GPD**2015**
Proceedings

Inspire, Empower & Transform

Raffles Girls' Secondary (School)
Good Practice Day 2015

Engaging Diversity in 21st Century Education

*Organised by the RGS Centre for **Pe**dagogical **R**esearch & **L**earning*

Message from Director

Mary George Cheriyan
Director of RGS Centre for Pedagogical Research and Learning

We started Good Practice Day (GPD) about 10 years ago because we believe in the power of peer learning. The RGS classroom offers opportunities for pedagogical innovations that add verve and vitality to student learning. Some teachers have also embarked on Practitioner Inquiry that provides data-informed analysis of what works. The GPD provides the platform for teachers to share their work in these areas.

On this day, we engage with each other's pedagogical practices, learning from and supporting each other. In this zeal for learning, for collaboration and reflective practice, lies the spirit of professionalism. It is this sense of professionalism that also motivates us to engage with the larger fraternity as we do during our annual Open Classroom event that we started in 2014.

This year, the PeRL GPD team has introduced the TED talks to the usual GPD buffet, widening our repertoire of platforms for professional discourse. Many teachers have come forward to share their practices for strands ranging from Inquiry Learning to Critical and Creative Thinking and Concept-based Learning, to name a few.

Thank you to all of you for sharing your practices.

I want to thank the PeRL team for their fresh ideas and leadership in steering this event.

I also thank the Principal, Mrs Poh, for her continued support of professional learning in the school.

Mrs Mary George Cheriyan

Director, PeRL

List of Presentations

Concurrent Session 1	Conference Presentation **CP**
Concurrent Session 2	Workshop **WS**
	Ted Talk **TT**
	Sharing Session **SS**

SELF-DIRECTED LEARNING

1	Are you Ready for the Flipped Classroom?, *Kwek Meek Lin*	**CP4** *(p.8)*
2	Learning Circle - Gymnastics Lesson in PE, *Alina Wee* | Promoting Self-directed Learning in PE through Learning Circle, *Tan Hai Nee*	**WS3** *(p.10)*
1	The ePortfolio as a Tool for Learning English Language, *Ling Shuang Ning*	**SS3** *(p.12)*
1	Effective Use Of Online Platform To Nurture Self-directed Learning and Collaberation, *Zhang Hao & Lim Shok Hoon*	**SS4** *(p.13)*

DIFFERENTIATION

2	Using Flipped Classroom to Differentiate Instruction, *Sandi Kum*	**CP7** *(p.9)*
2	The Use of Video Tracker in a Differentiated Classroom, *Angela Teo & Sharon Siow*	**CP8** *(p.9)*
1	How the Use of Differentiated Instruction Help Students Learn Better, *Lee Hwee Ling & Vivien Willamme*	**SS5** *(p.13)*

CRITICAL THINKING & CREATIVE THINKING

1	The Representation of Isolation: A Contrastive Analysis of Two Texts, *Choo Li Lin*	**CP2** *(p.7)*
1	The Spirit of Critical Thinking: Thinking Dispositions and Intellectual Character, *Lim Er Yang* | Creativity in Schools - The Bad News and What We Can Do About It, *Leung Hui Leng*	**TT1** *(p.11)*
2	Using Case Studies to Teach Critical Thinking in Science, *Shaun De Souza*	**SS6** *(p.14)*
2	Visible Thinking & Growth Mindset, *Syazwani Amrun*	**SS7** *(p.14)*
2	Enhancing Tamil Learning and Developing Critical Thinking Skills through the Computer and the Internet – A Review, Kumbalingam Uthaman	**SS10** *(p.15)*

		Conference Presentation	**CP**
		Workshop	**WS**
	Concurrent Session 1	Ted Talk	**TT**
	Concurrent Session 2	Sharing Session	**SS**

INQUIRY LEARNING

2	Making Sense of Electric Circuits Using an Adapted "Physics by Inquiry" Approach, *Cheong Szu Chuang*	**CP6** *(p.9)*
1	Use of PBL in Teaching Chemistry, *Nina Chun*	**SS1** *(p.12)*
1	Impact of Learning Chemistry Using Simulation Tools, *Christopher Foo*	**SS2** *(p.12)*

CONCEPT-BASED LEARNING

2	Let's Take a Walk and Learn: Field Inquiry in LJ and Research, *Roslinda Chan*	**SS8** *(p.14)*
2	Discovering the Real Community thorugh Experiential Learning, *Lim Shok Hoon, Alwin Ho, Aliah Binte Mohamed Sharif*	**SS9** *(p.15)*

DIGITAL LITERACY

1	Using TI-Nspire Technology to Enhance the Learning Experience in the Mathematics Classroom, *Koh King Koon/Caroline Tng*	**WS2** *(p.10)*
2	Ted Talk by TLL team, title to be confirmed	**TT2** *(p.11)*

ASSESSMENT LITERACY

1	Eportfolios in Mathematics: Students' Perceptions of Learning Mathematics, *Goh Li Meng*	**CP3** *(p.8)*
2	A PPA goes digital (and it's not MCQ), *Ms Malyanah Bte Mawar; Mrs Tan-Tham Kum Chee; Ms Pamela Ng*	**SS11** *(p.15)*

STUDENT WELL-BEING / LEADERSHIP & CITIZENSHIP

2	Challenges in Gifted Education - A Sharing of the Brisbane Conference, *Thomas Lee*	**CP5** *(p.8)*
1	A Proposed Multidisciplinary Framework for Integrating Cognitive and Affective Standards, *Jassie Teo & Hasanah Alfie*	**CP1** *(p.7)*
1	Positive-Ed Our Classroom!, *Angela Teo, Mak Wai Ling, Syazwani Amrun*	**WS1** *(p.10)*

Programme Overview

Time	Event	Venue
1345 - 1400	Address by Director of PeRL	CLC
1400 - 1500	Concurrent Session 1	Blk D Classrooms
1500 - 1530	Tea Break	Outside CLC
1530 – 1630	Concurrent Session 2	Blk D Classrooms

Detailed Programme

Concurrent Session 1 (1400 – 1500)			
Conference Presentations	D439	CP1	A Proposed Multidisciplinary Framework for Integrating Cognitive and Affective Standards, *Jassie Teo & Hasanah Alfie*
		CP2	The representation of isolation: A contrastive analysis of two texts, *Choo Li Lin*
	D442	CP3	E-portfolios in Mathematics: Students' Perceptions of Learning Mathematics, *Goh Li Meng*
		CP4	Are you ready for the flipped classroom?, *Kwek Meek Lin*
Workshops	D443	WS1	Positive-Ed Our Classroom!, *Angela Teo, Mak Wai Ling, Syazwani Amrun*
	D444	WS2	Using TI-Nspire Technology to Enhance the Learning Experience in the Mathematics Classroom, *Koh King Koon/Caroline Tng*
Ted Talk	CLC	TT1	The Spirit of Critical Thinking: Thinking Dispositions and Intellectual Character, *Lim Er Yang* | Creativity in Schools - The Bad News and What We Can Do About It, *Leung Hui Leng*
Sharing Sessions	D445	SS1	Use of PBL in Teaching Chemistry, *Nina Chun*
		SS2	Impact of Learning Chemistry Using Simulation Tools, *Christopher Foo*
	D446	SS3	The ePortfolio as a Tool for Learning English Language, *Ling Shuang Ning*
		SS4	Effective Use Of Online Platform To Nurture Self-directed Learning and Collaberation, *Zhang Hao & Lim Sock Hoon*
	D449	SS5	How the Use of Differentiated Instruction Help Students Learn Better, *Lee Hwee Ling & Vivien Willamme*

Tea Break (1500 – 1530)

Concurrent Session 2 (1530 – 1430)			
Conference Presentations	D439	CP5	Challenges in Gifted Education - A Sharing of the Brisbane Conference, *Thomas Lee*
		CP6	Making Sense of Electric Circuits Using an Adapted "Physics by Inquiry" Approach, *Cheong Szu Chuang*
	D442	CP7	Using Flipped Classroom to Differentiate Instruction, *Sandi Kum*
		CP8	The Use of Video Tracker in a Differentiated Classroom, *Angela Teo & Sharon Siow*
Workshop	Gym& Mini-Amphi	WS3	Learning Circle - Gymnastics Lesson in PE, *Alina Wee* | Promoting Self-directed Learning in PE through Learning Circle, *Tan Hai Nee*
Ted Talk	CLC	TT2	Understanding Digital Literacies, *Alvin Tan*
Sharing	D443	SS6	Using Case Studies to Teach Critical Thinking in Science, *Shaun De Souza*
		SS7	Visible Thinking & Growth Mindset, *Syazwani Amrun*
	D444	SS8	Let's Take a Walk and Learn: Field inquiry in LJ and Research, *Roslinda Chan*
		SS9	Discovering the Real Community thorugh Experiential Learning, *Lim Shok Hoon, Alwin Ho, Aliah Binte Mohamed Sharif*
	D445	SS10	Enhancing Tamil Learning and Developing Critical Thinking Skills Through the Computer and the Internet – A Review, *Kumbalingm Uthaman*
		SS11	A PPA goes digital (and it's not MCQ), *Ms Malyanah Bte Mawar; Mrs Tan-Tham Kum Chee; Ms Pamela Ng*

Abstracts

CONFERENCE PRESENTATIONS

CP1 | D439

Jassie Teo &
Hasanah Alfie
Department of English Language & Literature

A Multidisciplinary Framework for Integrating Cognitive and Affective Standards

The implementation of the Character and Citizenship Education (CCE) programme is often perceived to be separate from the teaching of academic subjects. This is contrary to our knowledge that effective individuals are those are able to apply both affective and cognitive skills in a given situation (Covey 1989; Goleman 1995). A multidisciplinary approach provides the platform for bridging the teaching of academic subjects and CCE. In this research, we aim to investigate how effective the use of a multidisciplinary approach in a speech assessment task had been in providing an opportunity for students to explore issues of leadership, ethics and civics in the context of social advocacy. In this speech task, students assumed the role of an advocate to address a social issue through the multiple disciplinary lenses of English Language, Social Studies and Philosophy. Quantitative analysis of the assessment scores of the subjects involved in the multidisciplinary approach as well as focus group discussions with the students who were assessed were carried out. A multidisciplinary framework that integrates the affective and cognitive outcomes of the CCE programme with those of the academic subjects was used in this study. Findings of this research are useful to practitioners who wish to adopt a multidisciplinary approach to the integration of CCE and academic outcomes.

CP2 | D439

Choo Li Lin
Department of English Language & Literature

The Representation of Isolation: A Contrastive Analysis of Two Texts

While extant research has studied the clause in its experiential function in relation to both everyday/academic discourse and informed our understanding of how transitivity analysis can be employed productively in diverse contexts, there is still room for exploration, particularly in examining the human experience. Here, the clause plays a central role, as it embodies what Halliday (1994) terms "the general principle for modelling experience – namely, the principle that reality is made up of processes." The present study applies Halliday's transitivity analysis to two written texts on the topic of "isolation, but which differ in tenor (i.e., they are addressed to two different types of audiences). The presentation will discuss how "patterns of experience" (Halliday, 1994) related to the topic of isolation are represented through process types as well as participants in the process and circumstances associated with the process. This presentation will also discuss how Systemic Functional Linguistics may provide a useful theoretical framework for the purpose of text analysis and how teachers may productively employ such an analysis in fostering learners' critical and creative thinking skills.

CP3 | D442

Goh Li Meng
Department of Mathematics

E-portfolios in Mathematics: Students' Perceptions of Learning Mathematics

As part of their assessment, e-portfolios of 40 mathematically high ability girls in year 4 were submitted online and shared on a google platform. The portfolios were studied to answer the following two research questions: 1. What are the students' perceptions of learning Mathematics as reflected in the portfolios? 2. How can their perceptions inform teachers' instructional and assessment practices? The results showed that the students possessed a high degree of self-awareness of their cognition and emotions in their learning and assessments. They also recognised the eportfolio as an instrument to help them reflect and to increase their self awareness. The opportunity for students to view each other's portfolios online provide them different perspectives of learning and doing Mathematics. These reflections provide teachers with a rich source of feedback to reflect, evaluate and improve curriculum and teaching.

CP4 | D442

Kwek Meek Lin
Department of Mathematics

Are you ready for the flipped classroom?

The flipped classroom creates opportunities to move explicit instruction out of curriculum time; and the remaining time in class for differentiated instruction, peer collaboration and developing higher order thinking skills. This study focuses the investigation of using flipped classroom pedagogy to build mathematical comprehension skills and classroom discourse. More specifically, (i) the selection of mathematical content, (ii) the medium through which the content is presented and (iii) the practice of thinking routines will be discussed. The findings of the study can be perceived from two perspectives: how can teachers help learners optimize their learning; and to what extent do learners feel empowered and supported in their learning in the flipped classroom? By considering the strategies used in facilitating a flipped classroom, and the perceptions of the learners' role in such an environment, the teacher researcher established common grounds and identified potential tension between the teacher facilitators and the learners. Together they have important implications on preparing teachers for facilitating a flipped classroom and enabling students to optimize their mathematical learning in such an environment.

CP5 | D439

Thomas J Lee
Department of Humanities

Challenges in Gifted Education

There will be essentially 2 parts to this sharing: Part 1 would involve sharing what was presented at the Brisbane Gifted Conference (QAGTC) of our parallel programme to sensitise our students to some of the challenges faced by ordinary Singaporeans. Part 2 would involve sharing on the challenges and directions gleaned from the conference presenters, specifically on how we could move from just focusing on whether kids are smart to making sure we give kids a chance to be smart.

CP6 | D439
Cheong Szu Chuang
Department of Science (Physics)

Making Sense of Electric Circuits Using an Adapted "Physics by Inquiry" Approach

Research supports the use of inquiry as an instructional approach for students of high ability (VanTassel-Baska, 2003). This presentation discusses the use of an adapted "Physics by Inquiry" (PbI) approach to teach part of the course on Electricity to the students in an all-girls secondary school which caters to high ability learners in Singapore. Students worked in groups to analyse simple electric circuits for a series of lessons when learning about Electricity. Mean scores on two Physics questions from a summative assessment were compared to study the impact of the approach on student learning. The use of analysis of variance (ANOVA) did not reveal any significant difference between the mean score of the students on the question on Electricity. However, ANOVA indicated there was a significant difference in the mean score between two pairs of classes on the other question. A questionnaire was also administered to students to find out their thoughts on the use of the adapted PbI approach in Physics classes. Factor analysis of the data from the questionnaire suggested that the approach could be evaluated in the cognitive domain as well as the affective domain. In light of time constraints and implementation issues, it is important to understand how the PbI approach can be effectively adapted to make learning more fruitful for these high ability learners. While the approach encourages higher-order thinking, student motivation to teaching approaches should also be given due

CP7 | D442
Sandi Kum
Department of Mathematics

Using Flipped Classroom to Differentiate Instruction

Through the use of flipped classroom in the math classroom, valuable class time is freed up for more face-to-face interaction between teacher and students. The learning needs of students can thus be better addressed through the use of differentiated instructions, activities, and assessments, which leads to a higher level of student engagement. Through this presentation, attendees will: 1. Gain a better understanding on what Flipped Classroom pedagogy is; 2. Understand how Flipped Classroom can be used in the teaching of Mathematics; 3. Appreciate through lesson exemplars how differentiated instruction is carried out 4. Understand how student engagement is raised through the use of flipped classroom and differentiated instruction.

CP8 | D442
Angela Teo & Sharon Siow
Department of Science (Physics)

The Use of Video Tracker in a Differentiated Classroom

This project aims to share how one Physics Teacher implemented differentiated instructions and conducted research to examine student reaction to the implementation of the instructions. The classroom research studied (i) the perception of students to a differentiated instruction using Video Tracker in Physics class and (ii) how video tracker is used as an effective tool in the differentiated instruction lesson. Pre and post on-line surveys are conducted and analysed. Results of the study informed educators how ICT can possibly be integrated with differentiated instructions effectively.

WS1 | D443
Angela Teo,
Mak Wai Ling &
Syazwani Amrun
Student Development

Positive-Ed Our Classroom!

The gifted and talented have specific needs and aside from satisfying their thirst for knowledge, teachers should also attend to their SEL needs. The activities designed in this workshop are based on the learning takeaways we had from our various courses on Positive Psychology, Growth Mindset and Character Strengths. By the end of the workshop, participants would learn several strategies that can be used even during Subject Lessons (and not just CLE lessons) that will help create a positive, supportive environment and a culture of care in our classrooms.

WS2 | D444
Koh King Koon
& Caroline Tng
Department of Mathematics

Using TI-Nspire Technology to Enhance the Learning Experience in the Mathematics Classroom

The functionalities on the TI-Nspire Technology opens up interesting possibilities on the types of learning experiences that students can have in the teaching of mathematics as compared to the more traditional teaching strategies. This workshop aims to give participants a hands-on step-by step experience in creating the lesson objects that will facilitate students' learning. We will work on the topic of graphical transformations and others if time permits. The pace will be set at a basic level and will be suitable for teachers who are new to the technology or are new to creating a tns file from scratch.

WS3 | Gymnasium & Mini-Amphitheatre
Alina Wee &
Tan Hai Nee
Department of Physical Education

Learning Circle - Gymnastics lesson in PE | Promoting Self-directed Learning in PE through Learning Circle

The workshop is conducted in two separate venues to allow participants to experience the use of the Learning Circle Strategy in authentic PE settings. The first part of the workshop introduces participants to how fundamental gymnastics can be taught to lower secondary pupils using Learning Circle. As the ratio of teacher to pupils is 1:32, there is always the concern for safety and monitoring. How do we ensure pupils receive quality learning, and how do we ensure pupils maximize learning time? At the end of the workshop, participants will be able to understand how the learning circle empowers pupils to learn using checklist, peer observation and motivation. The second part of this workshop is conducted in the Mini-amphitheater to provide participants with an experience of how the strategy of Learning Circle can be used to organize students into collaborative groups to promote self-directed learning. This has the effect of maximizing students' engagement with the activities and addressing the constraint of limited PE equipment.

TT1 | CLC

Lim Er Yang
Department of Philosophy
Leung Hui Leng
Department of Aesthetics

The Spirit of Critical Thinking: Thinking Dispositions and Intellectual Character | Creativity in Schools - The Bad News and What We Can Do About It

It is rare, if ever, for any modern educator to deny the role of critical thinking in modern education. However, critical thinking is often approached as something to do, rather than something to be. At the heart of this issue may be a 'means-ends' distinction and 'standards-ideals' divide in our approaches to critical thinking. What implications might this have on how we teach and what we teach for? This talk will argue for the fundamental importance of thinking dispositions and intellectual character in education. The second part of the talk will be about how schools have fallen short in nurturing creativity in their students. There will be and attempt to define and clarify what creativity is, followed by a scan of the various strategies and classroom practices that educators could adopt to improve the situation.

TT2 | CLC

Alvin Tan
Learning Technologies Team

Understanding Digital Literacies

One of the most commonly (mis)used and (mis)understood terms, digital literacies are the skills and dispositions that enable one to navigate the digital world in a confident and skilful manner. This talk with provide an overview of what digital literacies are, what the RGS Digital Literacies Framework is as well as how it looks like in the various disciplines.

SS1 | D445

Nina Chun
Department of Mathematics

Use of PBL in teaching Chemistry

Problem-based learning (PBL) helps student to develop flexible knowledge, effective problem-solving skills, self-directed learning skills, effective collaboration skills and intrinsic motivation (Hmelo-Silver, 2004). Students were asked to solve a case study using 7 steps of PLB. Students had to define the problem and formulate their own learning goals. Evidence of student learning and personal reflections will be shown at this sharing session.

SS2 | D445

Christopher Foo
Department of Science (Chemistry)

Impact of Learning Chemistry using simulation tools

ICT-enabling tools such as simulation software are widely used in the learning of Chemistry to help students visualize microscopic phenomenon. In the learning of the topic Rate of Reaction, Collision Theory is used to explain how the factors affect the rate of reaction. Students are required to visualize particles' interaction and infer how changes in factors such as temperature or concentration affect the rate of collisions between the particles leading to changes in rate of reaction. Little research has been done to evaluate the effectiveness of chemical modelling tools like simulation software in improving students' results. This research aims to find out whether students' learning improved using simulation software.

SS3 | D446

Ling Shuang Ning
Department of English Language & Literature

The ePortfolio as a Tool for Learning English Language

1. Y2 EL unit on the genre of biographies. Students uses the platform of Google Sites to create an ePortfolio, where they uploaded their research as their writing drafts. 2. We felt that the ePortfolio was a way for the students to organise and take pride in their work. Previously, they would have printed out their drafts for submission, but we felt that this did not really capture the students' overall growth as researchers and writers. 3. Collaborative learning, digital literacy, self-directed learning. 4. Generally, students embraced the platform. Some were able to demonstrate self-directed learning in their planning and depth of research, even surpassing expectations in terms of the effort put in to find resources and compile them in an effective manner. We were also able to better observe the improvement of students' writing over time. 5. We chose to assess several components (group reflection, group research, individual reflection, final biography, oral podcast) of the ePortfolio. This tended to take up a lot more time than usual for marking. We need to rethink whether it is too unwieldy a task to assess. There were a few students who were rather unfamiliar with the Google Sites platform and did not follow all instructions as a result. Perhaps we need to pay more attention to preparing in terms in digital literacy.

SS4 | D446

Lim Sock Hoon &
Zhang Hao
Department of Languages (Chinese)

Effective Use Of Online Platform To Nurture Self-directed Learning and Collaboration

With the ability to gather vast amount of information from the Internet and new media, there is more opportunities for more self-directed and independent learning. Effective use of online platforms and resources extend learning beyond the classroom. Networking opportunities extend learning to make learning a collaborative experience while maintaining the individuality of student. Through the use of Internet, learning has transcended the limitation of time and space, allowing it to take place anytime, anywhere. Enhancing Tamil learning and developing critical thinking skills through the computer and the Internet – A Review. To achieve the RGS ICT goals, ICT is infused with Tamil learning and teaching in many ways to all levels. By encouraging students to share their opinions on current events, stories, short film, Talk shows and video clips on Edmodo and encouraging them to debate with each other's opinions, it was found that students' critical thinking abilities also grew.

SS5 | D449

Lee Hwee Ling &
Vivien Willamme
Department of Aesthetics

How the Use of Differentiated Instruction help Students Learn Better

For the Fashion and Design Module, all students have different entry levels in terms of practical skills in sewing. During the creation of the product, teachers provide individual facilitation and guidance on a one-to-one basis (teacher-centred instruction). This is usually very time-consuming and frustrating, as the students have to wait for the teacher to guide them individually. There is no room for focused facilitation based on individual student's entry level. Hence, we adopted differentiated instruction and peer coaching approaches. At the beginning of the module, a pre-module survey and diagnostic assessment will be conducted to ascertain the entry level of each student. Students of higher proficiency in sewing are appointed as coach help teach peers in their different processes for sewing up their product. As the module progresses, students with difficulties in doing their sewing can approach the coach to teach and guide them rather than going to the teacher. At the end of the module, an end-of-module assessment is given to measure how well the students have learnt the practical skills. A post module survey is conducted to find out how effective the peer coaching has helped students to learn better, both the coach and coachee. At this point, the project we have embarked on is not complete. However, feedback from the girls is that they learn better when their friends explain and teach them. They also proceed faster with their practical work without having to wait to consult the teacher. Thus, teacher can spend time more effectively and focus on those who really need the extra guidance and help

SS6 | D443

Shaun De Souza
Department of Science (Biology)

Using Case Studies to Teach Critical Thinking in Science

Critical thinking involves evaluating evidence and examining relevant criteria for making judgement. It involves logic and clarity, credibility, accuracy, precision, relevance, depth, breadth, significance, and fairness in dealing with an argument. I will be sharing with participants how I used critical thinking in the science curriculum. The tool used was Richard Paul's Wheel of Scientific Thought and the pupils used this tool to guide them in their thinking. The interrupted case study presented to the pupils will be the avenue through which they would demonstrate their competency in critical thinking. In this sharing, I will be covering interrupted case studies and not addressing the other 3 types of case studies (Analysis Case, Dilemma Case and Directed Case). The evidence of learning would be the pupils sharing and answering of the scaffolded questions used in the lesson.

SS7 | D443

Syazwani Amrun
Department of Humanities (History)

Visible Thinking & Growth Mindset

How many of us here have ever experienced hearing our students passing comments such as "I don't know anything" or "Everything I don't understand" about a topic that had just been discussed? Issue here is, do our students REALLY not know? To address this issue, a couple of strategies from Visible Thinking were adopted at the start of Semester 2 as a recap activity of Semester 1's History work. The students' products were significant as the students' discovered that there was so much that they knew! Best part is, they FEEL GOOD about themselves! Seeing HOW the students think can provide clear and immediate feedback for teachers to learn about their students' understanding of a topic- and this can help us to better customize our lessons to meet our girls' needs.

SS8 | D444

Roslinda Chan
Department of Humanities (Geography)

Let's Take a Walk and Learn: Field inquiry in LJ and Research

Fieldwork helps students to understand classroom concepts better. It is "(supervised) learning involving first-hand experience that take place outside the classroom" (Gold et al, 1991; Phillips and Johns, 2012). In the curriculum, the opportunities for learning outside the classroom takes place during Learning Journeys (LJs) and overseas trips. But how do we capitalize on LJs/overseas trips to encourage inquiry, critical, student-directed and concept-based learning as well as develop citizenship values? How do we go beyond "listen to a guide, look, see and then forget" in LJs/overseas trips? How do we get students to be active observers and take on hands-on learning approaches? This sharing is about the approach used to encourage students to observe and think deeply of the world around them during LJs/overseas trips. This involves skills such as participant observation, visual methods and interviews that can be used across different disciplines. The student as a passive learner is no longer relevant and it is time that they take charge of their own learning. Through students' feedback on Geography LJs/overseas trips, we have found out that they appreciated the hands-on learning and are able to understand Geographical concepts and have deeper understanding of the world around them. Some implications for the practitioner: consider the design/implementation of LJs/overseas trips and Research Studies involving place-specific studies.

SS9 | D444

Lim Shok Hoon &
Aliah Binte Mohamed Shariff
Department of Humanities (Social Studies)
Alwin Ho
Department of Philosophy

Discovering the Real Community thorugh Experiential Learning

The frenetic pace of change in the past decades present challenges to a person's sense of identity and relationship with others who may not share common backgrounds. While multiculturalism remains a work in progress, an emerging challenge would be the class divides that come as new neighbourhoods encroach on older ones.
The Learning Journey provided an opportunity for students to make direct observations of the community and environment, for example, the use of common space They pondered and applied concepts taught in class in a real-world setting and understood that a community issue was multi-faceted and required observation, interpersonal, and thinking skills to resolve.

SS10 | D445

Kumbalingam Uthaman
Department of Language (Tamil)

Enhancing Tamil learning and developing critical thinking skills through the computer and the Internet – A Review

To achieve the RGS ICT goals, ICT is infused with Tamil learning and teaching in many ways to all levels. By encouraging students to share their opinions on current events, stories, short film, Talk shows and video clips on Edmodo and encouraging them to debate with each other's opinions, it was found that students' critical thinking abilities also grew.

SS11 | D445

Malyanah Bte Mawar, Tan-Tham Kum Chee & Pamela Ng
Department of English Language & Literature

A PPA goes digital (and it's not MCQ)

Year 3 Literature: a PPA goes digital (and it's not MCQ). We designed a 30-minute assessment where candidates had access to hard and soft copy text (627-page novel), notes, Google docs. We will share 1. Why we went digital 2. What pre-assessment and during-assessment instructions were given to candidates.