

Decree

of the

Study Commission

of the

Lower Austrian University of Education



Curriculum

Course

“Community Education”

August 21st 2008

1.1 Chronology

In a Lower Austrian community, an academically accompanied project by the PH NÖ "Inclusion into the Educational Establishment" was conducted, which aimed at creating inclusive reality of life for all people – in preschools as well as all other schools in the district. All affected persons – parents, teachers, social authorities – were integrated.

- ❖ As a result, the desire to use the nearby PH NÖ for various events in order to sustain and increase the idea of education came into being.
- ❖ Following the headmaster's idea, which was greeted with much approval during a brainstorming session with authorities from the community, it was decided to offer for the first time a course at the PH NÖ for interested people from the community and with this education to communicate, or bring closer to the participants, a sense of involvement.
- ❖ The range of topics were developed, clustered and systematized through moderated and structured brainstorming during a one-day workshop with 75 participants which was supervised by the PH NÖ.
- ❖ Out of this collection of ideas, the course was developed - by Maria-Luise Braunsteiner and Erwin Rauscher.

1.2 Directive Principles

*„Wer nicht von dreitausend Jahren
sich weiß Rechenschaft zu geben,
bleibt im Dunklen unerfahren,
mag von Tag zu Tage leben.“*

(J.W. Goethe, West-östlicher Divan: Buch des Unmuts;
in: Goethes Werke II., Hamburg 1952², S.49)

- ❖ Education will not only be seen as a task of pedagogy in schools, but also increasingly as a communal and sociopolitical responsibility facing the demands made by LLL, so that the existence of citizens in favour of the pluralism within the social and ideological areas of public domains are protected from dependency on consumption, advertising, media and their indoctrinating effects in general. For there is much competition and opposition between differing models of life and guiding principles outside the world of schools and the demands of professional development.
- ❖ As a consequence, a sense for wholeness is being strived for. Education in Europe should not degenerate into a mere pragmatic technical transport of knowledge. Nowadays, it is the uncertainty of direction of pedagogical action, which rises out of the loss of a comprehensive and sustaining understanding of purpose, which is burdening many educators and leaving them feeling powerless.
- ❖ Participation in the course "Community Education" is not subject to any entry requirements. Any and every citizen is eligible to complete this course.
- ❖ The thus achieved contribution in the removal of barriers for learning and participation is realised in the form of teamwork and in the context of work on common fields of activity.
- ❖ New teaching and learning structures are suitable for enhancing communication within the community.
- ❖ According to § 5 HCV 2006, the curriculum for the course "Community Education" is modularly designed.
- ❖ In Austria, there is no other comparable offer of such a programme of studies at any university, university of applied sciences or college of pedagogy.

1.3 Educational Goals and Contents (Modules)

1.3.1 [Culture:] and Cultures

- ❖ Cultures in dialogue – similarities and differences
- ❖ Cultural diversity management: respect – tolerance – understanding
- ❖ Democracy, religion and tradition – values as the foundation of cultural identity
- ❖ Gender mainstreaming from a cultural perspective
- ❖ Theatre as a form of intervention and education through cultural expression
- ❖ The culture of dialogue and language – language has roots and wings
- ❖ Leisure - cult(ure) and stress
- ❖ What is culture? To know what concerns you, and to know what should concern you. Cultural organisations are not only theatres and museums, but also – hopefully- town halls, youth centres, schools, special needs centres and clubs.

1.3.2 Learning

- ❖ The concept of learning – purely cognitive or is there more?
- ❖ From medicine to quantum theory – neurobiological fundamentals of learning
- ❖ My personal life-education-journey (... it is never too late to have experienced a happy time at school)
- ❖ The design of learning processes
- ❖ “Playing around in the mud and experiencing infinitude” (Learning conditions in space, time, movement, cooperation)
- ❖ Learning types and suitable learning methods
- ❖ Presentation and knowledge transfer – duplicating knowledge through sharing
- ❖ This learning does not serve only for the collection of unrelated knowledge; it is oriented around the improvement of the factual world. Learning does not mean considering the opinions of elders to be wrong or not wanting to become acquainted with them, but to use them to strengthen the search though and beyond those experiences and to make new ones. Learning means: to be as curious as Socrates, to be a role model like Jesus, to create change like Marx, to help like Mother Teresa, but not to acquire uninvolved insight from the Greeks, from the Euro and/or from mathematics.

1.3.3 Parent Academy

- ❖ “Saying no” out of love – dealing with limits
- ❖ Pedagogical/psychological fundamentals of development
- ❖ Managing puberty together
- ❖ Learning techniques – support strategies, not only for learning problems
- ❖ Non-violent together: violence as a social phenomenon
- ❖ Preventing violence – individually and on a community level
- ❖ “Parents that make a difference” – school partnerships on a level playing field
- ❖ Communication – talking to each other instead of quarrelling
- ❖ Being a parent sometimes seems to be the lost dimension within Austrian school partnerships. Parents and teachers as natural enemies would mean the death of school. The problems of today need a culture of agreeing on a predefinition of behaviour.

1.3.4 Generation Dialogue

- ❖ Living together with young and old, social space planning – in a constructional sense, time-line sense and communicational sense
- ❖ Awareness and respect of generation related needs
- ❖ Locations of togetherness – physical, virtual and coincidental communication centres
- ❖ From generation to generation – handing down resources and knowledge transfer
- ❖ Institutionalized life – preschool, after school care, school, assisted living
- ❖ The prevention and handling of age related problems (limited mobility, dementia)
- ❖ Health as the link between generational goals and goods
- ❖ The dialogue between colleges and the community are dedicated to life as a whole, which keeps getting longer: the population pyramid is developing so that the strong, the employable and the healthy – in other words, those who are older than children and younger than pensioners – are spending less than ever before on the weak: children and the aged. What need to be created are locations of learning for the future, for personal well-being and professional success, for a healthy economy, for freedom and democracy in everyday life on a communal basis outside the absolute individuality of the family unit.

1.3.5 Community

- ❖ Helping to design – taking over responsibility: space planning as a democratic process of contribution
- ❖ Life in the community: the increase of subjectivity and communal life quality
- ❖ The culture of motion as a possibility for creating networks
- ❖ From integration to inclusion – the index for inclusion, learning and living
- ❖ The story of the district of Wiener Neudorf ... yesterday – today – tomorrow
- ❖ Community is a structured form of home: home is the people that we care about and who care about us. Home is a feeling that creates identity through the learning of history connected to the future - of the mountains, rivers and domes of Austria. Identity does not only apply to people, but also to institutional keepsakes that preserve materialized history on behalf of society to hand down: theatre, museums, libraries and schools.

1.3.6 Writing Workshop (additive)

- ❖ To learn how to collect learned knowledge, experiences, thoughts and to retain them – with words and writing and sounds, for oneself and for one's fellow men.

- ❖ The joy found in autonomous writing will be supported and facilitated.
- ❖ Writing can be learned: writing protects the forgetting of thoughts and revelations; it awakens further thought, forces attention to shaping words, demands revision, requires one to think about the reader; it is a form of communicating who one is.
- ❖ The written word is subjected to much more criticism than the corrigible spoken word.
- ❖ Writing reflects one's own knowledge, promotes the ability to communicate with one's self and abets identity of self.

		WS/ SS	Semester Periods per Week		Hours of Work		ECTS- Credits
			Share of tuitional attendance	Share of assisted tuition according to § 37	Share of assisted tuition (Presence + § 37 HG)	Self study	
Module 1	[:Culture] Cultures	WS	3,75	1,25	60	65	5
Module 2	Learning	SS	3,75	1,25	60	65	5
Module 3	Parent Academy	WS	3,75	1,25	60	65	5
Module 4	Generation Dialogue	SS	3,75	1,25	60	65	5
Module 5	Community	WS	3,75	1,25	60	65	5
Module 6	Writing Workshop	Sem 1-5	2,5	2,5	60	65	5
Total			21,25	8,75	360	390	30

2 Entry Requirements and Target Groups

All citizens from Wiener Neudorf as well as friends from the surrounding districts may take part. Upon successful completion of the course, every participant receives a certificate from the PH NÖ at a graduation ceremony (or – in case of not completed exams, but completed participation – a confirmation of attendance).

3 Duration and Outline of the Course of Studies

Duration: 5 Semesters

Outline of the course of studies:

The course comprises 30 ECTS. It is divided into 5 separate and independent thematic modules of 5 ECTS each, which can also be enrolled in separately. The 6th module – conceived as a writing workshop – is understood as course accompanying.

Each module compiles a workload of 125 hours, namely

Modules 1-5 each		Module 6	
Attendance phase	45 hours	Attendance phase	30 hours
Assisted online phase § 37 HG 05	15 hours	Assisted online phase § 37 HG 05	30 hours
Self study	65 hours	Self study	65 hours

4 Scope and Description of the Individual Classes

During the attendance phase, attendance is compulsory.

List of all classes within the course of studies:

	Type of Class	Semester Periods per Week		Number of Teaching Units	Hours of Work		ECTS
		Attenda nce	Assisted Studying		Self study	Total	

		§37 HSchG							
Module 1 – [:Culture:] Cultures									
Cultures in dialogue	S	0,75	0,25			12	13	25	1
Democracy, religion, tradition	S	0,75	0,25			12	13	25	1
Theatre as a form of intervention and education through cultural expression	S	0,75	0,25			12	13	25	1
The culture of dialogue and language	S	0,75	0,25			12	13	25	1
Leisure - cult(ure) and stress	S	0,75	0,25			12	13	25	1
Total		3,75	1,25			60	65	125	5

	Type of Class	Semester Periods per Week				Number of Teaching Units	Hours of Work		ECTS §37 HSchG
		Attendance	Assisted Studying		Self study		Total		
			§37 HSchG						
Module 2 – Learning									
The concept of learning – purely cognitive	S	0,75	0,25			12	13	25	1
Neurobiological fundaments of learning	S	0,75	0,25			12	13	25	1
My personal life-education-journey	S	0,75	0,25			12	13	25	1
The design of learning processes	S	0,75	0,25			12	13	25	1
Learning conditions in space, time and motion	S	0,75	0,25			12	13	25	1
Total		3,75	1,25			60	65	125	5

	Type of Class	Semester Periods per Week				Number of Teaching Units	Hours of Work		ECTS §37 HSchG
		Attendance	Assisted Studying		Self study		total		
			§37 HSchG						
Module 3 – Parent Academy									
The fundaments of pedagogical/psychological development	S	0,75	0,25			12	13	25	1
Managing puberty together	S	0,75	0,25			12	13	25	1
Preventing violence – dealing with limits	S	0,75	0,25			12	13	25	1
Parent involvement/school partnerships	S	0,75	0,25			12	13	25	1
Communication – talking to each other instead of quarrelling	S	0,75	0,25			12	13	25	1
Total		3,75	1,25			60	65	125	5

	Type of Class	Semester Periods per Week				Number of Teaching Units	Hours of Work		ECTS §37 HSchG
		Attendance	Assisted Studying		Self study		total		
			§37 HSchG						
Module 4 – Generation Dialogue									
Living together with young and old	S	0,75	0,25			12	13	25	1
Locations of togetherness	S	0,75	0,25			12	13	25	1
From generation to generation	S	0,75	0,25			12	13	25	1
Institutionalized life – schools and retirement homes	S	0,75	0,25			12	13	25	1

The prevention and handling of age related problems	S	0,75	0,25			12	13	5	1
Total		3,75	1,25			60	65	125	5

	Type of Class	Semester Periods per Week			Number of Teaching Units	Hours of Work		ECTS §37 HSchG	
		Attendance	Assisted Studying			Self study	total		
			§37 HSchG						
Module 5 – Community									
Helping to design – taking over responsibility: space planning as a democratic process of contribution	S	0,75	0,25			12	13	25	1
Life in the community – history: yesterday/today/tomorrow	S	0,75	0,25			12	13	25	1
A culture of motion as a networking opportunity	S	0,75	0,25			12	13	25	1
From integration to inclusion	S	0,75	0,25			12	13	25	1
Regional networking and international experiences	S	0,75	0,25			12	13	25	1
Total		3,75	1,25			60	65	125	5

	Type of Class	Semester Periods per Week			Number of Teaching Units	Hours of Work		ECTS §37 HSchG	
		Attendance	Assisted Studying			Self study	total		
			§37 HSchG						
Module 6 – Writing Workshop									
Learning through writing	S	0,5	0,5			8	13	25	1
Systematic documentation of learning experiences	S	0,5	0,5			8	13	25	1
Expressing oneself through writing	S	0,5	0,5			8	13	25	1
Summarizing talks, discussions, and/or debates	S	0,5	0,5			8	13	25	1
Writing with a PC	S	0,5	0,5			8	13	25	1
Total		2,5	2,5			40	65	125	5

Module Descriptions (1)

Module Topic	Abbreviation
[:Culture:] Cultures	LKB 1
Category (Compulsory / Compulsory Elective / Elective Module)	Level (Part of Study Programme)
Compulsory Module	–
Academic Year	Semester
1.	1.
Duration and frequency of class	Number of Credits
Once per course of studies	5
Requirements for participation	
See entry requirements	
Module Authority	
Mag. Dr. Maria-Luise Braunsteiner	
Educational Goals	

The educational offerings should encourage the students to pursue independent reflection and understanding – depending on individual skills. The offered content also teaches how to critically examine topics in more depth. The associated goals should be achieved through studying in locations which primarily allow experiencing as well as through individual studying, and social and communicative group studying. The ability to study as well as the ability to communicate the acquired knowledge within the community are both implicit educational goals.

Educational Content

Culture in Dialogue

- ❖ Culture(s) – a typology of human existence (cultural achievements, cultural techniques)
- ❖ Examining and dealing with one's own and others' canon of values
- ❖ Intercultural exchange and communication forms of today

Democracy, Religion, Traditions

- ❖ Democracy and the organisation of society in western and eastern cultural areas
- ❖ The meeting of religions of differing cultural character
- ❖ Traditions and customs as behavioural regulators in families, culture and religiosity

Theatre as Cultural Expression and as a Form of Educational Intervention

- ❖ Theatre within the triangle of the cultural, social and educational
- ❖ Theatre as a connection between art, culture, and personal education and development
- ❖ Theatre as an interplay of perspectives, own experiences, critical reflection and documentation

The Culture of Dialogue and Language

- ❖ Socio-psychological fundamentals
- ❖ Recognising and managing conversational situations; talking to each other – the dialogical
- ❖ Heterogeneous language cultures (Austrian Sign Language = ÖGS)
- ❖ Literature as way to capture language

Leisure – Cult(ure) and Stress

- ❖ Leisure between regeneration and leisure education (functions from recreation to emancipation)
- ❖ Leisure, work and family between feasibility and incompatibility
- ❖ Education, sport and entertainment within cultural change

Certifiable Competencies

The students will possess the competence

- ❖ to support the dialogue between the cultural groups living within the community
- ❖ to see cultural variety in religions and traditions as an enrichment and opportunity
- ❖ to use theatre for further personal development
- ❖ to develop sensitivity for certain conversational situations
- ❖ to overcome barriers to foreign language cultures
- ❖ to use offers for leisure activities and to realise their true meaning as well as recognise indicators for leisure stress and how to avoid it.

Proportional Division of the Areas of Study Fields	Type of Class	Semester Periods per Week		Hours of Work		ECTS-Credits
		Share of tutorial attendance	Share of assisted tuition according to § 37	Share of assisted tuition (Presence + § 37 HG)	Share of tutorial presence	
Cultures in dialogue	S	0,75	0,25	12	13	1
Democracy, religion, tradition	S	0,75	0,25	12	13	1
Theatre as a form of intervention and education through cultural expression	S	0,75	0,25	12	13	1
The culture of dialogue and language	S	0,75	0,25	12	13	1

Leisure - cult(ure) and stress		S	0,75	0,25	12	13	1
Total			3,75	1,25	60	65	5
Linked to other modules or areas of study fields							
Module 6 writing workshop is course accompanying							
Literature							
Up to date literature according to the lecturer's conditions. These will be announced online.							
Teaching and learning forms							
Interactive seminar design							
Record of achievement							
Submission of a portfolio including a presentation and defensio. The students will be informed of the concrete assessment criteria at the beginning of the module. Additionally, the valid examination regulations will be announced.							
Language(s)							
German							

(2)

Module Topic		Abbreviation
Learning		LKB 2
Category (Compulsory / Compulsory Elective / Elective Module)	Level (Part of Study Programme)	
Compulsory Module	–	
Academic Year	Semester	
1.	2.	
Duration and frequency of class	Number of Credits	
Once per course of studies	5	
Requirements for participation		
See entry requirements		
Module Authority		
Mag. Dr. Maria-Luise Braunsteiner		
Educational Goals		
The educational offerings should encourage the students to pursue independent reflection and understanding – depending on individual skills. The offered content also teaches how to critically examine topics in more depth. The associated goals should be achieved through studying in locations which primarily allow experiencing as well as through individual studying, and social and communicative group studying. The ability to study as well as the ability to communicate the acquired knowledge within the community are both implicit educational goals.		
Educational Content		
<p><u><i>The Concept of Learning – Purely Cognitive</i></u></p> <ul style="list-style-type: none"> ❖ Cognitive leaning theory as a way of access ❖ Subject orientation: learning as an extension of life disposition – andragogish differentiation ❖ Research of the motivation to learn and potential fields of learning <p><u><i>Neurobiological Fundaments of Learning</i></u></p> <ul style="list-style-type: none"> ❖ How the human brain produces and steers our feelings, thoughts and behaviour ❖ Learning through detecting patterns ❖ Learning requires positive social contacts <p><u><i>My Personal Life-Education-Journey</i></u></p> <ul style="list-style-type: none"> ❖ Types of learners and what that means ❖ Learning biographies and success in life ❖ Learning techniques and memory performance <p><u><i>The Design of Learning Processes</i></u></p> <ul style="list-style-type: none"> ❖ Learning and stress 		

- ❖ Subjective meaning and learning – cooperative learning
- ❖ Learning particularities in adults
- Learning Conditions in Space, Time and Motion
- ❖ Learning through examples
- ❖ Motion assists productivity and intelligence
- ❖ Integration of learning and action

Certifiable Competencies

The students possess the competence

- ❖ to recognise that learning takes place diversely depending on the subject
- ❖ to understand neurobiological fundamentals and apply them to their own learning experience
- ❖ to comprehend their own learning journey
- ❖ to develop rudimentary positive learning strategies
- ❖ to create/avoid learning assisting/blocking learning conditions

Proportional Division of the Areas of Study Fields	Type of Class	Semester Periods per Week		Hours of Work		ECTS -Credits
		Share of tutorial attendance	Share of assisted tuition according to § 37	Share of assisted tuition (Presence + § 37 HG)	Self study	
The concept of learning – purely cognitive	S	0,75	0,25	12	13	1
Neurobiological fundamentals of learning	S	0,75	0,25	12	13	1
My personal life-educational-journey	S	0,75	0,25	12	13	1
The design of learning processes	S	0,75	0,25	12	13	1
Learning conditions in space, time and motion	S	0,75	0,25	12	13	1
Total		3,75	1,25	60	65	5

Linked to other modules or areas of study fields

Module 6 writing workshop is course accompanying

Literature

Up to date literature according to the lecturer's conditions. These will be announced online.

Teaching and learning forms

Interactive seminar design

Record of achievement

Submission of a portfolio including a presentation and defensio. The students will be informed of the concrete assessment criteria at the beginning of the module. Additionally, the valid examination regulations will be announced.

Language(s)

German

(3)

Module Topic	Abbreviation
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Parent Academy		LKB 3
Category (Compulsory / Compulsory Elective / Elective Module)	Level (Part of Study Programme)	
Compulsory Module	–	
Academic Year	Semester	
2.	3.	
Duration and frequency of class	Number of Credits	
Once per course of studies	5	
Requirements for participation		
See entry requirements		
Module Authority		
Mag. Dr. Maria-Luise Braunsteiner		
Educational Goals		
<p>The educational offerings should encourage the students to pursue independent reflection and understanding – depending on individual skills. The offered content also teaches how to critically examine topics in more depth. The associated goals should be achieved through studying in locations which primarily allow experiencing as well as through individual studying, and social and communicative group studying. The ability to study as well as the ability to communicate the acquired knowledge within the community are both implicit educational goals.</p>		
Educational Content		
<p><u><i>The Fundaments of Pedagogical/Psychological Development</i></u></p> <ul style="list-style-type: none"> ❖ Development psychology of the span of life ❖ Milestones in the development of language ❖ Socio-emotional development of preschool and primary school ages <p><u><i>Managing Puberty Together</i></u></p> <ul style="list-style-type: none"> ❖ Puberty – life as a construction site; when parents become “difficult” ❖ Physical changes and the outcome ❖ Childhood and youth as pedagogical and social challenges for parents <p><u><i>Preventing Violence – Dealing with Limits</i></u></p> <ul style="list-style-type: none"> ❖ The phenomenon of violence – violence in society ❖ Conflict management ❖ Behaviour agreements – support for prevention and intervention <p><u><i>Parent Involvement/School Partnerships</i></u></p> <ul style="list-style-type: none"> ❖ School community, what is that? (legal fundamentals and social opportunities) ❖ Parents as experts ❖ Togetherness in the living area of school <p><u><i>Communication – Talking to Each Other instead of Quarrelling</i></u></p> <ul style="list-style-type: none"> ❖ The fundaments of communication (dialogue and exchange versus the passing on of information) ❖ Communication suitable to the situation – conversation rules ❖ Communication structures – Media 		
Certifiable Competencies		
<p>The students will be able to</p> <ul style="list-style-type: none"> ❖ recognise turning points within a child’s development ❖ see puberty as a necessary step in development – knowledge about the basis of the changes ❖ understand the concept of behaviour agreements ❖ contribute to the prevention of violence ❖ understand strategies of conflict management 		

Proportional Division of the Areas of Study Fields	Type of Class	Semester Periods per Week		Hours of Work		ECTS-Credits
		Share of tutorial attendance	Share of assisted tuition according to § 37	Share of assisted tuition (Presence + § 37 HG)	Self Study	

The fundamentals of pedagogical/ psychological development		S	0,75	0,25	12	13	1
Managing puberty together		S	0,75	0,25	12	13	1
Preventing violence – dealing with limits		S	0,75	0,25	12	13	1
Parent involvement/school partnerships		S	0,75	0,25	12	13	1
Communication – talking to each other instead of quarrelling		S	0,75	0,25	12	13	1
Total			3,75	1,25	60	65	5
Linked to other modules or areas of study fields							
Module 6 writing workshop is course accompanying							
Literature							
Up to date literature according to the lecturer's conditions. These will be announced online.							
Teaching and learning forms							
Interactive seminar design							
Record of achievement							
Submission of a portfolio including a presentation and defensio. The students will be informed of the concrete assessment criteria at the beginning of the module. Additionally, the valid examination regulations will be announced.							
Language(s)							
German							

(4)

Module Topic	Abbreviation
Generation Dialogue	LKB 4
Category (Compulsory / Compulsory Elective / Elective Module)	Level (Part of Study Programme)
Compulsory Module	–
Academic Year	Semester
2.	4.
Duration and frequency of class	Number of Credits
Once per course of studies	5
Requirements for participation	
See entry requirements	
Module Authority	
Mag. Dr. Maria-Luise Braunsteiner	
Educational Goals	
The educational offerings should encourage the students to pursue independent reflection and understanding – depending on individual skills. The offered content also teaches how to critically examine topics in more depth. The associated goals should be achieved through studying in locations which primarily allow experiencing as well as through individual studying, and social and communicative group studying. The ability to study as well as the ability to communicate the acquired knowledge within the community are both implicit educational goals.	
Educational Content	
<i>Living Together with Young and Old</i> <ul style="list-style-type: none"> ❖ Generation dialogue and generation conflicts ❖ Generation change through the course of history 	

- ❖ Conflicts between generations or learning opportunities for growing personalities
- Locations of Togetherness
- ❖ The living space of different generations
- ❖ "I would like to have something from you" – different generations find areas to meet, -forms and rooms
- From Generation to Generation
- ❖ Family histories and how to deal with them
- ❖ Social history of Austria
- ❖ The role of an aging work force for company culture and health - demographic changes in the world of work
- Institutionalized Life – Schools and Retirement Homes
- ❖ Preschoolers and pupils meet people in old age homes
- ❖ Old People meet children in their schools
- ❖ Generations' fascinating exchange of experiences, wisdom and skills
- The Prevention and Handling of Age Related Problems
- ❖ Special needs and the different forms of expression of different age groups/generations
- ❖ Autonomy and independence of older and old people
- ❖ Age related limitations (medical and sociological causes)

Certifiable Competencies

The students possess the competence

- ❖ to understand the varying needs, developmental and life purposes of different age groups and generations
- ❖ to structure the meeting of different age groups and generations
- ❖ to recognise the special meaning that the living together of different age groups/generations can have with regard to culture and quality of life

Proportional Division of the Areas of Study Fields	Type of Class	Semester Periods per Week		Hours of Work		ECTS –Credits
		Share of tutorial attendance	Share of assisted tuition according to § 37	Share of assisted tuition (Presence + § 37 HG)	Self Study	
Living together with young and old	S	0,75	0,25	12	13	1
Locations of togetherness	S	0,75	0,25	12	13	1
From generation to generation	S	0,75	0,25	12	13	1
Institutionalized life – schools and retirement homes	S	0,75	0,25	12	13	1
The prevention and handling of age related problems	S	0,75	0,25	12	13	1
Total		3,75	1,25	60	65	5

Linked to other modules or areas of study fields

Module 6 writing workshop is course accompanying

Literature

Up to date literature according to the lecturer's conditions. These will be announced online.

Teaching and learning forms

Interactive seminar design

Record of achievement
Submission of a portfolio including a presentation and defensio. The students will be informed of the concrete assessment criteria at the beginning of the module. Additionally, the valid examination regulations will be announced.
Language(s)
German

(5)

Module Topic	Abbreviation
Community	LKB 5
Category (Compulsory / Compulsory Elective / Elective Module)	Level (Part of Study Programme)
Compulsory Module	–
Academic Year	Semester
3.	5.
Duration and frequency of class	Number of Credits
Once per course of studies	5
Requirements for participation	
See entry requirements	
Module Authority	
Mag. Dr. Maria-Luise Braunsteiner	
Educational Goals	
<p>The educational offerings should encourage the students to pursue independent reflection and understanding – depending on individual skills. The offered content also teaches how to critically examine topics in more depth. The associated goals should be achieved through studying in locations which primarily allow experiencing as well as through individual studying, and social and communicative group studying. The ability to study as well as the ability to communicate the acquired knowledge within the community are both implicit educational goals.</p>	
Educational Content	
<p><i>Helping to Design – Taking Over Responsibility: Space Planning as a Democratic Process of Contribution</i></p> <ul style="list-style-type: none"> ❖ Infrastructure, living conditions ❖ Designing humane living spaces, the power of simplicity, humane construction ❖ Living spaces – space to create – space for responsibility – personal responsibility in public space <p><i>Life in the Community – History: Yesterday/Today/Tomorrow</i></p> <ul style="list-style-type: none"> ❖ The history of the community ❖ Living in the present – planning for the future ❖ Citizen participation as a sustainable chance for development <p><i>A Culture of Motion and Celebration as a Networking Opportunity</i></p> <ul style="list-style-type: none"> ❖ The meeting of heterogeneous groups in organised forms of sport and culture ❖ Festivals and celebrating in the community as an expression of mutuality ❖ Identity encouraging communal element: cultural events and celebrations <p><i>From Integration to Inclusion</i></p> <ul style="list-style-type: none"> ❖ The index of inclusion for communes as an instrument of democratic involvement ❖ The building of new structures in democratic responsibility <p><i>Region Networking and International Experiences</i></p> <ul style="list-style-type: none"> ❖ Partner community/partner communities as a local political view beyond the edge of the plate ❖ (Former) crisis and war zones in Europe – processes of independence ❖ The role of the European Commission and communal responsibility 	
Certifiable Competencies	
<p>The students possess the competencies</p> <ul style="list-style-type: none"> ❖ to comprehend communal duties and to face them and share the responsibility ❖ to develop and use political awareness beyond medial indoctrination ❖ to become aware of the “European Dimension” in communal responsibility and to structure it purposefully 	

Proportional Division of the Areas of Study Fields	Type of Class	Semester Periods per Week		Hours of Work		ECTS -Credits
		Share of tuitional attendance	Share of assisted tuition according to § 37	Share of assisted tuition (Presence + § 37 HG)	Self Study	
Helping to design – taking over responsibility: space planning as a democratic process of contribution	S	0,75	0,25	12	13	1
Life in the community – History: yesterday/today/tomorrow	S	0,75	0,25	12	13	1
A culture of motion as a networking opportunity	S	0,75	0,25	12	13	1
From integration to inclusion	S	0,75	0,25	12	13	1
Regional networking and international experiences	S	0,75	0,25	12	13	1
Total		3,75	1,25	60	65	5
Linked to other modules or areas of study fields						
Module 6 writing workshop is course accompanying						
Literature						
Up to date literature according to the lecturer's conditions. These will be announced online.						
Teaching and learning forms						
Interactive seminar design						
Record of achievement						
Submission of a portfolio including a presentation and defensio. The students will be informed of the concrete assessment criteria at the beginning of the module. Additionally, the valid examination regulations will be announced.						
Language(s)						
German						

(6)

Module Topic	Abbreviation
Writing Workshop	LKB 6
Category (Compulsory / Compulsory Elective / Elective Module)	Level (Part of Study Programme)
Compulsory Module	–
Academic Year	Semester
1., 2. and 3.	1 - 5.
Duration and frequency of class	Number of Credits
Once per course of studies	5
Requirements for participation	
See entry requirements	

Module Authority							
Mag. Dr. Maria-Luise Braunsteiner							
Educational Goals							
The students should be able							
<ul style="list-style-type: none"> ❖ to learn how to collect learned knowledge, experiences, thoughts and to retain them – with words and writing and sounds, for oneself and for one's fellow men. ❖ to see the joy found in autonomous writing, which will be supported and facilitated. ❖ to understand writing can be learned: writing protects the forgetting of thoughts and revelations; it awakens further thought, forces attention to shaping words, demands revision, requires one to think about the reader; it is a form of communicating who one is. ❖ to understand the written word is subjected to much more criticism than the corrigible spoken word. ❖ to see that writing reflects one's own knowledge, promotes the ability to communicate with one's self and abets identity of self. 							
Educational Content							
<u>Learning through Writing</u>							
<ul style="list-style-type: none"> ❖ Recording information and ideas systematically (Mind mapping, Clustering) ❖ Editing and summarizing informative and narrative texts in different media (book, audio-, film media, excerpts, table of contents, short summaries) ❖ Summarising conversations, discussions, debates (transcripts, protocols) ❖ Documenting learning experiences systematically and reflecting on them (learning diary, portfolio) ❖ Expressing oneself in writing ❖ Recording one's own thoughts and opinions factually, debating and developing arguments ❖ Factual and entertaining recordings of experiences (stories, reports) 							
<u>Expressing Oneself in Writing</u>							
<ul style="list-style-type: none"> ❖ Recording one's own thoughts and opinions factually, debating and developing arguments ❖ Factual and entertaining recordings of experiences (stories, reports) ❖ Communicating and representing requests and attitudes effectively (brochures, solicitations, decisions ...) ❖ Making personally creative and reflective writing experiences and developing writing habits (diary, letters, playful-poetic texts) 							
<u>Writing with a PC</u>							
<ul style="list-style-type: none"> ❖ Effective use of word processing and useful programmes for different writing tasks ❖ Including pictures and graphics in texts, layout practice ❖ Creating texts for the Internet (simple websites, hyper texts, weblogs, Wikis ...) ❖ Writing for oral reports and presentation slides (PC presentations) 							
Certifiable Competencies							
The students possess the competencies							
<ul style="list-style-type: none"> ❖ Recording observations, things read and heard in various forms ❖ Creating texts with the help of a PC for various media and occasions, and including pictures and graphics ❖ Documenting one's own learning experiences using appropriate text formats (summaries, presentations, portfolio ...) as well as reflecting and sharing ❖ Developing one's factual knowledge as well as one's own creative potential through writing 							
Proportional Division of the Areas of Study Fields	Type of Class	Semester Periods per Week		Hours of Work		ECTS -Credits	
		Share of tuitional attendance	Share of assisted tuition according to § 37	Share of assisted tuition (Presence + § 37 HG)	Self Study		
Learning through writing	S	0,5	0,5	12	13	1	
Systematic documentation of learning experiences	S	0,5	0,5	12	13	1	

Expressing oneself through writing		S	0,5	0,5	12	13	1
Summarizing talks, discussions, and/or debates		S	0,5	0,5	12	13	1
Writing with a PC		S	0,5	0,5	12	13	1
Total			2,5	2,5	60	65	5

Linked to other modules or areas of study fields

The module Writing Workshop will accompany the other modules 1-5.

Literature

Up to date literature according to the lecturer's conditions. These will be announced online.

Teaching and learning forms

Interactive seminar design

Record of achievement

Production of different types of texts and writing assignments within the framework and for the portfolio and presentations. The students will be informed of the concrete assessment criteria at the beginning of the module. Additionally, the valid examination regulations will be announced.

Language(s)

German