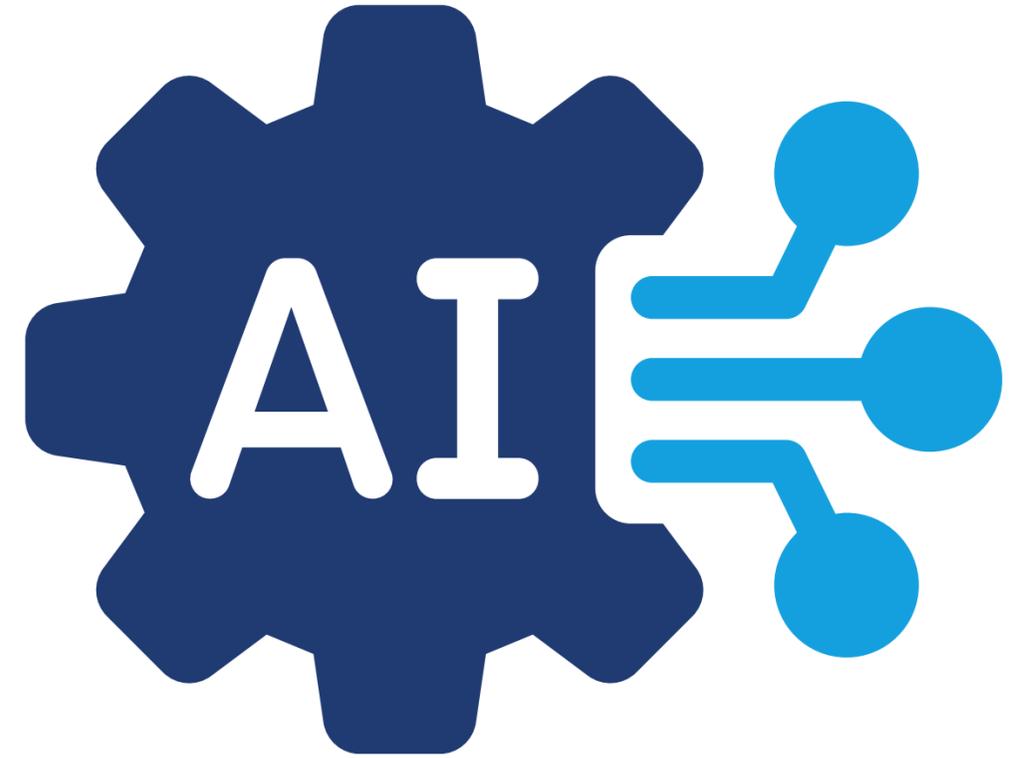


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Artificial Intelligence in **Education**



Our Boon Lay Story



Innergy (Gold) Award
CCA-Centric Approach to Schooling
2019



Lee Hsien Loong Award
for Innovations in the Normal Course
(2020 - 2025)



Three Realities that AI is Reshaping

- **EDUCATION:** Shift from content mastery to developing competencies (e.g. 21CC: critical & adaptive thinking, digital literacy & competencies)
- **TEACHING:** Educators as learning designers, AI multiplies an educator's capabilities and capacities
- **LEARNING:** AI has given us greater potential to personalise learning, support those with learning needs and identify learning gaps



Our Journey



Start Small: Getting teachers excited about AI
PD, Experimentation,
Sharing & Open Classroom
Sessions by Early
Adopters

AI Literacy for Teachers



AI Literacy for Students
AI Policy (Guardrails)



**Continuous
Experimentation &
Refinement**

Creating Excitement about AI

Starting with SLS

Infographics

Bite-sized PD during Staff Meetings

Department

SINGAPORE

Student Learning Space



TECH IT OUT!

HOW TO USE AI @ SLS

WHAT? **WHAT'S NEW? ENHANCING LEARNING WITH AI IN SLS!**

To empower personalised learning, MOE has integrated AI into SLS, embedding pedagogical principles and ensuring fair access and safety for all.

WHY? **POWERING PERSONALIZED LEARNING SAFELY**

"The integration of AI in SLS ensures that pedagogical considerations are seamlessly incorporated, fostering equitable access for all students, and implementing additional safeguards to ensure a secure learning environment."

BENEFITS

Short Answer	Provides content-based feedback
Math	Automates basic error identification
Language	Provides line-by-line hints and feedback
Short Answer	Applies to any subject* and level
Math	Provides curriculum-aligned feedback
Language	Supports authoring of different question types
Math	
Language	Redirects time to other T&L activities
Short Answer	

Feedback Assistant for Mathematics
Comes with step-by-step hints, feedback & random questions. Supports geometry and graphs

Language Feedback Assistant for English
Provides feedback on spelling, grammar, and syntax to support students' writing

Short Answer Feedback Assistant
Offers grades, auto feedback for short answer questions with clear mark schemes across subjects and levels.

HOW? **FOLLOW THESE STEPS**

Go to SLS website to learn more about the AI features for Math, English and Short Answer Feedback. You may scan these QR codes for the teacher user guide.



Math



English



Short Answer

HELP DESK

If you prefer a video tutorial, scan the QR code instead!



English



Short Answer



Boon Lay Secondary School | Telcomm



Sensing the middle ground

Staff input

AI is beneficial for our students.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

 Multiple Choice



Sensing the middle ground

Staff's Concerns

What is 1 concern that you have about your students using AI?

Short Answer

1. **Plagiarism and Cheating:** A common concern was students using AI to plagiarize, either by directly copying answers (e.g., "copy and paste blindly") or taking credit for AI-generated work as their own. This is often seen as a form of academic dishonesty and a failure to engage in original thought. Many teachers emphasized the lack of originality and integrity (e.g., "Plagiarism, no originality," "Plagiarism and over-reliance on AI-based sources").

2. **Over-reliance on AI:** Several teachers worried that students were becoming too dependent on AI tools, preventing them from developing essential skills such as critical thinking, problem-solving, and independent research. Concerns included students relying on AI for simple tasks, failing to engage deeply with the learning process, and losing core skills (e.g., "too reliant, don't want to think," "over reliance, they might lose core skills").

3. **Reduced Creativity:** Many teachers felt that students were not using AI responsibly, leading to a reduction in creative thinking. The concern was that students might become passive learners, depending on AI-generated answers without attempting to generate their own ideas (e.g., "No authenticity or creativity nurtured in students," "reduced creativity").

4. **Misuse and Lack of Critical Engagement:** Teachers highlighted that students often fail to use AI critically, either by not questioning the information AI provides or by relying too heavily on it for quick solutions. This undermines the development of critical thinking skills and leaves students ill-equipped to evaluate the reliability of AI-generated content (e.g., "Students don't use AI with a critical lens," "They stop thinking and rely solely on technology").

5. **Practical Concerns:** Other teachers raised practical issues, such as students not knowing how to use AI tools properly or distinguishing between reliable and unreliable AI outputs (e.g., "They do not know how to phrase their questions or keywords," "Students are unable to detect hallucinations").

BLS

Tech Approach

****Pedagogy first****

NO KPI for tech adoption.

BLS Tech Approach

A common language for teachers to use to communicate where AI can and cannot be used

Generative Artificial Intelligence (GenAI)



Red: You CANNOT use AI tools for this task

Yellow: You may use AI tool(s) for SOME aspects of this task

Green: You CAN use AI tools for ANY part of this task



Examples (Yellow)

Students may use [AI tool/s] for [purpose] only.

- Students may use ChatGPT to brainstorm ideas, so long as they cite the use.
- Students should write a first draft without the use of AI. Next, they may use any GenAI tool to check their grammar indicating corrections clearly.



Red: You CANNOT use AI tools for this task

Yellow: You may use AI tool(s) for SOME aspects of this task

Green: You CAN use AI tools for ANY part of this task

AI Literacy for our Students

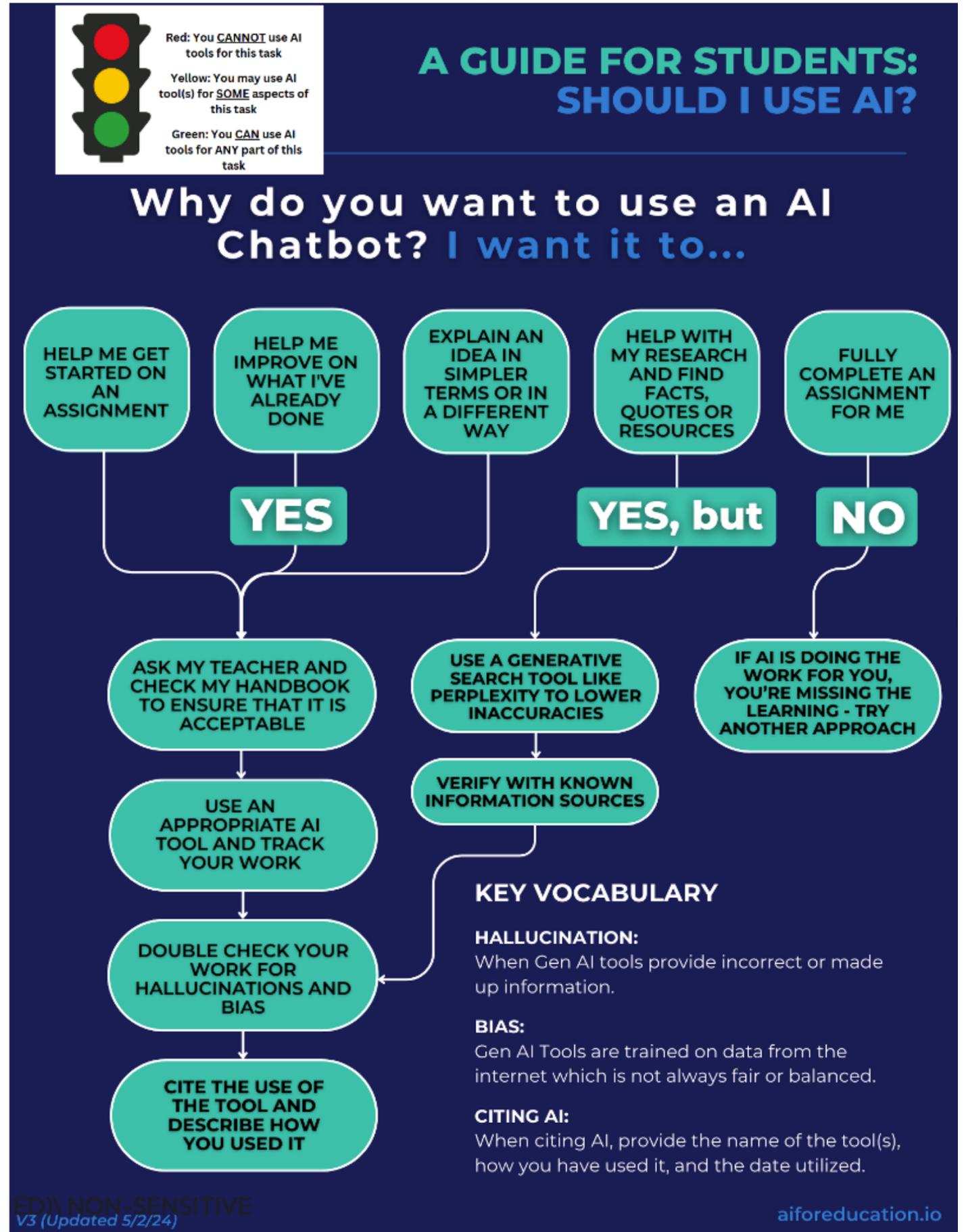


AI Literacy for our Students



AI Literacy for Students

Visual reminders



Starting small, safe

Short Answer Feedback Assistant

Science
Math
English
Literature

SINGAPORE

Student
Learning
Space

What are the three types of blood vessels in the human body and their functions?

FEEDBACK ASSISTANT
Short Answer Feedback Assistant will provide marks and feedback for this question

Short Answer Feedback Assistant uses generative AI. Please check that the feedback and marks are accurate and appropriate.

Vein, calipparry and arteries

Suggested Answer Feedback

Feedback
Short Answer Feedback Assistant
06 Aug 2024 04:21 PM

You have identified the three types of blood vessels, but there are some inaccuracies in your response. 'Vein' and 'arteries' are correct, but 'calipparry' seems to be a misspelling of 'capillary'. Additionally, you did not provide the functions of these blood vessels. Remember, arteries carry oxygenated blood from the heart to the lungs and the rest of the body, veins carry deoxygenated blood from the lungs and the rest of the body to the heart, and capillaries carry oxygen and digested food in the blood to the cells in the body. Keep practicing to improve your understanding and accuracy.

[Read Less](#)

What are the four main components of blood?

FEEDBACK ASSISTANT

Short Answer Feedback Assistant will provide marks and feedback for this question



Short Answer Feedback Assistant uses generative AI. Please check that the feedback and marks are accurate and appropriate.

Oxygen , carbon dioxide minerals and nutrients

Suggested Answer

Feedback



Feedback



Short Answer Feedback Assistant

06 Aug 2024 04:31 PM

Thank you for your response. However, the question asked for the four main components of blood, and your answer did not include any of the specified components. The main components of blood are red blood cells, plasma, white blood cells, and platelets. Please review these components and try to include them in your answer next time.

[Read Less](#)

Starting small, safe

Short Answer Feedback Assistant

Nutrition and Food Science

Q1 5 min

Why is it important to prepare and cook pulses properly?

FEEDBACK ASSISTANT
Short Answer Feedback Assistant will provide marks and feedback for this question

Effect of preparation and cooking.

Suggested Answer Feedback

Suggested Answer

Most pulses require a relatively long cooking time (e.g., a few hours). Therefore, they should be soaked for a few hours before cooking to reduce the cooking time.

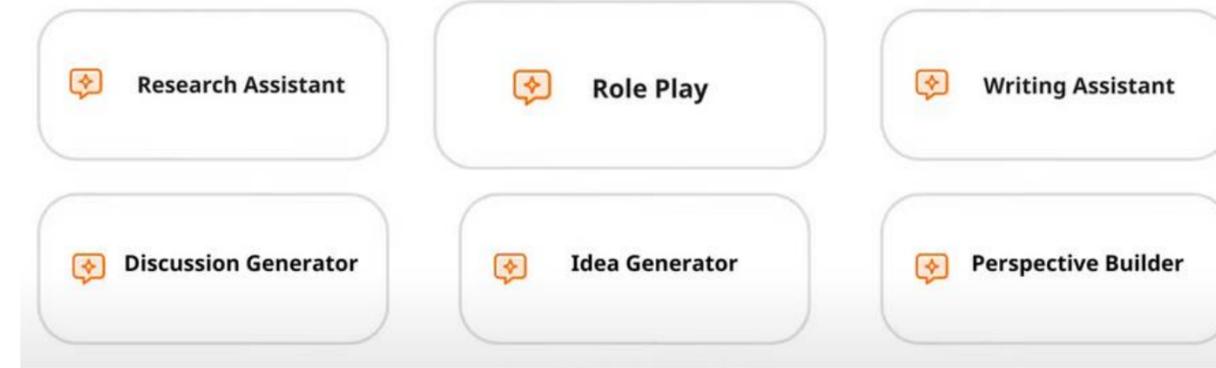
Lentils and split peas, on the other hand, cook faster and do not require soaking as they are smaller in size.

Raw pulses such as kidney beans and soya beans contain toxins which can cause nausea, stomachache or vomiting. These toxins can be destroyed by cooking. Boiling and simmering also soften the texture of pulses.

[Read Less](#)

MARKS [1]

Starting small, safe



SALiS

English Literature MTL

← SLS 1EL5 ENGLISH LANGUAGE (15/7 to 17/7 HBL) Sec 1 - Narrative Writing / Features of Narratives / Writing an Introduction / D1

REFRESH You're in the **Interaction Board**. Click Refresh to update responses.

include details about the camping trip, like the location, the weather, and the atmosphere in the... take actions like working together to stay calm, using a map or compass if they have one, or... you think of one! Consider starting with a strong image or emotion. For example, you might descri...

Discussion Post / Discuss with SALiS

16 Jul 2025 09:29 AM

"Uh... Jenny? I can't really spot the bonfire, are you certain this is the right direction"

16 Jul 2025 09:30 AM

SALiS

It seems like you're trying to imagine a dialogue between Jane and Jenny! That's a creative way to think about their situation. However, let's focus on developing the introduction for your narrative. Think about how you can describe the moment they realise they are lost. What emotions do you think they would feel?

16 Jul 2025 09:30 AM

"Uh...Jenny? I can't really spot the bonfire, are you certain that this is the right direction?" Jane queried, subconsciously clutching onto her sisters arm as she analyzes the dense forest. An uneasy premonition starts to surface, and her stomach churns with dread. Jenny, the more optimistic one of the two, reassures her sister that it won't be long till they return safely

16 Jul 2025 09:37 AM

i You can only add comments when students use up all their interactions with SALiS

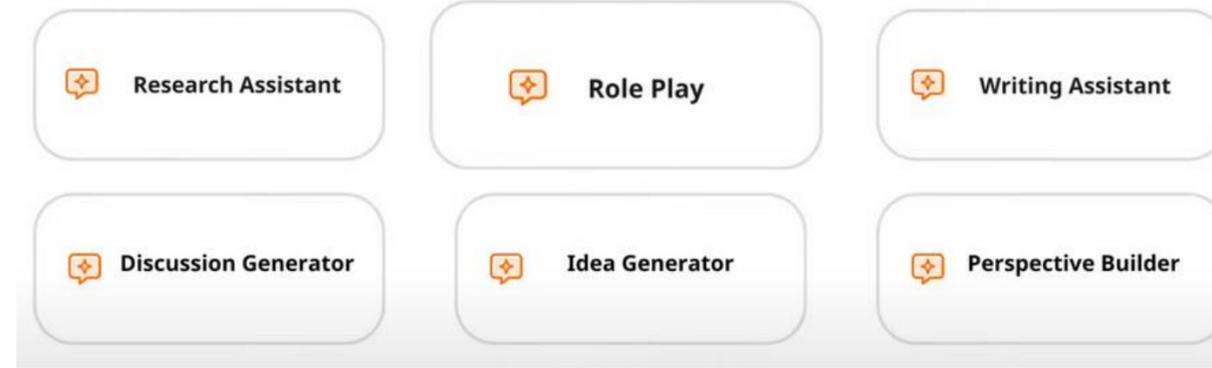
Send a message → 17/20

SALiS uses generative AI and can make mistakes. Please check that responses are accurate and appropriate. All conversations are recorded and viewable by your teacher.

Starting small, safe

SALiS & ITT

Humanities



D1

LEARNING ASSISTANT (BETA)

SALiS will provide responses for this discussion. Students will have to complete the SLS module [here](#) before using SALiS for the first time. Learning Assistant is only available for students Secondary 1 and above.

How could the Anti National Service Riot be prevented?

[VIEW CLASS SUBMISSIONS](#)



ITT1

What caused the Anti National Service Riot?

Why do you think the students were so angr...

[View All](#)

Starting small, safe

Speech Evaluation Tool

English MTL

8 min

INSTRUCTIONS
You may record an audio clip of up to 5 minutes

《人类最糟糕的发明》

英国媒体曾经评出二十世纪人类最糟糕的发明，“得奖”的正是人们每天大量使用的塑料袋。

塑料袋的广泛使用
塑料早在一百多年前就发明了，但它的飞速发展是从二十世纪五十年代开始的。自那时起，塑料的产量几乎直线上升。

Q1 人类最糟糕的发明...

Criterion Language: English - 2019

Criterion: 2-3

Criterion: 4-4

Criterion: 5-5

Criterion: 2-3

Criterion: 4-4

Criterion: 5-5

Criterion: 2-3

Criterion: 4-4

Criterion: 5-5

INSTRUCTIONS
You may record an audio clip of up to 5 minutes

“Memang tidak banyak tetapi saya tetap bersyukur kerana dikurniai rezeki,” jelas Pak Bakar.

Sememangnya, Pak Bakar sentiasa berfikir positif. Sebab itulah, apabila isterinya dimasukkan ke hospital baru-baru ini, Pak Bakar masih mampu tersenyum. Dua minggu Mak Nab ditahan di hospital. Sepanjang dua minggu itu, Pak Bakar menemani Mak Nab di hospital.

Hakikatnya, Pak Bakar tidak pernah berhenti berharap. Beliau yakin bahawa suatu hari nanti, kehidupannya pasti akan lebih cerah.

[Read Less](#)

FEEDBACK ASSISTANT
Malay Language Speech Evaluation will provide marks for this question

பேச்சரை மதிப்பீடு

A. சொல்லமுத்தம்

0-2 3-3 4-5

1. வளர்ச்சிறிமை

0-2

- மிகக் குறைந்த சொற்களைப் பயன்படுத்தி பேச்சரை நடத்துதல்
- கருத்துகளை இல்லாமல் இருப்பது
- விளக்கங்களும் தெளிவினமை

B. சரளம்

0-2 3-3 4-5

1. வளர்ச்சிறிமை

0-2

கருத்துகளைப் பேச முடியாமல் சரியான சொற்களைப் பயன்படுத்தாமல் இருப்பது.

மதிப்பீடுகள் [10]

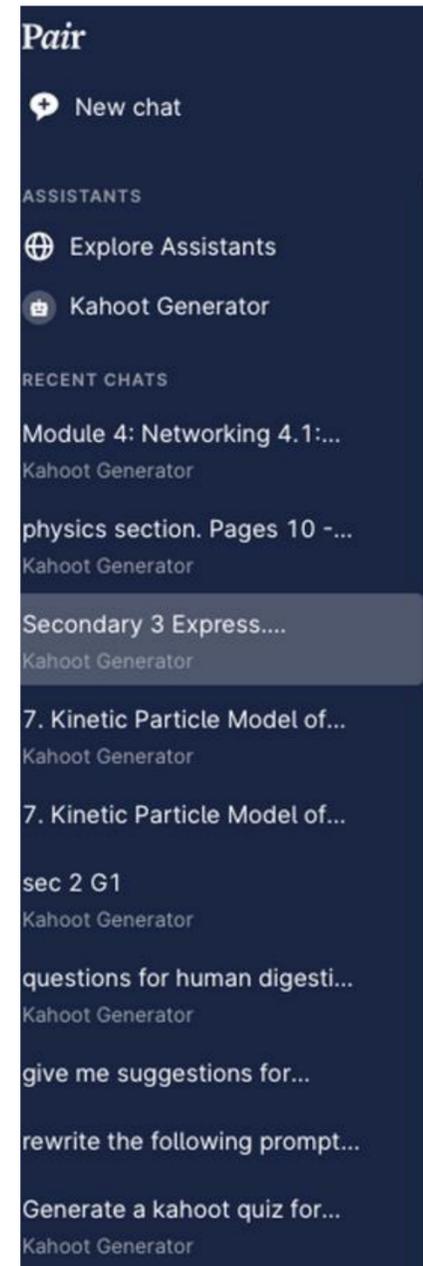
மேலும் வினாக்களையும் பார்க்கவும்

A. தமிழ் படிப்பீடு 1 2. படிப்பீடு 2

Starting small, safe

Kahoot Generator

AfL Generator



Pair

Built by:

 OPEN GOVERNMENT PRODUCTS

 Kahoot Generator

 Review Assistant  St

Secondary 3 Express.

Candidates should be able to:

- (a) show an understanding that energy is transferred (by heating) from a region of higher temperature to a region of lower temperature until thermal equilibrium is achieved between the two regions
- (b) describe, in microscopic terms, how conduction occurs in solids (via vibration of atoms/molecules and movement of electrons)
- (c) describe, in terms of density changes, how convection occurs in fluids
- (d) explain that energy transfer by electromagnetic radiation does not require a material medium and that this rate of energy transfer to/from a body is affected by its:
 - (i) surface colour and texture
 - (ii) surface temperature
 - (iii) surface area
- (e) apply the concepts of conduction, convection and radiation in everyday examples.

Question	Answer 1	Answer 2	Answer 3	Answer 4	Time Limit	Corre Answ
Heat always flows from...	Higher to lower temp	Lower to higher temp	Hot to cold only	Cold to hot only	10	1

Starting small, safe

Inclusive Lesson Assistant AlBots.gov.sg

Lesson Idea Generator



Private
aibots.gov.sg

AlBots BETA

Chat
Manage

Create or Chat

All Chats
Quick Access

Previous 30 Days

Inclusive Lesson Assistant for ...
⋮

Hi. What Can You Do
⋮

Inclusive Lesson Assistant for G2/G3 Lower Secondary Science

⋮

How do the digestive, respiratory, and circulatory systems work together?

A) They do not interact.

B) They help release energy from food.

C) They only function separately.

D) They only work during exercise.

Question 8:

What are the health risks of undereating?

A) Gaining weight

B) Lack of energy and nutrients

C) Improved health

D) None of the above

Question 9:

Why is it important not to waste food?

A) It contributes to energy wastage.

B) It is always fine to waste food.

C) Wasting food does not matter.

D) It helps in digestion.

Considerations for Accessibility:

- Use clear and simple language for all questions.
- Provide visual aids or diagrams if possible to support comprehension.
- Allow additional time for students with special educational needs to complete the quiz.
- Encourage group discussions for students to share their thoughts before answering.

Feel free to modify any of the questions or let me know if you need more questions or specific adjustments!

Sources
⌵

Disclaimer

Before creating a bot, you must agree to the following disclaimer

1. Immediate Sharing
You can share your bot with under 100 users immediately if it does not return responses with high-risk implications, including but not limited to:
(a) Health and safety advice
(b) Legal consequences
(c) Affecting critical information infrastructure
(d) Security risks

2. Wider Sharing and Full Deployment
To share your bot widely or with your entire agency, you must seek approval from your agency's ICT & Digitalisation Steering Committee (IDSC) or delegated authority as required by the 2025 [circular](#). Find out more [here](#).

3. High-Risk Implications
If your bot involves high-risk implications, approval from IDSC or delegated authority is also required.

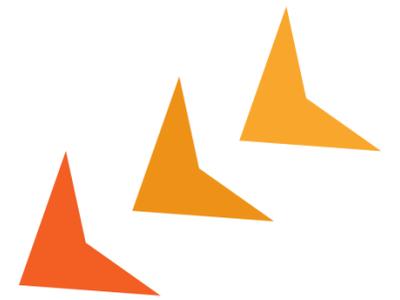
4. Regular Reviews
Do note that all bots' use cases will be reviewed periodically by relevant authorities.

Tip: To ensure your bot only returns low-risk responses, consider the following:
(a) Scope your system prompt to only reply on the intended low-risk topic (e.g., process to seek approval).
(b) Ensure your bot never replies on possible adjacent high-risk topics (e.g., never give legal advice, never suggest vendors for procurement).
(c) Include another human in the loop who will approve what the bot user drafts (e.g., Officer A uses the bot, Officer B approves what Officer A drafts).

For more tips on crafting system prompts, consult this [guide](#).

I have read and agree to the disclaimer above

Cancel
Agree and Proceed



ChatGPT

Practice Problem Generator

Computing

ChatGPT o4-mini-high Share

python practice questions, each task involving operations with strings and lists.

Here are **Python practice questions** that involve operations with **strings and lists**. These tasks are suitable for beginner to intermediate level learners and encourage both algorithmic thinking and familiarity with Python's built-in methods.

String Manipulation Tasks

1. Reverse a String

Task: Write a function that takes a string as input and returns the string in reverse order.

Example:

```
python
reverse_string("hello") # Output: "olleh"
```

2. Count Vowels

Table of contents

Python String Manipulation & Methods Tasks

- Basic Indexing & Slicing
 - Character Extractor
 - Substring Slicer
 - Reverse String
 - Normalize Case
 - Case Inspector
 - Swap Case
 - Searching & Replacing
 - Substring Finder
 - Count Occurrences
 - Replace Vowels
 - Mask Credit Card
 - Splitting & Joining
 - CSV Parser
 - Word Reassembler
 - Path Normalizer
 - Stripping & Padding
 - Trim Whitespace

Basic Indexing & Slicing

Character Extractor

- Prompt the user for a string and an index; print the character at that index (handle out-of-range errors).

```
[ ] 1 #Completed
2 String = input('Give me a string:')
3 Index = input('Give me an index:')
4 while True:
5     try:
6         if int(Index) > len(String) or int(Index) < 0 - len(String):
7             print(0/0)
8             break
9     except:
10        print('You did not enter a valid index.')
11        Index = input('Give me an index:')
12 print(String[int(Index)])
```

```
Give me a string:hello
Give me an index:-6
You did not enter a valid index.
Give me an index:-5
h
```

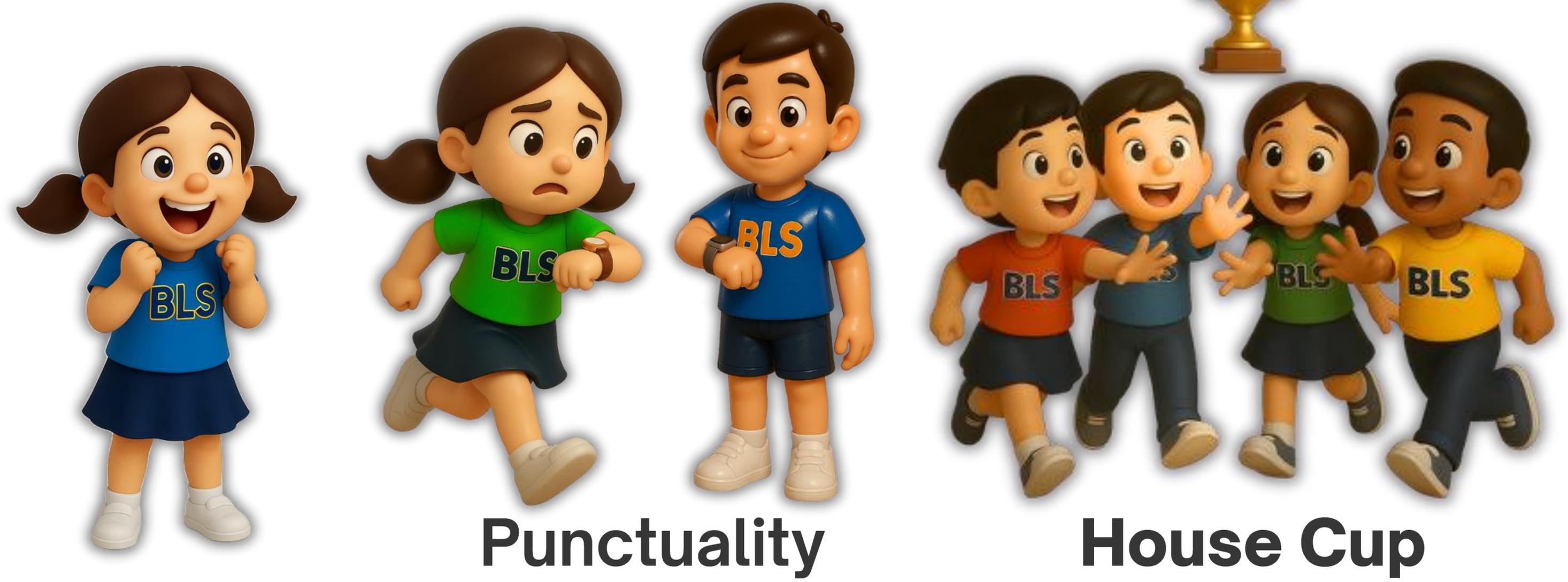
Substring Slicer

- Given a string and two indices (start, end), return the substring between them

```
[ ] 1 #Completed
2 String = input('Give me a string:')
3 Index = input('Give me an index:')
```

Simplifying Administrative Tasks, Amplifying output

Image Generation



Punctuality

House Cup

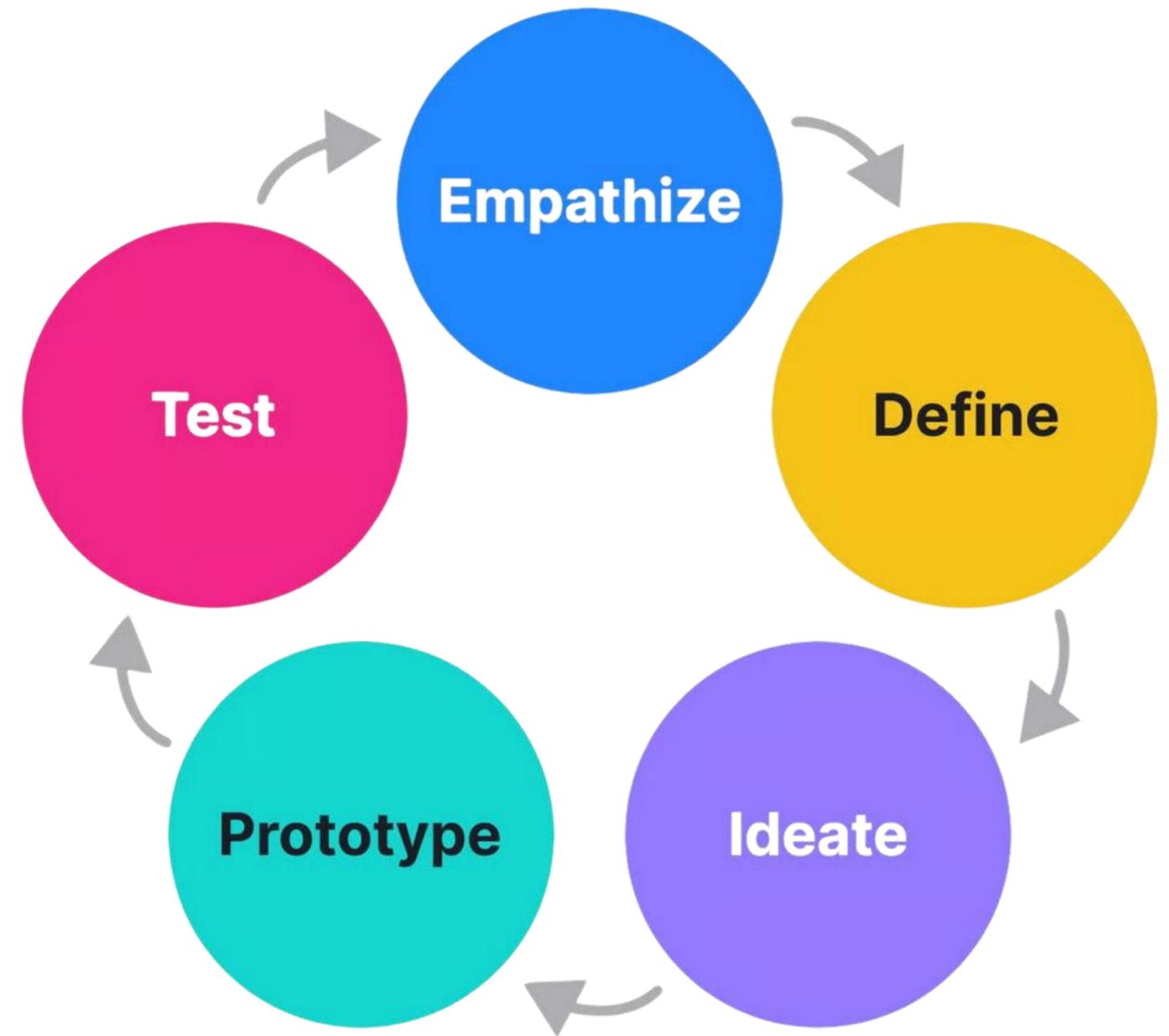
Simplifying Administrative Tasks, Amplifying output



Continuous Experimentation & Refinement

Department-based Discussions

Sharing of Best Practices,
Successes and Challenges during Professional Development



Lessons & Reflections

Start with Purpose, Not Tools

Avoid jumping on the AI bandwagon without a clear pedagogical or strategic purpose.

How does AI adoption align with your school's vision, values & learner profile?

Prioritise AI Literacy, Ethical and Responsible Use

Students, Staff and Parents need to understand how AI works, its limitations and ethical considerations

When and why should we use AI?

Create a Culture of Curiosity & Experimentation

Share stories of both success and failure

Make time for reflection on the use of AI in classrooms

Human in the Loop



AI is akin to the power steering in the car - it makes the driving smoother but the driver still decides where to go.

While AI may generate, suggest or analyse, teachers and students must retain final judgement.

文
礼
中
学



Artificial Intelligence in **Education**

