Integrating the Use of Personal Learning Devices with the Teaching of Speaking and Writing

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English in a Future-ready Singapore

ELIS Conference
12 September 2017

ELIS

CPS 1:1 Development and Progress

2007-2012

**FS@SG
(2007 – 2012)**

anytime, anywhere access to learning; incorporating both formal and informal learning, inside and outside the school premises via a **personal learning device**,
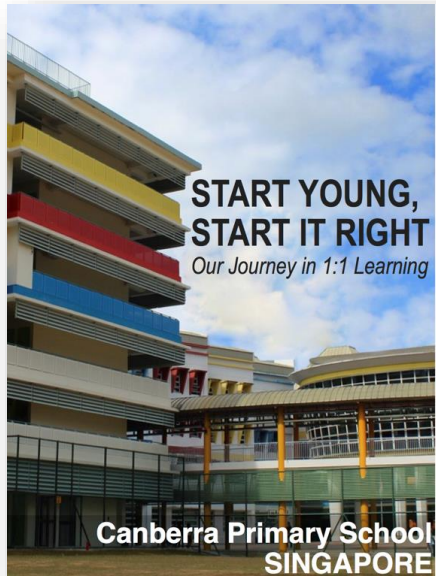
through **experiential learning experiences** set in real-world, authentic scenarios

via **personalised or collaborative work**.

CPS 1:1 Development and Progress

START YOUNG, START IT RIGHT
Our Journey in 1:1 Learning

Canberra Primary School
SINGAPORE

2015-2016

 Distinguished Program

ALP I: Start Young, Start IT Right
(2013 – 2016)

equip pupils with **pupil-owned Personal Learning Devices (PLD)** as a technology enabler to deliver the school's learning outcomes;

provide pupils with a **connected learning experience**, enhanced by the integration of ICT (using their PLDs) in authentic learning settings, in and out of the classroom boundaries;

inculcate into our pupils the **habits and values of learning with PLDs**, together with cyber-wellness awareness, building up their 21st Century Competencies;

transform daily homework into **learning curations**.

CPS 1:1 Development and Progress

ORIENTATION TO FUTURE LEARNING
Continuing Our Journey in 1:1 Learning

Canberra Primary School
SINGAPORE

2017-2018

 Distinguished School

Recognized by Apple as a distinguished school for innovation, leadership, and educational excellence.

ALP II: Orientation to My Future Learning (2017 - Present)

continue the technology-enabled applied learning journey for our students with **production-centred learning**;

enhance the school's approach to shift away from academics, towards **broadening opportunities** for our students to discover their interests and talents, develop life skills, a sense of curiosity and a love for learning;

bridge our students' **continual learning.**

CPS 1:1 Development and Progress

Curriculum Integration (CI)

- Key Feature: Pertinent role played by **English Language** namely, STELLAR and Drama
- **Multi-disciplinary Theme-based Approach including ICT.**
- A key pillar in CPS providing a learner-centred environment that offers a coherent and effective education, **allowing connections to be made within and across subjects.**
- Refers to an integrated curriculum which is largely knowledge-based, where learning is connected through an **over-arching common theme that runs pervasively through subjects and disciplines.**

CPS 1:1 Development and Progress

Teachers as Lesson Designers develop CI Learning Packages that

- **integrate the use of Personal Learning Devices** in their daily teaching across different subjects and disciplines,
- allow pupils to make sense of the knowledge which is presented in an **authentic, natural, inter-connected and inter-dependent manner**, preparing them to relate better to the real world.
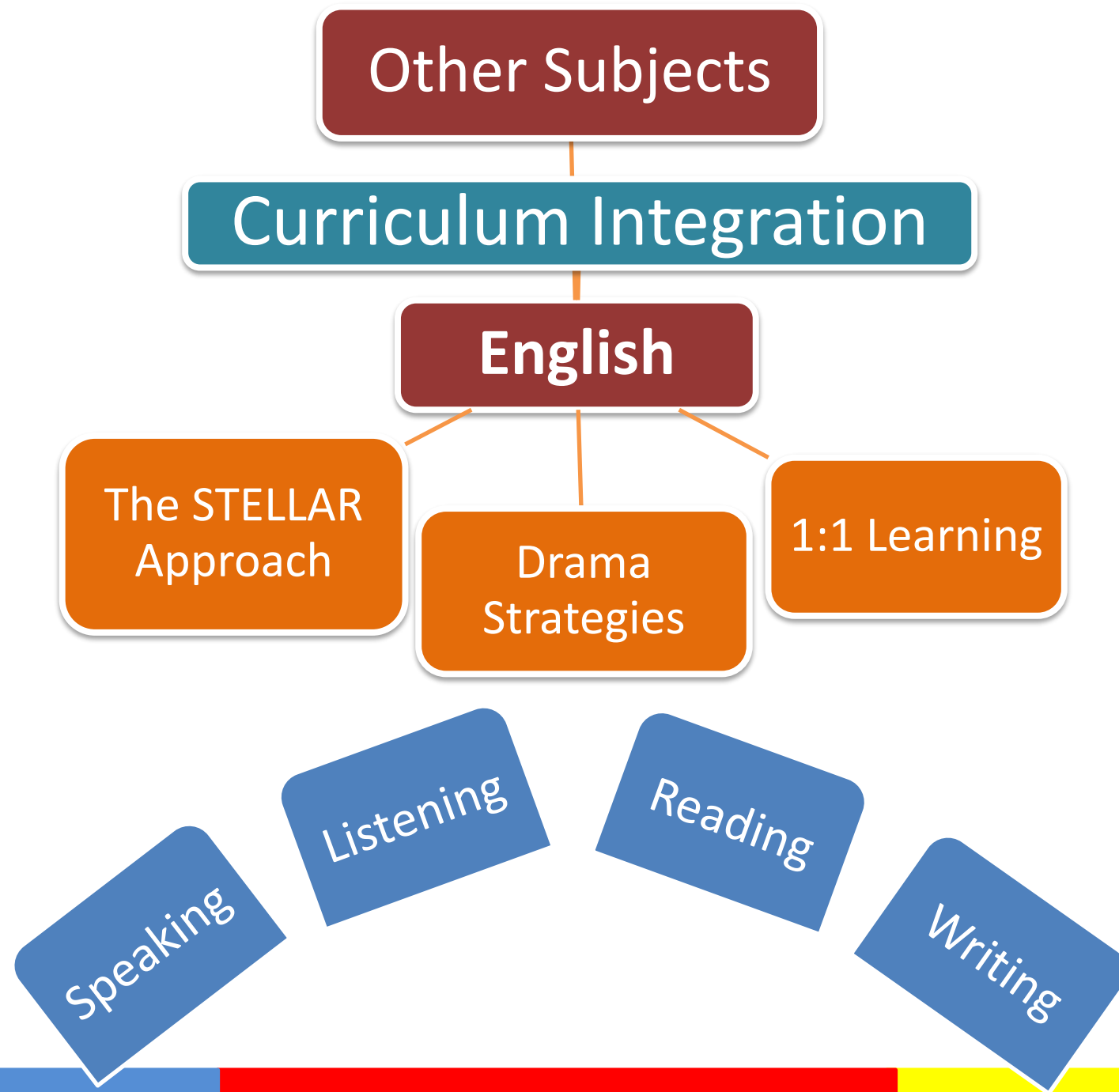
Primary 3 STELLAR Unit – There's a Boy under the Bed

Learning Outcomes (STELLAR Unit):

Writing

- To write individual texts
- To present writing through computer word processing

Media Literacy

- To identify how pictures depict what is in the text

Speaking

- To read with accuracy and expression
- To make presentations such as Readers' Theatre

Visual Text

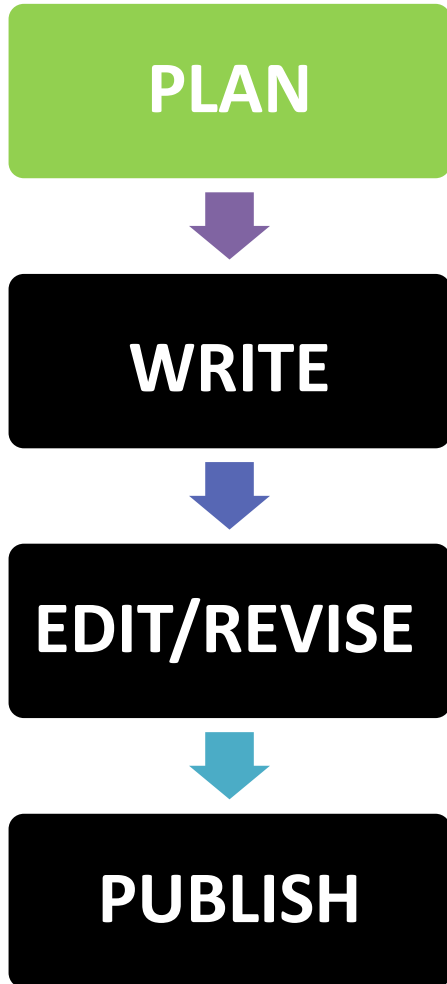**Creating a poster for a play**

Samples of Pupils' Works

Creating a Sequel

Writing Cycle

PLAN

↓

WRITE

↓

EDIT/REVISE

↓

PUBLISH

Example – Story Plan

PLAN

↓

WRITE

↓

EDIT/REVISE

↓

PUBLISH

Creating a story Plan

Sample of Pupil's Work

Creating a Sequel

PLAN

↓

WRITE

↓

EDIT/REVISE

↓

NARRATE

↓

PUBLISH

Create a sequel in the form of an eBook

Samples of Pupil's Work

How the App Works to include text, illustration and narration

Published Pupil's Works

There's a Boy under the Bed (Part 2) eBook

Sample of Pupil's Work

Creating a Sequel

App: Seesaw

PLAN

↓

WRITE

↓

EDIT/REVISE

↓

NARRATE

↓

PUBLISH

Publishing Pupils' Works

Uses of Seesaw App

Primary 3 STELLAR Unit – Stephanie Investigates

Learning Outcomes (STELLAR Unit):

Writing
- **To write individual texts (narrative text)**

Media Literacy
- **To identify how pictures depict what is in the text**

Speaking
- **To read with accuracy and expression**

Published Pupil's Work

Stephanie Investigates Again eBook

Sample of Pupil's Work

Challenges in eBook Making

Challenge	Solutions
Difficulty in correcting pupils' language mistakes	- Peer conferencing during the editing stage - Change in teacher's mindset to focus on the process instead of product

Challenges in eBook Making

Challenge	Solutions
Pupils complete the books at different rates	• Early finishers will engage in peer conferencing, provide technical support to peers, read and comment on books that are already published • Pupils will complete books at home before 'Book Launch Day'

Primary 3 STELLAR Unit – Life on a River

Learning Outcomes (STELLAR Unit):

Writing

- **To present writing through computer word processing**

Speaking

- **To make presentations about a non-fiction topic**

Information Literacy

- **To use literacy skills to access digital resources with guidance**

Pupils' Works
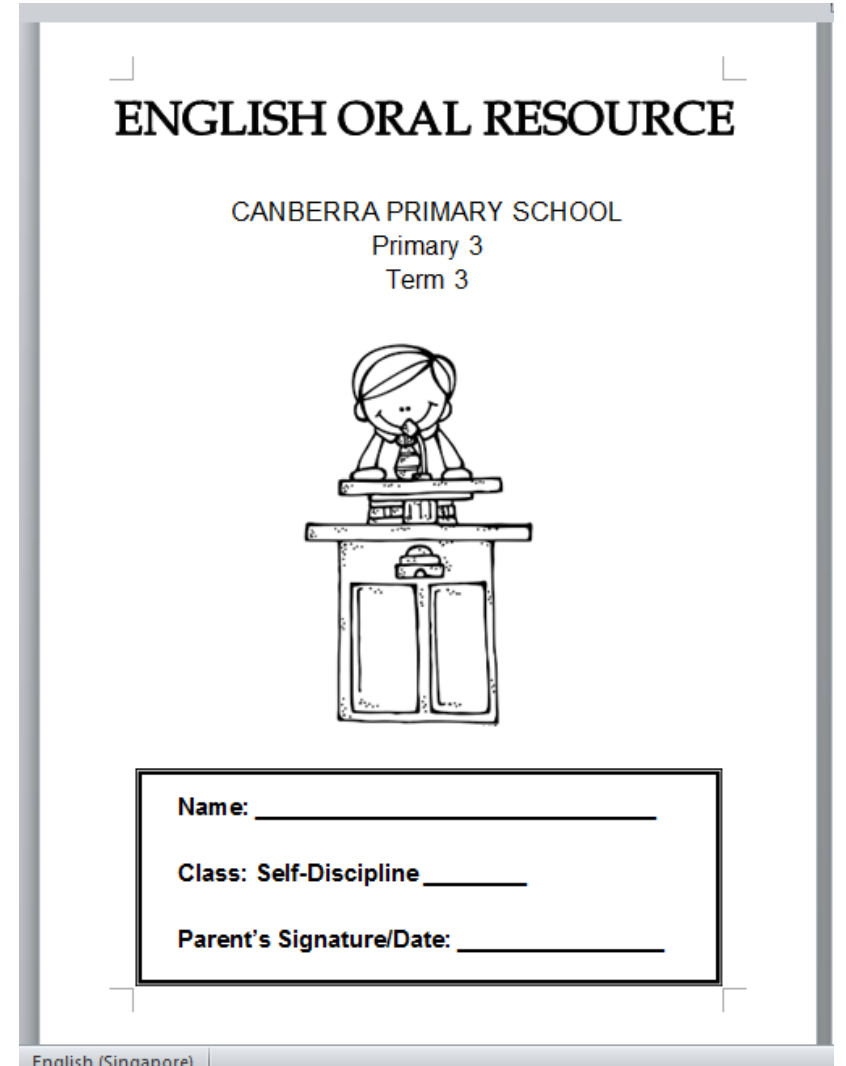
Creating presentations

Samples of Pupils' Works

ORAL Practice

Oral Booklet

- Commonly mispronounced words

- Speech practices e.g. tongue twisters

- Passages for reading aloud

- Stimulus-based conversation questions

ENGLISH ORAL RESOURCE

CANBERRA PRIMARY SCHOOL
Primary 3
Term 3

Name: _____

Class: Self-Discipline _____

Parent's Signature/Date: _____

English (Singapore)

ORAL Practice - Pronunciation

Demonstration from an online dictionary website

ORAL Practice

Sample of Oral Recording

ORAL Practice

Advantages

- Time required is not long

- An opportunity for pupils to develop more self awareness

- Pupils tend to rerecord repeatedly – more practice

- An opportunity for teachers to listen to individual pupils at own time

FUTURE LEARNING
@ CANBERRA PRIMARY

Craft of Learning	Delight of Experiences	Mastery of Passion