Unity EdLab

Create with Code
Teacher Orientation Worksheet

This teacher training worksheet accompanies the Create with Code Teacher Training course and will help you get ready to bring this curriculum into your classroom.

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1 - Teacher Orientation

1a. Download/Print the teacher training worksheet and understand how to use it

Purpose of worksheet	■ Help track your progress through teacher training ■ Help plan and customize the course curriculum for your classroom	☑

1b. Understand the course objectives, requirements, and structure

Course Objectives	■ C# skills ■ Unity skills ■ Project management skills ■ Unity Certified User: Programmer Exam preparation	☐
Course Requirements	■ No prior knowledge or experience necessary ■ Mac or PC with standard mouse required (* headphones recommended) ■ 5 hours minimum → 100+ hours maximum	☐
Course Structure	■ Prototypes	Lessons ■ Assessments	Challenges & Quizzes ■ Personal Projects	Labs ■ Relationship between prototypes, assessments, and personal projects	☐

1c. Familiarize yourself with the course content and available resources

Create with Code online course	■ Website: https://learn.unity.com/course/create-with-code-edlab ■ Mapping between online course and Syllabus / Scope & Sequence ■ Online course navigation, including "For Educators" tab	☐
Lessons: online vs in-class	■ Where to find lesson plans ■ Components of a lesson (overview, introduction, steps, context, instructions, screenshot / code snippets, recaps) ■ Mapping between lesson plans and online lessons ■ How a lesson could be teacher-led in a classroom ■ Importance of "Watch, then Do" for independent or teacher-led instruction	☐
Challenges	■ How challenges work	☐
Quizzes	■ How quizzes work	☐
Labs: independent or in-groups	■ How labs/personal projects are different than lessons/prototypes ■ How labs could be completed at home or in-class ■ How labs could be completed independently or in groups	☐
Bonus Features	■ How bonus features work	☐

2 - Design your Course Experience

2a. Review common course configurations

	Lessons	Challenges, Quizzes, & Bonus Features	Personal Projects	% teacher-led % in-class	Relevant affordances and constraints
1: Teacher-led	Teacher-led In-class	Independent In-class	Teacher-led In-class	80% teacher-led 100% in-class	- students can't work at home - you want complete control - you feel confident w/ material or can spend time on training
2: Teacher-augmented	Video-led In-class	Independent In-class	Video-led In-class	0% teacher-led 100% in-class	- students can't work at home - you do not feel confident with material yet and/or do not have time for training
3: Flipped	Independent At-home	Independent At-home	Teacher-led In-class	30% teacher-led 30% in-class	- students can work at home - you feel somewhat confident with material and/or have some time for training
4. Self-paced computer lab	Independent In-class	In Groups In-class	Independent At-home	0% teacher-led 70% in-class	- students can work at home - you do not feel confident with material yet and/or do not have time for training

2b. Determine your unique classroom affordances and constraints

Available hardware?	1. In your classroom, do you have a way of projecting or displaying your own computer's screen so that the entire class can see it? *("yes" allows for **teacher-led in-class** or **video-led in-class** activities)*	*yes* | *no*
	2. Can a set of headphones be included at each computer station? *("yes" allows for **independent in-class** activities)*	*yes* | *no*
Student work at-home?	3. Can all of your students access a computer that can run Unity outside of class time? This could include getting access to the computer lab outside of their normal class period. *("yes" allows for **at-home** activities)*	*yes* | *no*
Experience with material?	4. Do you either (a) have ~40 hours to dedicate to training & learning the material before the course begins or (b) already have a lot of experience teaching Unity and C#? *(if "yes", **teacher-led** activities are an option for you - if "no", **independent** or **video-led** activities may be best to start)*	*yes* | *no*

2c. Choose a course configuration that works for your classroom

Based on the affordances and constraints of your particular classroom (selected above), choose the configuration of each activity that best suits your needs.

Activity		Choose your option:	Configuration Options
Lessons	→	_____	
Challenges	→	_____	● Teacher-led, In-class
Quizzes	→	_____	● Video-led, In-class
Labs	→	_____	● In groups, In-class
			● Independent, In-class
Bonus Features	→	_____	● Independent, At-home

2d. Determine how much of the course you should aim to complete

Determine if you can finish the entire course.	How many combined in-class hours and at-home hours (if any) will the students have to work on this course?	_____ *hrs*
	The entire course takes **35-50** hours to complete independently, but can take longer in a classroom depending on class size, experience, amount of time given to work on personal projects, and other factors. How long do you think it would take for your class to complete the course?	_____ *hrs*

Units or activities to exclude from curriculum (if any)	If the number of hours available is less than the number of hours required to complete the course, you will have to exclude certain content. You can:
	    a. exclude **entire units** (e.g. only do Units 1, 2, and 3),
	    b. exclude **certain activity types** (e.g. do not do challenges or labs)
	    c. exclude entire units **and** certain activity types (e.g. only do Units 1-3, not including labs)
		Exclude:
		Unit 2/3/4/5
		
		and/or
		Exclude:
		Challenges
		Quizzes
		Labs

3 - Getting Started Checklist

3a. Set up the computer lab and method for students to submit assignments

Get Unity licenses	■ If not using Unity EdLab, you can either (a) apply for Unity Educational licenses through the [license grant program](#) or (b) have students create individual Unity ID's	☐
Install Unity software in computer lab	■ If not using Unity EdLab, download [Unity Hub](#) and install Unity version 2020.3 LTS (including Visual Studio) on all of the computers in the lab, then test to make sure that (a) Unity opens successfully and (b) Visual Studio opens successfully	☐
Set up system for students to submit their work	■ Using your school's LMS, Google Classroom, or other system, make sure your virtual classroom is set up so that students can submit their work. Students can submit screenshots/screencasts of their projects (recommended) or submit zip files of their Unity assets ■ It is possible to use version-control software like Github to track and evaluate students' projects	☐

3b. Prepare to teach and connect with a support community

Schedule time for training	■ Regardless of the course configuration you have chosen, it is recommended that you complete *at least* the first Unit of the online course independently prior to the course start date - this will take approximately 6 hours ■ If you intend to do any teacher-led activities, it is also strongly recommended that you complete that content in the online course independently prior to leading the students	☐
Connect with the Unity teacher community	■ Click on [this link](#) to register and join the teacher support community, where you can get help from experts and connect with other new teachers	☐

3b. If relevant, purchase licenses for the Unity Certified User Exam

Purchase exams from Certiport	■ If you intend on having students attempt the Unity Certified User Exam after the course, you need to purchase licenses for this exam from [Certiport](#) ■ Note - this is only recommended if you are able to complete the entire course	☐