

Weingarten competency framework

Deutsche Version

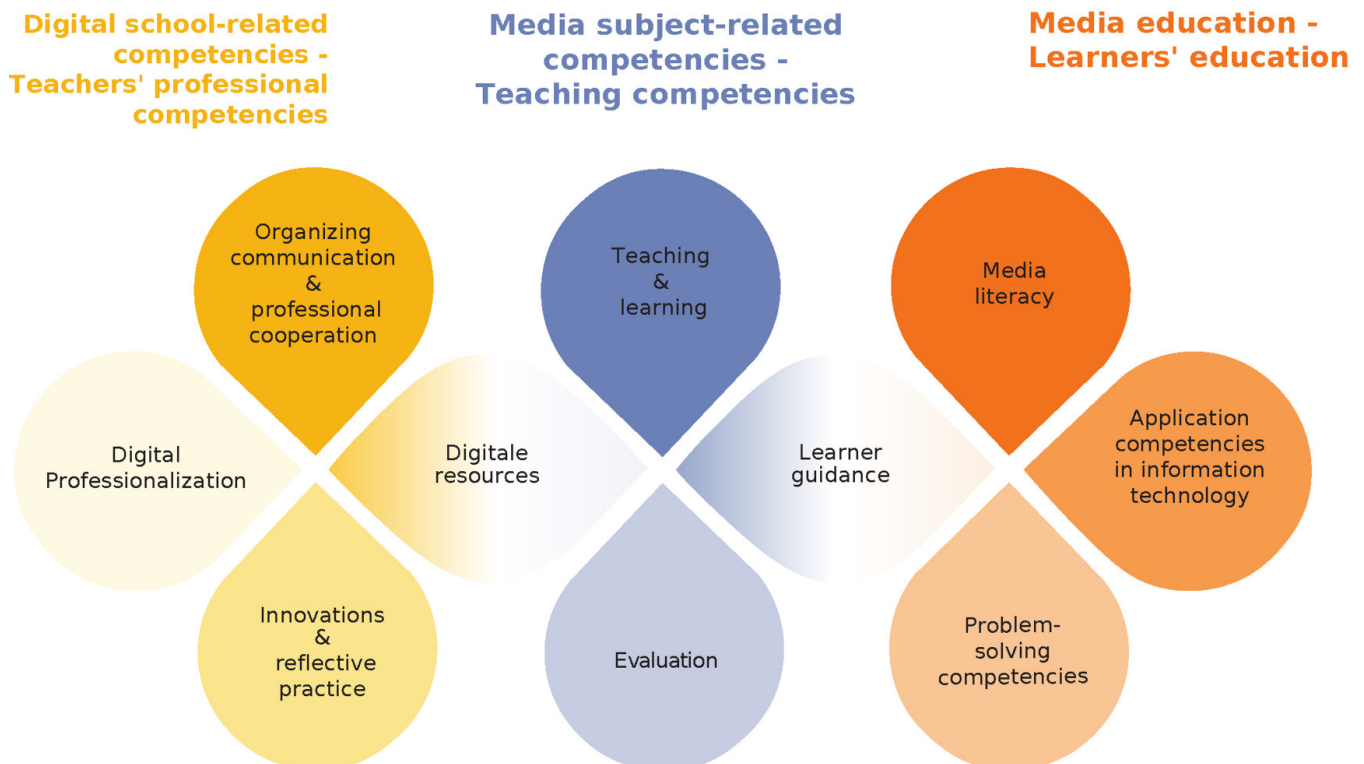
The rapid pace of digital transformation not only changes our daily life, but also has profound effects on education. In order to prepare teachers for the requirements of future teaching environments the transfer of digital competencies is essential.

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](#).

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.

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



Framework description

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.

50 basic competencies of the Weingarten competency framework	
Basic 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	
Digital resources	
Legal foundation	
10	Copyright and licenses
11	GDPR
12	Personal rights
Search and sustainability	
13	Finding digital resources
14	Media management
15	File organization and tools
Design and instruction principles	

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>
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
	<i>Media literacy</i>
41 Media literacy	
	<i>Application competencies in information technology</i>
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 of the Weingarten competency framework	
Detail 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
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
106 Actionbound
Learning management
107 Blended-Learning
108 Flipped Classroom
Detail competencies
Media education
Advanced competencies of the Weingarten competency framework
Advanced competencies
Digital school-related competencies
Organizing communication & professional cooperation (with learners + parents + extracurricular stakeholders/third parties)
109 Communication strategies
Advanced competencies
Media subject-related competencies
Digital resources
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)
	<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
<i>Application competencies in information technology</i>
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.

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