Media subject-related competencies

Deutsche Version | **Weingarten model**

„Media subject-related competencies“ are the basis for teachers to be able to advance their own professional development in their professional life and to make appropriate and targeted contributions to digital school development. The focus is on pedagogical skills. Teachers acquire the skills to use digital media in a meaningful and targeted way in the classroom.

The area of „media subject-related competencies“ follows the structure:

Digital resources

This area shows which skills teachers need to use and create digital materials effectively. This includes suitable tools, design principles, handling files, data protection and more in order to be able to create educational/didactic content.

It is about the practical integration of digital resources.

-Copyright and work usage rights

-GDPR

-Personal rights

-Researching digital resources

-Media management/collection

-File management and tools

-Design principles of media

-Usability

-Software

Teaching and learning

This area shows which skills teachers should have in order to be able to plan teaching and learning scenarios in a targeted manner and develop them didactically. It also deals with the use of digital tools to effectively integrate teaching and learning scenarios.

-Instruction design principles

-Media-based learning

-Market, context and target group analysis

-Technical and organizational requirements (in the school)

-Digital learning environments/LMS

-Adequacy of media content

-Educational problem

-Definition of teaching objectives in terms of media education

-Expository (presenting) and explorative (discovering) methods

-Problem-based and cooperative methods

-Digital information and communication media (HTML, CMS,...)

-E-learning

-Synchronous and asynchronous temporal organization

Evaluation

This section shows which skills educators should have in order to be able to effectively evaluate learning processes and learning outcomes using digital tools.

-Diagnosis of learning outcomes/learning prerequisites

-Learning progress

-Digital feedback possibilities

Learner guidance

This area shows which competencies educators should have in order to align teaching and learning methods with the different learning needs of pupils in order to effectively design learning processes and support learning success.

-Socio-economic factors

-Instruction in technology

-Cognitive activation

-Contextual teaching

-Instruction in open forms of teaching

Tagging

Media competence, teaching and learning, course design, learning objectives.

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