  
***SAFE***

***Streaming Approaches for Europe***

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**The SAFE Competence Profil and Skill set for using streaming approaches in schools**

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**The SAFE  
Competence Profile  
and skill set for using streaming approaches in schools (LOM)**

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## 1. SAFE Skill Set

The following table shows a skill set for teachers and trainers for using streaming approaches in schools. The skill set was developed under an overall desktop research about competences in digitalisation and eLearning, with specific focus on streaming approaches in schools:

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| **Skill set for using streaming approaches in schools** |
| * + Technical skills: basic and deep IT skills |
| * + Organisational and data analysis skills |
| * + Applying theoretical knowledge |
| * + Self-awareness and self-management |
| * + Leadership skills |
| * + Team working skills |
| * + Planning skills |
| * + Implementation skills |
| * + Evaluation skills |
| * + Self-awareness and self-management skills |
| * + Problem solving and decision making skills |
| * + Flexibility |
| * + Patience |
| The list may not be complete and can be supplemented and varied in the context of the individual situation |

## 2. Desktop Research on competences in digitalisation and streaming

To explain the needed competences teachers and trainers need to embed streaming approaches in schools, the competence profile in this field and target group must be taken under the focus of research. Therefore, the digital competences, which are the roof of digitalisation competences and even for streaming competences is taken under construction. This is the background to develop a tailor- made competence Profile for teachers and trainers in school.

In the year 2017, Schorb develops a competence profile which located under the roof of digital competence, the media knowledge, the media acting and the media reflection are located (cf. Schorb 2017, p. 257ff.). These three types are the fundamental elements of the construct of digital competence. These include in total 11 dimensions, which consists of further sub dimensions (ebd.). Moreover, the scientist spitted the model in two parts: learner and teacher/ trainer. In his explanations he shows, that some dimensions are only for teachers, some just for learners and some dimensions of digital competences apply for both target groups.

The next table focus on the explanation of digital competences based on the model structure of Schorb, 2017. The table embed the dimension, the sub dimension as well as explanation of the very (cf. Schorb 2017, p. 257ff.). Here, following dimension can be allocated:

## 3. General digital Competences for the SAFE approach

Digital Competences (cf. Schorb 2017, p. 257ff.).

1. **Media knowledge (Functional and structural knowledge)**
2. **Media reflection (Self-, media- and social-related reflection)**
3. **Media acting (Communicative, creative and participative action)**
4. **Media Knowledge**

|  |  |  |
| --- | --- | --- |
| **Dimension** | **Sub dimension** | **Explanations** |
| **Dimension 1:**  **Functional Knowledge** | 1.1 Media appropriation | - Requirement for instrumental-qualificatorial skills with regard to hard- and software |
| 1.2 Use of design options | - Aesthetical design knowledge  - Knowledge of text and image processing programs  - Use and application of design options |
| **Dimension 2:**  **Data Collection and Evaluation** | 2.1 Management of data, information and digital content | - Analysis, comparison and critical evaluation of the credibility and reliability of data sources, information and digital content |
| 2.2 Survey and analysis of the learning status | - Review of learning success and competence acquisition  - Learning control using by digital media  - Critical analysis of learning behaviour |
| 2.3 Feedback through the use of digital media | - Giving feedback about learning success/ competence acquisition to the participants by using media |
| **Dimension 7:**  **Data protection and Privacy** | 7.1 Protection of personal data | - Knowledge of data protection regulations  - Respecting of personal information and privacy  - Consideration of data security  - Use of privacy statements |
| 7.2 Reflection and assessment of risks in digital environments | - Knowledge and reflection about the risks of digital environments  - Knowledge of safety precautions  - Development of protection measures |
| 7.3 Health protection | - Knowledge of addictive potential  - Protect yourself and others from potential hazards  - Health-conscious use of digital media and with a view to social well-being |
| 7.4 Protection of the environment | - Awareness of the impact of digital technologies on the environment |

1. **Media reflection**

|  |  |  |
| --- | --- | --- |
| **Dimension** | **Sub dimensions** | **Explanations** |
| **Dimension 4:**  **Reflection of digital contents/ resources** | 4.1 Analysis of digital media | - Critical analysis and evaluation of digital media  - Knowledge and critical examination of the effects of digital media |
| 4.2 Evaluation of digital media | - Critical assessment and evaluation of the content of digital (educational)-resources  - Knowledge and critical examination of the effects of digital media |
| 4.3 Organization and modification of digital resources | - Create, edit and modify digital (educational) resources (to the extent permitted by law)  - Organize the content of digital resources and make it available to other interested parties, if necessary |
| 4.4 Understanding and Reflecting Digital Media | - Critically questioning regarding digital media  - Assessment and consideration of social and ethical responsibility for oneself and others  - Knowledge of the diversity of digital media/ (educational) resources  - Knowledge of the importance of digital media in the social, societal and political context  - Knowledge, Analyse and Reflection regarding the potential of digital media, especially in the education sector |
| 4.5 Data protection and privacy | - Knowledge of open educational resources and licenses  - Creation of (open) licenses  - Sensitisation within the framework of data protection regulations |
| **Dimension 5:**  **Fostering Digital Competence** | 5.1 Digital problem solving | - Identification of technical problems  - Solving technical problems  - Transferring digital knowledge to new situations |
| 5.2 Creative use of digital technologies | - Use of digital tools and technologies for knowledge creation and process innovation  - To deal individually and collectively with cognitive processing in order to solve conceptual problem situations in digital environments. |
| 5.3 Identification of digital competence gaps | - Knowledge about (further) development of digital competences  - Supporting others regarding (further) development of digital competences  - Seizing opportunities to keep up with self-development and digital evolution |
| 5.4 Self-regulated learning | - Use of digital technologies to support self-regulated learning processes  - Planning, implementation, control and reflection of the individual learning process |
| 5.5 Effective use of digital tools | - Knowledge about digital tools and decisions are most effective in supporting the individual learning process |
| **Dimension 8:**  **Professional Engagement** | 8.1 Reflective practice | - Self-critical evaluation of digital media  - Reflection of the didactical preparation and use of digital media in coordination with practice |
| 8.2 Digital Continuous  Professional Development | - Targeted use of digital media for own development |
| 8.3 Professional collaboration | - Collaboration and active sharing of experiences with other teachers through digital media |

1. **Media acting**

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| --- | --- | --- |
| **Dimension** | **Sub dimensions** | **Explanation** |
| **Dimension 3:**  **Creation of digital contents** | 3.1 Creating and modifying  digital resources | - Creation and edition of digital content in multiple formats  - Expressing yourself by digital resources |
| 3.2 Integration and revision of digital content | - Using digital media to integrate new tasks/formats/activities into the learning process in order to (further) develop digital content  - Edition, presentation and sharing of digital content |
| 3.3 Responsible use of digital media | - Knowledge of copyright and licensing laws regarding data, information and digital content  - Knowledge and compliance with legal requirements for the creation and further development of digital content  - Respecting of personal rights |
| **Dimension 6:**  **Media-mediated Communication** | 6.1 Digital participation (interaction, collaboration) | - Ensuring that all stakeholders have access to the digital media  - Consideration of previous knowledge of all involved parties  - Knowledge and understanding of appropriate digital means of communication for a given context  - Exchange data, information and digital content with others by using appropriate digital media  - Participation of social, public and private services by using digital media |
| 6.2 Active involvement of all participants | - Using of digital media/technologies to increase and foster the active and creative engagement of stakeholders  - Suggestions for complex problem solving processes |
| 6.3 Netiquette | - Awareness of rules of conduct with regard to the use of digital technologies and interaction in digital environments.  - Adaptation of communication strategies to the respective context  - Raising awareness of cultural and generational diversity in digital environments |
| 6.4 Digital Identity | - Development and management of digital identity  - Protection of own reputation  - Protection of data generated by multiple digital media |
| **Dimension 9:**  **Empowering Learners** | 9.1 Actively engaging  Learners | - Fostering the active and creative engagement of learners by using digital media.  - Fostering of deep, transversal thinking  - Dealing with complex practical issues  - Extension of teaching to real learning situations |
| 9.2 Differentiation and personalisation | - Supporting learners in their learning process in order to achieve individual learning aims at their own learning pace |
| **Dimension 10: Teaching** | 10.1 Guidance | - Support learners individually and in groups by using digital media  - Offering of innovative and new support strategies |
| 10.2 Collaborative learning | - Fostering of collaborative learning through digital media  - Preparation learners specifically for using digital media and enable them to use digital media in group work phases, so that their cooperation and communication can be strengthened |
| 10.3 Didactical planning, preparation and implementation of teaching units by using digital media | - Conscious use of digital media in the classroom  - Planning, designing and implementation of digital teaching methods |
| **Dimension 11:**  **Learning** | 11.1 Collaborative learning | - Using of digital tools and technologies for collaborative processes and for the development of results within group work to strengthen communicative group processes |
| 11.2 Self-regulated learning | - Using of digital media to control and support the individual learning process  - Learning progress can be documented and reviewed by using digital media  - Organisation of the individual learning process through digital media |
| **Dimension 12:**  **Problem solving and acting** | 12.1 Recognition of own deficits | - Identification of own deficits regarding the use of digital media  - Developing of measures/strategies to solve the deficits |
| 12.2 Finding individual digital learning opportunities | - Knowledge, assessment, use of effective digital learning environments |
| 12.3 Networking and organizing of digital learning resources | - Organization of a personal system of networking regarding digital learning resources |
| 12.3 Demand-oriented use of digital learning resources | - Knowledge of digital tools and ability to use them adapted to the respective context  - Knowledge of requirements for digital tools  - Identification of digital tools which support problem solving process |

## 4. SAFE Competence Profile

Based on the previous desktop research and the overview of digital competences by Schorb 2017, p. 257ff. and the Competency Training Framework[[1]](#footnote-1) by the University of OHIO Internet the following competence profile for teachers and trainers for using streaming approaches can be carved out. The competence profile covers subject related competences which focus on behaviour and social competences (highlited in blue) and more technical/ physical competences (highlited in yellow):

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