

Cross-Format Comparison: When to Use Which

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U3.3

WHAT THIS LESSON DOES

You have created presentations in two different digital formats for your project. Today evaluate their advantages and disadvantages using your own experience. Update your format comparison page and learn to defend your choices with evidence from your work.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U3.3	Evaluate the advantages and disadvantages of different digital formats for different purposes.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Evaluate advantages and disadvantages of formats tried in the module
- Update the Format Comparison page with practical experience
- Defend format choices with evidence from building work

BEFORE THE BELL

- The eight scenario cards and the five format buckets are all built into the on-screen sort in step 3, so there is nothing to print or cut out for it.
- No blank comparison handout is required. Students create `sm2_format_comparison` themselves (four headings plus three empty rows) if the page is missing.
- Display `img_format_fit_concept` as students enter.
- Plan one volunteer format for a live co-write row at the end of Key concepts.
- Have a few student format 1/format 2 examples ready to name aloud. No blank handout required: students create `sm2_format_comparison` themselves if missing. Display `img_format_fit_concept` on entry.
- Project `img_format_fit_concept` and the worked-example table on the classroom screen. Plan one volunteer format for the live co-write row at the end of this step.
- Open the drag-sort on the classroom screen in challenge mode. Model the live VET talk card first. Facilitate agree-then-place in short beats; cluster carousel and video pairs. Cap post-Check unpack at three cards. Bank one duplicate-style card if time is tight.
- No blank handout required. Be ready to show one student creating headings plus three empty rows in `sm2_format_comparison` if several are catching up.
- Students need Project Portfolio (`sm2` folder), format 1 and format 2 open for reference, and word processor access. No blank template handout: students create `sm2_format_comparison` if missing. This block stays in the 60-minute class; not homework.
- Plan a two-pass walk: filename + row count for all, then sample defences on about one third of the class. Carry remaining deep checks into next lesson start if needed.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	When to use which format
4 min	content	Common issues
20 min	activity	Portfolio build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Model the live VET talk card fully before students place the rest.
- Agree each card before placing it, and take the two carousel cards together and the two video cards together so the class compares them instead of guessing.
- Set aside one duplicate-style card if an argument runs long, so the twenty minutes of portfolio writing survives.
- After Check, unpack at most three contested cards, asking for the stronger fit plus the runner-up named aloud.
- Co-write one lived row on the board before independent portfolio writing.
- Circulate during the portfolio build to prompt for specific project details rather than generic statements; accept labelled observed rows for catch-up students.
- Use the support sentence starters on the portfolio card with weaker writers.
- Link the language of benefits and challenges directly to VET interview preparation.
- For the exit check, walk the room twice: filename and row count for everyone, then a sample of defence lines from about a third of the class, with files left open on the defence paragraph and any remaining checks finished next lesson.

WHAT TO WATCH FOR

- Students base choices on personal preference for a tool: Redirect to purpose and audience criteria.
- Notes lack specific lived experience: Ask 'What changed due to peer feedback?' to elicit details.
- Two formats seem to fit a scenario: Require identification of the stronger fit and mention the alternative.
- Second file under a different name: insist on Save As / rename to sm2_format_comparison in sm2 only.
- Catch-up students freeze on "both formats you built": point them at labelled observed rows from peer work and the class sort.

DIFFERENTIATION

- Support: Use the sentence starters on the portfolio card for lived rows and the VET defence.
- Extension: Invite students to add notes on a fourth format only after the exit check is met.
- Support: Pair students needing catch-up; they use peer work and class-sort observations as lived evidence, label those rows observed, and create sm2_format_comparison themselves if needed.