CONTEXT

Topic: World language, Computer Science, Literature

Number of students: 25

Description: Students read the story "Love or Money" and make the animation of it using digital programming tool "Alice". Students will learn to read, write and debug the simple program Alice.

AIMS

To become familiar with the beginning basics of basic programming by using the Alice software. To learn problem solving skills. To learn algorithmic thinking. To make connections between algorithms and Computer Animation. To develop reading skills in target language

OUTCOMES

The student will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information. The student will learn basic computing rules. The student will gain problem solving, algorithmic thinking skills. Select and use a variety of technology tools to collect, analyze, and present information. The student will develop reading skills in target language.

TEACHING-LEARNING ACTIVITIES

Dream:

Read Watch Listen // 40 minutes // 25 students // Tutor is available

Teacher explain the design brief to the class. They are presented the project wiki and the story book that is shared on the wiki. They can download it or read it with their mobile or tablet. Teacher discusses animation as a computing form. They are introduced "Alice" Programming tool. Teacher shows several sample animations or games done with Alice. Teacher present the learning activities and sessions, and negotiate the assessment criteria with the students. Teacher gives rubrics and discuss .It demonstrates camera angles, placing objects in world, and some movement of objects. Students discuss, question and familiarize themselves with the design brief. Teacher uses team up tool to form groups of students. The teams refine their design brief. Students record reflections to reflex tool, Facebook. Each team sets up a project wiki and send the URL to teacher and to the facebook group. On the wiki, the teams describe their project and refined design brief. They post initial of what they are planning to design Teacher encourages students to question their design brief. And asks them open ended questions, such as (a) What is Alice? (b) What is your animation for? (c) What challenge are

you addressing and how? (d) Who is responsible for what? (e) How would you present your animation process and your design? (f) Why should I take a programming course?

Explore:

Investigate // 200 minutes // 5 students // Tutor is available

They read their book. Teacher starts Alice lessons while they are reading their books. Teacher will lead students through the logistics of basic ALICE, that is, the teacher will show the students how to open the program, how to save, how to start with a template, where to find objects and how to add them. Teacher prepares "Essentials of Alice Tutorials" and handouts for programming animation. Tutorials are written with the goal of giving the student more experience with a given topic in Alice. Before trying topical tutorials, on this lesson has introduced you Alice and Computer Animation. Students learn to: -Set up their world -Execute simple commands using Alice -Making Computer Animation. Students share their Alice files they created and collected media files on their wikis and record a reflection.

Map:

Collaborate // 80 minutes // 5 students // Tutor is available

Students will write the data of the story on the mind mapping tool "popplet". Groups outlines the plot, characters, places, background. They prepare an algorithm on the "popplet" for every scene. Teacher asks students if the algorithm relates the story. Teams list identified similarities and differences, and update their algorithms. They document their productions on their blogs. They record reflection. Teacher can record a reflection for each team providing feedback and evaluative comments to each student work. Their reflections can be used for assessment and for staying focused on the task.

Make:

Produce // 200 minutes // 5 students // Tutor is available

Students make their storyboards and scripting. The story board outlines the plot, characters, and backgrounds according to the algorithm. They use "toondoo" as storyboarding. They embed their story board on their wikis and share it on the Facebook. Groups work on animation production on Alice. They reflect about "what did they do? What will they do? What are the problems?" on the reflex, Facebook. They may also use post it notes on their wikis.

Ask:

Collaborate // 80 minutes // 25 students // Tutor is available

Groups meet with a certain number of students or teachers from other classes in a workshop. They comment on the animations. After the workshop the students analyze the comments and decide how to interpret them for their re-design. They then refine their animations, especially in relation to the context and added value of the result, record a reflection and update their documentation.

Show:

Discuss // 80 minutes // 25 students // Tutor is available

Students share their animations on their wikis. The project wiki also published on the school website. School audience are invited to the class and shares the animations. Students create a video with English subtitles presenting their design results and process, as well as learning achievements and possible future steps. They share this documentation with other students across Europe, their parents and school audience to transfer their learning, to communicate the background of their project, to let others know about the possibility to remix their work, and to receive feedback for improvement.

View this lesson plan online.