

# Curriculum In Action: *Visit Stats*

*\*\*Adapted from Ford PAS Classroom Visit Draft dated 11/11/10.*

High School:                     UHS                     Academy Name:           Academy of Game and Simulation          

Teacher(s):           Ms. Geeta Laloo           Date:           Sep. 10, 2014          

Lesson / Unit Name:           Game Design           CIA Team:                     Ms. Debra Dumas                    

<p style="text-align: center;"><b>Goals of the Integrated Lesson</b></p>	<p style="text-align: center;"><b>What I saw / heard...</b></p>	<p style="text-align: center;"><b>Comments/Questions</b></p>
<p><b>Application of academic knowledge and skills:</b> Students learn essential knowledge and skills, apply them to real-world challenges that represent current professional practices in business and industry.</p>	<p>Students started with vocabulary and were tested on it and then Ms. Laloo's reemphasized throughout the week's lessons.</p>	<p>Students practiced using their new terms and higher order thinking questions.</p>
<p><b>Problem-solving:</b> Students work with open-ended problems/issues, clarify and analyze situations, explore solutions, and evaluate their results.</p>	<p>The students learn how to design computer games and then there was competition between the 185 students to share their work with students at River Springs Middle School.</p>	<p>The information was clear and concise objective and what needed to be accomplished.</p>
<p><b>Critical thinking:</b> Students analyze and evaluate information; make judgments based on observation, experience, reflection, reasoning, and discussion.</p>	<p>Students were given information about how to design the game through teacher designed video tutorials, group discussions with demonstrations before the whole class, whole class</p>	<p>Teacher continuously checked for understanding with using questions, observations and assessments both formative and</p>

	discussions, peer mentoring and teacher circulating throughout the classroom.	summative.
<b>Teamwork:</b> Students work in teams; learn to give and receive feedback, negotiate agreements, take on leadership roles; are assessed on their individual contributions to team products.	Teamwork was exhibited throughout the lessons from start to finish.	I saw student working as a team to assist each other with the games, scoring for the games and naming convention for saving files.
<b>Communication:</b> Students evaluate, create, and used oral, written, multimedia, social networking tools and material for different purposes and audiences.	They were given directions that when working on the games that it was okay to work together and peer teaching. (Direct instruction.)  Information was clearly posted on the board along with screen at the beginning of class with how to move through the program to design the game. (There were posters in the classroom, i.e., procedure for using computers in classroom.) All types of learning styles were address from auditory, visual to kinetic.	The students were completed engaged in learning and taking ownership of learning.  Students were told as they did peer mentoring “do not take the mouse from the student’ that you are helping.
<b>Creativity and innovation:</b> Students invent and revise designs and solutions; are encouraged to take risks, learn from failures and successes.	They were allowed to use what every objects and “sprite” that they would like and design the game as they chose.	

**Global awareness:** Students consider perspectives of diverse people/communities; work and communicate effectively with diverse views.

Ms. Laloo used both British and American English to show the students the differences in pronunciation of words.

Ms. Laloo helped students to make real world connection on a global level and the importance of the audience that you are designing the game for.

<p style="text-align: center;"><b>Integrated Lesson Delivery</b></p>	<p style="text-align: center;"><b>What I saw / heard...</b></p>	<p style="text-align: center;"><b>Comments/Questions</b></p>
<p><b>Academically rigorous:</b> Teachers facilitate learning of essential academic knowledge, skills, multi-disciplinary ways of thinking, state/ national academic standards, college-readiness expectations.</p>	<p>The teacher uses the latest technology and software to prepare the students for real world jobs in game and simulation.</p> <p>As game and simulation moves to the forefront of delivery of not only instruction but, providing employers with useful ways to train employees using real world experiences these students will already have the necessary tools to be successful!</p>	<p>Interwoven throughout the lessons are the importance of working as a team while learning how to be competitive.</p>
<p><b>Integration of academic and career-related knowledge and skills:</b> Teachers connect career-related and academic knowledge and skills.</p>	<p>The students learn about team building, cooperation, sharing and leadership as well as many other soft skills.</p>	
<p><b>Inquiry-based:</b> Teachers structure learning around investigation of significant issues and problems, hands-on experiences to learn knowledge and skills.</p>	<p>Students were given instructions and examples on how to proceed with assignment.</p>	<p>Then the students were given the opportunity to practice what they are learning.</p>
<p><b>Project-based:</b> Teachers guide students in carrying out in-depth, long-term projects that culminate in products or presentations of students' investigations and results.</p>	<p>This was evident throughout the entire project from start to finish.</p>	<p>The winning games were shared with the students at Manatee Cove in the form of presentations and elementary students involved in playing and learning from the</p>

		games.
<b>Real-world:</b> Teachers use real-world situations to build academic knowledge and develop problem-solving, teamwork, and communication skills.	Game design is a growing field and it is being utilized in some many other fields.	Students were given real world examples and using what is school appropriate.
<b>Performance-based:</b> Teachers use a variety of tools to assess students' progress toward meeting learning goals correlated with academic and career technical education standards.	This is an excellent example of Performance-Based learning!	Very impressive-students were assessed formally with written tests as well as with performance through observations. The rules were reinforced as needed.
<b>Technology-rich:</b> Teachers engage students in using technology to conduct research, organize and analyze data, simulate complex systems, and communicate ideas.	The whole class is about learning and using technology.	This class uses technology for all areas of learning and instruction.
<b>Career-relevant:</b> Teachers help students understand a range of career paths, knowledge, skills education and training needed in those careers.		This was covered completely.

Reflection & Feedback:

Ms. Laloo did a superior job of teaching students about game design. It did not matter what the skill set that the students came into the classroom, she was able to get them up to par to design games from scratch! She reviewed the words and asked questions. There were more than 10 hands that went up to answer questions every time.

During the 6<sup>th</sup> Period class, she went over the scores from the Vocabulary Test. She gave them a math lesson on the class average, spectrum of scores and analysis the results and assisted students in interpretation of what the numbers represented. This class had one different answer from a male student, he was the only one to add timeline to the vocabulary list out of 3 classes.

Seventh Period class was very interactive and body language mostly assuredly confirmed that they were very interested in their lesson and learning to create and design a game and their teacher's demonstration of what to do for today's lesson. This has to be the quietest 7<sup>th</sup> Period class that I have been in years! Excellent classroom participation!

Kudos to Ms. Laloo!