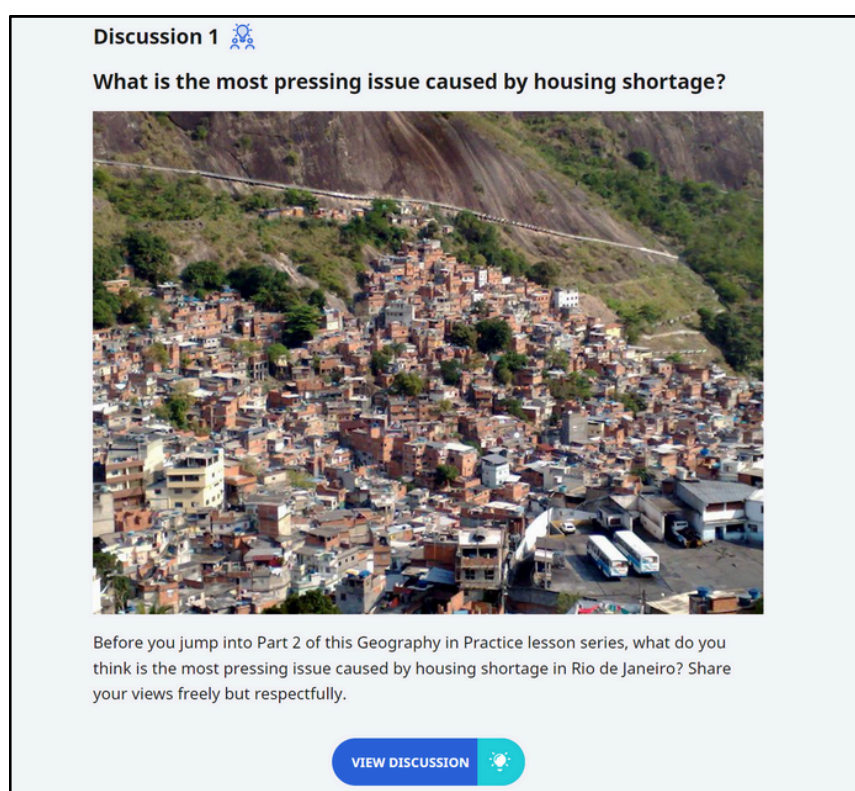
Exercising Reasoning



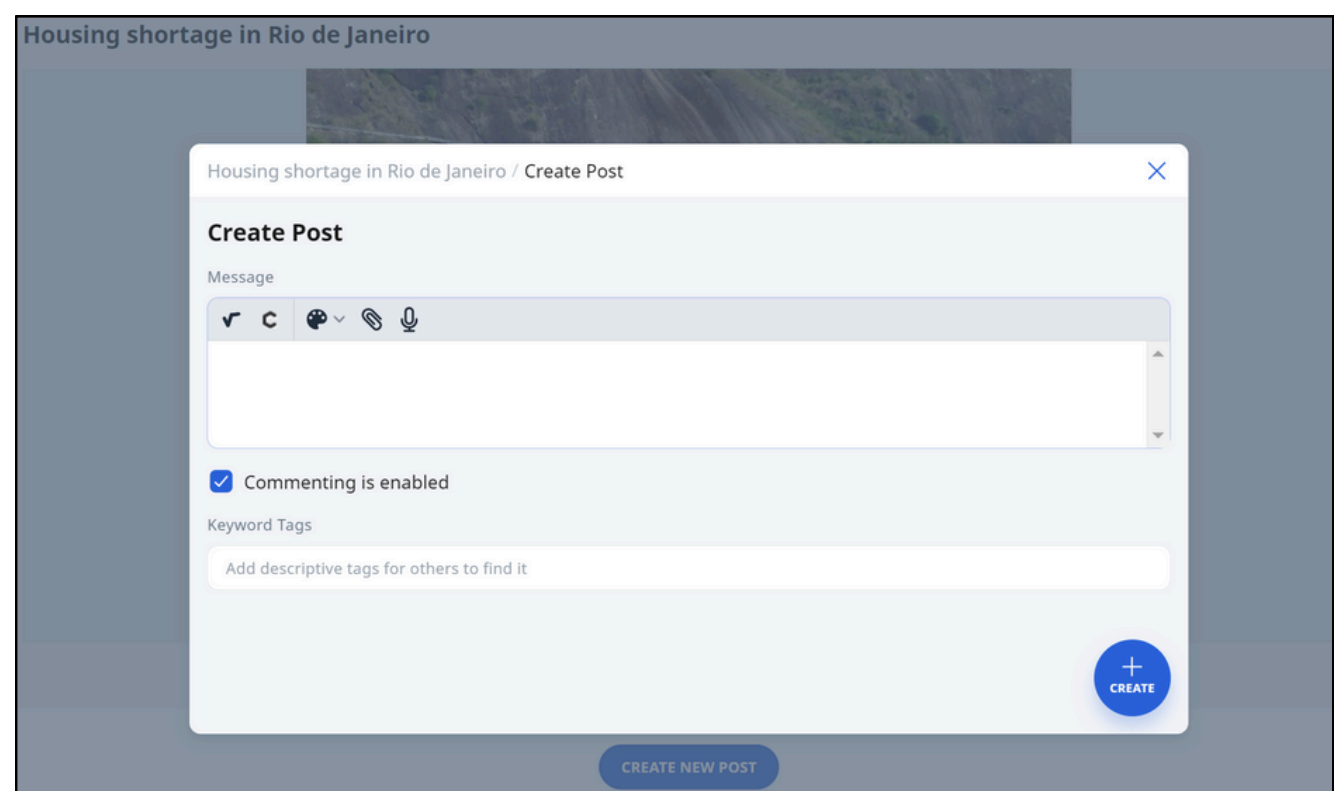
After students have arrived at their respective conclusions, teachers can leverage the [Discussion](#) feature (Fig. 3.11) to **facilitate an exchange of perspectives**. This encourages them to explore different viewpoints and engage in the reasoning and deliberation process collaboratively.



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. 3.12). As they comment on one another's responses, they **engage with new ways of thinking** and, in turn, construct new knowledge for themselves.



[Fig. 3.11](#)



[Fig. 3.12](#)

🔍 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**.
- ShortAnsFA **provides immediate and customised feedback** to students' responses while the Data Assistant complements teachers' expertise by **enabling timely, data-informed interventions**, hereby shortening the feedback loop and enabling them to quickly identify and address any misunderstandings.
- As students highlight and annotate relevant portions of the text or image to make notes, it hones their analytical 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

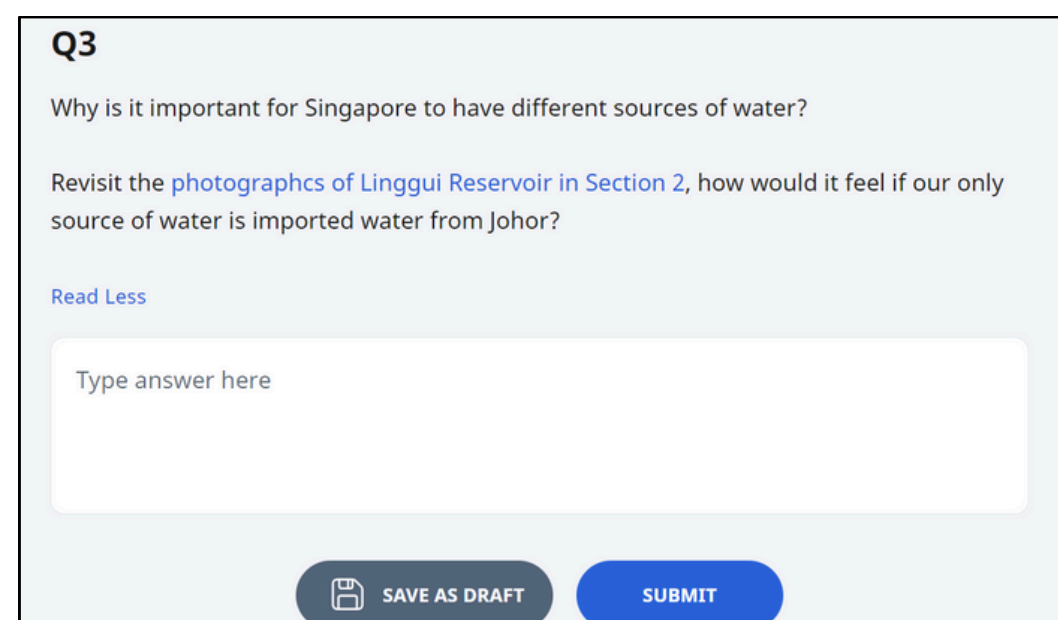


Fig. 4.2

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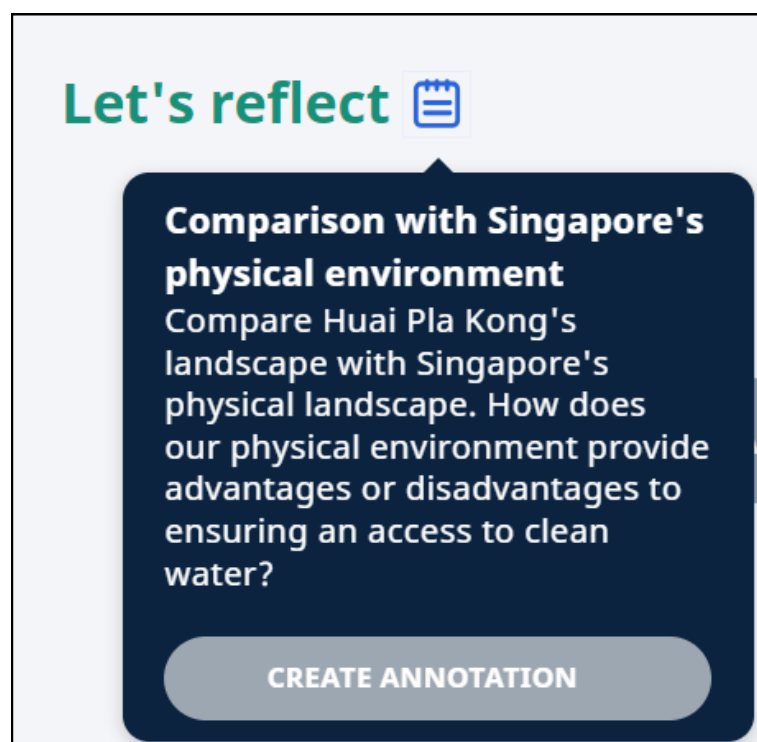
⁴ Teachers may consider the Singapore Teaching Practice Teaching Action [Pause and Reflect](#).

Reflective Thinking

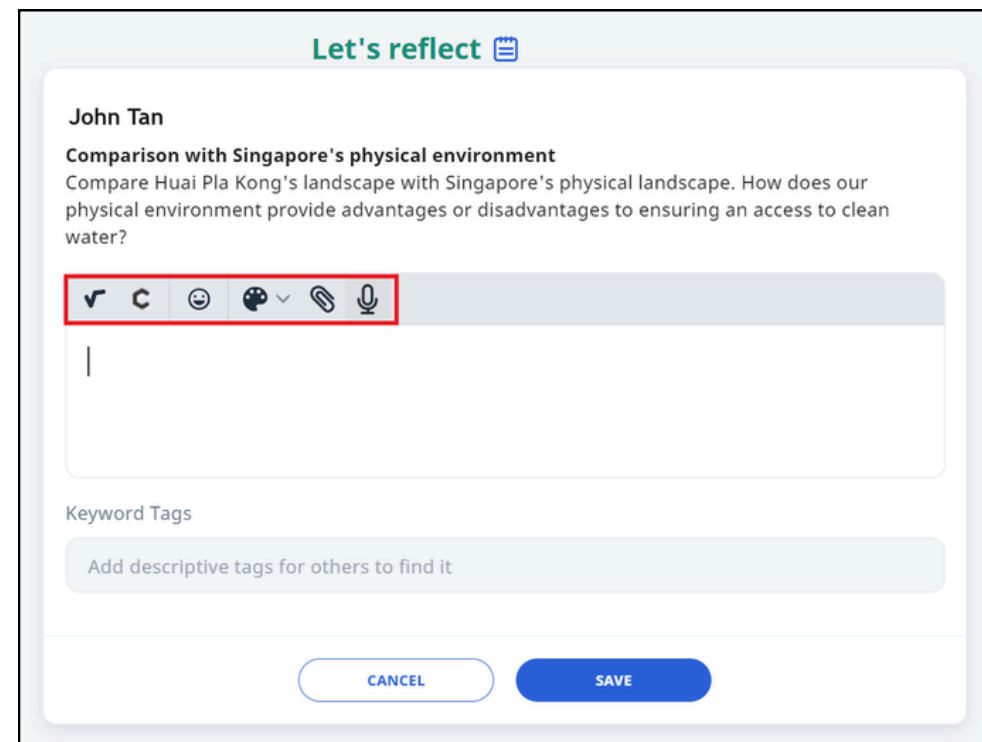


By using the Annotation Notes feature (Fig. 4.3), students are guided to **engage in ongoing reflection** after they complete the respective tasks throughout the entire inquiry process. Students can [View Notes](#) in the Annotation Drawer, which students can choose to Hide or Expand Drawer at appropriate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

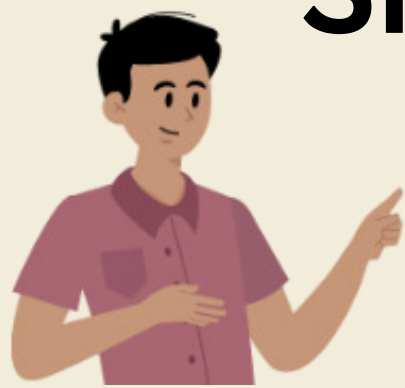
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PEDAGOGICAL AFFORDANCES:

- 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.

Share your feedback!



<https://go.gov.sg/guidefeedback>