

### Providing lecturers low-threshold digital tools to promote development

#### SELEVOR

Selbstanalyse für Lehrvorträge und Vorlesungen



Self-assessment: Quality of lectures

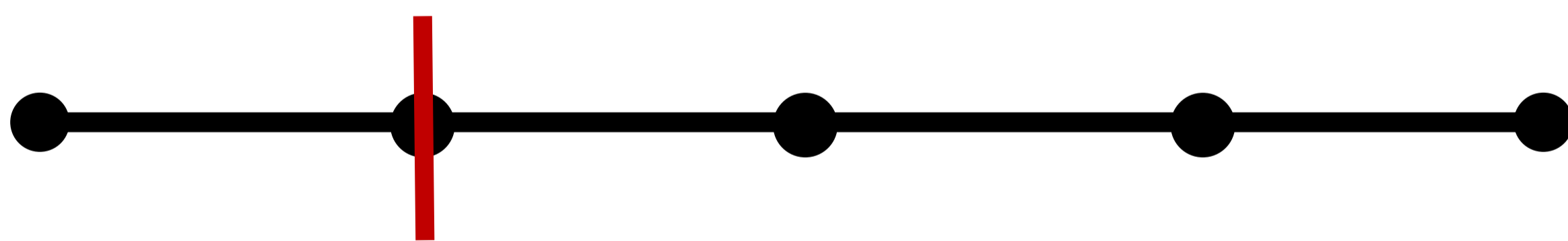
##### Quality Criteria

- Problem Focus
- Constructive Alignment
- Target Group Orientation
- Elaboration
- Choice of Content
- Adaptive Teaching
- Teacher Engagement

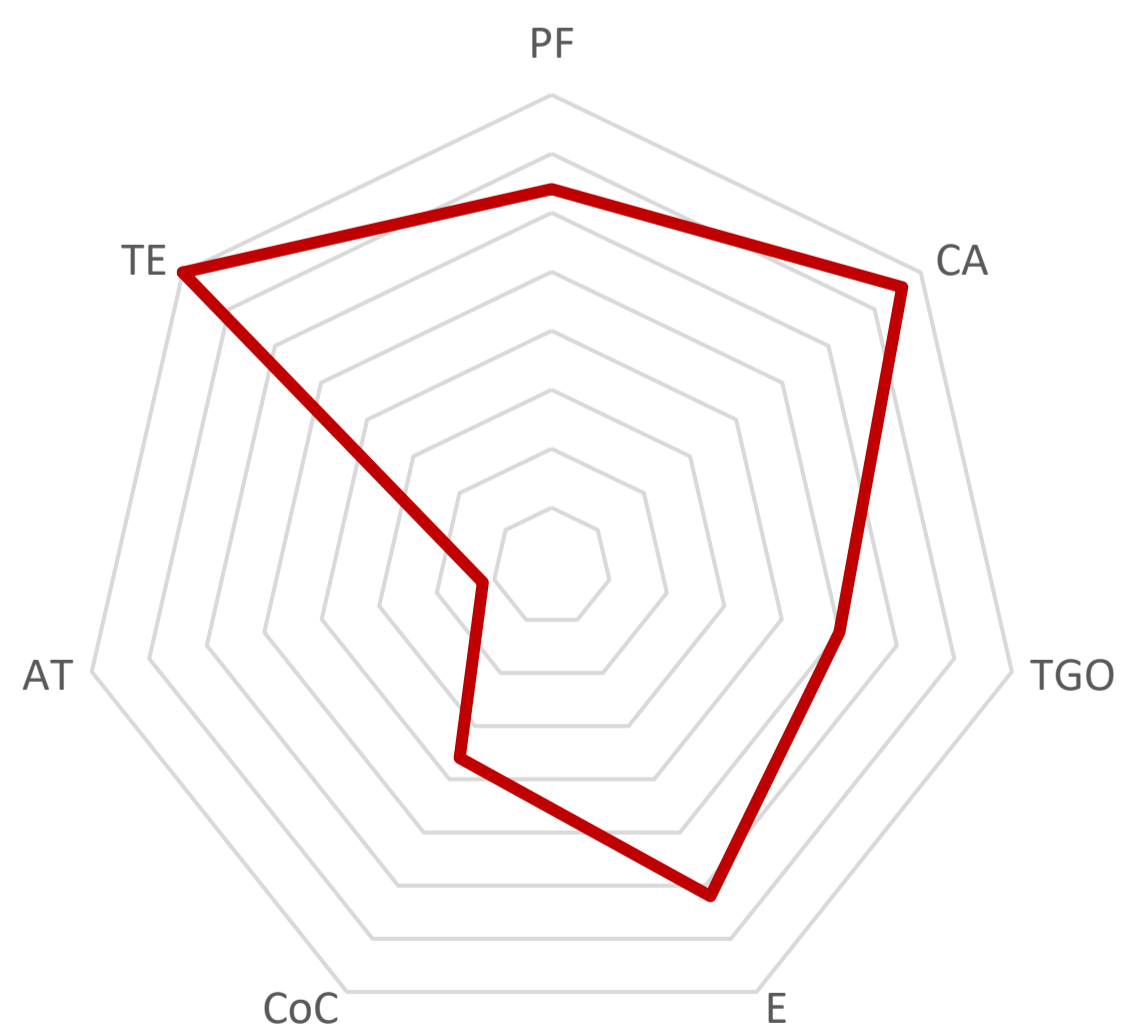
„I only present content that is relevant to the learning outcomes.“

Fully Disagree

Fully Agree



##### Feedback



##### Recommended actions

„You're acquainted with content reduction; now, select key examples, employ visuals, and actively evaluate material relevance for greater effectiveness.“



#### SEIDL

Selbstreflexion digitaler Lehrkompetenzen



Vignette-approach: Digital Teaching Skills

##### Digital Competencies

- Planning, e.g., “Consideration of students' media experiences”
- Realisation, e.g., “Solving typical media technology problems”
- Evaluation, e.g., “Reflecting on the use of digital media”
- Sharing, e.g., “Communication and sharing teaching scenarios”

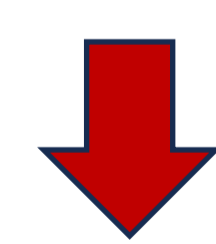
„How can you enhance your presentation with external images and videos? “

*I'm not well-versed in media law and ethics, so I seek specialized guidance for information and possible advice on my issue.*

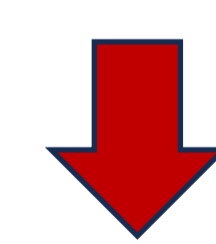
*My extensive knowledge of media law and ethics guides me in finding and incorporating suitable visual materials effortlessly.*

*I purposefully apply my expertise in media law and ethics to craft fitting content, and I experiment with diverse formats, striving for innovative advancements.*

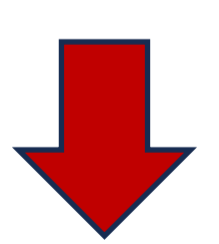
##### Feedback



Beginner



Expert



Innovator

##### Recommended actions

