



Towards a **European Syllabus in Teacher Education**

Facing future challenges together

# Portfolio work in teacher training

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## Portfolio work in teacher training

This portfolio is a tool that maps the development of your teaching competencies over the course of this teacher training. We provide you with a framework that you can continuously fill in with content that is meaningful to you. This portfolio primarily contains questions and writing prompts that ask you to reflect on how to integrate the 5 cross-cutting issues into your teaching. Because you decide for yourself what is important to you and what is not, your portfolio is different from all others and thus becomes an individual document.

## Functions of the portfolio

We pursue the following didactic objectives with this portfolio:

### Documentation and focus on content

In the Moodle course and subsequent teacher training videoconferences, you will receive a wealth of information on the 5 different cross-cutting issues and how to integrate them into your own teaching. One can quickly lose track here...

When documenting, you record the information relevant to you from each session and collect, for example, materials or your notes on a session. The documentation of the cross-cutting issues also helps you to focus on the content so that you can plan future learning steps in a directed manner.

### Making progress visible

You probably decided to participate in this training because you want to learn about the 5 cross-cutting issues and integrate them into your teaching. Probably also because you hope to “better” take the topics into account in your own lessons after completing the training. But how do we measure „better than before“?

Working with this training portfolio helps you to recognize and visualize your progress by carrying out the self-assessment of your teaching competence on the various cross-cutting issues twice: At the beginning of your work and at the end. This way you will be able to see at the end of the training with which competencies you started the training. With a little practice, it will be easy for you to see what progress you have already made in the targeted competence areas.

### Presentation of results and products

You will have the opportunity to present to us and to yourself products and results of your work within and outside of this teacher training. You will have achieved a lot in this teacher training over a long period of time and therefore we invite you to present everything that you are proud of, that you have done particularly well, that you find particularly interesting, that is exceptional, that is particularly creative or that reflects your teaching personality particularly well. Examples of products of your work can be materials you have developed, lesson plans, assignments, material recommendations for your colleagues, and media you have used. You decide!

## How to work with this portfolio

The work in this portfolio is based on the sequence of the different teacher training activities. You will therefore work with this portfolio continuously and at different times for preparation and/or follow-up of each of the teacher training activities.

In **chapter 1** of this portfolio, you will prepare your work in the Moodle course. You will identify **learning objectives** for the teacher training that will guide you in your further work. You will receive explanations and instructions for **self-assessment of teaching competence** as well as the corresponding template. Duplicate the self-assessment template 2 times, as you will be doing the self-assessment twice: At the beginning and at the end of the teacher training. Place the completed self-assessment templates here in the portfolio.

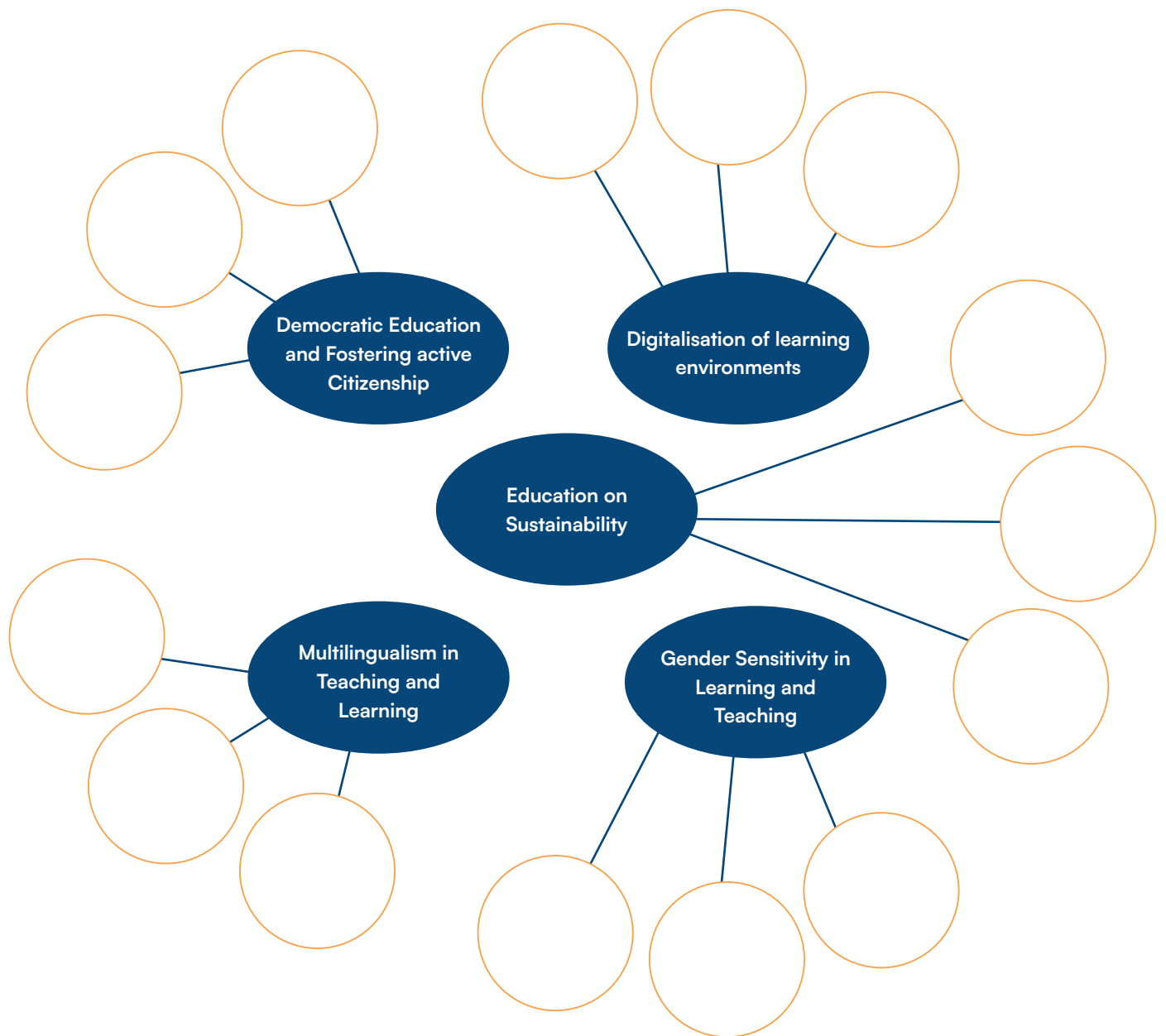
In **chapter 2** of this portfolio, you will work in parallel with the activities in the Moodle course in October and November. Here you will find activities and writing prompts that will support you in recording the information that is central to you about the cross-cutting issues, in setting content priorities for further work, and in preparing for the practice transfer.

# 1 Pre-Moodle Activities

## 1.1 Activation of prior knowledge

Before you start working in the Moodle course, you can think about what you already know about the 5 cross-cutting issues. What terms and concepts come to mind? What associations do you have with them?

Edit the mindmap on the next page according to your wishes and ideas. Make additions, draw cross connections between the different concepts, share additional material that reflects your associations... There are no limits to your creativity.



## 1.2 Selection of cross-cutting issues for further work

In order to set specific focal points for further work with the cross-cutting issues, it can be helpful to become aware of the personal relevance of the topics. All cross-cutting issues play a bigger or smaller role in our professional and personal everyday life and you have surely already encountered them. We ask you to describe situations in which each of the cross-cutting issues became relevant for you in some form. For example, as an occasion for discussion among colleagues or within the family, as a cause for a conflict or its resolution, when dealing with media of various kinds, or many other possible occasions.

After completing this activity, you should be able to decide which topics you want to continue working with.

You can work here in a form of your choice, i.e. formulate a text, draw something, link an article, make a collage... There are no limits to your creativity.

## 1.3 Learning objectives

„For a ship without a port, no wind is right“ (Seneca).

In order to benefit from this teacher training, i.e. to focus your attention and to apply effective learning strategies accordingly, it is important to consider what you actually want to learn in this teacher training. At this point, you identify a learning goal that meets the following criteria:

Your learning objective is specific

You achieve the wording of a specific learning goal by answering questions that help you make a goal more tangible. This way you create a clear point to work towards.

- What do I want to achieve in the teacher training?
- On which topics do I want to receive information and recognize connections?
- What do I want to know, be able to do or do at the end of the teacher training?
- Why is it important for me to deal with these issues at all?
- How does my own teaching change when I reach my learning goal?
- When will I invest time and commitment in teacher training?

### Your learning goal is measurable

A measurable learning goal contains quantitative i.e. countable components that help you check whether you have achieved your learning goal.

Answering the following questions will help you to find a measurable learning objective.

- How many cross-cutting issues do you want to work on?
- How many assignments, materials, stimuli, etc. would you like to develop for your own classroom?

### Your learning objective is acceptable

Learning goals that have personal meaning to you are more likely to be achieved. So it's helpful to look at why you want to achieve a particular learning goal. Answering the following question will help you do this.

- What professional and/or personal value will you gain from achieving your learning goal?

### Your learning goal is realistic

Unrealistic learning goals demotivate and lead to dissatisfaction. It is therefore important to find a learning goal that can be achieved with your time resources, your subject knowledge, your language skills, and your willingness to perform in this training. Please answer the following questions. If you answered yes exclusively, you can be sure that you are formulating a realistic learning goal.

- How much time per week can you invest in teacher training? Does this time seem sufficient to achieve your learning goal?
- Do you have sufficient language skills to process the theoretical input in the videos, work in the Moodle course, and develop ideas with others?
- Are you willing to work collaboratively and develop ideas with others?

If you answer no to any of these questions, consider what options you have for dealing with these limitations.

### Your learning goal is time-bound

A concrete learning goal refers to a specific period of time in which you focus your attention and efforts on achieving the learning goal. In addition, a specific date helps you to check whether you have achieved the learning goal.

So, by when do you want to have reached your learning goal?

### And finally

Combine all previous considerations into a written learning objective here

## 1.4 Self-assessment of one's own teaching competence

In this training, your teaching competence on the cross-cutting issues is to be developed.

What exactly do we mean by teaching skills?

We would first like to provide you with a definition<sup>1</sup>, which takes a closer look at the general concept of competence.

Competencies are understood as the sum of what people know and can do, but also of their character traits, attitudes and values. The combination of these components allows people to perform certain actions to solve problems.

In order to be able to control the development of your teaching competence, it is helpful to record the status quo. Therefore, at different points in time, you assess the current state of your teaching competence in terms of your **subject knowledge, your teaching skills**, and your **attitudes** towards each of the subject itself. In this way, you can set specific priorities in different areas of competence: For example, you can focus your attention on specific aspects of the cross-cutting issues during the training. In your own teaching, you can, for example, try to break certain routines or vary certain aspects of your teaching behavior. You recognize the progress you have made in the course of the training and evaluate your overall competence acquisition at the end of the training.

According to Weinert competencies may be understood as „cognitive abilities and skills available to individuals or learnable by them to solve certain problems, as well as the associated motivational, volitional and social readiness and ability to use problem-solving in variable situations successfully and responsibly“.

On the next pages you will find a template for self-assessment including the description of the competence areas from the new tested-syllabus for each of the cross-cutting issues. Read the descriptions of the different competence areas and assess the extent of your personal competence in the respective competence area. The comment field is used for the following additions:

- A rationale for your self-assessment with an example from your teaching practice.
- What are your strengths in this area of competence? What are you proud of?
- What would you like to change in this area of expertise?
- On what aspect in this competency area would you like collegial feedback?

Please do not get confused when assigning certain knowledge, skills, character traits or values to different competence areas! What is important here is that you do a self-assessment based on examples from your lessons, rather than the correct assignment!

You do the self-assessment at the beginning and at the end of the teacher training. Duplicate the self-assessment template 2 times and place the edited versions here.

<sup>1</sup>Weinert, Franz E. (2002): Vergleichende Leistungsmessung in Schulen - eine umstrittene Selbstverständlichkeit, In: Weinert, Franz E. (Ed.): Leistungsmessungen in Schulen. Weinheim, Basel: Beltz, pp. 17-33.

## Democratic Education and Fostering active Citizenship

### Knowledge and understanding

Teachers **understand** the concept of Democratic Education and Fostering active Citizenship and its emerging key themes.

That is (1) knowing and understanding the extent and significance of human rights in the global context, (2) understanding the importance and role of school education in terms of fostering informed, responsible, democratic and participative individuals and (3) recognizing the online platforms and social media as the essential part of students' life and fostering critical media and information literacy is necessary.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teacher **recognize** possible impact of Democratic Education and Fostering active Citizenship and its emerging key topics in teaching and other activities at school.

That is (4) understanding the role of media in forming one's society which may include disinformation, (5) recognizing schools as embryonic societies and the importance to promote and practise in them a culture of dialogue and peace and (6) being aware of the values that teachers promote with their own teaching and classroom dynamics.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Skills

Teachers **plan and implement teaching** with appropriate tools, materials, and learning strategies considering the characteristics of Democratic Education and Fostering active Citizenship and its emerging key themes.

That is (1) to design and to implement teaching which fosters students' awareness of disinformation and develops critical thinking and attitudes towards information and (2) to reflect on own practice and identifying ways to promote democratic values and an appreciation for different perspectives in their classrooms.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Teachers **assess students learning and understanding** of Democratic Education and Fostering active Citizenship and its emerging key themes.

That is (3) to design assessment that requires students to present their media and information literacy, such as fact-checking and using multiple information sources and (4) to use assessment tools that in addition to looking into knowledge and content, also looks at processes and actions, as well as respectful dialogue and collaboration.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Attitudes

Teachers have **self-efficacy to teach** Democratic Education and Fostering active Citizenship and its emerging key topics.

That is (1) to have self-efficacy to handle discussions on controversial topics, both allowing and valuing differing opinions and (2) to feel confident in the role of the teacher as a person of reference to learn about, and actively defend, human rights inside and outside of schools.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers have **beliefs about how** Democratic Education and Fostering active Citizenship and its emerging key topics should be addressed in regards to activities at school (e.g., learning, teaching, pedagogy) and desired students competence.

That is (3) to value the importance of making independent and informed decisions in democratic societies, (4) to recognize the role of the teacher as a role model and the responsibility to promote values that appreciate differing opinions, active discussion and peaceful mediation and (5) to value the importance of establishing schools as safe spaces for discussion and dissonance.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Multilingualism in Teaching and Learning

### Knowledge and understanding

Teachers **understand** the concept of Multilingualism in Teaching and Learning and its emerging key themes.

That is (1) to recognize language teaching as a school wide approach and (2) to recognize heritage language as an asset of multilingual learners.

Exellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teacher **recognize** possible impact of Multilingualism in Teaching and Learning and its emerging key topics in teaching and other activities at school.

That is (3) to understand multilingual students' trajectories and the possible trauma that might influence their learning, behavior and wellbeing at schools.

Exellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Skills

Teachers **plan and implement** teaching with appropriate tools, materials, and learning strategies considering the characteristics of Multilingualism in Teaching and Learning and its emerging key themes.

That is (1) to adopt trauma-informed teaching strategies, (2) to design and to implement scaffolding and language sensitive subject teaching to support (multilingual) learners' second language acquisition, (3) to design and to implement teaching which allow multilingual learners to demonstrate full linguistic repertoire (e.g., translanguaging) and finally (4) to use accessible and adaptable materials to support multilingual learners.

Exellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers **assess students learning and understanding of** Multilingualism in Teaching and Learning and its emerging key topics.

That is (5) to adapt assessment strategies that recognize multilingual learners' challenges and offer fair and equitable opportunities.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Attitudes

Teachers have **self-efficacy to teach** Multilingualism in Teaching and Learning and its emerging key topics.

That is (1) to have confidence in allowing multilingual students to use all of their linguistic resources in school (in and outside of the classroom)

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers have **beliefs about how** Multilingualism in Teaching and Learning and its emerging key topics should be addressed in regards to activities at school (e.g., learning, teaching, pedagogy) and desired students competence.

That is (2) to recognize having multilingual learners as an asset, and an opportunity for diversity and deepening classroom teaching, (3) to have a positive attitude on the role as a subject teacher in supporting language learning and (4) to be willing to collaborate in planning and teaching with colleagues in catering for multilingual learners needs.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Digitalisation of learning environments

### Knowledge and understanding

Teachers **understand** the concept of digitalisation of learning environments and its emerging key topics.

That is (1) to know relevant technological tools that can be used in different contexts of teachers' work, such as own professional engagement, and work environments, pedagogy and teaching, and students' learning.

					Comment and specific examples
Excellent	Very good	Good	Fair	I want to improve myself	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers **recognize** possible impact of digitalisation of learning environments and its emerging key topics in teaching and other activities at school.

That is (2) to understand the benefits and the risks which emerging digital technologies and their systems (e.g., AI, educational and personal data, learning analytics) may bring and (3) to understand the importance of data protection, security and privacy.

					Comment and specific examples
Excellent	Very good	Good	Fair	I want to improve myself	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Skills

Teachers **plan and implement** teaching with appropriate tools, materials, and learning strategies considering the characteristics of digitalisation of learning environments and its emerging key topics.

That is (1) to plan and to implement lessons and assessing students incorporating various appropriate digital technologies, (2) to compare and choose digital tools based on their pedagogical value and didactics, (3) to apply a range of pedagogical approaches using digital technologies to facilitate and enhance learning, such as inquiry-based learning, collaborative learning, self-regulated learning, differentiation and personalisation and (4) to use digital tools in teaching safely and ethically, considering potential harm of data protection, security and privacy.

					Comment and specific examples
Excellent	Very good	Good	Fair	I want to improve myself	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers **assess students learning and understanding of** digitalisation of learning environments and its emerging key topics.

That is (5) to guide and to empower students towards becoming competent users of digital technology.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Attitudes

Teachers have **self-efficacy to teach** digitalisation of learning environments and its emerging key topics.

That is (1) to have self-efficacy in selecting, using, and evaluating digital technologies.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers have **beliefs about how** digitalisation of learning environments and its emerging key topics should be addressed in regards to activities at school (e.g., learning, teaching, pedagogy) and desired students competence.

That is (2) to be both open minded and critical about the changes in school activities which digital technologies may bring and (3) to feel motivation and interests in developing own teaching using digital technologies.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Gender Sensitivity in Learning and Teaching

### Knowledge and understanding

Teachers **understand** the concept of Gender Sensitivity in Learning and Teaching and its emerging key themes.

That is (1) to understand the need to create a safe space that values students' mental and physical wellbeing, (2) to understand the connection between human rights and the support and promotion of gender diversity, and reducing gender imbalances in education and (3) to understand own views on gender, possible gender biases and stereotypes.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers **recognize** possible impact of Gender Sensitivity in Learning and Teaching and its emerging key topics in teaching and other activities at school.

That is (3) to understand that inaction in creating equity and inclusion has consequences in students' mental and physical wellbeing.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Skills

Teachers **plan and implement** teaching with appropriate tools, materials, and learning strategies considering the characteristics of Gender Sensitivity in Learning and Teaching and its emerging key themes.

That is (1) to use gender-appropriate language in teaching assuming diversity as the norm, (2) to create safe and respectful environments to reflect and discuss about diversity in gender identity and sexual orientation, (3) to deal with conflicting views and situations regarding gender identity and sexual orientation (hate message, parents etc.) and (4) to take appropriate actions when making a mistake.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers **assess** students learning and understanding of Gender Sensitivity in Learning and Teaching **and** its emerging key themes. That is (5) to observe and to identify possible gender biases, stereotypes and gender-based violence among students.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Attitudes

Teachers have **self-efficacy to teach** Gender Sensitivity in Learning and Teaching and its emerging key topics.

That is (1) to have self-efficacy to introduce and handle gender identity and sexual orientation in the classroom, (2) to have confidence in dealing with inequalities among gender and (3) to accept that this is a constantly evolving field and to be open to additional information or clarifications from students.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers have **beliefs about how** Gender Sensitivity in Learning and Teaching and its emerging key topics should be addressed in regards to activities at school (e.g., learning, teaching, pedagogy) and desired students competence.

That is (4) to have an open mindset promoting diversity and differences among genders — going beyond just focusing on the negatives and (5) to be willing and committed to training to uncover and reduce unconscious bias.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Education on Sustainability

### Knowledge and understanding

Teachers **understand** the concept of Education on Sustainability and its emerging key topics.

That is (1) to understand the principles of sustainable development and the interplay between environmental, social, and economic sustainability, putting emphasis on ecological sustainability as the basis for the rest and (2) to possess knowledge of current and emerging sustainability issues, such as climate change, biodiversity loss, and social inequality, and understanding of sustainable consumption and production patterns.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teachers **recognize** the possible impact of Education on Sustainability and its emerging key topics in teaching and other activities at school.

That is (3) to have awareness of the role of personal values and attitudes in promoting sustainability, and knowledge of the importance of stakeholder engagement and collaboration.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



## Skills

Teachers **plan and implement** teaching with appropriate tools, materials, and learning strategies considering the characteristics of Education on Sustainability and its emerging key topics.

That is

(1) Critical thinking: To navigate dissensus constructively, the skill to assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.

(2) System thinking: To approach a sustainability problem from all sides; to consider time, space, and context in order to understand how elements interact within and between systems.

(3) Problem framing: To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time, and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

(4) Future literacy: to envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Attitudes

Teachers' **attitudes** towards Education on Sustainability and its emerging key topics are reflected by

(1) Valuing sustainability: To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.

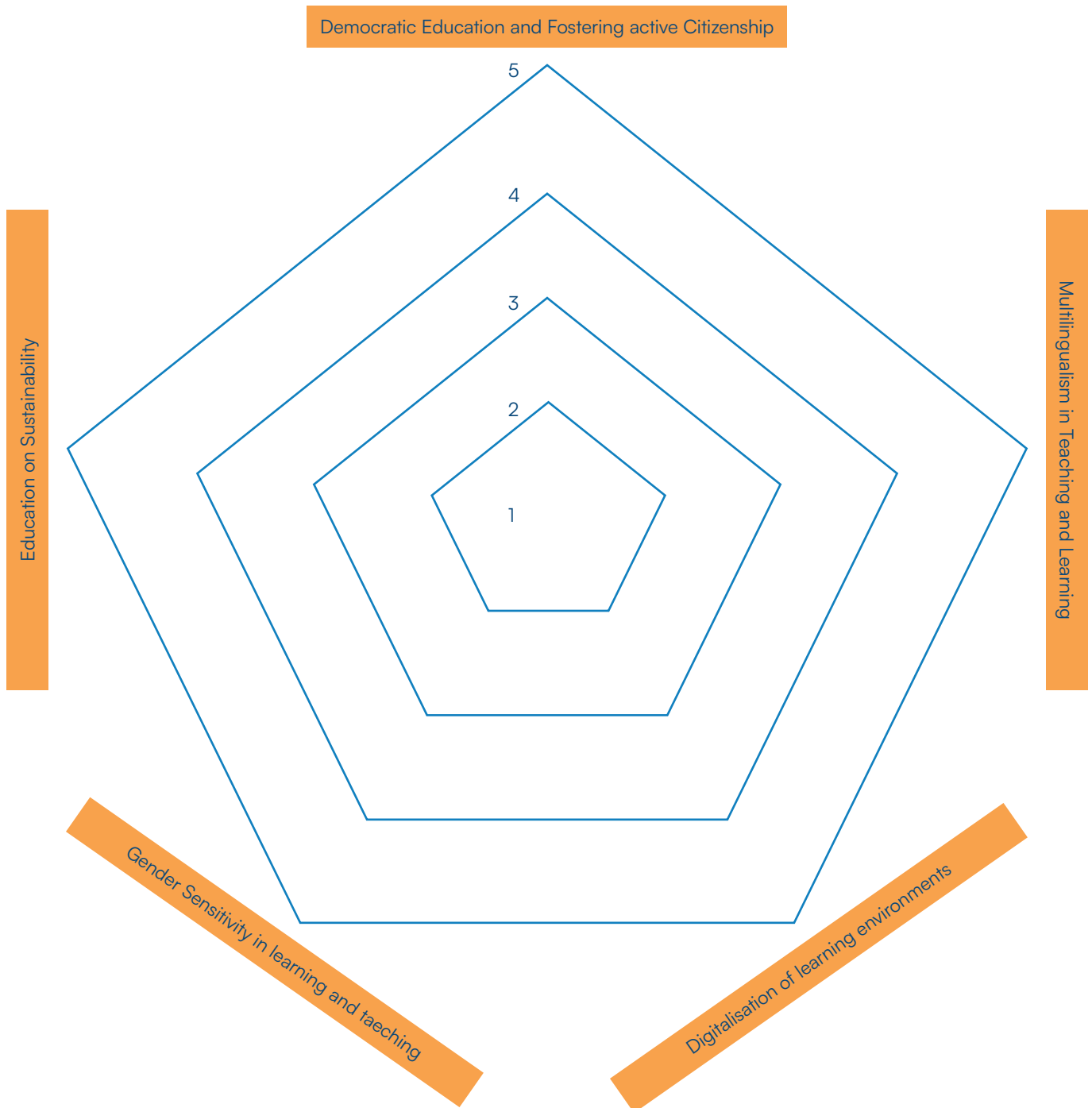
(2) Supporting fairness: To support equity and justice for current and future generations and learn from previous generations for sustainability.

(3) Promoting nature: To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.

(4) Harnessing Agency: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet, navigating the political system, identifying political responsibility and accountability for unsustainable behavior, and demanding effective policies for sustainability

Excellent	Very good	Good	Fair	I want to improve myself	Comment and specific examples
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Here you can visualize your self-assessment by marking the score for each critical-issue, connecting the marked dots and coloring the resulting area.



- Key
- 1 = I want to improve myself
  - 2 = Fair
  - 3 = Good
  - 4 = Very good
  - 5 = Excellent

## 2 While working in the Moodle course

In this part of the portfolio you work in parallel with the activities in Moodle

You use this part of the portfolio

- to save the information that is most important to you
- to enrich it with further materials
- to link it to the other topics
- to prepare it for the later practical phase.

### 2.1 Democratic Education and Fostering active Citizenship

- Which aspects of the topic seem particularly important to you? Why?
- What aspects are you eager to continue working with?
- What aspects of the topic would you like to learn more about?
- Do you know any good materials on this topic that you would like to recommend to your colleagues? You can link, attach, upload here

- What possible teaching scenarios do you spontaneously think of for this topic? Here you can collect initial ideas for practical implementation

## 2.2 Multilingualism in Teaching and Learning

- Which aspects of the topic seem particularly important to you? Why?
- What aspects are you eager to continue working with?
- What aspects of the topic would you like to learn more about?
- Do you know any good materials on this topic that you would like to recommend to your colleagues? You can link, attach, upload here


- What possible teaching scenarios do you spontaneously think of for this topic? Here you can collect initial ideas for practical implementation

## 2.3 Digitalisation of learning environments

- Which aspects of the topic seem particularly important to you? Why?
- What aspects are you eager to continue working with?
- What aspects of the topic would you like to learn more about?
- Do you know any good materials on this topic that you would like to recommend to your colleagues? You can link, attach, upload here



- What possible teaching scenarios do you spontaneously think of for this topic? Here you can collect initial ideas for practical implementation



## 2.4 Gender Sensitivity in Learning and Teaching

- Which aspects of the topic seem particularly important to you? Why?
- What aspects are you eager to continue working with?
- What aspects of the topic would you like to learn more about?
- Do you know any good materials on this topic that you would like to recommend to your colleagues? You can link, attach, upload here

- What possible teaching scenarios do you spontaneously think of for this topic? Here you can collect initial ideas for practical implementation

## 2.5 Education on Sustainability

- Which aspects of the topic seem particularly important to you? Why?
- What aspects are you eager to continue working with?
- What aspects of the topic would you like to learn more about?
- Do you know any good materials on this topic that you would like to recommend to your colleagues? You can link, attach, upload here

- What possible teaching scenarios do you spontaneously think of for this topic? Here you can collect initial ideas for practical implementation

Here you can visually represent the content overlap of each topic by entering split keywords in the overlapping fields

Democratic Education and Fostering active Citizenship

Gender Sensitivity in learning and teaching

Multilingualism in Teaching and Learning

Education on Sustainability

Digitalisation of learning environments



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