

50 Questions - For Further Thinking

Below you will find a summary of all the questions from the individual units and, in addition, a few unit-independent questions which you have not yet encountered in the self-study course.

Unit 1 - Assistive Functions

1. Take a look at a few of your worksheets and an app that you use in class. Do they comply with the accessibility rules?
2. What opportunities do you see for improvement?
3. What are the assigned support needs in your learning group? What assistive technologies are your students using? In addition, what technologies not yet in use might be useful? What conditions need to be created for this to happen? (In the Good Practice unit, you will find further examples and hints).
4. Which assistive features of tablets and cell phones could be useful for your class?
5. How can you design media, platforms, and materials to be accessible for your specific learning group?
6. Revisit some of the assistive technology features shown in the self-study course. What might be useful for students?
7. Please reflect on the video sequences: How has everyday school life changed for J & H? Please think about participation opportunities as well as motivational aspects.

Unit 2 – Media Education

8. What associations do the terms media education and media literacy evoke for you? To what extent are the terms (not) used in your everyday life?
9. In the unit, the difference between media literacy (with the claim to be "measurable") and the term media education (with the claim to be more far-reaching) is highlighted. Which term do you favour? Media competence or media education?
10. Media competence model according to Baacke:
 - o Which dimensions do you serve in your teaching so far?
 - o Which dimensions do you find easy to use in class?
 - o Which dimensions do you think are often neglected in class?
11. Media Competence Framework NRW:
 - o Which competencies of the Media Competence Framework do you consider particularly relevant for your (later) learning group?
 - o Are there any other competencies or contents that you feel are missing from the media competence framework?
 - o Which of the competencies do you consider particularly relevant for working in inclusive settings?
12. Pick up on one of your teaching ideas. How can you use the principles presented in the unit in your teaching idea?

Unit 3 – Inclusive Teaching

13. Media and learning:
 - o What role do media play in your own learning processes?
 - o To what extent are you dependent on the use of digital media in learning and what competencies are required for this?
 - o What supportive and hindering conditions do you attribute to media in the learning process?

14. Recall 2-3 situations in which you have used or experienced digital media at these two levels in the classroom and consider:
 - To what extent did the use of digital media in these situations (not) support inclusion?
 - How does the use of digital media at the learning group and learning level need to be designed to support inclusive teaching in your opinion?
15. Inclusive teaching or inclusive school?
 - In your opinion, when can lessons and when can the whole school be described as inclusive?
 - To what extent are support structures outside the school necessary for the implementation of an inclusive school?
16. What support structures outside of school do you know of? If none, who can you approach to get access to this?
17. To what extent do you personally consider the demands for inclusive teaching and an inclusive school to be achievable?
18. Think back to a lesson you have given, accompanied or experienced.
 - To what extent was or could Feuser's approach be implemented? What advantages and disadvantages do you see for your learning group?
 - What potential do you see in the implementation of Feuser's approach for the lesson with (digital) media?
 - What limitations do you see regarding the implementation of Feuser's approach?
19. Think of a prototypical school week that you have experienced, accompanied, or given.
 - Which learning situations according to Wocken occur more frequently and which less frequently during a school week?
 - What potentials and challenges do you see in using (digital) media to support collaborative and individualized learning in the individual learning situations according to Wocken?
 - Which learning situations do you consider particularly and less conducive to your inclusive teaching?
20. Recall a lesson you have given, accompanied, or experienced.
 - To what extent was or could Feuser's approach be implemented? What advantages and disadvantages do you see for your learning group?
 - What potential do you see in the implementation of Feuser's approach for teaching with (digital) media?
 - What limitations do you see in implementing Feuser's approach?
21. Think of a prototypical school week that you have experienced, accompanied, or given.
 - Which learning situations according to Wocken occur more frequently and which less frequently during a school week?
 - What potentials and challenges do you see in the use of (digital) media to support collaborative and individualized learning in the individual learning situations according to Wocken?
 - Which learning situations do you consider particularly and which ones less conducive to your inclusive teaching?

Unit 4 – Criteria Catalog

22. To what extent can a criteria catalog be helpful from your point of view?
23. In which areas of your everyday life can you imagine using the Criteria Catalog?
24. How long did it take you to evaluate your chosen app/material?
25. In your opinion, is the time required for the "assessment" in proportion to the "added value"? If the time required seems too high to you: What do you think about a division of labour approach?

26. Which criteria were particularly difficult for you to evaluate?
27. Did you perceive "evaluation errors" in yourself? If yes, which ones?
28. What role does the quality of the app or material play (in your opinion)?
29. What role does didactics play in planning good inclusive media lessons?
30. What can you do to minimize assessment errors?
31. How can you work with colleagues to generate a pool of materials that are designed with inclusion in mind?
32. What criteria could be added?
33. Which criteria are "superfluous" from your point of view?
34. What do you think about the idea of discussing the Criteria Catalog with your learning group? Please give reasons.

Unit 5 - Good Practice

35. Which of the presented websites did you like the most? Why?
36. How can you apply the ideas from the "Good Practice" session to your everyday life?
37. Choose at least one specific stimulus. Feel free to set a reminder for a time in two weeks and implement the selected impulse by then. Feel free to try it out together with colleagues, fellow students or other trainee teachers and exchange ideas directly.
38. Who can you network with in the future to collaborate?
39. Who would also need to know about the good practices?
40. What examples of good practice do you know that you could add to?
41. Which references could be relevant for others?
42. Is there a way to share relevant information with everyone (e.g., informational email, bulletin board, etc.)?

For Further Consideration (unit-independent):

43. In your opinion, what are the prerequisites for good inclusive media education?
44. How can inclusive media education also be considered at the level of school development?
45. How can participation in, on, and through media be implemented at all levels?
46. What needs to happen so that teachers are well prepared for inclusive media education?
47. What is your utopia for teaching, educating, promoting learning and achievement, advising, and developing schools in an inclusive digital world?
48. How can students, trainee teachers and teachers work together to promote inclusive media learning?
49. How can media reflexivity be promoted among students?
50. What needs to happen at the policy level to promote digital participation for all?