

**Briefing for Parents**

**Learning with Personal Learning Device  
(PLD) Programme for Primary 5**

# Overview

1. Learning with a Personal Learning Device (PLD)
2. In-house School Programme using PLD
3. Information on PLD
4. Supporting Students in the Safe and Effective Use of PLD
5. Q & A

# **Learning with a Personal Learning Device (PLD)**

# Preparing students to be future-ready digital citizens

**Future-ready Learners**

**Picking up the skills & competencies to become intrinsically motivated independent life-long learners**

**Digitally literate, confident & responsible digital learners**

Singapore must do all it can to prepare the next generation to be digitally literate, confident and responsible digital learners

**Wong Siew Hoong**  
For The Straits Times

Technologies used in Singapore classrooms have undergone remarkable transformation over the years. I recall as a teacher in the 1980s, lesson presentations meant laboriously handwritten and crafted transparencies which were shown via the overhead projectors. In the 1990s, the first computers arrived in our staff room, and I had to learn how to use very difficult-to-navigate software, do up worksheets using word processing, and take my students to computer labs to learn basic digital skills.

Today, our students are digital natives, having grown up in the age of the Singapore Student Learning Space (SLS) online learning platform and Internet-enabled digital devices. It is around this time of the school term when Secondary 1 students look forward to receiving their own personal learning devices from their schools. These changes have greatly enhanced students' learning experiences.

In an increasingly digitalised world, how do we continue to enrich the teaching and learning experience in our classrooms through the thoughtful use of education technology (EdTech)? How do we evolve teaching and learning practices to remain relevant?

How we do so will determine whether Singapore can maintain and strengthen its competitive advantage on the world stage. It will pave the way for digital learning to be a social leveller in

empowering students, regardless of their starting circumstances, to achieve their fullest potential.

## TRANSFORM LEARNING THROUGH ETECH

The Ministry of Education (MOE) has invested significantly in harnessing the benefits of EdTech to students and schools over the years. Since the first Information and Communications Technology (ICT) Masterplan in 1997, MOE has not only provided schools with ICT hardware, software and infrastructure, but also deepened ICT competencies among teachers and nurtured digital literacy among students.

Today, the accelerating pace of development of the EdTech landscape has significantly shifted students and schools' relationship with technology. EdTech is no longer just a good-to-have pathway. It is now integral to the education landscape.

Why? Because technologies like artificial intelligence (AI), data science and robotics are increasingly applied in every sector of life - from gaming and social media, to e-payments and healthcare. Hence, we need to prepare students for the "what" and "how" of embracing digital technology. They need to develop the necessary knowledge, skills and values to work, live and learn responsibly and effectively with such technologies.

More importantly, we must leverage the potential of EdTech to change how students learn.

First, we can leverage technology to connect learners and enhance interactions. Digital forums enable students to participate in discussions within

and beyond the classroom. Research has shown that students, especially those who are less inclined to communicate face-to-face, are empowered to express their views, ask questions, share ideas with teachers and peers when using digital tools. They can even interact with experts and learning communities outside the school. This broadens their perspectives, and piques their interest for further learning.

Second, technology allows students to benefit from more personalised learning experiences. Online quizzes can provide immediate feedback to students on their learning gaps, and allow students to quickly act on the feedback provided and extend their learning.

Across time, such feedback can be aggregated automatically to help teachers and curriculum developers make more informed decisions about what to focus on, and how to customise their lessons. MOE is also looking into how to harness adaptive learning systems to provide each student with a more customised learning pathway.

Third, and perhaps most importantly, technology can empower students to be more self-directed in their learning, and take greater ownership in pursuing their interests. They can set their own learning goals, leverage the vast amount of information and tools available to them, and work on topics and ideas that they are most passionate about. This critical skill will help them become intrinsically motivated and independent learners who continue learning throughout their lives.

## ENHANCE DIGITAL LEARNING ECOSYSTEM IN SCHOOLS

The World Bank, Unesco and Unicef estimate that worldwide, students risk losing US\$17 trillion

Singapore's readiness for ICT-enabled education has ensured that learning continued for students, even when schools pivoted to full home-based learning (HBL).

The HBL experience during the pandemic reinforced the importance of building the necessary ecosystem to allow effective use of EdTech. This includes supporting teachers and students with the required hardware, software and network access in and out of school.

(S\$23 trillion) in lifetime earning or 14 per cent of global gross domestic product as a result of Covid-19 school closures. But Singapore's readiness for ICT-enabled education has ensured that learning continued for students, even when schools pivoted to full home-based learning (HBL).

The HBL experience during the pandemic reinforced the importance of building the necessary ecosystem to allow effective use of EdTech. This includes supporting teachers and students with the required hardware, software and network access in and out of school.

To support students' hardware needs during the shift to full HBL, schools loaned computing and Internet-enabling devices to students who did not have them. We also sped up the distribution of personal learning devices such that every secondary school student had a device by the end of last year.

The online e-learning platform SLS served as the key software solution for full HBL. SLS saved teachers significant time and effort in lesson preparation, by providing a repository of learning tools and curriculum-aligned digital resources that they could quickly adapt for use. It also provided schools with data, so they could quickly identify and support those who were struggling.

Both teachers and students demonstrated great resilience and resourcefulness in adapting to online lessons. Teachers shared ideas and collaborated to meet the needs of their students, who said that they enjoyed learning at their own pace, and were able to pursue self-initiated learning interests.

Building on the gains from the HBL experience, MOE has introduced regular HBL Days as part of the curriculum to the secondary schools, junior colleges, and Millennia Institute.

## WORK TOGETHER TO PREPARE STUDENTS FOR THE FUTURE

We will need to work more closely with the EdTech industry partners to develop innovative, user-centric EdTech solutions. Combining their technological expertise in areas such as AI and immersive learning, with educators' pedagogical expertise, can bring forth a new generation of technological tools that meet the evolving needs of students and teachers.

We will also study how to strengthen the digital literacy skills of students in special education schools, so that they are similarly equipped with the skills to tap on digital technology for learning.

Even as we increasingly leverage technology for teaching and learning, we are mindful that students' digital lifestyle and the evolving nature of social media have given rise to both

opportunities and challenges. For example, if not used well, technology can lead to a loss of connections with peers, resulting in feelings of isolation.

All this underscores the need to empower students to seize the opportunities that technology has to offer, while mitigating the potential downsides. In the refreshed Character and Citizenship Education curriculum, MOE has strengthened cyber wellness education, which aims to equip students with the necessary knowledge, skills and dispositions to thrive in an interconnected, diverse and rapidly changing world.

Through cyber wellness lessons, students are nurtured to be safe, respectful and responsible users of cyberspace. They are taught how they can protect themselves and their peers, and seek help when necessary.

Schools have also actively engaged parents on how best to support their children in digital learning, including providing parents with resources on strategies and tips to help their children develop good cyber wellness habits.

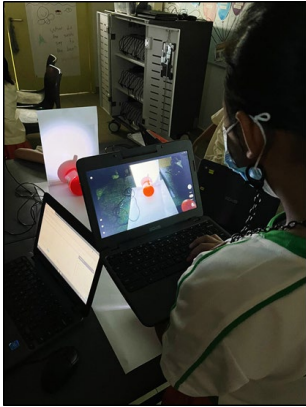
There will naturally be teething issues as the world learns to mitigate the potential pitfalls of technology. But we believe that with just a little more preparation, the next generation to be digitally literate, confident and responsible digital learners, who are ready to take charge of their own education journey and to learn for life. This is a vision shared by all of us in our common fraternity, parents and society.

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Wong Siew Hoong is the out-going director-general of education. He will be retiring on March 31 after close to 40 years of dedicated service as an educator.

# Intended Outcomes

The use of the PLD for teaching and learning aims to:



**Enhance Teaching and Learning**



**Support Self-directed and Collaborative Learning**



**Support the Development of Digital Literacies**

# How will PLD support learning in school and at home?

Seamless Integration

Access to PLD allows  
for learning  
anytime, anywhere,  
at any pace



Learning occurs in  
both face-to-face  
and digital learning  
environments

Learning is  
enhanced through  
using digital  
tools

# **In-house School Programme**

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## In-house School Programme

- The Learning with PLD Programme is extended to the Primary 5 students as a continuation of the programme that was piloted in 2021.
- The P5 Programme will continue to examine the use of PLD in supporting teaching and learning at the primary level, and how it might impact younger students.



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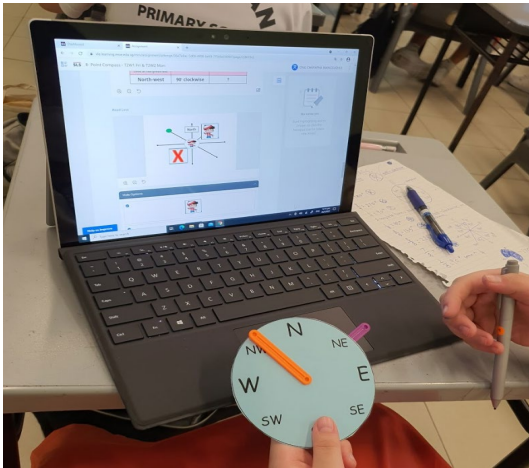
# How will my child be learning with the PLD?

Your child will have learning experiences that include

- learning with resources online;
- curating digital content and information;
- creating digital products; and
- connecting and communicating digitally

in an **effective, ethical and safe** manner

# How will my child be learning with the PLD?



Learning and applying new concepts

The use of video recording allows students to look back on their problem solving process when they articulate their thoughts so that they are able to self-regulate



Students learn to mark their own work and uses voice recording to do reflection after they make changes to the 2nd draft.



第三张图  
A 文光旁边的男同学听了文光的话，指了指旁边的海报。  
F 文光看了感到很不好意思。  
反思:  
T: 很喜欢你用了FAST中的A,“指”去描述他的动作  
G: 建议你可以加入一些形容词比如“羞愧”  
文光看了感到很不好意思,羞愧的低下了头。  
听了你的反馈,我会修改: 文光看了感到很不好意思,羞愧的低下了头。

第四张图  
反思:  
我喜欢你用了FAST里的F,“不好意思”去形容人物的感觉。  
我建议你可以加入“叔叔听了欣慰的回应道”。  
文光不好意思的说:“叔叔,对不起,我刚才不因为对您那么怒气冲冲,叫您快点,请您原谅我。”“摊位里的叔叔听了,回答道:“没关系,我原谅你。”“听到叔叔原谅了他,文光放松了。

1号  
用 Fast, Tell & Give 录音反馈

听了反馈后,你会修改什么? 录音说一说。

3号  
用 Fast, Tell & Give 录音反馈

听了反馈后,你会修改什么? 录音说一说。



KOSAKATA	NAMA MURID
Budi dan Ana menolong Gurmit untuk mengelap cat di poster.	Azalea
Budi dan Ana menolong Gurmit mengelap air di poster	Syafawati
Gurmit tidak sengaja	Asyikin
Mereka mengelap air yang tertumpah itu.	Mukramin
Kawan-kawan Gurmit tidak marah kerana mereka ber kawan baik	Nurin
Budi dan Ana tidak marah Gurmit	Rya
Ana dan Budi menolong Gurmit mengelap air yang di rumpah oleh Gurmit.	Shaura
mereka bekerjasama untuk menolong Gurmit untuk mengelap mejanya	Firas
gurmit berasa salah	Rizqi
Zaid dan Ana mengelap meja dengan luv	Sameer
ca	Shahruddin
kumpulan Gurmit menolong untlil lapkan air itu	Mirza

Online collaboration and giving feedback to peers

"I am able to get more ideas as I discussed with my team members, My team members also helped me to spell and write better."

# **Information on PLD**

# When will my child receive a PLD?

A PLD has been provisioned for your child and they have been using it for lessons during school hours since Term 1 Week 6.



**JUNYUAN PRIMARY SCHOOL**

*Future-Ready Learners, Leaders of Character*

2 Tampines St 91 • Singapore 528906 • Tel 67830375 • Fax 67887395 • <http://www.junyuanpri.moe.edu.sg>

Ref No: JYPS-024-2022

21 January 2022

Dear Parents/ Guardians,

**Learning with Personal Learning Device Programme for Primary Five Students**

1. As mentioned during the curriculum briefing held on 20 January 2022 (Thursday), Junyuan Primary School has been selected by the Ministry of Education (“MOE”) to participate in a 1-year Primary School Pilot for Learning with a Personal Learning Device (“PLD”) in 2021. All our Primary Five students was provided with a PLD last year for their learning in school and at home. Moving on to 2022, Junyuan Primary School will continue to support our Primary Five students in their learning through the use of PLD.

2. The PLD will be used to complement the national e-learning platform – the Student Learning Space (“SLS”) – as well as other educational technology to enhance students’ learning and enable them to acquire digital skills. With the PLD, Primary Five students will continue to experience learning with resources online, curating digital content and information, connecting and communicating digitally, and creating digital products amongst other relevant digital skills.

You may refer to the PG message sent out on 21 January seeking your consent to the participation of the Learning with PLD Programme. (Letter reference number: JYPS-024-2022)

# What has your child received and when will it be sent home?



Chromebook 11 inch, (Touch Screen), 32GB storage, Wi-Fi only, 1.2 – 1.3 kg

Your child has received a **Chromebook, adapter for charging & laptop sleeve.**

Your child will start to bring the PLD home for learning from **Friday, 13 May 2022 onwards.**

At the end of the programme, the loaned PLD and accessories must be returned.

# **Supporting Students in the Safe and Effective Use of PLD**

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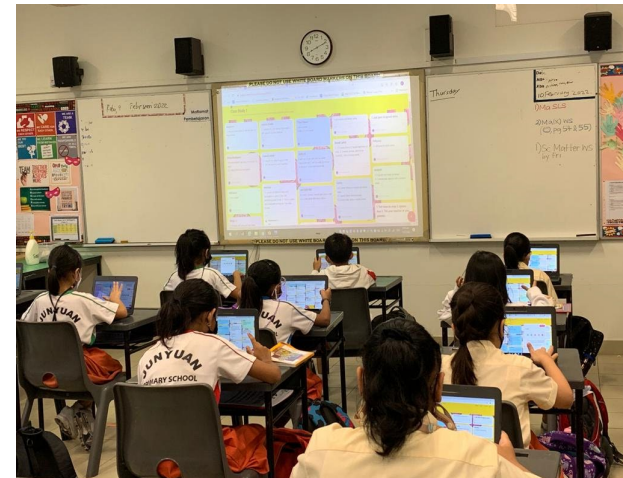
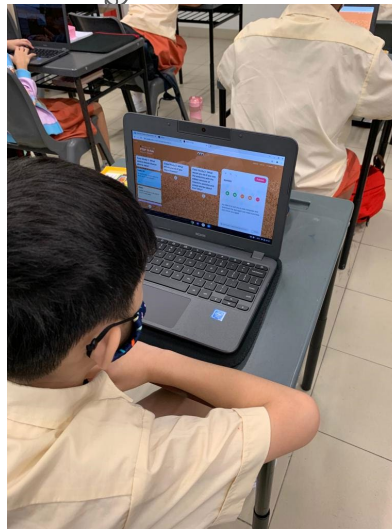
# Overview

The following measures have been put in place to enable a safe and conducive learning environment for students in the use of PLDs for teaching and learning, e.g.

- A.** Educating students on Cyber Wellness
- B.** Ensuring a safe learning experience for home and school through the Device Management Application (DMA)
- C.** Establishing good habits to promote responsible use of PLD

# A. Educating students on Cyber Wellness

Students learn to be respectful, safe and responsible users of technology



Use of Padlet during FTGP lessons on topic of 'Exploring the Internet'. Every student is given an opportunity to respond. Every student has a voice



# A. Educating students on Cyber Wellness

## Resources for Parents

To support you in keeping your child safe online, you may refer to these resources:

- Parent Guides (I) and (II):
  - Supporting Your Child in the Use of the PLD
  - 5 Tips to Ensure Your Child Stays Safe & Happy Online

**Supporting Your Child in the Use of the Personal Learning Device (PLD)**

Primary School Pilot for Learning with a PLD

Your child may be using the PLD to complete the following learning tasks:

- ✓ Submit homework online
- ✓ Go through teachers' feedback
- ✓ Make notes on what has been taught in class
- ✓ Search for information
- ✓ Read up on a topic of interest
- ✓ Discuss with peers and/or teachers

.....

**My Child Needs Help!**  
Use these **FAST** questions to

**The ABCs of Keeping**




**1 SETTING EXPECTATIONS**

Set clear expectations together with your child.

Establish routines for device usage early.

Help your child develop good habits to ensure a healthy balance of online and offline activities.



**2 HAVING CONVERSATIONS**

Have regular conversations, for example at mealtimes, with your child about his/her online activities.

This will help you be aware of your child's online activities and enable you to spot possible dangers early.

Examples of conversation starters include:

These are also shared last year. The guides will be sent out again after today's briefing.

## B. Device Management Application (DMA)

Your child's/ward's PLD will be installed with a Device Management Application (DMA) to provide a safer digital environment for learning.

### In-School DMA Settings

The school will determine DMA settings for **in-school use**.

As a default, these settings will continue to be in place after school as well :

- MOE and the school will set the level of web content filtering, including filtering out objectionable content or content that may not be conducive to teaching and learning (e.g. social media, pornography, gambling, games, webchat or websites containing extremist content)
- PLD usage time will be set to 6 a.m. to 10.p.m.
- The school will determine the apps and programmes to be installed to support teaching and learning

# B. Device Management Application (DMA)

## Providing Parents/Guardians with Greater Choice for After-School PLD Use

*The school will provide parents/guardians with more information on exercising the options.*

Default Setting Option	Alternative Setting Option
<b>In-school DMA settings will continue after school hours</b>	<b>Parents/Guardians can modify the DMA settings after school hours</b>
For parents/guardians who want their child's/ward's use of the devices to be restricted only to teaching and learning, and prefer to leave it to the school to decide on DMA settings after school hours.	For parents/guardians who want more leeway over the use of the device, and prefer to take charge of the level of restrictions for their child's/ward's use of the device after school hours.

- Having default school settings continue after school hours is the best option for parents/guardians who prefer not to, or do not feel ready to manage their child's/ward's device use on their own.
- Parents/guardians can request to change their choice of DMA settings at any time.

# B. Device Management Application (DMA)

## Providing Parents/Guardians with Greater Choice for After-School PLD Use

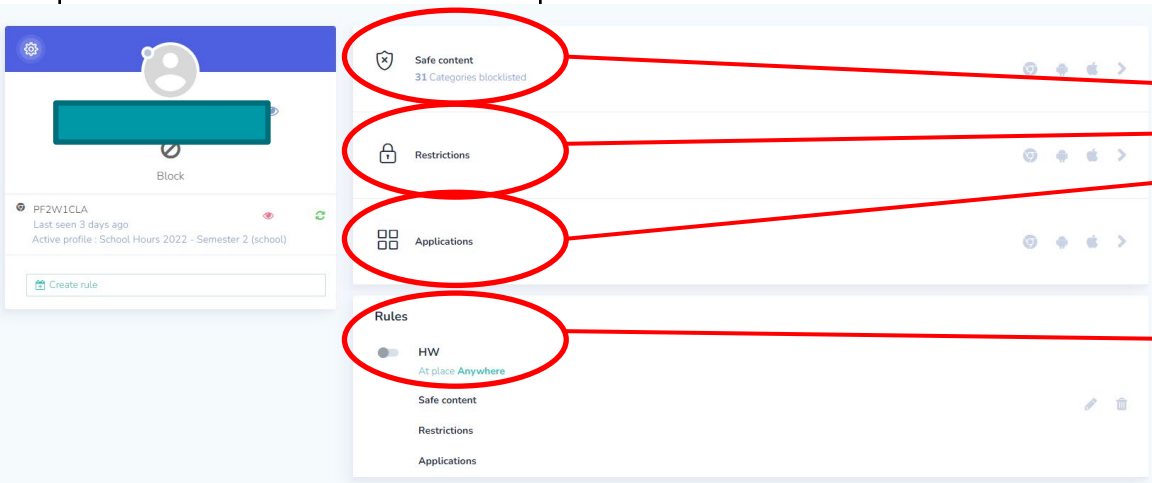
	Default Setting Option	Alternative Setting Option
<b>Protecting students from objectionable content</b>	MOE/school sets level of web content filtering	Parents/Guardians can apply additional content filtering
<b>Reduce distractions from learning through control of applications</b>	Parents/Guardians and students <u>unable</u> to install additional applications	Parents/Guardians and/or students can install applications after school hours, but these applications are disabled during school hours
<b>Limit screen time</b>	School sets hours during which students are able to use the device online	Parents/Guardians can modify the amount of screen time*

\*Screen time limits set by the school will override parent’s/guardian’s settings during school hours.

## B. Device Management Application (DMA)

### Providing Parents/Guardians with Greater Choice for After-School PLD Use

	Default Setting Option	Alternative Setting Option
Parent/guardian account	Provided to allow monitoring of PLD activities after school hours	
Monitor students' cyber activities	Parents/Guardians can track their child's/ward's browser history after school hours	



The screenshot displays the DMA app interface. On the left, a sidebar shows a profile icon, a 'Block' button, and a section for 'PFZWICLA' with a 'Create rule' button. The main area lists four settings: 'Safe content' (31 Categories blocklisted), 'Restrictions', 'Applications', and 'Rules'. The 'Rules' section is expanded, showing a toggle for 'HW' (At place Anywhere) and sub-sections for 'Safe content', 'Restrictions', and 'Applications'. Red circles highlight these four settings, with arrows pointing to explanatory text boxes on the right.

**Parents can filter the content, set or loosen restrictions and block or add apps after school hours.**

**Parents can also set additional rules to restrict child's use e.g. homework time etc.**

## B. Device Management Application (DMA)

### Deciding on the Choice of After-School DMA Option

Parents/guardians may wish to consider the following questions before deciding on the choice of after-school DMA option which is best for your child's/ward's learning.

#### 1. Child's/ward's current device usage habits

- How much time does my child/ward spend on their device?
- How well is my child/ward able to regulate their device usage on their own?
- Does my child/ward get easily distracted while doing online learning?

#### 2. Parents'/Guardians' involvement

- How confident and familiar am I with managing my child's/ward's cyber wellness?
- Are there existing routines and open conversations on the use of the Internet at home?
- Am I aware of how to prevent different types of cyber threats that my child/ward might face?

## B. Device Management Application (DMA)

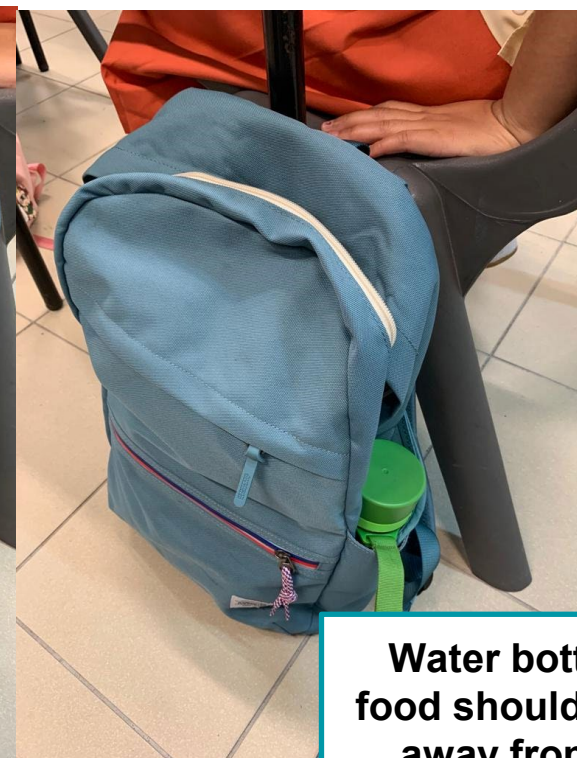
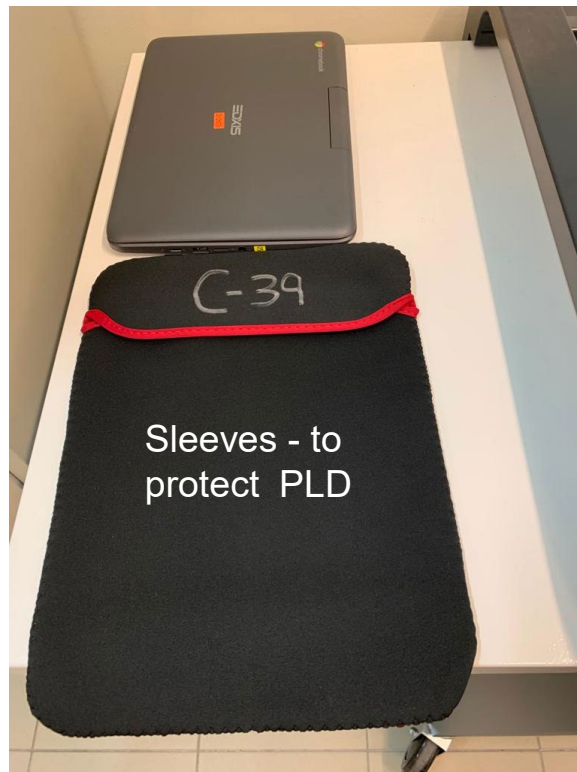
The DMA does **NOT** collect any of these data:

- Login IDs and passwords entered into websites or into any applications
- Activities and data (e.g. posts, online comments, shopping cart, etc.) when visiting websites and using apps
- Documents and photos stored in the PLDs
- PLD location
- Webcam videos and microphone recordings



# C. Establishing Good Habits and Routines - Storage & Movement

**PLD kept in sleeves and in bag before they move out for banded classes**



**Water bottle and food should be kept away from PLD**



# C. Establishing Good Habits and Routines- Storage & Safekeeping



Mobile cart  
locked at the  
end of school  
day



Classroom  
locked during  
recess and  
PE Lessons

## C. Establishing Good Habits and Routines

### Parents'/Guardians' Role

1. We would like to partner parents to ensure that students are well supported in their use of technology for learning
2. As parents, you can work together with your child to:
  - Establish routines, set clear expectations and a timetable for internet/device usage
  - Have regular conversations with your child/ward about his/her online activities when you check the DMA on their online activities so that you are able to spot possible dangers early.
  - Navigate the internet and applications together to understand their usage.
  - Have constant reminders on taking good care of the PLD.

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## What if my child damages/loses the PLD?

In school, there are measures to ensure the safekeeping of devices.

Outside school, in case of damage or loss of PLD:

- Report the damage/loss of PLD to school immediately.
- If the PLD is lost, parents will need to make a police report and submit the police report to school.
- If the PLD is damaged, school will look into the incident.
- Depending on school's findings, your child may receive a replacement PLD.

**What's Next**

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## Next Steps for Parents

Time Frame	Activity
<b>Term 2, Week 3, 8 April (Friday)</b>	<p><u>Letter on Home Use of PLD and After-School DMA Parent Options</u></p> <p>Parents to acknowledge the terms and conditions regarding the use of the loaned PLD and to select the preferred DMA Parent Options <b><u>via Parents Gateway by 18 April, Monday</u></b></p>
<b>Term 2, Week 8, 13 May 2022</b>	<p>Issue of PLDs for Home Use</p> <p>Students will be issued the PLDs for home use through their form teachers</p>

# Common FAQs

## How do we ensure that school bags are not too heavy for the students?

There is currently no ebooks available to replace the hard copies of the textbooks. However, students will be told to keep their Maths textbooks at home for revision, and to put their Mother Tongue textbooks in the school locker. After the removal of these textbooks, the additional weight (with device) will be about 450-500g. A daily packing list (with PLD) will be sent to parents in May when students bring home their PLDs.

### P4 Daily Packing List (with PLD)

#### Important Items

- Student Diary, a story book, thermometer and TraceTogether token
- One pencil case - at least 2 blue pens, 1 green pen, 2 pencils, 1 eraser, 1 ruler
- Personal Learning Device (inside the sleeve) and mouse



#### English

- Stellar Readers, worksheets, ACE activity book and English files to be kept in school unless there is homework assigned

#### Mathematics

- Math exercise book for note-taking and mini whiteboard with marker
- Math textbook and orange file (for filing of Math handouts) to be kept at home unless requested by Math teacher to be brought to school
- Math workbook and worksheets to be brought home if there is homework assigned
- Math files to be kept in the Math classroom unless returned for parents' signature



#### Science

- Interactions Textbook (only on Sci days)
- Science Journal (only on Sci days)
- Interactions Activity Book and worksheets to be brought home if there is homework assigned
- Sci files to be kept in the classroom unless returned for parents' signature



#### Mother Tongue (CL)

- CL textbook to be kept in the Chinese Mother Tongue classroom
- CL activity book, spelling book & composition book will only be brought home if there is homework assigned
- Yellow file (To clear and keep all 4A notes at home) - file to be brought to school upon request by teacher

#### Mother Tongue (ML)

- ML textbook to be kept in the student's locker.
- All other materials(worksheet/spelling books and activity book/files) to be kept in the classroom cupboards, unless there is homework assigned.



#### Mother Tongue (TL)

- TL textbook to be kept in the TL classroom.
- All other materials(worksheet/spelling books and activity book/files) to be kept in the TL classroom, unless there is homework assigned.



## Common FAQs

### How do we ensure that school bags are not too heavy for the students?

During periods of revision, teachers will also advise students on the need to bring their PLDs to school e.g. **students may not need to bring their PLDs to school when teachers are doing revision nearer the exam period.**

Do encourage your child to pack their school bags daily, bringing only essential stationery and items e.g. only 1 story book instead of 2 or 3. This will help to ensure that their school bags are not too heavy.



# Common FAQs

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## Safekeeping of PLDs in Student Care Centres

Parents would have to discuss with the individual care centres on the best approach on safekeeping the devices after school.

For school-based SCC, the school will work out the safekeeping process with the Raffles SCC.

## Safekeeping of PLDs during CCA sessions

CCA teachers are aware of the P5 students bringing PLDs home from Week 8 Friday onwards. They will provision a safer location e.g. within sight for sports cca, etc to put their bags.



# Common FAQs

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**Can my child bring back PLD only when he/she needs to use it?**

As the charger needs to be dismantled from the mobile cart, it will not be feasible for the IT support staff to fix and dismantle on a regularly basis.

School will appreciate if parents can make the decision for Home Use of PLD for the child.

**Will the briefing slides be shared?**

Parents may download the briefing slides from the school's website (Download & Links) from 6 April onwards.

**Thank you!**