SDG13 Climate Change Engage Game Design

Lesson 31-32: Peer Review and Pitching Your Ideas

Subjects: Design, Environmental Science, Game Design, Geography, Science, Technology

Lesson Title and Summary: Peer Review and Pitching Your Ideas

Peer assessment enables those directly involved in the task or project to appraise their own learning. Learners are encouraged to consider what is most important, valuable and successful from what has been learned and the process of learning it. By engaging in the development of peer assessment criteria and the assessment itself, learners take responsibility, learn to evaluate, are more motivated and get practice at giving and receiving feedback.

This lesson builds on Lessons 27 - 30, enabling learners to develop their presentation skills learn to give peer feedback and constructive criticism.Each team will present their game ideas to the other teams and using the supporting resources assess their peers.

Vocabulary: Learner-driven Assessment; Peer Critique; Peer Review

In this lesson, the learner will:

- implement their assessment criteria
- assess their peers through peer review
- develop constructive criticism skills
- experience peer critique

Materials

- Support Resource: Peer Review table
- Pens, pencils
- Large pieces of paper
- White board

Activity Instructions

Before the lesson, divide the board into 3 columns

- *What makes a great pitch?*
- *The driving question*
- *Peer assessment criteria for pitching*

Activity 1 Paired Discussion (15 mins)

1. Give learners time to discuss their answers to the question; what makes a great pitch?
2. Share ideas as a whole class and write key words on the board (1st column)

Activity 2 Developing pitch assessment criteria (35 mins)

1. Refer to the driving question in the 2nd column on the board and give pairs time to discuss what could be important to include in the pitch that will answer this question. Ideas might include: character development, entry into the game, links to climate change adaptation, storyline.
2. Share ideas as a whole class and write key words on the board (2nd column).
3. Refer to the 3rd column and begin to elicit what criteria the learners would like to include in the pitch assessment.
4. Once there is a list of ideas, ask learners to take time to narrow them down and finalise their criteria. They could do this by having a short discussion in pairs and then a sharing circle as a whole group, with 1 learner leading the discussion and making edits to the information in the 3rd column.

NB: The accompanying support resource 'Peer Review Table' has both a blank copy for learners self-generated assessment criteria and a copy with sample headings that have been used previously. Teachers can decide on which option is most appropriate for their class and timetable.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One opinion they have about the activities, what did they like or how they would improve them

Use Post-its or a mentimeter survey - www.mentimeter.com to gather reflections

EXTENSION / REDUCTION ACTIVITIES

For a shorter lesson, reduce the time in Activity 2. Increase the length of the Activity to include more peer discussion.

For a longer lesson, allow more time in Activity 1 and allow learners to create the peer assessment worksheet for the pitch (after completing Activity 2).

Option B: Use one of the videos from the Media box to introduce peer assessment / feedback e.g. 'Feedback Helps' or 'How-to: Feedback 1'

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

'Study Skills Learning from feedback' https://www.youtube.com/watch?v=GT6hkmj0MgU

'Feedback helps' https://www.youtube.com/watch?v=EtnxACx3eDE

Self and Peer Assessment (3:46min) https://www.youtube.com/watch?v=1wwo09Lb9hw

'Peer Assessment' (7:14min) https://www.youtube.com/watch?v=2hRu5i-gfXo

'Feedback' (5:43min) https://www.youtube.com/watch?v=cRJmdk3s4mk

'How-to: Peer Feedback 1' (1:25min) https://www.youtube.com/watch?v=3y7jgpe-k5I

'Introduction for Assessment for Learning' (2:20min) https://www.youtube.com/watch?v=63PdFKIFzNU

'Assessment for Learning Practices' (4:49min) https://www.youtube.com/watch?v=cNPFwCbA_mE

'Teenage Brains Wired for learning' (3:00min) https://www.youtube.com/watch?v=1GSvzgrBKaM

Local Trip / Expertise / Additional Work and Assessments

Depending on the confidence of the learners, invite other students to watch and review the presentations once the game design students have presented their class peers.

Invite other teachers, parents' council or board of management to learners presentations.

Invite lecturers or third-level learners from UCD computer science – game development module https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=COMP30540
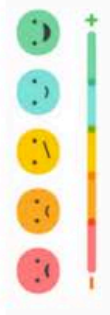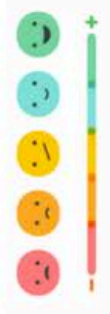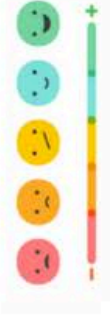
or TCD - Game Design programme https://www.tudublin.ie/study/undergraduate/courses/game-design-tu984/ to watch learners' presentations and feedback on their games.

Team: _____

Team:	
Team:	Team: