

DIGIEDUHACK SOLUTION CANVAS

Title of the solution:	Creative ICT lessons on professions in a digital world	Team name:	Digital Sparks									
Challenge addressed:	increasing accessibility to AI-based educational tools	Challenge category:	Beginner Award-Social Impact									
Background of the team: (multiple selections possible in case of mixed teams)	<table border="1"> <tr> <td>Higher Education Students</td> <td>Researchers</td> <td>Professionals</td> </tr> <tr> <td>Teachers</td> <td>Primary School Students</td> <td>Secondary School Students</td> </tr> <tr> <td>Others (please specify)</td> <td colspan="2"><input type="text"/></td> </tr> </table>			Higher Education Students	Researchers	Professionals	Teachers	Primary School Students	Secondary School Students	Others (please specify)	<input type="text"/>	
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Solution description

What is the final product/service/tool/activity you're proposing? What are its main elements, technologies and objectives? Could you please include a brief implementation plan with some key overall milestones, resources required and eventual barriers foreseen?
How could your solution be used to enhance digital education nowadays? How could its success be measured?

The proposed solution is a three-lesson digital microteaching module titled "Professions: The job of the future" (based on Prepare 8, Prepare, Ukrainian Edition), designed to integrate project-based learning, task-based language teaching, and scaffolded digital activities. The final product is a structured sequence of three interactive lessons in which students explore modern professions, practice the second conditional and create a digital artefact about a future job. The module includes key elements such as guided vocabulary development, contextual grammar tasks, collaborative online platforms and an AI-supported creative task. The aim is to enhance communicative competence, digital literacy, critical thinking and creativity.

The implementation plan consists of three milestones aligned with the lessons:

Lesson 1 – Discover: students activate prior knowledge of professions, build vocabulary and engage in a digital warm-up using Mentimeter and Wordwall.

Lesson 2 – Practice: students listen to a recording of teenagers talking about their dream jobs, practice the Second Conditional in meaningful contexts and complete creative post-listening activities such as Emoji Challenge and Instagram-style captions to express their ideas about professions.

Lesson 3 – Production: students design a digital poster or short AI-generated video in Canva or a similar tool to present their own idea of a future profession, followed by peer feedback using rubrics.

Resources required include laptops/tablets, internet access, free digital tools, teacher-prepared scaffolds and assessment rubrics. Potential barriers include varied digital competence and device limitations, which are addressed through scaffolding, pair work and clear step-by-step instructions.

This solution enhances digital education by combining multimodal learning, creativity and authentic communication tasks that reflect real digital practices. Success can be measured through: the quality of the final digital artefacts, rubric-based assessment of language use, student engagement during digital activities and self-reflection on learning outcomes and digital skills.

Lesson set link: <https://docs.google.com/document/d/1ZZ3IMYxpSYDqBZMte7N-lbFRL2uF2Zku/edit?usp=sharing&oid=111725764383465907495&trpof=true&sd=true>

Context

What is the current or future problem you're trying to solve? How does your solution align with DigiEduHack 2025 annual theme?
How does your solution confront the challenge posed by the hackathon organiser and how does it address the challenge category?

The problem we solve is the lack of integrated digital approaches in schools, where students learn English separately from critical thinking, creativity and digital skills. Our solution combines English learning with project-based tasks and AI tools, helping students imagine future jobs and apply language in meaningful ways. It fits DigiEduHack 2025 by promoting innovation and digital education. The solution meets the hackathon challenge by creating interactive, tech-supported learning tasks that develop language, creativity and future skills.

Target group

Who is/are the target group/s of your solution and how will they benefit from it? Why is your solution relevant to them? How do you plan to engage these groups so you fully meet their specific needs?

The primary target group of this solution is 8th-grade students learning English as a foreign language. They will benefit from it by developing vocabulary related to professions, practicing grammar (Second Conditional), improving listening and speaking skills and enhancing creativity and digital literacy through project-based activities.

This solution is relevant because it connects language learning with real-life and future-oriented topics, making lessons engaging, meaningful and motivating. By linking professions to students' interests and the concept of "Jobs of the Future," it fosters curiosity and critical thinking about career choices and technology.

To fully engage the students, lessons combine interactive digital tools (Canva, Padlet, Mentimeter, InVideo), collaborative group work, gamified tasks (Wordwall, Bamboozle) and creative problem-solving activities.

Students have opportunities for personal expression, peer feedback, and hands-on production of digital posters and videos, which meets their need for active participation and modern learning approaches. Additionally, teachers guide and scaffold tasks to ensure that all students can succeed regardless of their individual language or digital skill level.

Impact

How will your solution catalyse changes in education and what impacts will it have at social and environmental level? Could you provide examples or scenarios illustrating how such changes and impacts might unfold?

The problem we address in NUS (New Ukrainian School) is that students often learn English passively, focusing on grammar and vocabulary, without connecting it to creativity, real-life skills or future professions. This limits their critical thinking, collaboration and digital literacy.

Our solution aligns with DigiEduHack 2025 by integrating AI tools, project-based tasks and interactive digital platforms into English lessons, helping students learn language through meaningful, future-oriented activities. It confronts the hackathon challenge by combining language learning, creativity and technology, allowing students to design future professions, create digital artefacts and work collaboratively, fully following NUS principles of student-centered, active, and competency-based learning.

For example, in our lessons, students might explore how a firefighter's job could change in 2050 and create a Padlet poster describing new tools and tasks, using the second conditional in English. Another scenario is students producing a short AI-generated video about a future profession, then sharing it with the class to discuss challenges and skills needed, combining language learning with digital creativity.

Describe it in a tweet

How would you describe your solution in a short catchy way with maximum 280 characters?
"Step into the future of work!"
3 interactive lessons where students master professions, play with the Second Conditional and craft AI-powered career visions.
#FutureJobs
#EdTechMagic
#DigitalCreativity
#LearnCreateInspire

Innovativeness

What makes your solution different and original? Are there similar solutions or approaches currently available or implemented by education sector practitioners?
If so, why and to what extent is your solution better?
Our solution is original because it combines English learning with AI-driven creativity and project-based learning, rather than focusing only on grammar or vocabulary. Students imagine future professions in 2050 and use the Second conditional to describe them.
Unlike existing language apps, it guides students through a full project cycle: input, practice, creation and presentation. It integrates multimodal digital tools like Padlet, Canva and Mentimeter to foster collaboration and digital literacy. Peer feedback and reflection are included, which many apps omit. This approach promotes deep learning, creativity and future-oriented thinking. Overall, it offers a richer, more engaging experience than standard digital language resources.

Transferability

Can your solution partly or fully be used in other education/learning contexts or disciplines? Could you provide any example?

The proposed solution can be applied in various educational contexts and disciplines because it relies on universal principles of project-based learning, collaboration and digital engagement. Its structure combining scaffolded tasks, multimodal activities and collaborative platforms (Padlet, Canva, Mentimeter) makes it flexible for adaptation to different age groups, subjects and learning goals.

For example, in Science lessons, students could explore "Jobs of the Future in Environmental Science" and create AI-assisted posters or videos presenting sustainable careers. In History or Social Studies, learners might design "Future Civic or Political Roles," using the Second Conditional to imagine societal changes. Similarly, in STEM or IT classes, students could develop innovative technological professions for 2050, employing the same digital tools and collaborative workflow.

The scaffolding approach ensures that learners, regardless of subject, develop creativity, critical thinking, digital literacy and subject-specific skills, making this solution highly adaptable and transferable across contexts.

Sustainability

Once you have a prototype, what are your plans for a further development, implementation upscale and replication of the solution? How do you see it working in the mid- and long term?

The solution can be further developed by expanding the lesson set to cover additional topics, professions and grammar structures while keeping the AI and project-based approach. In the mid-term, it can be implemented across multiple classes and schools, with teacher training on digital tools and scaffolded activities. For upscale, the modules can be adapted to different age groups, language levels and subjects such as science, geography or entrepreneurship.

Long-term, the solution could be replicated internationally, shared via an online repository of lesson plans, QR-coded activities and video tutorials. Continuous updates based on student feedback and new digital tools will ensure relevance. Integration with school LMS (Learning Management Systems), platforms will allow easy access, monitoring and assessment. This ensures sustainability by combining teacher guidance, digital resources and adaptable content for future education contexts.

Team work

Present the members of your team.
Why are you the perfect team to develop this work and what are the competencies you all bring in so the solution is developed successfully? What is your expertise within the thematic field concerned? Are you planning to continue working as a team in the future? If so, why?

Our team is composed of Yevheniia Talko, Nataliia Hryban, Ivanna Peniushkevych, Yuliia Herasymova and Alina Smoliar. We are the perfect team to develop this project because each of us brings unique competencies that complement each other.

Yevheniia has strong organizational skills and ensures that tasks are completed efficiently. Nataliia contributes her creative thinking and ability to design engaging digital content. Ivanna has expertise in research and analytical skills, making sure our solutions are evidence-based. Yuliia is excellent in communication and collaboration, keeping the team coordinated. Alina combines experience in teaching, technology, and content creation, ensuring that our solutions are practical and educational. Our expertise within this thematic field includes digital learning tools, ICT in education, creative lesson design and project management. By combining our skills, we can develop solutions that are both innovative and effective. We plan to continue working as a team in the future because we have proven that our collaboration produces high-quality results. We enjoy sharing ideas, supporting each other and achieving common goals, which makes our teamwork strong and sustainable.