# Lesson 24 – Evaluation

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| The Big Picture – Why Is This Relevant? | Learning Objectives |
| * Evaluating your progress and products is an important step in all STEM disciplines, without reflection and evaluation we will never learn from our mistakes and consequently improve how we work * This lesson is a summary and look back at everything that has been covered and is intended to encourage learners to reflect on their learning journey and see what went well and what could be done better next time | * Reflect on the course and projects * Evaluate your learning, progress, designs, communication, teamwork, programming, engineering and creativity * Describe what you would do better next time |
| Engagement – How Can I Engage Learners? | Assessment for Learning |
| Learners are often not engaged with reflection and evaluation as this involves a level of maturity. It is important to stress the importance of this process as it is critical to improving how we work, how we communicate and ultimately how we learn. | **Expected progress:**   * Learners will reflect on their progress and identify what they learned and how they could have improved   **Good progress:**   * Learners will reflect on and evaluate most of the areas and will identify some areas for improvement showing self-awareness   **Exceptional progress:**   * Learners will critically reflect and evaluate on every aspect of the course and will demonstrate self-awareness through identifying areas for improvement demonstrating gracious professionalism |
| Links to KS3 Programme of Study | |
| * design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems * undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users | |
| Key Concepts | Key Words |
| * Being reflective * Learning from mistakes * Identifying areas for improvement | * Evaluation * Gracious professionalism |
| Differentiation | Resources |
| This activity will largely be differentiated by learner’s literacy skills as well as their ability to self-evaluate. Weaker learners should be encouraged to go beyond shallow statements such as ‘I liked/disliked it’ and look at why. | * Evaluation worksheet |
| Lesson Flow | |
| * Start the lesson by reflecting on where the learners started and what they have achieved throughout the duration of the course * Ask students reflective questions (see slides) and discuss with the group what went well and what could be improved. It is important to not focus on the negative aspect of pointing out improvements but treating the challenges and problems encountered as learning experiences and discussing how these will have made the learners more resilient and better at problem solving * Get the learners to complete the evaluation sheet and encourage them to discuss their work * Towards the end of the lesson get each learner to say one thing they have learned and one thing they would do better next time * If learners complete the activity before he lesson finishes more them onto the final task of ideating solutions to the global goals | |
| Making | |
| There are no making activities in this lesson | |