

Benefits and Challenges of Digital Formats: Class Discussion

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U2.4

WHAT THIS LESSON DOES

You compare the benefits and challenges of slides, infographics, podcasts and video. Drawing on your experience building format 1, you take part in class judgements and create a comparison page to decide when each format works best.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U2.4	Discuss and evaluate the benefits and challenges of a range of digital formats.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Compare benefits and challenges of slides, infographics, podcasts, and video
- Contribute practical experience from building format 1
- Document when to use at least three formats

BEFORE THE BELL

- Have the Format fit diagram ready to project so the intro is not a blank screen.
- Prepare one demo Format Comparison row to model aloud in about 60 seconds, including one borrowed cell with a first name in brackets.
- Optional no-tech backup for the opinion line: Agree / Not sure / Disagree floor labels or mini whiteboards.
- Plan pairs of different format-1 builders before the opinion line and portfolio write.
- Have the Format fit diagram ready on the board or projector. Have 3-4 real format examples ready to name aloud (one slide deck, one infographic, one short video, one audio clip). No external links required.
- Project the Format fit diagram and the sample Format Comparison rows. No student devices needed yet.
- Open the opinion-line interactive on the classroom screen, or prepare Agree/Disagree floor labels / mini whiteboards as fallback. Before statement 1, pair different format-1 builders and name two first speakers per claim. Students need devices or can place markers from shared machines in pairs, say this before the first statement.
- Non-negotiable: project the sample table and model one full audience-language row plus Insert → Table on Word Online or Google Docs before portfolio time. Have one borrowed-cell example with a first name ready (e.g. Fast numbers leave-behind (Aoife)).
- Students need word-processor access and their Project_Portfolio path. Display the sample comparison table. Be ready to model one table row (with a borrowed cell example) and Insert → Table on Word Online or Google Docs. Pair different format-1 builders before the 20-minute write.
- Plan a 60-second end-of-class sweep: every student shows sm2_format_comparison open in 09_specialism/sm2/.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Format judgements: opinion line
4 min	content	Common issues
20 min	activity	Portfolio build: Format Comparison
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Lead with the warm-up, then one sentence of purpose, and keep the labels simple: format 1 is the piece they have already finished, and the second format is the one they will build next.
- Project the sample comparison table (all four format rows) and the short format gloss, and point rather than reading long stretches aloud.
- Run the three core opinion-line statements, and use the two stretch statements only if time allows. Offer a challenge yourself if the room is all slide decks, so the disagree end gets heard.
- Model Insert table and one full row in audience language on screen before they write, because students who start cold tend to stall on the structure instead of thinking about audiences.
- Circulate during the portfolio build and push vague rows into audience language. Pair students who built different formats so the borrow-from-classmate rows have somebody to borrow from.
- Before bags, every student shows sm2_format_comparison open inside 09_specialism/sm2/, even with two rows only.

WHAT TO WATCH FOR

- Only listing benefits for the format already built: require one borrowed benefit and challenge with a classmate's first name in brackets.
- Rows that only praise the favourite tool or copy the sample: remind students to include challenges and real audiences.
- Mixed Untitled filenames: insist on sm2_format_comparison inside 09_specialism/sm2/ so the file can be found again.

DIFFERENTIATION

- Support: Pair students who built different formats, and allow two complete rows first with the third added in the same file.
- Extension: Add a fourth format, and write one sentence on whether the second format they plan to build should change after today's comparison.
- Extension: If limited to one format for the VET interview, which would they keep and what would they lose?