

Course Redesign

Visual Design using Adobe Photoshop

Executive Summary

This report outlines a comprehensive redesign of the *Visual Design Using Adobe Photoshop* course offered within eCollege. The revision responds to ongoing issues of student disengagement, confusion regarding tasks, and diminished confidence in completing course activities. The redesigned course aims to enhance motivation, clarity, and independent learning by realigning assessments with *Adobe Certification* objectives and integrating teaching strategies that reflect current industry standards and professional practice.

A key focus of the redesign is the creation of a more inclusive and accessible learning environment through the integration of CAST UDL principles. By embedding UDL aligned materials, multimedia resources, and flexible learning options, the course supports diverse learning needs and fosters deeper engagement.

The new structure emphasizes authentic, real-world design challenges, iterative formative practice, and structured peer collaboration to cultivate self-regulated learning, clear progression, and stronger connections between course activities and professional outcomes.

Rationale for Redesign

The existing *Visual Design using Adobe Photoshop* course has faced several challenges, including low student engagement, uncertainty around tasks requirements, and limited learner confidence in achieving successful outcomes. Many students report confusion about instructions, find project tasks disconnected from Adobe exam objectives, and struggle to see the relevance of assignments to real-world design practice. Attendance in live sessions has also been low, with several learners feeling demotivated or deferring their studies.

The current course structure places emphasis on final products rather than process and skill development, offering limited opportunities for collaboration or formative feedback. This has resulted in stress, frustration, and inconsistency in student performance.

Redesign goals

The redesign of the *Visual Design using Adobe Photoshop* course aims to create a more engaging, inclusive, and industry-relevant experience. The following goals guide the revision process

1. Enhance Student Engagement and Motivation

- Foster curiosity and creativity through authentic, real-world challenges
- Incorporate interactive multimedia resources, gamified tasks, and learner choice to sustain motivation.

2. Clarify Learning Pathways and tasks instructions

- Simplify and reword task descriptions to improve understanding
- Provide visual guides, examples, and consistent rubrics to reduce confusion and built learner confidence

3. Constructive alignment.

- Align course content (Skillify) with Adobe Certification objectives
- Ensure all tasks and formative assessments directly support *Adobe Certification* competencies, with no ambiguous extra tasks outside the assessment requirements

4. Promote self-directed and independent learning

- Adopt a flipped classroom model to encourage exploration and self-paced study.
- Include reflective journals and formative feedback cycles to build self-regulation skills

5. Embed CAST UDL Principles

- Provide multiple means of engagement, representation and action & expression
- Offer flexible submission formats (Word, PDF, video, podcast, image gallery) and accessibility supports (read-aloud, caption, alt text)

6. Encourage collaboration and peer learning

- Introduce peer review sessions and group design projects
- Promote constructive feedback, teamwork, and communication skills

7. Integrate Accessible and Multimedia Learning Materials

- Embed PowerPoints with animations, graphics, icons, and videos in Moodle using responsive HTML
- Ensure all resources meet accessibility standards (captions, transcripts, alt text, and colour contrast)

8. Strengthen Industry alignment and professional relevance

- Design projects that mirror real-world creative briefs and client scenarios
- Focus on process, problem-solving, and portfolio development suitable for job applications, employment or further education

9. Improve retention and student success rates

- Reduce deferrals and dropouts through clear structure, inclusive design, and motivational support
- Build confidence, reduce frustration, and promote satisfaction and achievement

Course Structure - redesign

Pilot cohort

Week	Stage	Focus Key topics	Live Classes Activities
1	Foundation <i>Synchronous live class</i>	Getting Started Orientation Collaboration Software setup Portfolio introduction	Live Class (20 Oct 2025) Welcome and introductions - tutor and peer presentations in breakout rooms - Overview of course structure, learning outcomes, and Adobe Certification alignment. Software setup: Adobe Photoshop installation and system requirements. Introduction to Portfolio Project I and its relevance for job applications.
2	Application Domain 1 <i>Synchronous live class</i>	Design Process Creative Process and client interaction	Live Class (10 Nov 2025) Guided real-world design simulation Role play: - Designer–client briefing. - Collaborative sketching and peer feedback. - Discussion on iterative design and project workflow.
3	Application Domain 1 <i>Asynchronous- recorded live class</i>	Copyright, Licensing and Permissions and Design Principles Legal and Ethical Design Practices	Class recording (10 Nov 2025) Tutor-led session on copyright, licensing, and permission for digital media. PowerPoint presentation: - Sourcing free stock assets ethically. - Discussion forum on design principles (flow, balance, composition).
4	Application Domain 2 <i>Synchronous live class</i>	Project Setup and interface Photoshop tools, Interface and Document setup	Live Class (17 Nov 2025) Tutor demonstration - Interface customization - Document organization, and workflow optimization. Troubleshooting strategies and productivity shortcuts.
5	Application Domain 3 <i>Asynchronous- recorded live class</i>	Organising Documents Project I Submission	Class recording Portfolio Project I - Submission guidance. Project Portfolio II - Introduction to Portfolio Project II.
6	Application Domain 4 / 5 <i>Synchronous live class</i>	Creating and modifying visual elements	Live Class (24 Nov 2025) Techniques for creating and modifying visual elements. - Publishing for web and print media. - Portfolio support, submission and review.
7	Exam Preparation <i>Asynchronous- recorded live class</i>	Introduction to GMetrix Confidence Building	Introduction to <i>GMetrix</i> practice environment. - How to obtain the redeem code - Guided practice
8	Exam Preparation No live class <i>No live class</i>	Exam practice Study week	GMetrix practice, Self-paced review and exam readiness.
9	Assessment <i>Synchronous live class</i>	Final Review and Q&A	Live Class – Revision and Q&A - Final exam briefing. - Discussion of exam expectations and time management. - Open Q&A session.
10	Assessment <i>No live class</i>	Exam week Adobe Certification exam	No live class
11	Re-sit Preparation <i>Synchronous live class</i>	Revision and support	Live class- Revision Q&A - Exams debrief
12	Resit exam week <i>No live class</i>	Certification Retake	Exam week

Teaching and learning strategies

The redesigned *Visual Design using Adobe Photoshop* course adopts a set of evidence-based teaching and learning strategies designed to increase engagement, independence, and accessibility. These approaches combine authentic, real-world learning experiences with inclusive and flexible delivery methods aligned to CASTs UDL framework. Together, they aim to develop learners' technical competence, creative confidence, and readiness for both *Adobe Certification* and professional practice.

Project-Based Learning (PBL)

Purpose: To connect learning directly to industry-standard scenarios and professional design practices.

Implementation:

Students connect with prior knowledge and engage in authentic design projects that simulate real-world creative briefs. Activities include role-plays, project management tasks, debriefing sessions, sketching, composition planning, and developing draft promotional materials. Each project builds progressively toward a final professional portfolio, showcasing both technical proficiency and creative development. The process encourages problem-solving, iteration, and reflection, mirroring the workflow of professional Graphic Design environments.

Flipped Classroom Approach

Purpose: To promote independent and maximise classroom time for creative application and collaboration.

Implementation:

Foundational tutorials covering essential Photoshop tools, interface navigation and design principles are delivered asynchronously through Skillify, short instructional clips, infographics, and interactive PowerPoint animations hosted in Moodle.

Synchronous class sessions are dedicated to guided practice, troubleshooting, discussion, peer critique, collaborative problem-solving, and personalised feedback. This model encourages students to prepare independently and engage actively during live sessions.

Collaborative Learning and reflective practice

Purpose: To foster a sense of community, reduce learner isolation, and develop professional communication skills.

Implementation:

Structured peer review sessions and group discussions enable students to provide and receive constructive feedback on design work. These activities promote collaboration, critique, and teamwork while building design communication skills. Students also maintain a reflective learning journal, in written, audio, or video format, documenting their creative process, challenges, and design decisions. Reflection supports metacognitive growth and self-regulated learning.

CAST UDL implementation

The course redesign fully integrates the new CASTs UDL 3.0 guidelines, providing multiple means of engagement, representation, and action/expression to support diverse learner needs.

Multiple Means of Engagement (The “Why” of Learning):

Purpose: To motivate autonomy, foster collaboration and sustain interest by offering flexibility, relevance, choice, and authenticity.

Implementation:

- Choice of project topics and creative pathways
- Scaffolded micro-challenges leading to mastery
- Flexible submission deadlines to accommodate diverse learner contexts

Multiple Means of Representation (The “What” of Learning):

Purpose: To ensure all learners can access and understand course content through varied formats

Implementation:

The content is provided in text, narrated audio, screencasts, video tutorials, images with alt text, transcripts, interactive visuals and labelled icons/diagrams

- Downloadable, accessible Word and PDF versions of all materials
- Responsive HTML/Bootstrap integration in Moodle for seamless viewing across devices, especially mobile phones
- Key concepts are presented beyond representation via text such as illustrations, tables, video, comic strip, storyboards, animations and virtual manipulations
- Use of a tutor avatar to guide learners visually and provide intuitive navigation and feedback.

Multiple Means of Action and Expression (The “How” of Learning):

Purpose: To allow students to demonstrate learning in flexible and creative ways.

Implementation:

Students choose how to present their portfolio: Word, PDF, digital gallery (Adobe Portfolio), video presentation, or podcast reflection.

- Moodle assignment settings configured to accept multiple submission formats including file uploads, embedded links, and audio/video submissions
- Opportunities for iterate feedback before submission

These strategies collectively promote a learner-centred, inclusive, a practice-oriented environment. By combining project-based learning, flipped classroom instructions, collaborative reflection, and UDL driven accessibility, the course empowers students to take ownership of their creative process. Learners develop not only technical proficiency in Photoshop but also transferable skills, such as collaboration, critical thinking, and adaptability, essential for success in professional visual context.

Assessment and Evaluation Strategies

The assessment design encourages learning through creation, reflection, and iteration. Students receive continuous formative feedback before final submission

Assessment type	Description	Purpose
Formative Assessment	Weekly micro-challenges hosted in Moodle Forums	Skill reinforcement, confidence building and provide immediate feedback
Peer Review assessment	Moodle Forums and class sessions. Collaborative feedback	Encourage communication, collaboration and reflective practice
Portfolio Project	Capstone design aligned with Adobe exam competencies and industry standards	Integration of technical and creative skills
Self-Reflection log	Personal learning journal written, audio, or video reflections	Support metacognition, awareness and ownership of learning. Independent learning and growth tracking
Flexible submission formats	Students may submit their portfolio in any of the different formats: .DOCX, PDF, image gallery - Adobe Portfolio online, multimedia (recorded video walkthrough)	This aligns with UDL principles by providing multiple means of action and expression
Exam Practice	Simulate Adobe test tasks with topic quizzes designed with Microsoft Forms GMetrix	Strengthen certification readiness. Better understand the wording. Overcome challenges in pre- and post-assessment with Skillify

Support and Feedback

- Micro-challenges and practice activities provide instant feedback and scaffolded learning.
- Weekly formative feedback and live class discussions provide opportunities for clarification, demonstrations, and portfolio feedback.
- Clear assessment rubrics and examples provided
- Collaborative design projects simulate real-world client–designer scenarios.
- Portfolio checkpoints allow students to submit drafts for formative comments before final submission.
- Accessible support through Word and Moodle tools (alt text, captions, heading structures, narration)
- Embed rates in Moodle forums for peer review

Implementation plan

The implementation plan outlines the phased rollout of the redesigned course. It ensures smooth integration of new teaching strategies, UDL, accessibility practices, and assessment reforms, while providing time for testing, feedback and refinement.

Phase	Action	Timeframe
Curriculum review	Content review, Skillify videos, pre- and post-assessment, and GMetrix mock exams. Map current learning outcomes to Adobe certification objectives	Month 1-3
Storyboard	Update scheme of work and assessment strategy	Month 4
Resource development	Develop UDL aligned materials: accessible PowerPoints, read-aloud, scripts	Month 5-6
Moodle integration	Embed multimedia and read-aloud HTML code into course pages. Enable flexible submission settings Record tutor avatar introductions and videos walkthroughs	Month 7
Pilot delivery	Test and run redesigned modules with one cohort. Conduct live workshops using flipped-classroom model. Facilitate peer review sessions and reflective practice tasks.	Month 8
Feedback and Revision	Collect student's feedback. Monitor engagement - attendance and submission rates. Refine materials and make other adjustments	Month 9-10
Full rollout implementation	Launch updated course to all future cohorts	Month 11

Moodle and Accessibility integration

Multimedia and responsive design

All instructional materials are embedded on Moodle using responsive HTML and responsive Bootstrap-based templates to ensure seamless and accessible learning experience across devices.

PowerPoints with animations, illustrations, graphics, and narration are exported as MP4s and embedded with captions.

Interactive elements and visual enhancements are incorporated to improve engagement and comprehension, while maintaining accessibility compliance.

Key features include:

Responsive Design:

Developed using Bootstrap 5 frameworks for adaptive layouts that automatically adjust to desktop, tablet, and mobile views. Learners can easily navigate course modules, embedded multimedia, and discussion forums on any device.

Tutor Avatars and Guided Interaction:

Tutor avatars act as visual guides throughout the modules, providing friendly introductions, contextual tips, and animated feedback. These avatars help create a more human-centered and conversational learning experience, particularly for online learners who may feel isolated.

Interactive Learning Elements:

Lessons integrate click-to-reveal explanations, image hotspots, embedded quizzes, tool demonstrations, and drag-and-drop practice activities to reinforce learning through participation. Each interactive component supports multiple means of engagement, aligning with CAST UDL principles.

Embedded Multimedia and Read-Aloud Features:

Course materials include videos, screencasts, animated PowerPoints, and infographics, all embedded directly in Moodle. Through Google AI Studio, written content is also available in MP3 audio format, allowing students to hear text read-aloud at adjustable speeds to support accessibility and varied learning preferences.

Accessible Documents and Formats:

All downloadable files (Word, PDF) follow accessibility best practices, including structured headings, alt text, colour-contrast compliance, and read-aloud compatibility. Students can choose to submit their portfolio work in multiple accessible formats, including Word, PDF, video walkthrough, or image gallery through Adobe Portfolio.

Integrated Feedback and Peer Review:

Moodle forums and assignment tools support structured peer critique. Feedback is delivered using rubric comments, voice notes, and automated reminders for revisions.

Impact

This Moodle integration enhances learner engagement, usability, and accessibility, ensuring that the course environment is interactive, inclusive, and consistent with the institution's digital learning strategy.

Evaluation, Reflective Plan and Continuous improvement

Success of the redesign will be measured through:

- **Student Feedback Survey:** Measure engagement, clarity, and confidence. Collect learner feedback on engagement, workload, and relevance
- **Attendance and Submission Data:** Track participation and retention
- **Analytics:** Track completion rates of digital modules and portfolio submissions
- **Instruction Reflection logs:** Record teaching insights and improvements. Document tutor's challenges and successes through reflective journals
- **Industry review:** Solicit feedback from creative professionals on student portfolios for authenticity and quality.
- **Peer Review / Quality check:** Evaluate collaborative effectiveness
- **Certification Success Rates:** Monitor Adobe exam pass rates post-redesign

Findings from each delivery cycle will guide further refinements to ensure the course remains inclusive, current, and engaging.

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Expected Impact / Expected outcomes

- Improved clarity and reduced student confusion
- Increased learner engagement, retention and confidence
- Higher motivation and active participation
- Greater sense of ownership, confidence and independence in learning
- Stronger portfolio outcomes aligned with Adobe certification
- More collaborative, authentic, and enjoyable learning experience
- Higher rates of Adobe Certification exam success
- Strong student portfolios aligned with industry standards
- Enhanced inclusivity and accessibility through UDL-aligned materials and flexible delivery

Risk Management

Potential Risk	Mitigation Strategy
Low student engagement in flipped format	Provide short orientation videos and scaffolding: integrate small-graded participation tasks
Technical difficulties with multimedia content	Pre-test across browsers and devices, offer downloadable formats and tech support
Accessibility inconsistencies	Use Moodle accessibility checkers, conduct periodic audits with UDL checklist with the Instructional Design team
Misalignment with Adobe certification updates	Schedule annual review to cross-check outcomes with current Adobe exam guide
System Requirements updates	Cross-check periodic reviews with the Adobe Photoshop system requirements
Staff unfamiliarity with new delivery methods	Conduct pre-course workshops and peer mentoring
Students want to use AI	Acknowledge the source Use collaboration and reflective practice

Critical analysis Rationale

The *Visual Design using Adobe Photoshop* module employs a learner-centred, blended pedagogy that integrates Gagné's Nine Events of Instruction and Kolb's Experiential Learning Model to scaffold skill development and promote hands-on, reflective, and iterative learning (Gagné et al., 2005; Kolb, 1984). Grounded in adult learning principles and Maslow's hierarchy of needs, it recognizes learners as autonomous, motivated by relevance, and enriched by prior experience, supporting problem-centred learning, self-efficacy, and professional growth (Knowles, 1984; Knowles et al., 2015; Maslow, 1954). CAST's UDL principles ensure accessibility through multiple means of engagement, representation, and expression, while flipped classroom and Project-Based Learning approaches link theory with authentic industry tasks, foster collaboration, and encourage reflective practice (CAST, 2018; Thomas, 2000; Bergmann & Sams, 2012). Constructivist strategies applied to both course activities and ACP exam preparation cultivate critical thinking, adaptability, and real-world problem-solving (Piaget, 1954; Vygotsky, 1978; Jonassen, 1999), while scaffolded formative feedback, peer review, and multi-modal assessment reinforce mastery, confidence, and continuous improvement (Biggs & Tang, 2011; Hattie & Timperley, 2007; Schön, 1983). Collectively, these pedagogical choices create an inclusive, practice-oriented learning environment that develops technical proficiency, transferable skills, and professional portfolios aligned with industry standards and certification requirements (Knowles et al., 2015; Merriam & Bierema, 2014).

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13/11/2025

References

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Appendix A: Needs Analysis and identified issues

The existing Visual design using Adobe Photoshop provides strong technical content but has limited learner engagement due to isolation lack of collaboration. Students often complete technical exercises without a clear sense of real-world application or creative exploration.

Student Challenges

- Students frequently express confusion about tasks and instructions
- Learners defer participation, show signs of demotivation, or stop attending live sessions.
- Frustration and stress arise from unclear expectations or overwhelming workloads
- Many students drop out before completing the course or certification
- Ambiguous or overly technical work loading leads to misunderstanding of tasks

Project and Assessment issues

- Current tasks are not always aligned with Adobe exam objectives
- Some activities require skills or deliverables beyond certification scope, causing frustration
- Tasks are isolated rather than scaffolded and gradually increase the difficulty of the tasks and towards a cohesive final project
- Current projects prioritise finished products rather than the process – skill development
- Limited connection to real-world industry practices
- Minimal collaboration and peer review, reducing social engagement and feedback opportunities.

Envisioned Outcomes

- Higher learner motivation and confidence
- Greater self-directed and independent study habits
- Authentic, real-world learning experiences
- Improve clarity, alignment, and logical progression of learning tasks
- Increase collaboration and peer interaction

Appendix B: Success Indicators

To evaluate the effectiveness of the course redesign, the following success indicators will be monitored throughout implementation and subsequent course deliveries. Each aligns with the redesign goals and focuses on measurable evidence of improvement in student engagement, accessibility, and achievement.

Redesign Goal	Success Indicators / Measures of Achievement
1. Enhance Student Engagement and Motivation	• Increased attendance in live and online sessions. • Higher participation rates in discussions and collaborative activities. • Positive student feedback indicating greater enjoyment and interest.
2. Clarify Learning Pathways and Task Instructions	• Reduced number of student queries and support requests regarding task instructions. • Clearer submission compliance (fewer resubmissions due to misunderstanding). • Improved satisfaction ratings for course clarity and structure.
3. Align Course Content with Adobe Certification Objectives	• 100% of tasks mapped to Adobe Certification competencies. • Improved student confidence in certification readiness (via pre- and post-course surveys). • Higher pass rates in Adobe Certification exams.
4. Promote Self-Directed and Independent Learning	• Increased completion of self-paced materials on Moodle. • Reflective journals showing evidence of planning, self-monitoring, and problem-solving. • Positive feedback on learner autonomy and confidence.
5. Embed CAST UDL Principles	• All course materials meeting accessibility standards (captions, alt text, transcripts, high contrast). • Use of multiple submission formats (Word, PDF, video, podcast, etc.). • Student feedback confirming improved access and inclusivity.
6. Encourage Collaboration and Peer Learning	• Regular peer review participation and quality feedback exchanges. • Increased collaboration in group tasks. • Student reflections noting the value of peer input and teamwork.
7. Integrate Accessible and Multimedia Learning Materials	• All Moodle resources include responsive HTML, captions, and read-aloud features. • Positive student engagement with multimedia tutorials (tracked via LMS analytics). • Consistent use of icons, images, and visual guides improving comprehension.
8. Strengthen Industry Alignment and Professional Relevance	• Project briefs referencing real-world design contexts. • Portfolio projects evaluated against professional design standards. • Employer or external reviewer feedback validating industry relevance.
9. Improve Retention and Student Success Rates	• Decrease in course deferrals and withdrawals. • Higher overall completion and pass rates. • Increased student satisfaction and confidence scores on end-of-course surveys.

Appendix C: Lesson Plan – Getting Started

UDL Lesson Plan Template for FET

1. Course

Date	20/10/2025	Time	12:00 – 13:00
Course	Visual Design Using Photoshop		
Tutor	Sandra Picarra		

2. Lesson Information

Lesson Name	1. Getting Started	Duration	1 h
Domain(s)	---	Topics: Introduction	Course Introduction
Objectives Clearly state what learners should know, understand, and be able to do by the end of the lesson.	Knowledge 1. Meet each other 2. Learn the learning plan 3. Understand the value of the portfolio in real-world scenarios	Skills Collaboration	Values/Attitudes Meet each other and present the peer to the class
UDL	Multiple Means of Engagement (The “Why” of learning) e.g., use real-life scenarios, group work, learner choice, gamified elements	Multiple Means of Representation (The “What” of learning). e.g., visual aids, videos, charts, demonstrations, simplified texts	Multiple Means of Action & Expression (The “How” of learning) e.g., oral presentations, written responses, posters, digital submissions
Learning Outcomes CAPS Reference			

3. Live class

LO	Activity	Duration	Learning Activities (Describe what the teacher and the student will be doing in each section)	Activity
	Warm-Up (This should be a quick and engaging way to start off your session. Consider a related YouTube clip, a short read-aloud, a literacy game, etc...)	1 min 2 min 5 min 10 min 5 min	1. Welcome Note 2. Understand Course Structure 3. Know Tutors and Coordinator 4. Breakout rooms 5. Learners present their peers and their objectives	Group learners in breakout rooms to meet each other and discuss why they are on the course
	Introduction to Skill (This is your turn to use direct introduction to teach/explain/model the	3 min 5 min 3 min 2 min	1. Discuss future plans in professional settings 2. Understand the learning plan, showing dates of the next live classes	The tutor describes examples of freelance jobs, and future job applications

	skill/topic for the day. What strategies will you use?)	2 min	3. System Requirements – Recommendations for Win and Mac 4. Adobe Creative Cloud Licenses 5. What is Photoshop and where it is used	The tutor discuss how the portfolio is important in job applications
	Guided Practice (How will you support the student in practicing the skill? This could be a whiteboard activity, a game, guided reading or writing, etc.)	2 min 10 min 2 min 2 min	1. The tutor shows where to find the resources and future communications in the forums. 2. Outline the Portfolio part 1 - Where to find - Submission areas - Objectives 3. Summary - Brief Recap 4. Future plans - Show the calendar with dates, the next class and where students should be at	Students are encouraged to go to Forums, say hello, and comment others' posts
	Independent Practice (Now provide the student to apply the skill in the context of reading or writing.)	1 min	1. Students are required to experiment with the functionalities of forums to see if they can interact with the tool 2. Students are required to read the Portfolio brief 3. Students are requested to complete the next Domain and come prepared to class	Students are required to initiate the first part of the project. Look for a client—a teammate, a friend, or family member
	Assessment (How will you assess student knowledge and understanding)		Tool/Method - Criteria	UDL Alignment

4. Resources

Resources	Location
1. PowerPoint 2. Zoom Meeting	Online
Lesson Notes	
Adjustments Record any adaptations for learners with specific needs, or notes for future planning Students may use zoom translator	Zoom translator.

Appendix D: Lesson Plan – Domain 1 – WDI (Design Process)

UDL Lesson Plan Template for FET

1. Course

Date	03/11/2025	Time	12:00 – 13:00
Course	Visual Design Using Photoshop		
Tutor	Sandra Picarra		

2. Lesson Information

Lesson Name	Working in the Design Industry - Design Process	Duration	1 h
Domain(s)	Domain 1	Topics: Introduction	Course Introduction
Objectives Clearly state what learners should know, understand, and be able to do by the end of the lesson.	Knowledge 1. Understand audience and audience need 2. Planning and project management 3. Practice communication techniques	Skills Collaboration Communication Project management	Values/Attitudes Meet each other and present the peer to the class
	Multiple Means of Engagement (The “Why” of learning) e.g., use real-life scenarios, group work, learner choice, gamified elements	Multiple Means of Representation (The “What” of learning). e.g., visual aids, videos, charts, demonstrations, simplified texts	Multiple Means of Action & Expression (The “How” of learning) e.g., oral presentations, written responses, posters, digital submissions
UDL	Learners participate in a role-play activity in which one takes on the role of a graphic designer and the other acts as a client.	PowerPoint with animations and graphics www.sketch.io	Learners create a poster sketch based on the client’s ideas and engage in a discussion to gather and respond to the client’s feedback
Learning Outcomes CAPS Reference	LO1 – Purpose, Audience and audience Needs LO2 – Communication Techniques LO3 – Design Plans LO4 – Project Management Concepts		

3. Live class

	Activity	Duration	Learning Activities (Describe what the teacher and the student will be doing in each section)	Activity
	Warm-Up (This should be a quick and engaging way to start off your session. Consider a related	5 min 2 min	Discuss Student’s progress and challenges Recall the learning plan and where student should be	Q&A – Student voice

	YouTube clip, a short read-aloud, a literacy game, etc...)			
	Introduction to Skill (This is your turn to use direct introduction to teach/explain/model the skill/topic for the day. What strategies will you use?)	4 min 2 min 2 min 5 min	Audience and audience needs Communication techniques Design plans Project Management concepts	Tutor's PowerPoint presentation
	Guided Practice (How will you support the student in practicing the skill? This could be a whiteboard activity, a game, guided reading or writing, etc.)	2 min 10 min 5 min 5 min 5 min 2 min	1. Teacher shows examples of sketches 2. Tutor describes the Creative Brief 3. Breakout rooms - Role play 4. Class discussion 5. Summary - Brief Recap 6. Future plans - Show the calendar with dates, the next class and where students should be at	Role play: - Learners are divided into pairs. One learner takes on the role of a graphic designer, while the other acts as the client. - The designer individually creates a poster sketch using Sketchpad , based on the client's initial ideas. - Once the sketch is complete, the designer presents it to the client. Together, they discuss the design and explore ways to improve or refine it based on the client's feedback. - The main group then reflects on the experience, discussing how challenging it can be to meet client expectations and manage differing opinions. This activity highlights the reality that graphic designers often work to fulfil someone else's vision and must be able to interpret and adapt to client needs effectively.
	Independent Practice (Now provide the student to apply the skill in the context of reading or writing)	1 min	1. Students are required to complete the first part of the project	2. Students are requested to post their sketches and small reflection on forums 3. Students are requested to comment on peer's work
	Assessment		Tool/Method - Criteria Formative assessment	UDL Alignment

	(How will you assess student knowledge and understanding)		Forums Tutors feedback / Peers' feedback	
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4. Resources

Resources	Location
PowerPoint Zoom Meeting Sketch.io	Online
Lesson Notes	
Adjustments Record any adaptations for learners with specific needs, or notes for future planning Students may use zoom translator	

Appendix D: Lesson Plan – Domain 1 – WDI (Copyright, Licensing and Permissions)

UDL Lesson Plan Template for FET

1. Course

Date	03/11/2025	Time	12:00 – 13:00
Course	Visual Design Using Photoshop		
Tutor	Sandra Picarra		

2. Lesson Information

Lesson Name	Working in the Design Industry - Design Process	Duration	1 h
Domain(s)	Domain 1 - WDI	Topics: Copyright, Licensing, and Permissions Design Principles	
Objectives Clearly state what learners should know, understand, and be able to do by the end of the lesson.	Knowledge 1. Understand Copyright, Licensing and Permissions 2. Learn Basic Design Principles 3. Practice Metadata	Skills How to referring images and quote the authors How to create a visually appealing according to design principles	Values/Attitudes How to obtain permission to use copyrighted material
	Multiple Means of Engagement (The “Why” of learning) e.g., use real-life scenarios, group work, learner choice, gamified elements	Multiple Means of Representation (The “What” of learning). e.g., visual aids, videos, charts, demonstrations, simplified texts	Multiple Means of Action & Expression (The “How” of learning) e.g., oral presentations, written responses, posters, digital submissions
UDL	Learner discovering different free stock websites and learn how to referring images	PowerPoint with animations and graphics Pexels, Pixabay, Unsplash, Photoshop	Learner participate in online forums, discussing good and bad design
Learning Outcomes CAPS Reference	LO1 – UNDERSTAND Copyright, Licensing, and Permissions LO2 – DISCOVERY design Principles and how to apply them		

3. Live class

LO	Activity	Duration	Learning Activities (Describe what the teacher and the student will be doing in each section)	Activity

	Warm-Up (This should be a quick and engaging way to start off your session. Consider a related YouTube clip, short read-aloud, a literacy game etc...)	3 min 2 min 2 min	1. Discuss Student's progress and challenges 2. Recall the learning plan and where student should be at 3. Discuss the Portfolio Project	Q&A – Student voice
	Introduction to Skill (This is your turn to use direct introduction to teach/explain/m the skill/topic for the day. What strategies will you use?)	5 min 1 min 2 min	1. Copyright, Licensing and Permission 2. Tutor show how to google creative commons 3. Tutor shows different free stock websites and where to find information about the creator and the asset	Tutor's PowerPoint presentation
	Guided Practice (How will you support the student practicing the skill? This could be a whiteboard activity, a game, guided reading or writing, etc.)	4 min 1 min 1 min 2 min 5 min 10 min 10 min 2 min 2 min	1. Tutor downloads an image 2. Tutor creates a new doc in Photoshop, embed the downloaded image 3. Tutor opens the image within Photoshop 4. Tutor fills the Metadata (File - File info...) 5. Design Principles - Discuss Good and Bad Practices 6. Summary - Brief Recap 7. Future plans - Show the calendar with dates, the next class and where students should be at	Forum
	Independent Practice (Now provide the student to apply the skill in the context of reading/writing)	1 min	1. Students are required the metadata	2. Students are requested to post a small reflection on forums about good and bad design 3. Students are requested to comment on peer's work

	Assessment (How will you assess student knowledge and understanding)		Tool/Method - Criteria Formative assessment Forums Tutors feedback / Peers' feedback	UDL Alignment
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4. Resources

Resources	Location
1. PowerPoint 2. Zoom Meeting 3. Pexels, Pixabay, Unsplash, Photoshop	Online
Lesson Notes	
Adjustments Record any adaptations for learners with specific needs, or notes for future planning Students may use zoom translator	