

Using SLS for the Digital Transformation of Teaching & Learning

For School Leaders (SLs) and Head of Departments (HODs)

Why should schools use SLS in a structured way?

Standardising the tools, expectations and learning data allows teachers and students to benefit from economies of scale at the department, school and system level.

Glossary of Terms

AI - Artificial Intelligence
ALP - Applied Learning Programme
CG - Community Gallery
FRQ - Free-Response Question
HBL - Home-Based Learning

LMS - Learning Management System
LO - Learning Outcomes
MIMS - MOE Identity Management System
PD - Professional Development
QTI - Question and Test Interoperability

SC - School Cockpit SOW - Scheme of Work T&L - Teaching and Learning WA - Weighted Assessment

Why should you use SLS rather than other LMSs?

SLS is now a mature system that is able to do most of what other LMSs are able to do, if not more. Unlike other LMSs, it provides schools with the capability to synergise with MOE HQ and other schools.

- SLS is now a mature system 1. Daily syncing with MIMS and SC.
 - 2. Teachers can easily find shared resources in CG based on the same content maps.
 - 3. Learning data tagged to these content maps can be used to inform the school's T&L reviews in ways that are aligned to the national curriculum and exam requirements.

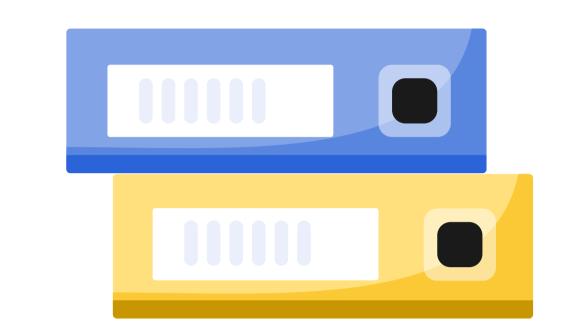
Structured Approach to Adopting SLS





Set up School and Department Spaces in SLS

- 1. Set up persistent <u>Teacher-Only and PD Class Groups</u> to share learning resources and conduct school-wide PD.
- 2. Create groups to include students to enable the sharing of more permanent self-study resources (eg. past year papers).





Move Existing Resources to SLS

Next steps after setting up school and department spaces:

- 1. Existing resources in hardcopy or other formats can be gradually added.
- 2. Physical worksheets can be scanned as PDFs and embedded in an SLS Google Response question.
- 3. Google Apps (Docs, Sheets, and Slides) can also be embedded in a FRQ or within a Text/Media component.
- 4. Departments can start by consolidating existing resources into a single-activity Lesson and gradually add new Sections and Activities.
- 5. Questions found within soft copy worksheets can be converted into SLS Text/Media and question items.
 - Question items can be tagged to LOs, stitched to other Lessons and be added to Learning Progress.

Note: For schools with resources that exist as other file types (i.e. Microsoft Word, or PDF), they can be uploaded into SLS as a QTI2.1 file with the help of QTI-supported Digitalisers.





Set up Department Flows

- 1. Department groups can collaborate on lessons and e-Assessment preparations by assigning teachers to work on different levels and sections of the SOW.
- 2. Departments can also consider if they would like to use SLS to administer all WAs. This process would include:
 - Pre-assessment: authoring, vetting, and approval
 - Assessment administration: invigilating, providing access to students, adhering to duration of the assessment
 - Post-assessment: providing feedback, monitoring of progress through Learning Progress





Standardise Expectations Regarding SLS Use

Once SLS use has been routinised, schools and departments can increase the use of SLS over time.

Examples:

- SLS use can be expanded beyond in-class T&L (eg. HBL assignments, out-of-class Forum discussions, e-Assessments, putting up Class Group Resources for student's self-study).
- Set clear termly targets for the use of SLS and monitor usage through SLS School Admins. One or more SLS School Admins could be appointed in each department.





Coach Pre-, In- and Post-lesson Flows

Schools and departments could provide support to teachers who require assistance with core SLS flows.

Examples:

- Organising Class Group Resources
- Discovering T&L resources within SLS
- Assessing and providing feedback to students' responses





Help Teachers Transition from Non-digital Practice and Other Tools/Platform

Schools and departments could provide PD to smoothen the transition for teachers who are currently

- 1. Non-digital users, and
- 2. Using other EdTech tools and platforms.

