

Weingarten competency framework

Deutsche Version

The rapid pace of digital transformation not only changes our daily life, but also has profound effects on education. In order to prepare teachers for the requirements of future teaching environments the transfer of digital competencies is essential.

The Weingarten competency framework of digital skills for teachers builds up on those requirements and serves as a comprehensive foundation which is based on the [DigCompEdu framework](#).

Framework description

The model consists of 3 competencies (“digital school-related competencies”, “media subject-related competencies” and “media education” as well as their overlaps), which are divided into 10 sub-areas. These sub-areas comprise a total of 152(4) individual competencies with their respective title of competencies and description of competencies. The 152(4) competencies are divided into the three-part “basic competencies”, “detail competencies” and “advanced competencies”. The basic competencies are a mixture of competencies, which are at different taxonomy levels (knowledge, application, further development). The university of education Weingarten has derived 8 abstract competencies for its course manual.

Within the area of „digital school-related competencies“, the focus is on enabling prospective teachers to use digital media for professional communication with learners, parents and non-school stakeholders, for cooperation within the school community, for their own professional development and for digital school development in a contextual-based and goal-oriented manner.

In the area of „media subject-related competencies“, prospective teachers are enabled to systematically integrate digital media into their own lessons and thereby unleash the full potential for their own subject.

In „media education“, the focus is on promoting learners' digital-related competencies. Prospective teachers can guide and support learners in their development in the reflective and responsible use of digital media.

10 sub-areas (e.g. innovation & reflective practice) with overlaps („digital resources“ and „learner guidance“) are assigned to the 3 areas of competence. The competencies fall under these ten sub-areas, each of which was assigned to only one taxonomy level in order to make the model applicable and testable in teaching.

This framework is specially designed to serve as a sound basis for the design and implementation of courses, with the aim of equipping prospective teachers both theoretically and practically for an efficient and ethically responsible use of digital technologies in teaching.

Weingarten competency framework divided into 10 sub-areas

Digital school-related competencies - Teachers' professional competencies

Media subject-related competencies - Teaching competencies

Media education - Learners' education

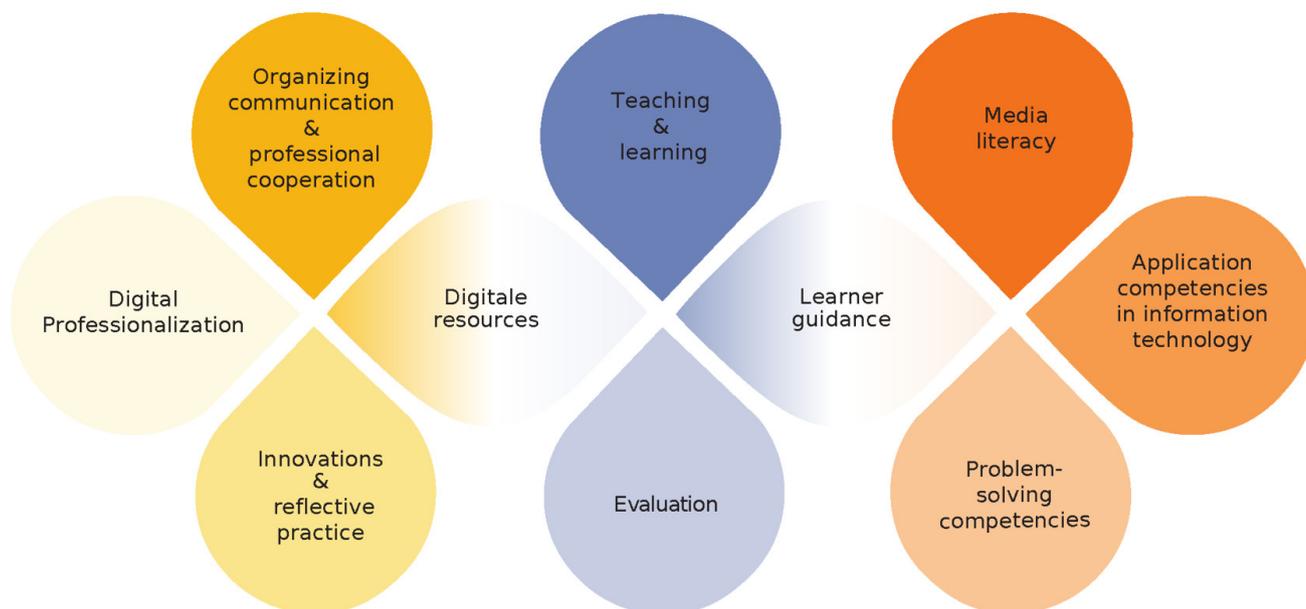


Table overview of the weingarten competency model

The table below describes the Weingarten model in its entirety. The table is divided into three levels, the 3 competency levels. The „basic competencies“, „detailed competencies“ and „advanced competencies“. Within each competency level, there are the 3 competencies areas mentioned above: „Digital school-related competencies“, „Media subject-related competencies“ and „Media education“. A total of 152(4) competencies are described in this hierarchy.

Basic competencies: Digital school-related competencies

Digital school-related competencies	
Organizing communication & professional cooperation (with learners + parents + extracurricular stakeholders/third parties)	
1	School and class management
2	Synchronous and asynchronous communication and collaboration
3	Project and knowledge management systems
Digital Professionalization (with other teachers)	
4	Professional training
5	Online training
Innovations and reflective practice	
6	Evaluation of digital teaching strategies
7	Documentation reflection of own learning activities and competences
8	Exposure to digital technologies
9	Developing innovation processes

Basic competencies: Media subject-related competencies

Media subject-related competencies
Digital resources
<i>Legal foundation</i>
10 Copyright and licenses
11 GDPR
12 Personal rights
<i>Search and sustainability</i>
13 Finding digital resources
14 Media management
15 File organization and tools
<i>Design and instruction principles</i>
16 Design principles media
17 Usability
<i>Media development</i>
18 Software
19 Hardware
<i>Teaching and learning</i>
<i>Learning theory principles & models of instructional design</i>
20 Basic instructional design models
21 Media-based learning
<i>Condition analysis (actors & environment)</i>
22 Market, context and target group analysis
23 Technical and organizational requirements
<i>Teaching content</i>
24 Digital learning environments/ LMS
25 Adequacy of media content
<i>Teaching objectives</i>
26 Educational problem
27 Media teaching goal definition
<i>Teaching methods</i>
28 Expository and exploratory methods
29 Problem based and cooperative methods
<i>Media</i>
30 Digital information and communication media
31 E-learning
32 Synchronous and asynchronous management
<i>Evaluation</i>
<i>Learning diagnosis / diagnostics</i>
33 Learning outcome diagnosis/ learning requirements
34 Learning progress
<i>Feedback and planing</i>
35 Digital feedback possibilities
<i>Learner guidance</i>
<i>Learning prerequisites</i>

Media subject-related competencies
36 Socioeconomic factors
37 Technical instruction
<i>Learner activation</i>
38 Cognitive activation
39 Contextual teaching
40 Instruction in open forms of teaching

Basic competencies: Media education

Media education
Media literacy
41 Media literacy
Application competencies in information technology
42 Media projects
43 Media usage
44 Communication and code of conduct
45 Role play in media-based education
Problem-solving competency
<i>Pleasure and addiction</i>
46 Media and data awareness
47 Communication culture
48 Selection capability
49 Media effects
50 Basics of information technology

Detail competencies: Media subject-related competencies

Media subject-related competencies
Digital resources
<i>Legal foundation</i>
51 Sources
52 Open Educational Resources (OER)
53 Creative Commons (CC)
54 Data protection and information security - Communication
55 Data security/data protection
56 GDPR
57 Personal rights
<i>Search and sustainability</i>
58 Search/search strategies
59 Text search
60 Video search
61 Image search
62 Audio search (+Podcasts)
63 Simulation search (3D models)
64 File management

Media subject-related competencies	
65	Tools
<i>Design and teaching principles</i>	
66	Design principles for Text
67	Design principles for Video
68	Design principles images
69	Design principles audio
70	Design principles simulations
71	Video script
72	Website script
73	Script learning courses/ learner stories/ storytelling
Media development	
74	Text software
75	Video software
76	Image software
77	Audio software
78	Simulation software
79	Video Hardware
80	Image hardware
81	Audio hardware
82	Simulation hardware
83	Text file format
84	Image file format
85	Video file format
86	Audio format
87	Simulation format
Teaching and learning	
<i>Media</i>	
88	Continuous Media
89	Websites/CMS
90	Images
91	Charts (Abstract imagery)
92	Dynamic media
93	Video
94	Audio (Podcast)
95	Dynamic visualizations (which simulates different conditions and processes)
96	Synchronous communication media
97	Chat
98	Video conferences
99	Asynchronous communication media
100	E-Mail
101	Forum
102	Wiki
103	Hybrid communication media (synchronous and asynchronous)
104	Google Drive (Text, Tables, Presentations, ...)
105	Miro

Media subject-related competencies
106 Actionbound
<i>Learning management</i>
107 Blended-Learning
108 Flipped Classroom

Advanced competencies: Digital school-related competencies

Digital school-related competencies
<i>Organizing communication & professional cooperation (with learners + parents + extracurricular stakeholders/third parties)</i>
109 Communication strategies

Advanced competencies: Media subject-related competencies

Media subject-related competencies
<i>Digital resources</i>
110 Chances and dangers
111 Data ethics
112 Search engines and databases
113 Media script
114 User experience
115 Data format
<i>Teaching and learning</i>
<i>Learning theory principles & models of instructional design</i>
116 Media theory
117 Potential of media use cases
118 Learning theory
119 Learning motivation and attention
<i>Condition analysis (actors & environment)</i>
120 Needs assessment
<i>Teaching content</i>
121 Immediate relevance
122 Future relevance
123 Content analysis
124 Content preparation
125 Contextual teaching
<i>Teaching objectives</i>
126 Defining learning goals
127 Media subject-related competencies
<i>Teaching methods</i>
128 Main criteria for teaching methods
<i>Media</i>
129 Media for communication
130 Media for location-based teaching
131 Learning management systems (LMS)

Media subject-related competencies
<i>Learning management</i>
132 Classroom management
133 Hybrid learning management
134 Time management
135 Social management
136 Content management
<i>Evaluation</i>
<i>Learning diagnosis / diagnostics</i>
137 Learning evaluation
138 Learning outcome evaluation
139 Checking of current learning level
140 Qualitative methods
141 Quantitative methods
142 Automated/direct feedback
143 Individual feedback (teacher feedback)
144 Peer feedback
<i>Feedback and planing</i>
145 Learner feedback for course improvement
146 Learner progress to adapt teaching strategies
<i>Learner guidance</i>
<i>Learning prerequisite(s)</i>
147 Individualization
148 Inclusion
149 Prior knowledge of learner
150 Ability to adapt willingness to innovate
<i>Learner activation</i>
151 Interest and motivation
152 Peer learning and tutoring support
153 Competency oriented-classes

Advanced competencies: Media education

Media education
Application competencies in information technology
154 Framework

Tagging

Weingarten competency framework, digital competencies, teachers, school-related competencies, management, communication, collaboration, classroom management, media competency, teaching methodology, learning goals, student motivation, student education, digital ethics.

Disclaimer

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