Teaching Inquiry

Possible strategies to meet the focus;

Create a timeline with checkpoints of when tasks need to be done.

Revamp website to improve navigation

Utilise and engage with the online Scratch community

Encourage parent involvement and feedback

Focusing Inquiry

Revisit the team approach I tried with Year 10 using Blooms' Taxonomy

Try using gamification/badge methods to motivate students

Teaching

- Achievement Standard 91076

Construct a basic computer program for a specific task

Learning

Students learn how to manipulate simple code blocks to create a basic computer game with Scratch. Students also learn how to create levels, their own sprites, stages and how to employ variables to keep score etc. The course also includes an introduction to computational terms.



This assessment was created by Briony Johnson, Head of Digital Technologies, Bay of Islands College

Is there something I need to change?

What are the next steps for learning?

Learning Inquiry

More scaffolding needs to be given around variables, why, when and how you can use them.

I'd also like to look into games that other schools are creating. This particular assessment seems to be a bit narrow in it's outcome which could explain why some students failed to engage sufficiently to learn things on their own.

There possibly needs to be a purpose to the game or more discussion around what makes a good game. For example it could be to create a game that promotes safety either online or on the road.