

School ID Card Project | Form 2

Objective

Students will use HTML and CSS to design school ID cards for themselves and their peers.

Lesson Observations

Stream A (4 students)	Stream B (6 students)
03/06/2017: Team members were asked to submit a written statement outlining their ID card's initial design, along with responsibilities for each team member. In lab, students familiarized themselves with their group's SAMBA share, their code editor of choice, etc.	03/08/2017: Same applies here as for Stream A.
03/07/2017: Team members continued to sketch the basic outline of an ID card in HTML. Students modified the height, width, and background color of the card, with the school's name and student's name appearing at the top.	03/13/2017: This group is making good progress, although not as much as the other group. I plan to give them their NECTA photos as well to make the project more real to them.
03/08/2017: With some help from me, students were able to use an ordered list on their ID card, with the header separate from the list. Students asked how to left-align the list while keeping it in the middle of the card, which I encouraged them to research on their own before the next class, at which point I would help if needed.	03/17/2017: I gave this group their NECTA photos and showed them how to include them in their cards, which they had fun with.
03/13/2017: This group is making good progress, and I gave them their NECTA photos to use on their ID cards which seemed to make the project more real to them.	03/20/2017: Graded assessment of group performance (25% of grade) and peer evaluation (75% of grade). This group did well.
03/15/2017: This group continued to make good progress, with the school logo on the bottom of the card and the list of student information left-aligned.	03/27/2017: This group is still working on design, getting acclimated, etc. They have taken some inspiration from the other group so that their card looks similar, although not entirely complete yet.
03/20/2017: Graded assessment of group performance (25% of grade) and peer evaluation (75% of grade). This group did well.	03/29/2017: I expressed my disappointment with this group today, since they had simply copied the other stream's ID card design and used it as their own. I told them to come up with their own design using something else as inspiration, i.e. one student has an ID from her old school so I suggested they use that.
03/21/2017: Students focused on making things smaller so as to fit in the proper dimensions of an ID card, added some info to their card, etc. They seem to be getting nearer to the end of the design	03/31/2017: This group continued work on their card using a design similar to one of the student's old ID cards. They also came in for extra help/work the afternoon before. Progress is good,

<p>phase, at which point I plan to have them write a Python script that makes an ID card for anyone.</p>	<p>they seem to be extra-motivated recently.</p>
<p>03/27/2017: This group has stated that they are largely done with the design of their ID card and that they wish to move on to collecting information about their peers for use in making cards for them. I encouraged them to do so, and I also told them there were two ways to proceed from here: copy the file 50 times for each student, or write a simple Python program to automate the process. I asked them to choose which one they wanted to work on, and 3 of the 4 wanted the automated way, so that's the path I'll guide them on in future classes.</p>	
<p>03/28/2017: This group began to collect information from their peers for use in creating ID cards for them.</p>	
<p>03/29/2017: This group moved on to creating a blank ID card and writing a simple Python program to fill in those blanks. I showed them the basics and they successfully filled in the rest of the program.</p>	