Notes

Notes on Teaching Perspectives for the Contents

Perspectives for education arise from the EQF levels for teaching and knowledge dissemination. The following are notes given on the respective scopes.

Teaching perspectives: Without reflection: Dissemination of knowledge and facts, i.e. definitions, functions and functionality, characteristics, properties, examples, aspects, criteria.

Example: "Illustration of the central functions of a Component Content Management System."

Teaching perspectives: With reflection: Dissemination of knowledge and facts, comprehension and reflection, i.e. definitions, functions and functionality, characteristics, properties, examples, aspects, criteria, prerequisites, restrictions, aptitude, application and use scenarios, usefulness, objectives, advantages and disadvantages.

Examples: "Explanation of advantages and disadvantages as well as restrictions in the use of certain publication media and output devices", "Use scenarios of automated publication processes."

Teaching perspectives: Practical abilities and application: Dissemination of proficiencies, i.e. methods, principles, processes, procedures.

Example: "Explanation of structuring methods."

Notes for Learning Objectives

The learning objectives "knowledge, comprehension, practical abilities and application", in accordance with the qualification levels of the European Qualifications Framework, have various characteristics with regard to depth of content, extent, and depth of cognitive processing of teaching contents. The following describes the learning objectives that apply to the different qualification levels. Modeled after Bloom's Taxonomy of Educational Objectives:

• Verbs indicating the acquisition of knowledge: name, specify, enumerate, list, reproduce, recite, invoke, demonstrate, record, delineate.

• Verbs indicating the acquisition of comprehension: describe, clarify, formulate, illustrate, distinguish, classify, indicate, associate, outline, arrange, compare, contrast, depict, represent, explain, identify, define, quote, report.

• Verbs for practical abilities: be able to apply, carry out, transmit, perform, produce, calculate, edit, evaluate, contribute, utilize, organize, create, deduce, interpret, solve, design.

Knowledge for the Professional Level on the EQF 4 level: Reproduction of factual knowledge, terms, simple definitions, data, events or rough illustrations of theories, recall and reproduction of facts, terms, concepts and answers.

Example: "Knowing the definition of product safety".

Practical abilities/application for the Professional Level on the EQF 4 level: Use of facts, application of methods, implementation, realization of processes.

Examples: "Ability to create a warning notice correctly", "Familiarity with processes and the different phases of information development".

Knowledge/comprehension for the Expert Level on the EQF 5 level:

Knowledge: Reproduction of factual knowledge, terms, simple definitions, data, events or rough illustrations.

Example: "Knowing the definition of HTML".

Comprehension: State and explain issues in one's own words, illustrate theories, constructs and laws, comprehension of context, organize, compare, interpret, describe, reproduction of basic ideas with regard to facts, terms, ideas and concepts in one's own words.

Example: "Comprehending advantages and disadvantages of information development structured in modules".

Practical abilities/application for the Expert Level on the EQF 5 level: Use of facts, application of methods, implementation, realization of processes, independent problem solving even in new situations.

Example: "Ability to develop a structuring concept", "Ability to carry out a product use analysis".