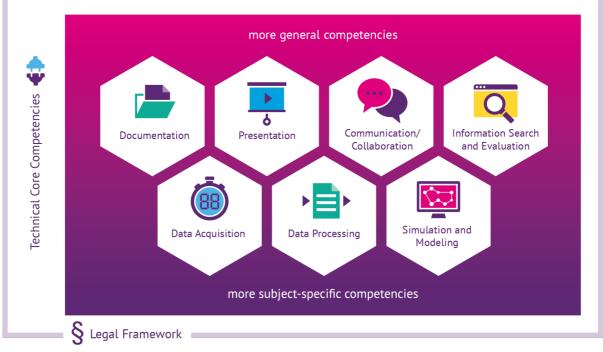


## **COMPETENCE GRID FOR THE**

## DIKOLAN-COMPETENCY AREA "PRESENTATION"



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The competence area Presentation (PRE) describes the individual ability to use digital media in a targeted and addressee-oriented manner for the knowledge acquisition and communication process as well as the knowledge of the limits and potentials of different digital presentation media.

## Work assignment

The following competency grid serves as a diagnostic tool for you. Assess your current **presentation** skills and abilities. Read through the competence descriptions and indicate on the scale to what extent you have already mastered them. Please provide an assessment for each competency!

## Online supplement to the article:

Von Kotzebue, L., Meier, M., Finger, A., Kremser, E., Huwer, J., Thoms, L.-J., Becker, S., Bruckermann, T., & Thyssen, C. (2021). The Framework DiKoLAN (Digital Competencies for Teaching in Science Education) as Basis for the Self-Assessment Tool DiKoLAN-Grid. *Education Sciences*, *11*(12), 775. doi:10.3390/educsci11120775



		LEVELS OF PERFORMANCE				
		A1 (Name)	A2 (Describe)	A3 (Use/Apply)		
	Special tools (TK)	I can name several technical options for presenting con of different sizes (e.g., document camera, video camera smartphone, tablet) and processes on different time sca (e.g., slow motion, fast motion).	For each type of presentation (e.g., of content, processes / for several groups or individual recipients) I can describe at least one possibility of technical implementation including the neces- sary procedure with reference to current hardware and soft- ware and associated technical standards.			
RESENTATION		do not fully   agree at all agree	do not fully   agree at all agree	I can operate, calibrate and use at least one system for presentation (e.g., of content, processes / for several groups or single recipients).		
		I can name several technical options for presenting to a larger audience (e.g., projectors, interactive whiteboard to multiple groups (e.g., display on multiple devices), and/or to a single recipient.	I can describe the features/functionalities, technical require- ments and any limitations of the respective systems for presentation (e.g., of content, processes / for several groups or individual recipients).			
4		do not fully agree at all agree	do not fully agree at all agree	do not fully agree at all agree		
COMPETENCY AREA		agree at all agree	agree at all agree	agree at all agree		
	ific context (TCK)	I can name several subject-specific/scientific scenarios and, if applicable, contexts for digital presentation forms and the digital presentation of processes (e.g., time-laps for osmosis and/or motion) and for the use of presentati hardware (e.g., microscope cameras, mobile devices wi cameras). <b>do not</b> <b>agree</b> <b>fully</b> <b>agree</b> <b>fully</b> <b>agree</b>	n	I can create and present presentations in a scientific con- text using selected digital presentation media (e.g., high- speed collision recording, diagramming, time-lapse photog- raphy).		
	Content -specific	I can name several subject-specific/scientific scenarios and, if applicable, contexts for the use of presentation s ware (e.g., Matlab) that meet current subject-specific re quirements and citation rules. <i>do not</i> agree at all <i>agree</i>	t- do not agree at all agree	do not fully agree at all agree		
	Ú					



		LEVELS OF PERFORMANCE				
_		A1 (Name)	A2 (Describe)	A3 (Use/Apply)		
	Methods, Digitality (TPK)	I can name principles/criteria for designing digital prese tion media appropriate for the target audience (e.g., CT according to Richard E. Mayer, design psychology according to Wertheimer and Palmer).	L tion media that are appropriate for the target group (e.g. cogni-			
		do not fully agree at all agree	do not fully agree at all agree	I can select, adapt and use existing and created presenta- tion media, taking into account technical possibilities and		
z				limitations as well as principles/criteria for addressee-ap-		
PRESENTATIO		I can name possible aspects that can be affected by the use of digital presentation media in learning and teachi e.g., with regard to: Time requirements, Forms of organ tion, Forms of presentation, Methods, Media knowledge struction, Interest and motivation, Personal and social of sequences.	a- ganization, methods, interest, forms of presentation, media	propriate design.		
		do not fully	do not fully	do not fully		
		agree at all agree	agree at all agree	agree at all agree		
$\geq$						
MPETENO	•	I can name suitable alternatives to (scientific) presenta media for school use (e.g., instead of an integrated mic scope camera, a digital handheld microscope, mobile c vices as a high-speed camera).	- presentation media in the classroom and the effects of these	I can plan and implement complete teaching scenarios us- ing digital presentation media and forms and taking into ac- count suitable social and organizational forms.		
00	ACK)	do not fully	do not fully	do not fully		
	ΡA	agree at all agree	agree at all agree	agree at all agree		
	(TP,					
	Teaching	I can name different scenarios for the appropriate use of digital presentation media in specific teaching/learning tings/contexts, (appropriate to the addressee, subject a target).		I can use digital media to simplify scientific presentations for the school context and make them more understanda- ble.		
		do not fully	do not fully	do not fully		
		agree at all agree		agree at all agree		