

Weingarten competency framework

Deutsche Version

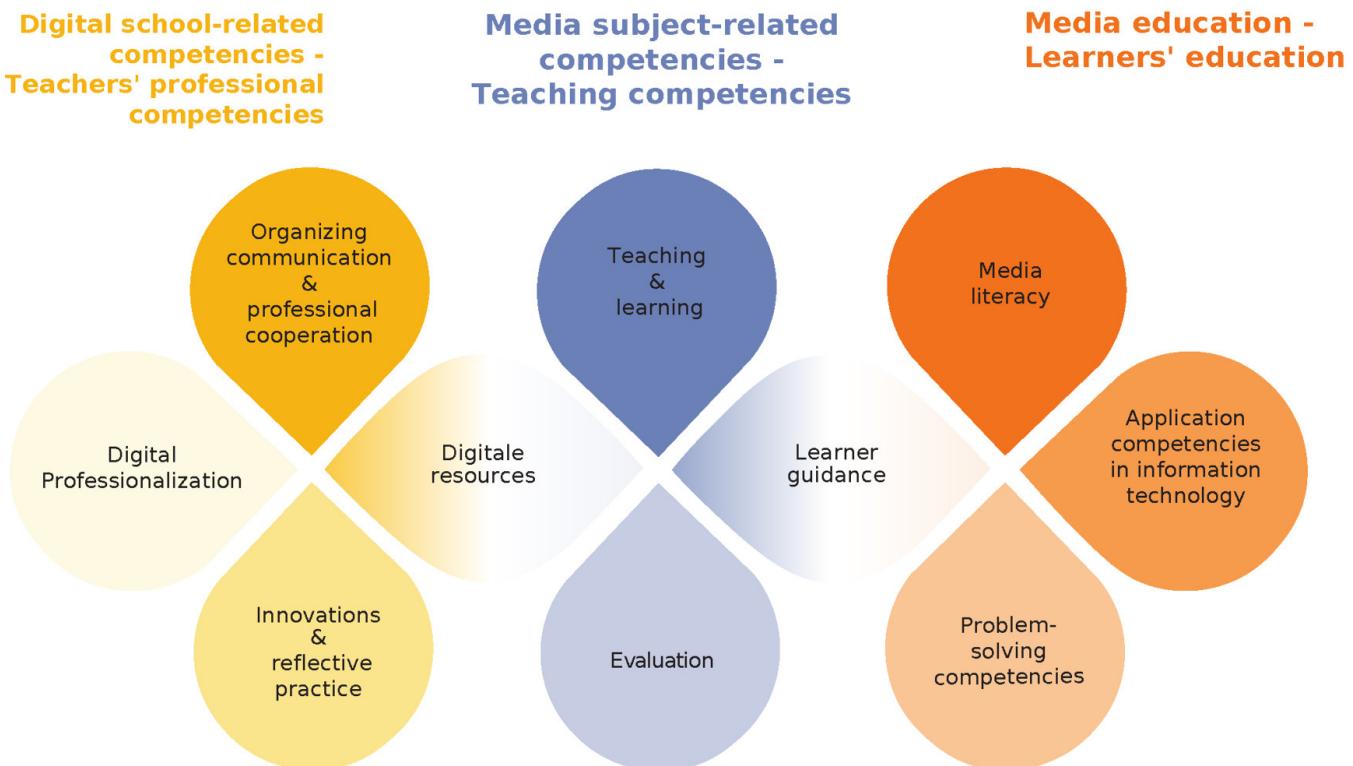
The rapid pace of digital transformation not only changes our daily life, but also has profound effects on education. In order to prepare teachers for the requirements of future teaching environments the transfer of digital competencies is essential.

The Weingarten competency framework of digital skills for teachers built 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	
30 Digital information and communication media	<i>Media</i>
31 E-learning	
32 Synchronous and asynchronous management	<i>Evaluation</i>
33 Learning outcome diagnosis/ learning requirements	<i>Learning diagnosis / diagnostics</i>
34 Learning progress	
35 Digital feedback possibilities	<i>Feedback and planning</i>
36 Socioeconomic factors	<i>Learner guidance</i>
37 Technical instruction	<i>Learning prerequisites</i>
38 Cognitive activation	
39 Contextual teaching	
40 Instruction in open forms of teaching	<i>Learner activation</i>
41 Media literacy	Basic competencies Media education
42 Media projects	<i>Media literacy</i>
43 Media usage	<i>Application competencies in information technology</i>

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
Legal foundation
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
<i>Media development</i>
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 Media
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
	Teaching and learning
	<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
	Teaching content
121	Immediate relevance
122	Future relevance
123	Content analysis
124	Content preparation
125	Contextual teaching
	Teaching objectives
126	Defining learning goals
127	Media subject-related competencies
	Teaching methods
128	Main criteria for teaching methods
	Media
129	Media for communication
130	Media for location-based teaching
131	Learning management systems (LMS)
	Learning management
132	Classroom management
133	Hybrid learning management
134	Time management
135	Social management
136	Content management
	Evaluation
	<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
	Feedback and planing
145	Learner feedback for course improvement
146	Learner progress to adapt teaching strategies
	Learner guidance
	<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
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.

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