

Self-Assessment Sheet

You have now completed the self-study course and we would like you to reflect on the knowledge you have acquired. Please put an "X" in the column for how you assess your competence "today" and an "o" for how you assess your competence from today's perspective before completing the self-study course. This not only helps you to see your progress, but also helps you to uncover fields that you should work on further because you still see development potential for yourself there.

This self-assessment sheet is divided into three parts. The first part is based on the perspective of the **learning objectives of the self-study course**, the second part corresponds to the perspective of the **Orientation Framework in the Context of Education in the Digitalized World NRW**, and the third part corresponds to the perspective of the **Core Curriculum for Teacher Training in the Preparatory Service NRW**. It is possible to work through several or only one of the self-assessments.

The competencies from the core curriculum and from the orientation framework have deliberately **not** been mixed to leave the references to the original documents transparent.

In the **"Competencies" column**, the respective learning objectives of the modules of the self-study course are listed first, then the competencies of the orientation framework in the context of education in the digitized world, and finally the competencies of the core curriculum for teacher training in the preparatory service with the perspective of digitization. For each of the listed competencies, there is the option of performing a self-assessment. The **categories "Very Good", "Good", "Average", "Less Good", "Not Good at All" and "Don't Know/No Answer"** are available in the other columns.

Learning Objectives of the Self-Study Course

The first part is oriented to the perspective of the learning objectives of the self-study course. Here you will find the competencies from the Basics unit, from Unit 1: Assistive Functions, from Unit 2: Media Education, from Unit 3: Inclusive Teaching and from Unit 4: Criteria Catalog.

Basics

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
You know various terms, such as digitality and digitization, and their differences.							
You know the significance of media in everyday life and in school.							
You understand the concept of the digital divide.							
You have an understanding of inclusion.							
You can define participation in, on, and through media.							

Unit1: Assistive Functions

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
You know basic design principles for digital media for a diverse student population/for students with disabilities.							
You know features of easier operation, apps, and assistive technologies.							
You can evaluate digital media and materials according to universal design and accessibility principles.							
You can develop own ideas about how digital media can support individual students.							

Unit 2: Media Education

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
You can distinguish between basic goals of the use of digital media in the context of media didactics and media education.							
You know the essential terminology and guidelines for media education for schools in NRW.							
You can formulate teaching ideas for your school subjects in which subject-specific and media education goals are pursued.							
You are familiar with special features and recommendations for media education in inclusive settings and have become acquainted with initial websites and/or tools for inclusive media lessons.							

Unit 3: Inclusive Teaching

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
You know the importance of media for learning.							
You know on which levels digital media can support inclusive processes in the classroom.							
You know what significance is attributed to Individual and Joint Learning in different didactics.							
You know how media can support the implementation of (inclusive) didactic concepts and approaches.							

Unit 4: Criteria Catalog

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
You know some criteria catalogs and are informed about the state of research on criteria catalogs.							
You know the opportunities and limitations of criteria catalogs.							
You have learned instructions for using the criteria catalog.							
You have practiced the use of a criteria catalog.							

Competencies According to the Orientation Framework NRW

This part of the self-assessment worksheet follows the Orientation Framework for Teachers in the Digitalized World NRW.

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
Digital Teaching and Learning Resources: Select, modify and independently create digital resources and materials for teaching and learning in an appropriate and goal-oriented manner							
Student and Competence Orientation: Use digital media in (subject) lessons in a reflective, situation-, student- and competence-oriented manner, taking into account different learning prerequisites and learning situations							
Changing the Learning Culture: Shaping learning culture in a team-oriented, cooperative, and collaborative way using expanded pedagogical approaches and technological possibilities and supporting personalized and self-directed learning.							

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
Digital Transformation Processes: Plan, implement and reflect on learning arrangements taking into account social and cultural living conditions and societal as well as work-related transformation processes in the course of digitization.							
Using Media Responsibly: Know the importance of media and digitization and enable students to critically reflect on their own media actions and media design in order to use media in a purposeful and socially responsible manner.							
Identity Formation and Information Criticism: Supporting students in the development of their identity formation in the digitalized world, encouraging them to reflect on their own media actions, and supporting a critical attitude and competent handling of media offerings and media content.							
Media Law and Ethics: Reflect on concepts of media law and media ethics in everyday school and classroom life as well as in one's own professional use of media and know and consider their significance for values, opinion formation and decision-making processes.							
Rules, Norms and Values: Establish common rules, norms, and values for the critical and responsible use of digital media in media education spaces in schools and classrooms, reflect on them in social and work contexts, and implement them.							

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
Diagnostics and Individual Assistance: Using digital possibilities for diagnostics and for individual assistance of learners with different learning prerequisites inside and outside the classroom.							
Independent Learning: Recording and developing students' media competence, taking it into account in the design of teaching and learning processes, and enabling students to shape their learning with the help of digital media both inside and outside school.							
Task and Exam Formats: Know, use, and independently develop new, also adaptive technology-based task and examination formats.							
Educational Opportunities: Recognizing and reflecting on the particular relevance of media literacy for educational processes and lifelong learning, and shaping it responsibly for schools and teaching with a view to providing the best possible educational opportunities for all students.							
Learning Guidance: Know the possibilities of learning process-accompanying and summative feedback with the help of digital media and use them specifically for learning guidance.							
Counseling Concepts: Recognize counseling occasions for dealing with media-related behavioral problems and develop and use appropriate counseling concepts.							

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
Cooperation with Educational Institutions: Cooperate with external counseling institutions, including child and youth welfare organizations, the school psychology service, municipal media centers, and the Media Authority of North Rhine-Westphalia (Landesanstalt für Medien NRW) in the context of media-related counseling events.							
Cooperation and Communication: Develop and use digital opportunities for consultation, collaboration, cooperation, and communication with parents or guardians and with partners from different learning locations, external partners in teacher training and continuing education, and in multiprofessional teams.							
Media-Related School Development: Adapting school development work to the requirements of digitization and anchoring, designing, and implementing a school media concept oriented to the school program in the sense of a pedagogical mission statement.							
Collaborative Professionalization: Using the possibilities of new technologies for collaboration and joint professionalization at both school level and with external parties for the sustainable further development of schools.							
Innovation Processes: Using technological and pedagogical developments for the design and modernization of schools and actively shaping school innovation processes.							
Organization and Administration: Using digital possibilities and tools for school organizational and administrative activities and observing legal aspects, especially data protection, and personal rights as well as technical aspects of information security.							

Competencies According to the Core Curriculum

The last part of the self-assessment sheet corresponds to the Core Curriculum for Teacher Training in the Preparatory Service (NRW).

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
Select, modify, create, and use (digital) media and materials in an appropriate and goal-oriented manner to promote learning (RRSQ 2.2.1, A9; 2.3.1, A2, A5; 4.2.3, A1; OR HF Teaching).							
Competencies E and F correspond to the competency "Enabling students to critically reflect on media offerings and their own media use" (RRSQ 2.10.3; 4.2.3, A4, A5; OR HF Educate) of the Core Curriculum for Teacher Training in the Preparatory Service.							
Reflect on concepts of media law and media ethics in everyday school and classroom life as well as in their own professional use of media, and know and consider their significance (RRSQ, 4.2.3; OR HF Educate)							
Use structured observations and diagnostic procedures for ongoing skill development - including the use of digital tools (RRSQ 4.2.3, A6; OR).							
Recognize, record and develop students' media competence as relevant for lifelong learning and take it into account when designing teaching and learning situations (RRSQ 4.2.3, A7; OR).							
Provide in-process feedback to students about their strengths and weaknesses with the goal of learning guidance and individual support, also with the help of digital feedback tools (RRSQ 2.8.1, A2, A3; OR HF Advise).							
Use technological and pedagogical developments to design and modernize schools (RRSQ 4.2.3, A10; OR).							

Competencies	Very Good	Good	Average	Less Good	Not Good at All		Don't Know/No Answer
Use digital tools for school organizational and administrative activities, taking into account legal aspects - especially data protection and personal rights - as well as technical aspects of information security (RRSQ 4.2.3, A10)							