Project and knowledge management systems

Competency

Project and Knowledge Management Systems

Competency description

I can select a digital tool for knowledge/project management in a situation-appropriate and targeted manner.

Level

Basic competency

Taxonomy level

2. Apply

Column/number in the document

A/4

Explanatory notes

This competence describes the ability to select a digital tool for managing knowledge and projects. The tools are selected in relation to the context, the circumstances and the intended use.

Rationale

The selection of a suitable digital tool for knowledge and project management is of great importance, as these tools can significantly improve the efficiency, organisation and cooperation in education. The situation-adjusted selection ensures that the tool will meet the requirements of the respective task.

Example

A teacher uses a platform to collect resources, exchange ideas and track the progress of the project. In this way, all parties can remain at the same level and work in a targeted manner.

WiKi: Knowledge management and collection Trello: Project management Idea: Platform for notes, tasks, projects and knowledge management, which enables flexible adaptation. Slack: communication platform that allows team and individual communication and file exchange. For example, see the GEW (Ministry of Education and Science) https://www.gew.de/bildung-digital/apps-und-tools-fuer-lehrkraefte.

Sources

Brandhofer et al., 2019. Baumgartner, J.: Aspects of school organization and school administration. In: Max Planck Institute for Education Research (Project Group: Education Report): Education in the Federal Republic of Germany, Vol. 1 (p.589-737). Reinbek, 1980: Rowohlt-Taschenbuch Verlag. GEW (union education and science. Heitmann, K. (2012). Knowledge management in school development: theoretical analysis and empirical exploration from a systemic perspective. Germany: Springer Fachmedien Wiesbaden.

Teaching material

Explanation videos are offered by the respective manufacturers to the special platforms. The sources indicated also provide a basis for further learning.

Link to other competencies

The three basic competencies (school and class organization, synchronous / asynchronous communication & collaboration, project & knowledge management systems) that can be found under the competence area „Digital School-related Competencies“, under the sub-area „Organizing Communication & Professional Cooperation“, establish a logical link between skills that teachers should have in order to be able to effectively use digital tools in different areas of their professional life. From the organization of teaching to cooperation with parents and the administration of projects.

Tagging

Digital school-based competence, organizing communication, project management, knowledge management, tool selection, situation-adapted, target-oriented.

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