

MEDIA PEDAGOGY IN GERMAN AND U.S. TEACHER EDUCATION

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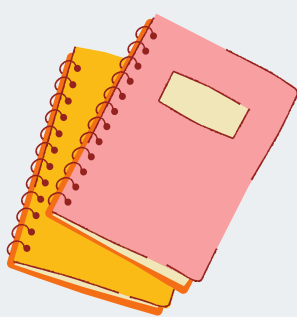
INTRODUCTION

Pedaogy,

Core areas of competencies that teachers need to acquire. They need specific knowledge and skills to successfully integrate new media into their classes.

Media competencies,

Comparison between Germany and the USA to overcome cultural barriers, to counteract the danger of a narrow perspective and to benefit from the background, research and knowledge from different points of view....



METHODOLOGY

M³K model of media pedagogy competencies

It is designed as a matrix with the three main areas of media didactics, media education and school reform in the first axis.

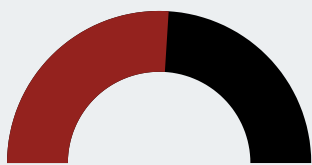
Instruments for measuring media pedagogical competences

- Test model to measure competencies (Theory + experts)
- Adoption of the German M³K questionnaire into a US version.
- German and US surveys



RESULTS

Didactic Media

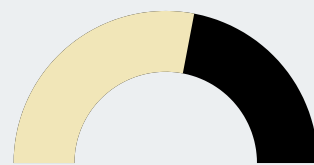


Germany (51.9 %)

U.S. (44%)

Films in school, constructivist use of media in lessons, didactic concepts of media, practice programs, computer simulations, etc..

Mediatic Education



Germany (56.4 %)

U.S. (42.9 %)

Media role models, conservative pedagogical attitudes, age-specific media activities, consumption of violent media content, etc.

CONCLUSIONS



The selected sample of German trainee teachers has higher media pedagogical competencies than the sample of American students.



There are differences in media pedagogical competencies that arise from differences in the role, form and focus of media pedagogy in the respective training programs.

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