

Building digital capabilities

Scheme of work



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BDC scheme of work

This scheme of work is designed as a starting point for departments such as tutorials or directed learning services to deliver a digital skills development programme to learners. However, we appreciate colleges will have their own scheme of work and lesson plan templates so what follows is merely a guide to rolling out the programme with less preparatory work. It has been created for those in regular contact with FE learners who want to offer a digital skills development programme focused on improving future outcomes but is mainly focused on employability skills. We anticipate that you will want to edit and amend as you see fit and we would also like to note that the lesson plans were designed using AI, to highlight how it can help with certain tasks, but we understand that not every college will view this as appropriate. Most importantly, we hope it provides a first step in the journey of putting digital skills at the centre of what you do for, and with, your learners, whether you amend the programme length (it has been designed to be chunked down into smaller blocks of time), the focus of the sessions or anything else. So, feel free in adapting this to fit your situation or please contact us if you want to discuss how you think we can help you co-create a more bespoke programme for your learners.

30-week scheme of work: Digital skills development for learners:

Learning outcomes:

To assess current digital skills and confidence levels using the Jisc Discovery tool.

To identify at least 3 areas for development and create a personalised learning plan.

To develop students' competence and confidence in key digital ability areas outlined in the personalised learning plan.

To apply digital skills in academic and/or professional contexts or complete a summative presentation using the skills learned.

Scheme of work

Week	Lesson focus	Learning objectives	Activities/resources	Differentiation	Assessment
1	Introduction to Digital Literacy and the Jisc Discovery Tool	<p>Understand the concept and importance of digital literacy</p> <p>Become familiar with the Jisc Discovery Tool and its functionalities</p> <p>Complete a set of questions using the Jisc Discovery Tool to assess initial digital capabilities</p> <p>Reflect on personal digital capabilities and set initial thoughts and goals</p>	<p>Introduction session Demonstration of Jisc Discovery tool Hands-on activity: complete a question set.</p> <p>Discussion on what the areas of digital capability mean to you eg digital communication might mean Teams or chat functions etc</p> <p>Reflection: use posts in the discovery tool to reflect on current thoughts/feelings</p> <p>Digital capabilities framework image from service website: https://digitalcapability.jisc.ac.uk/what-is-digital-capability/individual-digital-capabilities/</p> <p>Step by step guides from the service website: https://digitalcapability.jisc.ac.uk/resources-and-community/discovery-tool-guidance/students/</p> <p>Computers/tablets/phones. Show video https://www.youtube.com/watch?v=ZK9K_a0fq5o&embeds_referring_euri=https%3A%2F%2Fdigitalcapability.jisc.ac.uk%2Fwhat-is-digital-capability%2Findividual-digital-capabilities%2F&source_ve_path=MjM4NTE&feature=emb_title</p> <p>building digital skills.pptx Short narrated PowerPoint slide deck on the importance of developing digital capabilities</p> <p>Guidance on using the discovery tool: Discovery tool: student guide Building digital capability (jisc.ac.uk)</p> <p>Notes from website (Building digital capability Building digital capability (jisc.ac.uk))</p> <p>We suggest that the staff who support the use of the discovery tool should be able to explain:</p> <ul style="list-style-type: none"> The overall purpose of the tool 	<p>Printed visual aids/slides</p> <p>Step-by-step guides</p> <p>Pairing students for support, choice of question sets</p>	<p>Printed visual aids/slides</p> <p>Step-by-step guides</p> <p>Pairing students for support, choice of question sets</p>

			<ul style="list-style-type: none"> • The reason for offering the tool in this organisation and setting • The different question sets available and the most appropriate set to use in each case • The 3 achievable levels (developing, capable and proficient which are general guidelines about personal skills) • That the results are confidential • That users are self-reflecting on their practice, nobody else is assessing them 		
2	Interpreting Assessment Results, individual learning plan creation	<p>Interpret individual assessment results</p> <p>Identify key areas for development</p> <p>Research digital skills needed for chosen professions</p> <p>Create a personal digital capabilities framework</p> <p>Set SMART goals for</p>	<p>Careers team member(s) lead(s) a talk on key digital skills for employment – learners research what digital skills are needed for their chosen profession and start to create a personal digital skills framework (created on Word, PPT, Canva, photoshop etc) on their 3 main areas of development based on this research and their report results, set SMART goals.</p> <p>Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next</p> <p>Individual digital capabilities Building digital capability (jisc.ac.uk).</p> <p>Example frameworks from appendix</p> <p>Role profiles: Further education (FE) learner profile (jisc.ac.uk)</p>	Grouping students by ability - Templates and extra guidance, create an individual role profile using the guides	Formative: Group discussions. Assess frameworks

		personal development			
3	Begin resource research and development journey	<p>Use the resource bank including the search bar for more personalised searches</p> <p>Enable learners to search for and save suitable resources</p> <p>Initiate the learners' self-directed development journey</p>	<p>Demonstrate how to explore/use the resource bank and then learners search for suitable resources the resource bank to find suitable resources and save general areas into 'my content'. Begin using the resources for learning and development matched to the 3-point digital skills framework created in the last session</p> <p>Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next</p> <p>Example frameworks from appendix</p>	Offer extra support in using the tool where needed	<p>Formative: assess frameworks</p> <p>Feedback: Peer reviews</p>
4-13	Digital development	<p>Use resources to improve digital skills</p> <p>Continue self-directed development using</p>	<p>Learners to continue their development using the appropriate resources</p> <p>Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next</p> <p>Resource bank, computers/tablets/phones/headphones</p>	Offer extra support in using the tool where needed	Formative: check progress

		<p>appropriate resources</p> <p>Reflect on progress and plan next steps</p>			
14	Review progress	<p>Re-take the original question set to assess progress</p> <p>Compare new reports with initial reports</p> <p>Discuss progress and identify points of development</p> <p>Reflect on current thoughts and feelings and plan next steps</p>	<p>Learners to re-take the original question set and highlight points of development adding this into the post</p> <p>Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next</p> <p>Computers/tablets/phones</p>	<p>Support discussions on report findings, print off reports if needed</p>	<p>Formative: check progress within reports</p>
15-25	Digital development	<p>Use resources to improve digital skills</p>	<p>Learners to continue their development using the appropriate resources</p>	<p>Offer extra support in using the tool where needed</p>	<p>Formative: check progress</p>

		<p>Continue self-directed development using appropriate resources</p> <p>Reflect on progress and plan next steps</p>	<p>Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next</p> <p>Resource bank, computers/tablets/phones/headphones</p>		
26-28	Create an artifact from learning plan	<p>Use identified areas of digital skills development to create a meaningful artifact</p> <p>Apply research and new skills to a practical project</p> <p>Reflect on the learning process and outcomes</p>	<p>Learners to revisit their learning plan to select the 3 areas of digital development previously identified.</p> <p>Then create an artifact (a spreadsheet, Word document, edited photo or video etc) to highlight their learning and new skills in the areas identified.</p> <p>Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next</p>	<p>Group students by task type for extra peer support.</p> <p>One-to-one support</p>	<p>Summative: assess final completed artifact (self-assess if possible, first)</p> <p>Peer assessment</p>

29	Creating a Professional Digital CV/portfolio	<p>Learn to search for job opportunities online</p> <p>Create or update a CV</p> <p>Practice virtual job interviews</p>	<p>Create or update their digital CV</p> <p>Select and organise samples of work to use in online portfolio. If learners use Padlet or something similar and have collated examples of their work, we recommend adding a QR code link to their CV so potential employers can see the learners work on application.</p> <p>Conduct mock interviews in pairs or small groups. You may use systems like Bodyswaps for this, bring in careers colleagues, or conduct virtual interviews</p> <p>Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next</p>	One-to-one support	<p>Formative: CV support</p> <p>Formative: Selected and prepared work samples</p> <p>Formative: Performance in mock interviews</p>
30	Review progress	<p>Re-take the original digital skills assessment to measure progress</p> <p>Reflect on improvements and future applications of digital skills</p> <p>Download the final report from the Jisc Discovery Tool</p>	<p>Learners to re-take the original question set and highlight points of development adding this into the post</p> <p>Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next</p>	Support discussions on report findings, print off reports if needed	Formative: check progress within reports

		Apply for digital skills badges if applicable			
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Lesson plans

Week 1:

Introduction to Digital Literacy and the Jisc Discovery Tool

Duration: 90 minutes

Learning Objectives:

- Understand the concept and importance of digital literacy
- Become familiar with the Jisc Discovery Tool and its functionalities
- Complete a set of questions using the Jisc Discovery Tool to assess initial digital capabilities
- Reflect on personal digital capabilities and set initial thoughts and goals

Materials:

- Computers/tablets/phones with internet access
- Presentation slides and visual aids: building digital skills presentation [building digital skills.pptx](#)
- Printed step-by-step guides [Discovery tool: student guide | Building digital capability \(jisc.ac.uk\)](#)
- Video: [What is digital capability? \(YouTube\)](#)
- Access to the Jisc Discovery Tool: [Jisc - Building Digital Capability \(potential.ly\)](#)

Preparation:

- Ensure all students have access to the necessary technology
- Prepare a presentation on digital literacy and the Jisc Discovery tool. [building digital skills presentation building digital skills.pptx](#)
- Print step-by-step guides for using the discovery tool
- Prepare to show the video on digital capability

Assessment: Formative Assessment:

- Observe student engagement during the hands-on activity
- Review reflections posted in the discovery tool to assess understanding and self-awareness
- Conduct a Q&A session to gauge comprehension and address any questions

Resources:

- Step-by-step guides for using the Jisc Discovery tool
- Online Resources: [Discovery tool: student guide | Building digital capability \(jisc.ac.uk\)](#)

Additional Notes:

- Ensure all students have access to the necessary technology and resources
- Provide additional support and guidance to students who may need it
- Encourage ongoing reflection and use of the Jisc Discovery tool as part of their personal development plans

Timing	Activity
Introduction (10 minutes)	Welcome and overview <ul style="list-style-type: none">• Greet students and provide an overview of the session objectives• Explain the importance of digital literacy in the modern world Introduction to Digital Literacy <ul style="list-style-type: none">• Use presentation slides to discuss what digital literacy is and why it matters• Show the video: What is digital capability?
Demonstration of the Jisc discovery tool (10 minutes)	Purpose and overview <ul style="list-style-type: none">• Explain the overall purpose of the Jisc Discovery tool using the notes in the scheme of work as a starting point• Discuss the reasons for offering the tool-improve study skills, improve employability chances, be digitally confident Question Sets and Confidentiality <ul style="list-style-type: none">• Explain the different question sets available and which ones are most appropriate for different scenarios• Emphasise that the results are confidential and that the tool is for self-reflection Using the Tool <ul style="list-style-type: none">• Demonstrate how to navigate and use the Jisc Discovery tool using the step-by-step guide• Highlight key points, such as giving the lowest score if something is not understood and seeking help if needed
Hands-On Activity: Completing a Question Set (30 minutes)	Pairing and Support

- Pair students for support and assistance
- Distribute printed guides for reference

Logging in and completing the Question Set

- Students log in to the Jisc Discovery tool, verify their account, add a photo to their dashboard if necessary and begin the question set
- Circulate the room to offer help and support where needed
- For those who finish quickly, they can look through their report and apply for a digital badge if available

Making Sense of Your Report (20 minutes)

Discussion on Digital Capabilities

- Once students complete their question sets, facilitate a discussion on what the areas of digital capability mean to them. Consider how the general terms used in the tool relate to real-world software, apps, devices and skills
- Encourage students to share their initial thoughts and feelings about their results

Understanding Reports

- Explain how to interpret the reports and the significance of the different areas of digital capability
- Provide examples of how these capabilities can be applied in academic and professional contexts

Reflection and Q&A Session (10 minutes)

Reflection Activity

- Students use the discovery tool to post reflections on their current thoughts and feelings about their digital capabilities in the 'post' function. Also, to start to think about what they will do next session. These posts can be viewed by clicking the 'me' button(s)
- Encourage students to think about their strengths and areas for improvement

Q&A Session

- Conduct a Q&A session to address any questions or concerns students may have about the Jisc Discovery tool and digital literacy
- Provide feedback and additional support as needed

Wrap-Up and Next Steps (10 minutes)

Summary of Key Points

- Summarise the key takeaways from the session
- Emphasise the importance of ongoing digital literacy development

Next Steps

- Provide information on additional resources and support for digital capabilities
-

Week 2:

Interpreting Assessment Results and Individual Learning Plan Creation

Duration – 90 mins

Learning Objectives:

- Interpret individual assessment results
- Identify key areas for development
- Research digital skills needed for chosen professions
- Create a personal digital capabilities framework
- Set SMART goals for personal development

Materials:

- Computers/tablets with internet access
- Assessment results from previous sessions
- Digital capabilities framework examples (Word, PPT, Canva, Photoshop)
- Reflective summary template
- Sample results and analysis guide
- JISC Building Digital Capability resources: Individual digital capabilities | Building digital capability (jisc.ac.uk)
- Further education (FE) learner profile: Further education (FE) learner profile (jisc.ac.uk)
- Printed templates and guides

Preparation:

- Prepare a brief presentation on key digital skills for employment (ask colleagues in the Careers department to support/present)
- Print or upload role profiles and example frameworks
- Organise students into groups based on ability levels

Assessment: Formative Assessment:

- Check frameworks, targets and posts
- Group discussions will be observed to assess understanding and engagement

Resources:

- **Templates and Guides:** Example frameworks (see appendix), role profiles
- **Online Resources:**
- [Individual digital capabilities | Building digital capability \(jisc.ac.uk\)](http://jisc.ac.uk)
- [Further education \(FE\) learner profile \(jisc.ac.uk\)](http://jisc.ac.uk)

Additional Notes:

- Ensure all students have access to the necessary technology and resource.

- Provide additional support and guidance to students who may need it
- Encourage ongoing reflection and goal adjustment as part of their personal development plans

Timing	Activity
Introduction (15 minutes)	<p>Welcome and Overview</p> <ul style="list-style-type: none"> • Greet students and provide an overview of the lesson objectives • Briefly explain the importance of understanding digital skills for employment <p>Introduction to Key Digital Skills</p> <p>Careers team member delivers a 10-minute talk on key digital skills required in various professions</p>
Main Activity (50 minutes)	<p>Part 1: Interpreting Assessment Results</p> <p>Distribution and Explanation</p> <ul style="list-style-type: none"> • Access personal reports from either the question set/report button or 'my content' • Guide students through their results, highlighting how to interpret key areas for development <p>Discussion</p> <ul style="list-style-type: none"> • Facilitate a group discussion on common areas for development observed from the results (eg Word, Excel etc) • Encourage students to reflect on their strengths and areas for improvement <p>Part 2: Research and Framework Creation</p> <p>Research Digital Skills</p> <ul style="list-style-type: none"> • Students research digital skills needed for their chosen professions using computers/tablets/phones <p>Create Personal Digital Capabilities Framework</p> <ul style="list-style-type: none"> • Students start creating their personal digital capabilities framework using the included frameworks as basic examples • Guide them to focus on three main areas of development identified from their assessment results <p>For stretch and challenge learners can complete a personal role profile based on the example: Further education (FE) learner profile (jisc.ac.uk)</p>
Setting SMART Goals (15 minutes)	Introduction to SMART Goals

- Explain the concept of SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound)
- Provide examples of SMART goals related to digital skill development

Goal Setting Activity

- Students set SMART goals based on their personal digital capabilities framework and length of digital skills programme (or beyond)

Encourage them to set at least one goal for each of their three main areas of development

Reflection and Feedback (10 minutes)

Reflection Activity

- Students add a post to document their current thoughts and feelings about their framework and targets
- Encourage honest reflection and self-assessment

Group Discussion and Feedback

- Group students by ability and facilitate a discussion where they share their frameworks and SMART goals.
- Provide constructive feedback and encourage peer feedback

Wrap-Up

- Summarise key takeaways from the lesson

Provide information on the next steps and any follow-up activities or resources

Week 3:

Lesson Plan: Self-Directed Digital Skills Development

Learning Objectives:

- Use the resource bank including the search bar for more personalised searches
- Enable learners to search for and save suitable resources
- Initiate the learners' self-directed development journey

Materials:

- Computers/tablets with internet access
- Access to the resource bank and other resources (e.g., a college-provided digital platform)
- Instructions for using the resource bank
- Discovery tool for reflection posts
- Framework examples for digital skills development

Preparation:

- Ensure all learners have access to the resource bank
- Prepare a brief tutorial on using the resource bank
- Have support resources ready for students needing extra help

Assessment: Formative Assessment:

- Evaluate the frameworks and resources saved in 'my content'
- Observe peer reviews and discussions for engagement and understanding

Resources:

Templates and Guides:

- Instructions for using the resource bank
- Example frameworks for digital skills development

Online Resources:

- Resource bank (college-provided digital platform)
- Discovery tool for reflection posts

Additional Notes:

- Ensure all students have access to the necessary technology and resources
- Provide additional support and guidance to students who may need it

- Encourage ongoing reflection and resource utilization as part of their personal development plans

Timing	Activity
<p>Introduction (10 minutes)</p>	<p>Welcome and Overview</p> <ul style="list-style-type: none"> • Greet students and provide an overview of the lesson objectives • Explain the importance of self-directed learning in digital skills development <p>Introduction to the Resource Bank</p> <ul style="list-style-type: none"> • Briefly introduce the resource bank and its purpose • Explain how the resource bank can support their digital skills development
<p>Main Activity (60 minutes)</p>	<p>Part 1: Demonstration</p> <p>Using the Resource Bank</p> <ul style="list-style-type: none"> • Provide a step-by-step demonstration of how to access and navigate the resource bank • Show how to search for suitable resources based on individual learning needs • Demonstrate how to save resources into 'my content' for ease of use <p>Explore the Resource Bank</p> <ul style="list-style-type: none"> • Encourage students to ask questions and clarify any doubts about using the resource bank <p>Part 2: Independent Exploration</p> <p>Resource Search</p> <ul style="list-style-type: none"> • Students independently explore the resource bank to find resources relevant to their digital skills development plan • Encourage them to save general areas of interest into 'my content' <p>Support and Guidance</p> <ul style="list-style-type: none"> • Provide extra support to students who need help using the resource bank • Ensure all students are able to navigate and save resources effectively

Part 3: Beginning the Development Journey

Using Saved Resources

- Students start using the saved resources for their learning and development
- Encourage them to focus on areas identified in previous assessments or personal goals

Peer Interaction

- Facilitate peer discussions where students share useful resources they have found
- Encourage collaborative learning and sharing of insights

Reflection and Feedback (20 minutes)

Part 1: Reflective Summary

- Students use posts to document their thoughts and feelings about their self-directed learning experience and plan for next session

Part 2: Peer Reviews and Feedback

- Group students and have them review each other's posts and resource selections
- Facilitate a discussion on the effectiveness of the resources and their application to individual learning goals

Wrap-Up

- Summarise key takeaways from the lesson
 - Provide information on next steps and encourage continued use of the resource bank for ongoing development
-

Weeks 4 – 13:

Self-directed study

Can be shortened/elongated to suit timelines. Remember to invite L&D, digital development or IT colleagues who might be involved in delivering group sessions on common areas of development.

Duration: 90 minutes

Learning Objectives:

- Use resources to improve digital skills
- Continue self-directed development using appropriate resources
- Reflect on progress and plan next steps

Materials:

- Computers/tablets/phones with internet access
- Headphones (if necessary)
- Access to the resource bank (e.g., a college-provided digital platform)
- Reflective summary template
- Discovery tool for reflection posts
- Support resources for using the resource bank

Preparation:

- Ensure all learners have access to the resource bank
- Prepare any specific resources or links to be highlighted during the session
- Have support resources ready for students needing extra help
- Print or upload reflective summary templates

Assessment: Formative Assessment:

- Monitor student progress during the session
- Review reflective summaries and discovery tool posts to assess self-awareness and engagement with the resources

Resources:

Templates and Guides:

- Instructions for using the resource bank

Online Resources:

- Resource bank and other resource platforms (eg college-provided digital platform)
- Discovery tool for reflection posts

Additional Notes:

- Ensure all students have access to the necessary technology and resources
- Provide additional support and guidance to students who may need it

Timing	Activity
Learning Objectives:	Welcome and Overview <ul style="list-style-type: none">• Greet students and provide an overview of the session objectives• Explain the importance of continuous digital skill development Session Outline <p>Briefly outline the session structure, emphasising self-directed learning and reflection</p>
Use resources to improve digital skills	Part 1: Resource Utilisation/independent development Resource Engagement <ul style="list-style-type: none">• Students select and work through resources from the resource bank to improve their digital skills• Encourage students to focus on areas identified in their personal development plans or previous assessments Support and Guidance <ul style="list-style-type: none">• Provide support to students who need help navigating or selecting resources• Ensure all students are actively engaged with the resources and making progress Self-Directed Learning <ul style="list-style-type: none">• Students continue their development journey using the chosen resources• Encourage them to take notes and bookmark useful resources for future reference Progress Check <ul style="list-style-type: none">• Circulate the room to check on student progress and offer individualized feedback <p>Address any challenges or questions that arise during the self-directed learning time</p>
Continue self-directed development using appropriate resources	Part 1: Reflective Summary Reflection Activity

- Students use posts to document their current thoughts and feelings about their digital skill development and plan for the next session
- Encourage them to reflect on what they learned, challenges faced, and strategies for overcoming those challenges
- Encourage honest and thoughtful reflections that can guide future learning

Summary of Key Takeaways

- Summarise the key points of the session, highlighting the importance of self-directed learning and reflection
- Encourage students to continue using the resource bank and to regularly reflect on their progress

Next Steps

- Provide information on any upcoming sessions or additional resources

Encourage students to set specific goals for their next self-directed learning session

Week 14:

Re-taking the question set

Duration: 90 minutes

Learning Objectives:

- Re-take the original question set to assess progress
- Compare new reports with initial reports
- Discuss progress and identify points of development
- Reflect on current thoughts and feelings and plan next steps

Materials:

- Computers/tablets/phones with internet access
- Printed copies of initial and new reports (if needed)
- Access to the Jisc Discovery Tool
- Reflective summary template
- Guidance on using the discovery tool for reflection

Preparation:

- Ensure all students have access to the necessary technology
- Prepare any specific resources or links to be highlighted during the session
- Print initial reports if students do not have digital access to them

Assessment: Formative Assessment:

- Monitor student progress during the re-take of the question set
- Review discovery tool posts to assess understanding and self-awareness
- Facilitate and observe group discussions to gauge engagement and comprehension

Resources:

Templates and Guides:

- Guidance on using the discovery tool for reflection

Online Resources:

- Access to the Jisc Discovery Tool for completing the question set and posting reflections

Additional Notes:

- Ensure all students have access to the necessary technology and resources
- Provide additional support and guidance to students who may need it
- Encourage ongoing reflection and use of the Jisc Discovery Tool as part of their personal development plan

Timing	Activity
Introduction (10 minutes)	<p>Welcome and Overview</p> <ul style="list-style-type: none"> • Greet students and provide an overview of the session objectives • Explain the importance of reviewing progress to identify areas of improvement and celebrate achievements
Main Activity (60 minutes)	<p>Part 1: Re-taking the Question Set Instructions and Support</p> <ul style="list-style-type: none"> • Provide instructions on re-taking the original question set using the Jisc Discovery Tool • Ensure students understand that this activity is meant to assess their progress and highlight areas for further development <p>Completion of the Question Set</p> <ul style="list-style-type: none"> • Students log in to the Jisc Discovery Tool and complete the question set • Circulate the room to offer support and assistance as needed <p>Part 2: Comparing Reports and Identifying Development Points</p> <p>Comparing Reports</p> <ul style="list-style-type: none"> • Once students have completed the question set, they compare their new reports with their initial reports • Highlight key differences and improvements in their digital capabilities <p>Discussion and Analysis</p> <ul style="list-style-type: none"> • Facilitate small group discussions where students share their findings and insights • Encourage students to identify specific points of development and areas where they have made significant progress

Reflection and Feedback (20 minutes)

Part 1: Reflective Summary

Reflection Activity

- Encourage them to reflect on their development journey, highlighting both achievements and areas needing further improvement

Part 2: Planning Next Steps

Reflection Posts

- Students use the discovery tool to post their reflections and plans for the next steps in their digital skills development
- Provide guidance on how to set new goals based on their latest assessment results

Wrap-Up and Next Steps

Summary of Key Points

- Summarise the key takeaways from the session
- Emphasize the importance of ongoing self-assessment and continuous improvement

Next Steps

- Provide information on additional resources and support for further digital capability development
 - Encourage students to regularly use the Jisc Discovery Tool to monitor their progress and adjust their learning plans
-

Weeks 15-25 same as weeks 4-13

Week 26-28

Creating an Artifact Based on Digital Skills Development learning plan

Duration: 90 minutes

Learning Objectives:

- Use identified areas of digital skills development to create a meaningful artifact
- Apply research and new skills to a practical project
- Reflect on the learning process and outcomes

Materials:

- Computers/tablets with internet access
- Software/tools for creating artifacts (Word, PPT, Canva, Photoshop, etc.)
- Access to digital skills assessment results
- Examples of digital artifacts
- Reflection template
- Guidance on using digital tools and resources

Preparation:

- Ensure all students have access to the necessary technology and software
- Prepare examples of digital artifacts
- Provide guidance on using digital tools and resources

Assessment: Formative Assessment:

- Monitor student engagement and progress during the artifact creation process
- Review reflections to assess understanding and self-awareness
- Facilitate and observe peer feedback sessions to gauge engagement and comprehension

Resources:

Templates and Guides:

- Planning template for artifact creation
- Reflection template
- Guidance on using digital tools and resources

Online Resources:

- Access to software/tools for creating digital artifacts (Word, PPT, Canva, Photoshop, etc.)

Additional Notes:

- Ensure all students have access to the necessary technology and resources

- Provide additional support and guidance to students who may need it
- Encourage ongoing reflection and use of digital tools as part of their personal and professional development

Timing	Activity
<p>Introduction (10 minutes)</p>	<p>Welcome and Overview</p> <ul style="list-style-type: none"> • Greet students and provide an overview of the lesson objectives • Explain the importance of creating artifacts as a way to apply and demonstrate digital skills <p>Review Digital Skills Assessment Results</p> <ul style="list-style-type: none"> • Briefly review the three areas of digital skills development each student identified in their assessments • Emphasise how these areas will guide the creation of their artifacts
<p>Main Activity (60 minutes)</p>	<p>Part 1: Planning the Artifact (15 minutes)</p> <p>Introduction to Artifact Creation</p> <ul style="list-style-type: none"> • Explain what an artifact is and provide examples (eg, a digital presentation, a graphic design project, a blog post, a video, etc.) • Discuss how artifacts can showcase digital skills in a practical and creative way <p>Brainstorming and Planning</p> <ul style="list-style-type: none"> • Students brainstorm ideas for their artifacts based on their three identified areas of digital skills development • Encourage students to think about the purpose and audience of their artifact • Provide a planning template to help students outline their ideas <p>Part 2: Creating the Artifact (45 minutes)</p> <p>Hands-On Activity</p> <ul style="list-style-type: none"> • Students use digital tools (Word, PPT, Canva, Photoshop, etc.) to start creating their artifacts • Circulate the room to offer guidance, support, and feedback as needed • Ensure students are utilizing their digital skills and applying them effectively <p>Support and Resources</p>

- Provide additional resources or tutorials on using specific digital tools if needed
- Encourage peer support and collaboration for troubleshooting and idea sharing

Reflection and Feedback (20 minutes)**Part 1: Reflection Activity (10 minutes)****Reflection Template**

- Students use the reflection template to document their thoughts and feelings about the artifact creation process
- Encourage them to reflect on the skills they applied, challenges they faced, and what they learned

Sharing Reflections

- If time permits, invite a few students to share their reflections and artifacts with the class
- Facilitate a brief discussion on the different approaches and insights gained

Part 2: Peer Feedback and Final Adjustments (10 minutes)**Peer Review**

- Organise a peer review session where students share their artifacts in small groups and provide feedback to each other
- Encourage constructive feedback focusing on the use of digital skills and the effectiveness of the artifact

Final Adjustments

- Allow students to make final adjustments to their artifacts based on the feedback received
- Emphasise the importance of continuous improvement and learning from peer input

Wrap-Up and Next Steps (10 minutes)**Summary of Key Points**

- Summarize the key takeaways from the lesson
- Highlight the importance of applying digital skills to create meaningful projects

Next Steps

- Provide information on how students can continue developing their digital skills and creating artifacts
- Students to complete a post to reflect on what they created

Week 29:

Completing Employability Tasks Using Digital Skills

Duration: 90 minutes

Learning Objectives:

- Learn to search for job opportunities online
- Create or update a CV
- Practice virtual job interviews

Materials:

- Computers/tablets with internet access
- Software/tools for CV creation (Word, Canva, Google Docs, etc.)
- Access to job search websites (Indeed, LinkedIn, etc.)
- Virtual interview tools (Bodyswaps, Zoom, etc.)
- Examples of CVs and cover letters
- Reflection template

Preparation:

- Ensure all students have access to necessary technology
- Prepare a list of job search websites and resources
- Provide examples of CVs and cover letters
- Set up accounts or access to virtual interview tools (Bodyswaps, Zoom)

Assessment: Formative Assessment:

- Monitor student engagement and progress during the activities
- Review reflections to assess understanding and self-awareness
- Facilitate and observe group discussions to gauge engagement and comprehension

Resources:

Templates and Guides:

- Reflection template
- Examples of CVs and cover letters
- List of job search websites and resources

Online Resources:

- Access to job search websites (Indeed, LinkedIn, etc)
- Software/tools for CV creation (Word, Canva, Google Docs, etc)

- Virtual interview tools (Bodyswaps, Zoom)

Additional Notes:

- Ensure all students have access to the necessary technology and resources
- Provide additional support and guidance to students who may need it
- Encourage ongoing reflection and practice of employability skills as part of their career development

Timing	Activity
<p>Introduction (10 minutes)</p>	<p>Welcome and Overview</p> <ul style="list-style-type: none"> • Greet students and provide an overview of the session objectives • Explain the importance of digital skills in enhancing employability <p>Introduction to Employability Tasks</p> <ul style="list-style-type: none"> • Briefly introduce the tasks students will be completing job searching, CV creation/updating, and virtual interview practice • Highlight how these tasks are interconnected and essential for job readiness
<p>Main Activity (60 minutes)</p>	<p>Part 1: Job Searching (20 minutes)</p> <p>Introduction to Job Search Websites</p> <ul style="list-style-type: none"> • Demonstrate how to use job search websites like Indeed, LinkedIn, and company career pages • Highlight tips for effective job searching, such as using keywords and setting up job alerts <p>Hands-On Activity</p> <ul style="list-style-type: none"> • Students search for job opportunities related to their field of interest • Encourage them to save or bookmark interesting job listings <p>Part 2: CV Creation/Updating (20 minutes)</p> <p>Introduction to CV Writing</p> <ul style="list-style-type: none"> • Discuss the components of a strong CV and the importance of tailoring it to specific job applications • Provide examples of CVs and cover letters <p>Hands-On Activity</p> <ul style="list-style-type: none"> • Students begin or update their CVs using tools like Word, Canva, or Google Docs

- Circulate the room to offer guidance and feedback as needed

Virtual Job Interview Practice (20 minutes)

Introduction to Virtual Interviews

- Explain the increasing prevalence of virtual interviews and the importance of preparation
- Introduce virtual interview tools like Bodyswaps and Zoom

Hands-On Activity

- Students pair up to practice virtual interviews using provided questions
- Alternatively, students can use Bodyswaps for a simulated interview experience
- Provide feedback on their performance and tips for improvement

Reflection and Feedback (20 minutes)

Part 1: Reflection Activity (10 minutes)

Reflection Template

- Students use the reflection template to document their thoughts and feelings about the tasks completed
- Encourage them to reflect on their strengths, challenges faced, and areas for improvement

Part 2: Group Discussion and Feedback (10 minutes)

Group Sharing

- Facilitate a group discussion where students share their experiences and insights from the activities
- Provide constructive feedback and encourage peer feedback

Wrap-Up and Next Steps (10 minutes)

Summary of Key Points

- Summarize the key takeaways from the session
- Highlight the importance of continuous improvement and practice in employability skills

Next Steps

- Provide information on additional resources for job searching, CV writing, and interview preparation
 - Encourage students to continue refining their employability skills and seeking feedback
-

Week 30:

Completing the Digital Skills Course and Reflecting on Development

Duration: 90 minutes

Learning Objectives:

- Re-take the original digital skills assessment to measure progress
- Reflect on improvements and future applications of digital skills
- Download the final report from the Jisc Discovery Tool
- Apply for digital skills badges if applicable

Materials:

- Computers/tablets with internet access
- Access to the Jisc Discovery Tool
- Reflection template
- Guidance on downloading reports and applying for badges
- Printed copies of initial and new reports (if needed)

Preparation:

- Ensure all students have access to necessary technology
- Prepare instructions for re-taking the assessment and downloading reports
- Provide information on how to apply for digital skills badges
- Print initial reports if students do not have digital access to them

Assessment: Formative Assessment:

- Monitor student engagement and progress during the assessment re-take and reflection activities
- Review reflections to assess understanding and self-awareness
- Facilitate and observe group discussions to gauge engagement and comprehension

Resources:

Templates and Guides:

- Reflection template
- Instructions for re-taking the assessment and downloading reports
- Guidance on applying for digital skills badges

Online Resources:

- Access to the Jisc Discovery Tool for completing the question set and downloading reports

Additional Notes:

- Ensure all students have access to the necessary technology and resources
- Provide additional support and guidance to students who may need it
- Encourage ongoing reflection and practice of digital skills as part of their personal and professional development

Timing	Activity
Introduction (10 minutes)	<p>Welcome and Overview</p> <ul style="list-style-type: none">• Greet students and provide an overview of the session objectives• Explain the importance of reflecting on their digital skills development <p>Session Objectives</p> <ul style="list-style-type: none">• Re-take the original question set to assess progress.• Reflect on improvements and future applications of digital skills• Download the final report and apply for digital skills badges if applicable
Main Activity (60 minutes)	<p>Part 1: Re-taking the Original Question Set (30 minutes)</p> <p>Instructions and Support</p> <ul style="list-style-type: none">• Provide instructions on re-taking the original question set using the Jisc Discovery Tool• Ensure students understand that this activity is to assess their progress and highlight areas of improvement <p>Completion of the Question Set</p> <ul style="list-style-type: none">• Students log in to the Jisc Discovery Tool and complete the question set• Circulate the room to offer support and assistance as needed <p>Reflecting on Improvements and Future Applications (20 minutes)</p> <p>Downloading Reports</p> <ul style="list-style-type: none">• Once students have completed the question set, guide them to download their new reports• Ensure they have access to both initial and new reports for comparison <p>Reflection Activity</p>

- Students use the reflection template to document their thoughts on their progress
- Encourage them to highlight specific improvements and how they think these skills will help them in the future

Part 3: Applying for Digital Skills Badges (10 minutes)

Introduction to Digital Skills Badges

- Explain what digital skills badges are and how they can be beneficial
- Provide instructions on how to apply for badges using their assessment reports

Application Process

- Students follow the provided instructions to apply for any relevant digital skills badges
- Offer assistance as needed to ensure all students can complete the application process

Reflection and Feedback (20 minutes)

Part 1: Group Discussion and Feedback (10 minutes)

Group Sharing

- Facilitate a group discussion where students share their reflections and insights from the activities
- Provide constructive feedback and encourage peer feedback

Celebrating Achievements

- Acknowledge and celebrate the progress and achievements of the students throughout the course

Part 2: Final Thoughts and Next Steps (10 minutes)

Summary of Key Points

- Summarize the key takeaways from the session and the course overall
- Highlight the importance of continuous learning and improvement in digital skills

Next Steps

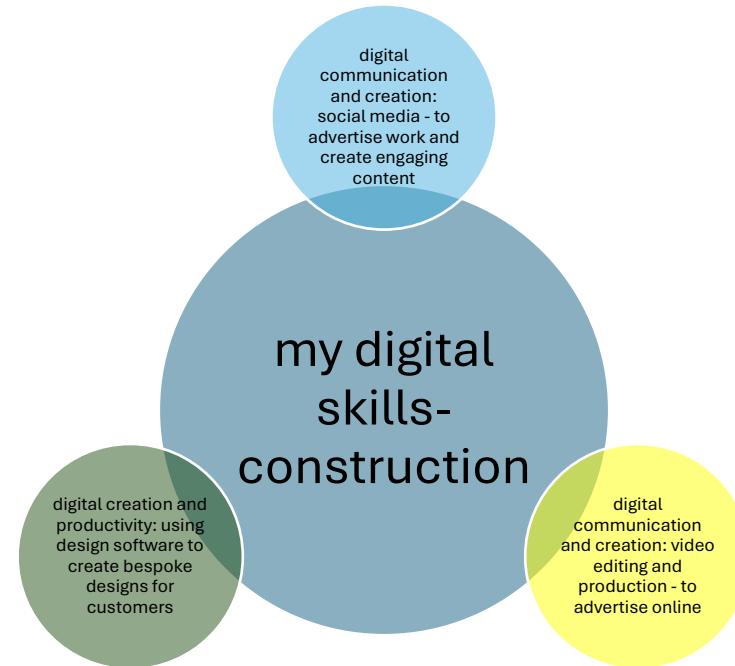
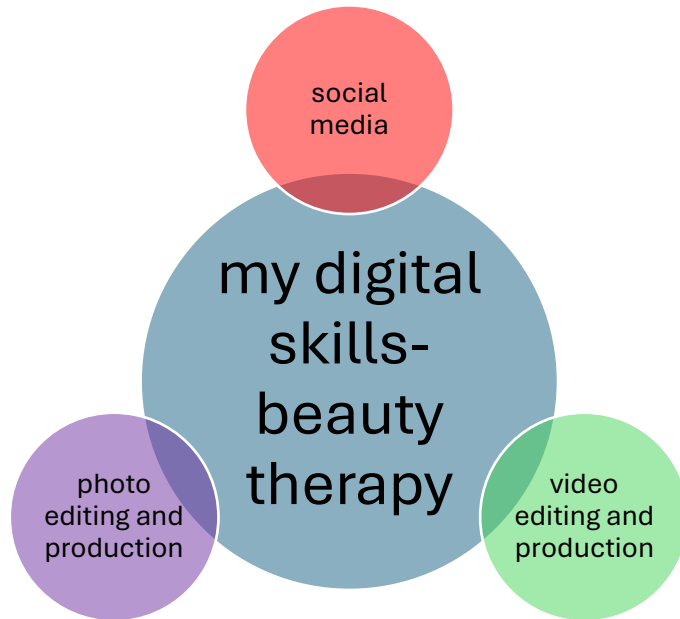
- Provide information on additional resources for further digital skills development
- Encourage students to continue practicing and applying their digital skills in various contexts

Appendix:

1. Stretch and challenge ideas:

- Take other appropriate question sets, eg AI and generative AI and review these at similar intervals as other question sets
- Create a framework of more than 3 areas of digital ability or add more detail to framework (see examples below)
- Create a detailed individual role profile similar to the example listed below in the link
- Set extra parameters on the 3 pieces of content created
- Use Bodyswaps (or equivalent) for interview preparation
- Set up virtual practice interviews
- Research and complete more advanced resources beyond those in the resource bank/provided by the college
- Embed use of English and maths skills where appropriate
- When discussing online behaviour combine with Prevent strategy guidance
- Use chatbots to provide more personalised feedback/conversations
- Write a blog post on your digital development journey
- Speak to local employers about required digital skills

2. Examples of digital skills frameworks



3. Ideas for sessions on specific areas of digital capability as used in the discovery tool:

Week	Lesson Focus	Learning Objectives	Activities/resources	Differentiation	Assessment
3.2a	Research Skills	Enhance research skills using digital tools	<p>Discuss importance of information literacy</p> <p>Tutorial: Using academic databases Practice: Conduct research</p> <p>Database access Search engine guides</p>	<p>Varied examples: Step-by-step guides and tutorials</p> <p>Grouping for peer support</p>	<p>Formative: Research assignments</p> <p>Feedback: Teacher observations</p>
3.3a	Evaluating Information	Develop skills in evaluating information sources	<p>Discuss criteria for evaluating information</p> <p>Tutorial: Credibility, relevance, bias</p> <p>Practice: Evaluate sources</p>	<p>Examples of reliable and unreliable sources</p> <p>Checklists and rubrics - Additional examples and support</p>	<p>Formative: Evaluation tasks</p> <p>Feedback: Teacher feedback</p>

			Evaluation checklists - Source examples		
3.4a	Managing Information	Improve information management skills	<p>Discuss importance of organising information</p> <p>Tutorial: Tools and techniques (bookmarks, reference managers)</p> <p>Practice: Organise research findings</p>	<p>Analogies to explain concepts - Step-by-step guides and tutorials</p> <p>One-on-one support</p>	<p>Formative: Information management tasks</p> <p>Feedback: Teacher feedback</p>
			Management tool guides - Step-by-step instructions		
3.5a	Ethical Use of Information	Understand ethical issues related to information use	<p>Discuss plagiarism, copyright, data privacy</p> <p>Tutorial: Avoiding plagiarism, respecting copyright</p> <p>Practice: Correct ethical issues in assignments</p>	<p>Case studies and examples - Guidelines and checklists</p> <p>Additional examples and support</p>	<p>Formative: Ethical issue tasks</p> <p>Feedback: Teacher feedback</p>
			Case studies - Guidelines - Checklists		
3.6a	Introduction to Content Creation	Familiarise with digital content creation tools	<p>Discuss importance of digital content creation</p> <p>Tutorial: Tools like Canva, Adobe Spark</p> <p>Practice: Explore and experiment with tools</p>	<p>Varied examples - Step-by-step guides and tutorials</p> <p>Grouping for peer support</p>	<p>Formative: Content creation tasks</p> <p>Feedback: Teacher observations</p>

Content creation tool access - Step-by-step guides

Week	Lesson Focus	Learning Objectives	Activities/resources	Differentiation	Assessment
3.7a	Creating Visual Content	Develop skills in creating visual content	<p>Tutorial: Creating infographics, posters</p> <p>Practice: Create an infographic on an assigned topic</p> <p>Review session: Share and discuss content</p> <p>Infographic templates - Examples</p>	Templates and examples - Additional templates and support	<p>Formative: Infographic tasks</p> <p>Feedback: Peer reviews</p>
3.8a	Creating Multimedia Content	Develop skills in creating multimedia content	<p>Tutorial: Creating videos, interactive content</p> <p>Practice: Create a short video on an assigned topic</p> <p>Review session: Share and discuss videos</p> <p>Video creation tools - Step-by-step guides</p>	Step-by-step guides and tutorials - Support for video editing and production	<p>Formative: Video tasks</p> <p>Feedback: Peer reviews</p>
3.9a	Introduction to Problem-Solving	Develop problem-solving skills using digital tools	Discuss importance of problem-solving skills	Varied examples - Step-by-step guides and examples	Formative: Problem-solving tasks

			<p>Tutorial: Problem-solving frameworks and tools</p> <p>Practice: Solve simple digital problems</p> <p>Problem-solving frameworks - Tool guides</p>	Grouping for peer support	Feedback: Teacher observations
3.10a	Social media for Career Development	<p>Understand specific social media skills needed for different careers.</p> <p>Develop a strategy for building a personal brand on social media.</p> <p>Create a social media post showcasing their own skills that could be used in their chosen industry</p>	<p>Group discussion on digital skills – is social media important to career development? what skills do we need?</p> <p>Presentation slides or a written report detailing specific social media skills needed for chosen careers.</p> <p>Create a personal branding plan draft, including target audience, key messages, and planned content themes.</p> <p>Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next</p>	<p>Provide simplified definitions and examples for students who need additional support.</p> <p>One-to-one support</p>	<p>Formative: Participation in discussion</p> <p>Formative: individual/group presentation or written report</p> <p>Formative: Sample social media post creation.</p> <p>Peer assessment</p>

Week	Lesson Focus	Learning Objectives	Activities/resources	Differentiation	Assessment
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3.11a	Introduction to Video Editing and Production		Group discussion on video production processes.		
		Understand the basics of video production and editing.	Hands-on activity with cameras and filming equipment.		
		Understand basic filming and editing techniques		One-to-one support	Formative: Participation in discussion.
		Video Production	Apply learned skills to create a video learners could use showcase their skills		Summative: Final video project submission
		Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next			

3.12a	Introduction to Photo Editing and Production	Understand the basics of photo production and editing.	Group discussion on photo production processes.		
		Understand basic photo and editing techniques	Hands-on activity with cameras.	One-to-one support	Formative: Participation in discussion.
		Photo Production	Apply learned skills to create an edited photo learners could use showcase their skills		Summative: Final photo project submission

**Reflection: use posts in
the discovery tool to
reflect on current
thoughts/feeling and
plan what will come next**

Additional Lesson plans

Additional lesson plans for 3.10a

Duration: 90 minutes

Learning Objectives:

- Understand specific social media skills needed for different careers.
- Develop a strategy for building a personal brand on social media.
- Create a social media post showcasing their own skills that could be used in their chosen industry

Materials:

- Computers/tablets/phones with internet access
- Access to the Jisc Discovery Tool
- Reflective summary template
- Guidance on using the discovery tool for reflection

Preparation:

- Ensure all students have access to the necessary technology
- Prepare any specific resources or links to be highlighted during the session
- Print initial reports if students do not have digital access to them

Assessment: Formative Assessment:

- Review discovery tool posts to assess understanding and self-awareness
- Facilitate and observe group discussions to gauge engagement and comprehension
- Social media post/content

Resources:

Templates and Guides:

- Guidance on using the discovery tool for reflection

Online Resources:

- Access to social media outlets

Additional Notes:

- Ensure all students have access to the necessary technology and resources

- Provide additional support and guidance to students who may need it
- Encourage ongoing reflection and use of the Jisc Discovery Tool as part of their personal development plan

Timing	Activity
Introduction (10 minutes)	<ul style="list-style-type: none"> • Welcome and attendance check • Brief overview of the lesson objectives and activities • Quick recap of previous lessons
Discussion: Personal Branding on Social Media (10 minutes)	<ul style="list-style-type: none"> • Explain the concept of personal branding and its importance in career development • Highlight strategies for building a personal brand on social media, including consistent messaging, professional image, and engagement with relevant communities • Open the floor for students to share their thoughts and examples of personal branding they've seen or practiced
Social Media Post Creation (60 minutes)	<ul style="list-style-type: none"> • Students use their strategy to create a social media post showcasing their own skills relevant to their chosen industry • Provide examples and templates to help guide their creation process • Encourage creativity while maintaining a professional tone suitable for their industry
Peer Review and Feedback (10 minutes)	<ul style="list-style-type: none"> • Students pair up and share their social media posts with a peer • Peers provide constructive feedback on the clarity, effectiveness, and professionalism of the post • Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next

Additional lesson plan for 3.11a

Duration: 90 minutes

Learning Objectives

- Understand the basics of video production and editing
- Understand basic filming and editing techniques
- Create a short video demonstrating basic production and editing skills

Materials:

- Computers/tablets/phones with internet access
- Access to the Jisc Discovery Tool
- Reflective summary template
- Guidance on using the discovery tool for reflection

Preparation:

- Ensure all students have access to the necessary technology
- Prepare any specific resources or links to be highlighted during the session
- Print initial reports if students do not have digital access to them

Assessment: Formative Assessment:

- Review discovery tool posts to assess understanding and self-awareness
- Facilitate and observe group discussions to gauge engagement and comprehension
- Social media post/ content

Resources:

Templates and Guides:

- Guidance on using the discovery tool for reflection

Online Resources:

- Access to video editing software

Additional Notes:

- Ensure all students have access to the necessary technology and resources
- Provide additional support and guidance to students who may need it
- Encourage ongoing reflection and use of the Jisc Discovery Tool as part of their personal development plan

Timing	Activity
Introduction (5 minutes)	<ul style="list-style-type: none"> • Welcome and attendance check • Brief overview of the lesson objectives and activities • Quick recap of previous lessons if applicable •
Presentation: Basics of Video Production and Editing (20 minutes)	<ul style="list-style-type: none"> • Present slides on the key stages of video production: pre-production, production, and post-production • Introduce basic video editing concepts: timeline, cutting, trimming, transitions, and audio
Create a Short Video (45 minutes)	<ul style="list-style-type: none"> • Students create a short video (30-60 seconds) using the clips they filmed and edited • Encourage creativity while ensuring they apply the techniques demonstrated • Provide support and guidance as needed
Peer Review and Feedback (10 minutes)	<ul style="list-style-type: none"> • Students pair up and share their short videos with a peer • Peers provide constructive feedback on the clarity, effectiveness, and technical aspects of the video • Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next

Additional lesson plan for 3.12a

Duration: 90 minutes

Learning Objectives

- Understand the basics of photo editing and production
- Understand the importance of photo editing in various careers
- Take photo and edit

Materials:

- Computers/tablets/phones with internet access/ photo editing software
- Access to the Jisc Discovery Tool
- Reflective summary template
- Guidance on using the discovery tool for reflection

Preparation:

- Ensure all students have access to the necessary technology
- Prepare any specific resources or links to be highlighted during the session
- Print initial reports if students do not have digital access to them

Assessment: Formative Assessment:

- Review discovery tool posts to assess understanding and self-awareness
- Facilitate and observe group discussions to gauge engagement and comprehension
- Edited photo

Resources:

Templates and Guides:

- Guidance on using the discovery tool for reflection

Online Resources:

- Access to photo editing software

Additional Notes:

- Ensure all students have access to the necessary technology and resources
- Provide additional support and guidance to students who may need it
- Encourage ongoing reflection and use of the Jisc Discovery Tool as part of their personal development plan

Timing	Activity
Introduction (10 minutes)	<ul style="list-style-type: none"> • Welcome and attendance check • Brief overview of the lesson objectives and activities • Quick icebreaker activity: students share their favourite photo and explain why they like it •
Presentation: Basics of Photo Editing and Production (15 minutes)	<ul style="list-style-type: none"> • Present slides covering the basics of photo editing and production • Discuss the importance of photo editing in various careers (e.g., marketing, journalism, graphic design) • Highlight key concepts such as cropping, adjusting brightness/contrast, and colour correction
Hands-On Activity: Basic Photography Techniques (45 minutes)	<ul style="list-style-type: none"> • Demonstrate basic photography techniques using a camera or smartphone (e.g., framing, lighting) • Students practice taking photos, focusing on applying the demonstrated techniques • Edit photos
Peer Review and Feedback (20 minutes)	<ul style="list-style-type: none"> • Students pair up and share their short videos with a peer • Peers provide constructive feedback on the clarity, effectiveness, and technical aspects of the video • Reflection: use posts in the discovery tool to reflect on current thoughts/feeling and plan what will come next