Bolton College *Digital Research Project*

# Preparatory task

**Learning Issues**

What are the top three learning issues you face with your students? One way to think of this is to imagine you have a magic wand. Which issues would you magic away first? Would these be to make your life easier, to make it easier for your students to learn, or a combination of the two?

## Quality Standard

1. How would you like learners to be different as a result of your use of technology? Another way to consider this question is to ask: 'what learning issue would you like to resolve'? Write a sentence or two in column 3 that sets out (in an ideal world) how learners would be different.
2. In column 4, suggest what element of provision this is linked to (e.g. pre-learning, formative assessment, critical reflection, etc.)
3. In column 5, suggest the technology that could assist with achieving the outcome.

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| **Area** | | **Technology Enhanced Learning** | | | |
| **#** | **In** | **Gold Standard intended impact:** | **Element** | **Technology** | **Empathy tag** |
| C | Ex1 | Learners feel prepared for the session. The scene has been set and they are curious and excited to know more. | Pre-learning | Quiz  Survey |  |
| C | Ex2 | Learners' curiosity leads them to a knowledge-base so they can explore the topic further before the lesson. | Pre-learning | Blendspace |  |
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Lesson Reflection Form

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| **Teacher** |  | **Observer** |  | **Date** |  |
| **Type of learners** | 14-16, 16-18, 19+,  Apps, Employability  Other: | **Qualification type** |  | **Learners present** |  |
| **Course level** | E 1 2 3 4 | **No. on register** |  |
| **No. late** |  |
| **Curriculum area** |  | **Subject area** |  | **Observation duration** |  |
| **Context and focus** | | | | | |
| **Overall evaluation of positive, negative or missing impact** | | | | | |
| **Positive impact**  **Areas for further consideration** | | | | | |
| Additional overall notes to highlight, such as: room layout, temperature, E&D, maths, English, ILT, etc.. | | | | | |

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| **Strategy/activity** | **Impact on learning** |
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