

Lesson 20 - Sharing Our Projects

Learning Goals

- Students will share their Sprite Lab projects with their teachers and peers.
- Students will provide feedback to their peers on their Sprite Lab projects.
- Students will revise their projects based on feedback from their peers.
- Students will reflect on their learning and the coding process.

Preparation

- Decide how students will view each others' projects. One option is to collect and disseminate the URLs for each student's project. Another option is to have students leave their laptops open with their project and to have peers do a "gallery walk," stopping to interact with and leave feedback for other students.
- [Project Planning Sheet](#): Make sure that students have access to a printed or digital copy of this sheet. They will work on the **Reflect** page during this lesson.
- Watch [PD Video #12](#) to learn more about how certain UDL and CRP teacher practices are integrated into this lesson in alignment with Project-Based Learning elements.

Links

For teachers:

- [Project Planning Sheet](#)
- [Video #11: PBL Step 7](#) - PD resource
- [Video #12: PBL Step 8](#) - PD resource

Teaching Guide

Warm Up (10 minutes)

Equitable Teacher Practices



7.CRP.a Provide multiple types of feedback.

7.CRP.b Allow students to compare their work and draw from peers' work.

- Remind students of the Driving Questions they have been working towards answering. Tell students that they will have a chance to look at each others' projects and give feedback on them. They will also have some time to finish coding their final projects based on feedback they receive.
- Have students share their project URLs with you and the class.

Main Activity (25 minutes)

Equitable Teacher Practices



7.UDL.b Encourage students to reflect on feedback and make revisions (model norms that value students' perspectives on this process).



7.CRP.d Highlight and embrace diverse student perspectives to solve problems.

8.CRP.a Help students express their knowledge and understanding through their product.

- From the list of their peers' projects, have students select three projects besides their own to look at for a

total of about 15 minutes. As needed, assign projects so each student receives feedback from at least two of their peers.

- After students run each project, have them write down some feedback to give their classmates. Remind them to list both positives about the project as well as areas for improvement, as this can be helpful to its creator.
- Consider sharing some guidance for the feedback, such as:
 - *What I like best about this project is...*
 - *What I think could be improved is...*
 - *Something that confused me is...*
- Have students share feedback with the project creators.
- Have students spend about 15–20 minutes finalizing their projects based on their peers' feedback.

Wrap Up (15 minutes)

- Discuss with the class a reasonable deadline for turning in their final projects.
 - Allow students to independently add final touches to their projects, but remind them that while computer programs can always be improved, it is not always worth the added time. Their goal is to produce a *working* final project—not necessarily a *perfect* one—that demonstrates their learning and interests.
- Facilitate a reflective discussion about the class's final projects. Ask questions such as:
 - *How might our final projects contribute to the problem of invasive species?*
 - *What opportunities might we have/create to share these projects outside of our class?*
 - *Share something about your class's projects that makes you proud.*
- Provide time for students to independently reflect on their coding work by filling out the **Reflection** page of their [Project Planning Sheet](#).

[Give anonymous feedback on this lesson.](#) (optional)