

**LKB**

**Lehrgang ,Kommunale Bildung‘**

Pädagogische Hochschule  
für Niederösterreich

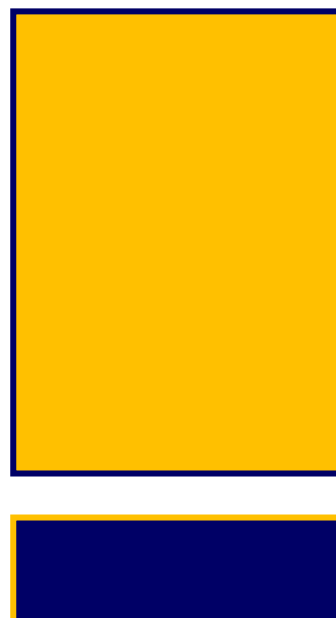


Gemeinde  
Wiener Neudorf



**Reader**

WS 2008/09  
bis  
WS 2010/11



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Erwin Rauscher

# „*Bildung findet Stadt*“

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*Bildung ist ein Prozess der Gestaltung von und mit Menschen in ihrem Bezug zu ihrer sozialen und ökologischen Lebens- und Umwelt, mit dem Ziel reflektierter und dialogischer, individueller und gemeinschaftlicher Verantwortungsübernahme.*

***Menschen zu bilden, das sei kommunale Pflicht, das ist bürgerliches Recht.***

*Bildung als Gestaltung ist die Wechselwirkung eines gemeinsamen Wollens. Menschen als ‚social software‘ neuen Lernens mit Hilfe der IT-Technologien werden ‚prosumers‘, Produzenten und Konsumenten, sind austauschbar oder ergänzen einander. Planen und Gestalten wird zu gemeinsamem Eingreifen und Entwickeln.*

***Kommunale Bildung wartet nicht auf Lesezeichen.***

*Sie stößt die Menschen über die Zufälligkeit der medial erreichbaren Bildungshäppchen hinweg, denn ihre Wahl soll und wird sie verändern: Der Geschmack an Johann Sebastian Bach und an Wassily Kandinsky kommt nicht von selbst, er setzt Erfahrbares, Erfahrenes voraus. Nur wer sich Bildungsgütern aussetzt, wählt in der Folge andere.*

*Grenzenlos neugierig zu sein ist erster menschlicher Akt unserer Kinder – bis sie dieses Lebenselixier in den Zwängen des Alltags zu verlieren scheinen oder bis man es ihnen wegnimmt und durch Scheinbegriffe wie ‚Disziplin‘ und ‚Ordnung‘ ersetzt.*

*Menschen weiter zu formen, jede und jeden als ‚homo sapiens‘ neugierig zu halten auf Weisheit wider seinen oder ihren Alltag als ein ‚homo zappiens‘, der zunehmend nur die Fernbedienung kennt, wird auch zur kommunalen Aufgabe für Life-Long-Learning. Denn*

***Bildung formt Person.***

(Vermutlich) Erstmals in Europa gestaltet eine Pädagogische Hochschule einen Lehrgang im Ausmaß von 30 ECTS-Points für die Bürger/innen einer (knapp 10 000 Einwohner großen) Gemeinde. Bildung wird darin nicht nur als eine schulpädagogische, sondern angesichts der Erfordernisse lebenslangen Lernens als eine zunehmend kommunale und sozialpolitische Aufgabe angesehen, um Bürger/innen/sein für den Pluralismus im gesellschaftlich-weltanschaulich öffentlichen Bereich nicht abhängig zu machen von Konsum, Werbung, Medien und Indoktrinierbarkeit. Denn in der Lebenswelt vieler Bürger/innen außerhalb der Schule und der Erfordernisse beruflicher Fortbildung konkurrieren unterschiedlichste Lebensmodelle und Leitbilder mit- und gegeneinander.



Gemeinde Pädagogische Hochschule  
Wiener Neudorf für Niederösterreich



# PRESSE-Mappe

für den

## LKB

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**Lehrgang für Kommunale Bildung**

*Was ist die  
**Leitidee**  
dieses für Österreich  
völlig neuen  
Bildungsgeschehens?*

Bildung wird angesehen nicht nur als eine schulpädagogische, sondern angesichts der Erfordernisse lebenslangen Lernens als eine zunehmend kommunale und sozialpolitische Aufgabe, um BürgerInnen für den Pluralismus im gesellschaftlich-weltanschaulich öffentlichen Bereich nicht abhängig zu machen von Konsum, Werbung, Medien und deren Indoktrinierbarkeit generell.

Denn in der Lebenswelt vieler BürgerInnen außerhalb der Schule und der Erfordernisse beruflicher Fortbildung konkurrieren unterschiedlichste Lebensmodelle und Leitbilder miteinander und gegeneinander.

In Österreich gibt es an Universitäten, Fachhochschulen und Pädagogischen Hochschulen bisher keine vergleichbaren Studienangebote.

*Wer kann  
an diesem Lehrgang  
**teilnehmen?***

Die Teilnahme am Lehrgang „Kommunale Bildung“ unterliegt keinen Zulassungsvoraussetzungen. Alle BürgerInnen aus Wiener Neudorf sowie Freunde aus dem Umkreis der Gemeinde sind berechtigt, den Lehrgang zu absolvieren.

Der damit geleistete Beitrag zur Beseitigung von Barrieren für Lernen und Teilhabe wird in Formen des Teamworks und im Kontext eines Arbeitens an gemeinsamen Arbeitsfeldern verwirklicht.

*Wie lange **dauert**  
der Lehrgang?*

Der Lehrgang dauert 5 Semester, also von Herbst 2008 bis Frühjahr 2011; in jedem Semester werden thematische Schwerpunkte gemeinsam be- und erarbeitet; alle Termine werden miteinander vereinbart.

*Was ist für eine  
**erfolgreiche**  
**Teilnahme**  
insgesamt zu tun?*

Die insgesamt berechnete Lern- und Arbeitszeit (= „Workload“) beträgt pro Modul 125 Stunden.

Darin finden jeweils 5 Lehrveranstaltungen zu vereinbarten Terminen von etwa 12x45 min statt.

Verpflichtende Anwesenheit: Mitgestalten und Mittun bei Lehrveranstaltungen aller Art.

Teamwork: Gemeinsames Arbeiten an vorgegebenen Themenfeldern.

Selbst gewählte Lern- und Arbeitszeiten außerhalb der Lehrveranstaltungen.

Dokumentation und Präsentation der Arbeitsergebnisse durch Portfolios.

*Was passiert  
beim **Abschluss**  
des Lehrgangs?*

Nach erfolgreicher Absolvierung des Lehrgangs erhält jede/r TeilnehmerIn im Rahmen einer gemeinsamen Abschlussfeier in der Gemeinde ein Zertifikat der Pädagogischen Hochschule Niederösterreich verliehen.

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Wie ist der Lehrgang  
**inhaltlich**  
gegliedert?

Er umfasst fünf thematische Blöcke und eine Schreibwerkstatt:

- Modul 1: **[:Kultur:]Jen**
- Modul 2: **Lernen**
- Modul 3: **Elternakademie**
- Modul 4: **Generationendialog**
- Modul 5: **Gemeinde**
- Ergänzungsmodul: **Schreibwerkstatt**

Wo und wie  
wird der Lehrgang  
**gestaltet?**

Da Bildungsziele immer Lebensziele sind, wird die Richtungsbestimmtheit von Kultur und Bildung festgelegt von Antworten, die Einzelne geben auf letzte Fragen ihres Lebens, ihrer Welt und des Menschseins. Damit verbunden braucht es gesellschaftliche Lernorte, die Auseinandersetzung mit zukunftssträchtigem Lebenswissen wenigstens exemplarisch sehr ernst nehmen und den Anspruch erheben, dieses pars pro toto zu vermitteln.

Gestaltet werden diese durch im Lehrgang institutionalisierte Intensivierung von dialogisch reflektierbarem Input, mit dessen Grundlagen der Förderung des Erfahrungsaustausches vor allem angesichts fortschreitender Heterogenität im kommunalen Erleben der Einzelnen Basis gelegt und nachhaltiger Auftrieb gegeben werden soll.

Neue Lehr- und Lernformen sind geeignet, die Kommunikation in der Gemeinde zu fördern.

Modul 1:  
**[:Kultur:]Jen**

- ❖ Kulturen im Dialog – Gemeinsamkeiten im Unterschiedlichen
- ❖ Kulturelles Diversity-Management: Respekt – Toleranz – Verständnis
- ❖ Demokratie, Religion und Brauchtum – Werte als Grundlage kultureller Identität
- ❖ Gender Mainstreaming aus kulturellem Blickwinkel
- ❖ Theater als kulturelle Ausdrucks- und pädagogische Interventionsform
- ❖ Gesprächs- und Sprachkultur – Sprache gibt Wurzeln und Flügel
- ❖ Freizeitkult(ur) und Freizeitstress

Modul 2:  
**Lernen**

- ❖ Der Lernbegriff – rein kognitiv oder weiter gefasst?
- ❖ Von der Medizin zur Quantentheorie – neurobiologische Grundlagen des Lernens
- ❖ Mein persönlicher Lebens-Lern-Weg (... es ist nie zu spät, eine glückliche Schulzeit gehabt zu haben)
- ❖ Gestaltung von Lernprozessen
- ❖ ‚Im Gatsch hüpfen und die Unendlichkeit erfahren‘ (Lernbedingungen in Raum, Zeit, Bewegung, Kooperation)
- ❖ Lerntypen und passende Lernmethoden

- ❖ Präsentation und Wissenstransfer – Wissen verdoppelt sich durch Teilen
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*Modul 3:*  
**Elternakademie**

- ❖ ‚Nein‘ aus Liebe – der Umgang mit Grenzen
  - ❖ Pädagogisch-psychologische Grundlagen der Entwicklung
  - ❖ Die Pubertät gemeinsam bewältigen
  - ❖ Lerntechniken – Unterstützungsstrategien, nicht nur bei Lernschwierigkeiten
  - ❖ Gewaltfreies Miteinander: Gewalt als gesellschaftliches Phänomen
  - ❖ Gewaltprävention – individuell und auf kommunaler Ebene
  - ❖ ‚Eltern-Mit-Wirkung‘ – Schulpartnerschaft auf gleicher Augenhöhe
  - ❖ Kommunikation – Miteinander reden statt sich auseinandersetzen
- 

*Modul 4:*  
**Generationen-dialog**

- ❖ Zusammenleben von Jung und Alt, Sozialraumplanung – baulich, zeitlich, kommunikationstechnisch
  - ❖ Wahrnehmen und Respektieren von generationsbedingten Bedürfnissen
  - ❖ Orte des Miteinanders – physische, virtuelle und zufällige Kommunikationszentren
  - ❖ Von Generation zu Generation – Ressourcenweitergabe und Wissenstransfer
  - ❖ Institutionalisiertes Leben – Kindergarten, Hort, Schule, Betreutes Wohnen
  - ❖ Prävention von und Umgang mit altersbedingten Problemen (eingeschränkte Mobilität, Demenz)
  - ❖ Gesundheit als Generationen verbindendes Ziel und Gut
- 

*Modul 5:*  
**Gemeinde**

- ❖ Mitgestalten – Verantwortung übernehmen: Raumplanung als demokratischer Beteiligungsprozess
  - ❖ Leben in der Gemeinde: Steigerung der subjektiven und kommunalen Lebensqualität
  - ❖ Bewegungskultur als Vernetzungsmöglichkeit
  - ❖ Von der Integration zur Inklusion – den Index kennen lernen und leben
  - ❖ Geschichte der Gemeinde Wiener Neudorf ... gestern – heute – morgen
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*Ergänzender Modul:*  
**Schreibwerkstatt**

Dieser dient zum Erlernen, wie man Gelerntes festhält – in Wort und Schrift und Ton, für sich und für seine Mitmenschen

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*Wer sind die ReferentInnen?*

Diese werden von der Lehrgangsführung themenkonform ausgewählt. Neben Lehrenden aus dem Personal der PH NÖ

werden externe ExpertInnen herangezogen.

Aber dort, wo dies durch Fachwissen und Vermittlungskompetenz möglich ist, werden auch die TeilnehmerInnen selbst als Lehrende herangezogen.

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*Welche **Kosten** entstehen für eine/n TeilnehmerIn?*

Die Teilnahmegebühr beträgt für den gesamten Lehrgang 150 Euro.

Die übrigen Kosten werden durch die Gemeinde Wiener Neudorf aufgebracht.

Die PH NÖ verpflichtet sich, den Lehrgang nicht gewinn-, sondern rein qualitätsorientiert zu gestalten.

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*Wem ist die **Leitung** des Lehrgangs übertragen?*

Der Lehrgang wird von Prof. Mag. Dr. Maria-Luise Braunsteiner geleitet, die sowohl national als auch bei internationalen Gastdozenturen (u.a. in Portugal, Island und Deutschland) bereits zahlreiche Erfahrungen in Themenfeldern kommunaler Bildung und der Inklusionsthematik erworben hat.

Sie ist die Vorsitzende der Studienkommission der PH NÖ.

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*Wie wurde die **Idee** des Lehrgangs entwickelt?*

Auf Ersuchen der Gemeinde Wiener Neudorf hat der Rektor der PH NÖ die Idee entwickelt und den Lehrgang konzipiert.

Die weitere Entwicklung wurde im Rahmen eines Workshops eingeleitet, an dem in Wiener Neudorf insgesamt 75 Personen teilnahmen.

Die GemeindevertreterInnen fördern und unterstützen den gesamte Lehrgangsverlauf nach besten Kräften.

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*Wie wird die **Qualität** des Lehrgangs ermittelt und bewertet?*

Es ist nicht nur eine Evaluierung des gesamten Lehrgangs, sondern auch eine Begleitforschung mit dem Ziel vorbereitet, kommunale Lernprozesse auch an anderen Orten zu befördern und zu begleiten.

Bereits vor Beginn wurde Interesse aus Deutschland angemeldet, diese neue kommunale Lernkultur näher durchleuchten zu dürfen.

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Weitere PRESSE-Anfragen zu Inhalten, Zielen und zum Ablauf bzw. zu den einzelnen Terminen sind zu richten an [maria-luise@braunsteiner.com](mailto:maria-luise@braunsteiner.com).





# Qualifications Profile

for the course

## “Community Education”

at the

# Lower Austrian University of Education

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## 1 Directive Principles

According to § 9 HSG 2005, the course “Community Education” is bound to the following directive principles:

- ❖ Education will not only be seen as a task of pedagogy in schools, but also increasingly as a communal and socio-political 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.

## 2 Educational Goals

As the modules are comparable, the stated goals of the curriculum are being targeted within the following thematic blocks.

- ❖ *[:Culture:] and Cultures*
- ❖ *Learning*
- ❖ *Parents Academy*
- ❖ *Generation Dialogue*
- ❖ *Communities*

As educational goals are always equivalent to life goals, the determining of the direction of culture and education is defined by answers to the last questions asked by individuals about their lives, worlds and existence. Thereby connected, there is a need for societal places of learning, the discussion of promising life knowledge at least to be taken seriously exemplarily and to assert the claim to convey this *pars pro toto*.

This is structured from dialogical reflective input created through the course’s institutionalised intensification, whose fundament is found in the facilitation of exchanging experience especially in the face of progressing heterogeneity in community living based on the individual and its longterm upward tendency.

**Decree**  
of the  
**Study Commission**  
of the  
**Lower Austrian University of Education**



**Curriculum**  
**Course**  
**“Community Education”**

August 21<sup>st</sup> 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 1952<sup>2</sup>, 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 6<sup>th</sup> 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							
<b>Module 1 – [:Culture:] Cultures</b>									
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
<b>Total</b>		<b>3,75</b>	<b>1,25</b>			<b>60</b>	<b>65</b>	<b>125</b>	<b>5</b>

	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						
<b>Module 2 – Learning</b>									
The concept of learning – purely cognitive	S	0,75	0,25			12	13	25	1
Neurobiological fundamentals 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
<b>Total</b>		<b>3,75</b>	<b>1,25</b>			<b>60</b>	<b>65</b>	<b>125</b>	<b>5</b>

	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						
<b>Module 3 – Parent Academy</b>									
The fundamentals 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
<b>Total</b>		<b>3,75</b>	<b>1,25</b>			<b>60</b>	<b>65</b>	<b>125</b>	<b>5</b>

	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						
<b>Module 4 – Generation Dialogue</b>									
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
<b>Total</b>		<b>3,75</b>	<b>1,25</b>			<b>60</b>	<b>65</b>	<b>125</b>	<b>5</b>

	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						
<b>Module 5 – Community</b>									
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
<b>Total</b>		<b>3,75</b>	<b>1,25</b>			<b>60</b>	<b>65</b>	<b>125</b>	<b>5</b>

	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						
<b>Module 6 – Writing Workshop</b>									
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
<b>Total</b>		<b>2,5</b>	<b>2,5</b>			<b>40</b>	<b>65</b>	<b>125</b>	<b>5</b>

## Module Descriptions (1)

Module Topic	Abbreviation
<b>[:Culture:] Cultures</b>	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
<b>Total</b>			<b>3,75</b>	<b>1,25</b>	<b>60</b>	<b>65</b>	<b>5</b>
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
<b>Learning</b>		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><i>The Concept of Learning – Purely Cognitive</i></p> <ul style="list-style-type: none"> <li>❖ Cognitive leaning theory as a way of access</li> <li>❖ Subject orientation: learning as an extension of life disposition – andragogish differentiation</li> <li>❖ Research of the motivation to learn and potential fields of learning</li> </ul> <p><i>Neurobiological Fundamentals of Learning</i></p> <ul style="list-style-type: none"> <li>❖ How the human brain produces and steers our feelings, thoughts and behaviour</li> <li>❖ Learning through detecting patterns</li> <li>❖ Learning requires positive social contacts</li> </ul> <p><i>My Personal Life-Education-Journey</i></p> <ul style="list-style-type: none"> <li>❖ Types of learners and what that means</li> <li>❖ Learning biographies and success in life</li> <li>❖ Learning techniques and memory performance</li> </ul> <p><i>The Design of Learning Processes</i></p> <ul style="list-style-type: none"> <li>❖ Learning and stress</li> </ul>		

- ❖ 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
<b>Total</b>		<b>3,75</b>	<b>1,25</b>	<b>60</b>	<b>65</b>	<b>5</b>

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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<b>Parent Academy</b>		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"> <li>❖ Development psychology of the span of life</li> <li>❖ Milestones in the development of language</li> <li>❖ Socio-emotional development of preschool and primary school ages</li> </ul> <p><u><i>Managing Puberty Together</i></u></p> <ul style="list-style-type: none"> <li>❖ Puberty – life as a construction site; when parents become “difficult”</li> <li>❖ Physical changes and the outcome</li> <li>❖ Childhood and youth as pedagogical and social challenges for parents</li> </ul> <p><u><i>Preventing Violence – Dealing with Limits</i></u></p> <ul style="list-style-type: none"> <li>❖ The phenomenon of violence – violence in society</li> <li>❖ Conflict management</li> <li>❖ Behaviour agreements – support for prevention and intervention</li> </ul> <p><u><i>Parent Involvement/School Partnerships</i></u></p> <ul style="list-style-type: none"> <li>❖ School community, what is that? (legal fundamentals and social opportunities)</li> <li>❖ Parents as experts</li> <li>❖ Togetherness in the living area of school</li> </ul> <p><u><i>Communication – Talking to Each Other instead of Quarrelling</i></u></p> <ul style="list-style-type: none"> <li>❖ The fundamentals of communication (dialogue and exchange versus the passing on of information)</li> <li>❖ Communication suitable to the situation – conversation rules</li> <li>❖ Communication structures – Media</li> </ul>		
Certifiable Competencies		
<p>The students will be able to</p> <ul style="list-style-type: none"> <li>❖ recognise turning points within a child’s development</li> <li>❖ see puberty as a necessary step in development – knowledge about the basis of the changes</li> <li>❖ understand the concept of behaviour agreements</li> <li>❖ contribute to the prevention of violence</li> <li>❖ understand strategies of conflict management</li> </ul>		

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
<b>Total</b>		<b>3,75</b>	<b>1,25</b>	<b>60</b>	<b>65</b>	<b>5</b>
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
<b>Generation Dialogue</b>	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"> <li>❖ Generation dialogue and generation conflicts</li> <li>❖ Generation change through the course of history</li> </ul>	

- ❖ 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
<b>Total</b>		<b>3,75</b>	<b>1,25</b>	<b>60</b>	<b>65</b>	<b>5</b>

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
<b>Community</b>	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	
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><i>Helping to Design – Taking Over Responsibility: Space Planning as a Democratic Process of Contribution</i></p> <ul style="list-style-type: none"> <li>❖ Infrastructure, living conditions</li> <li>❖ Designing humane living spaces, the power of simplicity, humane construction</li> <li>❖ Living spaces – space to create – space for responsibility – personal responsibility in public space</li> </ul> <p><i>Life in the Community – History: Yesterday/Today/Tomorrow</i></p> <ul style="list-style-type: none"> <li>❖ The history of the community</li> <li>❖ Living in the present – planning for the future</li> <li>❖ Citizen participation as a sustainable chance for development</li> </ul> <p><i>A Culture of Motion and Celebration as a Networking Opportunity</i></p> <ul style="list-style-type: none"> <li>❖ The meeting of heterogeneous groups in organised forms of sport and culture</li> <li>❖ Festivals and celebrating in the community as an expression of mutuality</li> <li>❖ Identity encouraging communal element: cultural events and celebrations</li> </ul> <p><i>From Integration to Inclusion</i></p> <ul style="list-style-type: none"> <li>❖ The index of inclusion for communes as an instrument of democratic involvement</li> <li>❖ The building of new structures in democratic responsibility</li> </ul> <p><i>Region Networking and International Experiences</i></p> <ul style="list-style-type: none"> <li>❖ Partner community/partner communities as a local political view beyond the edge of the plate</li> <li>❖ (Former) crisis and war zones in Europe – processes of independence</li> <li>❖ The role of the European Commission and communal responsibility</li> </ul>	
Certifiable Competencies	
<p>The students possess the competencies</p> <ul style="list-style-type: none"> <li>❖ to comprehend communal duties and to face them and share the responsibility</li> <li>❖ to develop and use political awareness beyond medial indoctrination</li> <li>❖ to become aware of the “European Dimension” in communal responsibility and to structure it purposefully</li> </ul>	

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
<b>Total</b>		<b>3,75</b>	<b>1,25</b>	<b>60</b>	<b>65</b>	<b>5</b>

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
<b>Writing Workshop</b>	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

- ❖ 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**

Learning through Writing

- ❖ 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)

Expressing Oneself in Writing

- ❖ 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)

Writing with a PC

- ❖ 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

- ❖ 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 tutorial 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
<b>Total</b>			<b>2,5</b>	<b>2,5</b>	<b>60</b>	<b>65</b>	<b>5</b>

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

**Decree**

of the

**Study Commission**

of the

**Lower Austrian University of Education**



**Examination Rules for the Course**

**Community Education**

August 21<sup>st</sup> 2008

# Examination Rules for the Course "Community Education"

## § 1 Area of Validity

These examination rules are valid for the 5 semester course "Community Education".

## § 2 General Requirements

- (1) The successful completion of the course of studies is to be established through exams or records of achievement according to §§ 3 – 6.
- (2) Exams serve as records of achievement. These take place in written and oral formats.
- (3) The following types of achievement assessment are permitted:
  - Oral Reports, Presentations etc...
  - Oral Exams
  - Written Exams (i.e. tests, seminar papers)
  - Proof of Assignments (self study, observation assignments, interviews, various data surveys through protocols, portfolios, reports, etc.)
  - Practical Exams
  - Class work during lectures and courses with immanent exam characteristicsAs a record of achievement, the preparation of a complete performance portfolio accompanied by a concluding presentation including a defensio is foreseen. This overall portfolio is independent of the portfolios required for each individual module.
- (4) The final assessment of the module is to be announced with either "Successfully Completed" or "Participated without Successful Completion".
- (5) The Rectorate must appoint a responsible module authority before the start of the course of the module.
- (6) This module authority is responsible for the assessment of the performance portfolio. For the assessment of the presentation and the defensio, an examination committee is to be assembled consisting of the module authority and an employee of the Lower Austrian College of Pedagogy, who will be appointed by the Rectorate.
- (7) At the beginning of every module, the module authority must give the students verifiable information regarding goals, content and focus areas, competencies to be acquired and validation of records of achievement as well as assessment criteria within a personal interview as well as in precise written form.
- (8) The records of achievement regarding the content of the modules will follow shortly after the completion of the modules wherein this content was handled.
- (9) The course Community Education is considered to be passed when all modules required within the curriculum are successfully completed.

## § 3 Examinations for the Successful Completion of a Module

- (1) **Creation of a Performance Portfolio**  
The portfolio is a written or multimedial presentation of the assignments given within the framework of the course as well as independently acquired materials with regard to topics related to relevant course content. The portfolio, independently composed by the student according to academic guidelines, is a documentation of the student's own educational journey and reflects the acquired competencies and experiences made. The structure and the content of the portfolio are to be decided at the beginning of the course together with the module authority. The portfolio permits the regulated completion of each module and, therewith, the entire course.
- (2) **Deadline for Portfolio Submission - Acceptance or Refusal**  
The portfolio is to be submitted by the student. Deadline and format of the portfolio are to be determined by the module authority at the start of the course. The module authority is permitted to accept or refuse the student's portfolio at the final presentation. A refusal is to be followed by a written justification including recommendations for improvement. A refusal can only be carried out when the

student has not predominantly fulfilled the assigned requirements within essential parts of the course. The student is permitted to submit the portfolio three further times after the first refusal.

(3) **Presentation of the Portfolio and Defensio**

The presentation compiles examples of the insight and knowledge achieved by the student in connection with the submitted portfolio. The presentation and the defensio of the portfolio made to the examiners should also take place in front of a group of students, if possible, in order to enable a feedback as well as a question and answer session.

## **§ 4 Exam Dates**

- (1) Exam dates are to be determined so that the students are able to adhere to the defined duration of the course.
- (2) Exam dates are to be determined at the start of the course and are to be announced in an appropriate manner.
- (3) Students are eligible to sit an exam if they have fulfilled all the requirements of the respective curriculum and have registered for the exam.

## **§ 5 Execution of Exams**

- (1) The submitted portfolio is to be announced as accepted or refused at the latest four weeks after submission.
- (2) The exam time of oral exams (presentation and defensio) may not exceed 30 minutes or be less than 15 minutes.
- (3) The student is permitted to inspect the assessment records upon demand.

## **§ 6 Repetition of Exams**

- (1) Portfolios may be submitted for assessment four times. The revised version can be resubmitted at the earliest 2 months after the announcement of the negative assessment. The fourth assessment is to be conducted by an examination committee that consists of the module authority and a second employee of the LACP, who is to be appointed by the Rectorate. Should no consensus be reached between the deciding authorities, the final decision is to be made by the headmaster.
- (2) In case of negative assessment of an oral exam, in total, three re-sits are permitted.
- (3) An exam is definitely to be assessed as negative if the student after the exam's start withdraws from the exam, or if their exam performance has been influenced through the use of deceptive or not permitted resources.
- (4) A negatively assessed exam may be repeated at the earliest one month later.

## **§ 7 Legal Protection and Annulment of Assessments**

- (1) Pertaining to Legal Protection at Exams § 44 Hochschulgesetz (Collegiate Law) 2005 applies.
- (2) Pertaining to the Annulment of Exams § 45 Hochschulgesetz (Collegiate Law) 2005 applies.

## **§ 8 Certification**

- (1) Graduation from the course depends on the successful completion of the six modules.
- (2) The issuance of a certificate for the entire course ensues upon request by the student after successful completion of all the modules and graduation from the course.



Gemeinde Pädagogische Hochschule  
Wiener Neudorf für Niederösterreich



## Vereinbarung

Die Marktgemeinde Wiener Neudorf und die Pädagogische Hochschule Niederösterreich vereinbaren die Durchführung eines Lehrgangs der PH NÖ für die Gemeinde:

# LKB

## Lehrgang „Kommunale Bildung“ (5 Semester)

Inhaltliche Verantwortung für Qualität, Logistik und Durchführung bis zur Zertifizierung trägt die PH NÖ, die Gemeinde Wiener Neudorf verpflichtet sich zur strategischen und finanziellen Unterstützung. (Die näheren Details sind in einem am 16. Sept. 2008 unterschriebenen Vertrag im Detail festgehalten sowie in der Gemeinde und an der PH einsichtig.)

Der Lehrgang beginnt mit einer feierlichen Eröffnung am 24. Oktober 2008, in deren Rahmen diese Vereinbarung repräsentativ für die beiden Körperschaften vom Bürgermeister und vom Rektor im Rahmen einer kleinen Zeremonie öffentlich unterzeichnet wird.

Wiener Neudorf, 24. Oktober 2008



# Einladung

zur

## Kick-Off-Veranstaltung:

# Lehrgang

# „Kommunale Bildung“

Fr., 24. Oktober 2008, ab 15:45 Uhr  
Migazzihaus, Schloßmühlplatz 1, 2351 Wiener Neudorf

- 
- 15:45 Uhr Eintreffen der TeilnehmerInnen und Gäste
- 16:00 Uhr **Begrüßung und Eröffnung**  
*Ing. Christian Wöhrleitner, Bürgermeister*
- „Hochschule und Gemeinde – Chronologie einer ungewöhnlichen Partnerschaft“  
*BSI Josef Tutschek, Vizebürgermeister*
- „Menschen bilden – kommunale Pflicht, bürgerliches Recht“  
*Univ.-Prof. DDr. Erwin Rauscher, Rektor*
- 16:30 Uhr **„Kulturen im Dialog“**  
*Mag. Walter Lexmüller, Pädagogische Hochschule Niederösterreich*  
*Mag. Gerald Lind, Universität Wien – Initiativkolleg ‚Kulturen der Differenz‘*
- 17:00 Uhr **Vertragsunterzeichnung**  
*Gemeinde Wiener Neudorf & Pädagogische Hochschule Niederösterreich*
- 17:10 Uhr **Vorstellung der TeilnehmerInnen des Lehrgangs ‚Kommunale Bildung‘**
- 17:20 Uhr Pause – mit Erfrischungen
- 17:45 Uhr **„Unser Lehrgang ‚Kommunale Bildung‘ – Organisation, Inhalt, Ziele, Menschen“**  
*Mag. Dr. Maria-Luise Braunsteiner, Lehrgangsleiterin*
- 18.15 Uhr Modul 1: **„Theater als kulturelle Ausdrucksmöglichkeit“**  
*Mag. Walter Lexmüller, Mag. Gerald Lind*
- 20:30 Uhr Geplantes Ende

# Zu Gast im Kloster

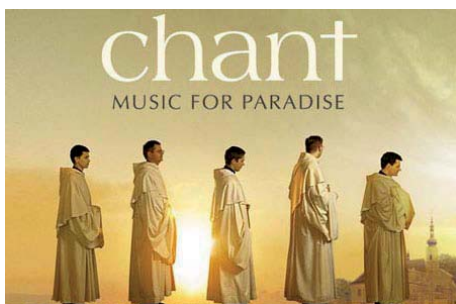
## Ein Tag in der Zisterzienserabtei **Stift Heiligenkreuz** im Wienerwald

### Tagesablauf

am 17. Jänner 2009

für die TeilnehmerInnen des Lehrganges Kommunale Bildung

05:30 Uhr	Pünktliches Eintreffen der TeilnehmerInnen
05:50 Uhr	Empfang – Kapelle: Laudes und Konventmesse
07:15 Uhr	Frühstück im Gästespeisesaal bis 8:00Uhr – 3€ pro Person
08:00 Uhr	Führung durch die Abtei – Eintritt 7 € pro Person
09:30 Uhr	P. Dr. Karl Wallner OCist: Wer sind die Zisterzienser?
10:30 Uhr	Arbeit mit den Benediktsregeln: 4 Gruppen mit verschiedenen Texten
11.45 Uhr	Begrüßung durch den Abt Gregor Ulrich Henckel-Donnersmarck
12:00 Uhr	Teilnahme am Chorgebet
12:20 Uhr	Mittagessen im Klostergasthof – optional und auf eigene Kosten
14:00 Uhr	Kurzreferate im Kontext von Stift Heiligenkreuz
15:00 Uhr	Pater Simeon Workshop: Gregorianischer Choral
16:00 Uhr	Ende





## Informationen

### Organisation und Vortragende Wintersemester 2008/09

## Lehrgang „Kommunale Bildung“

<p><b>1. Termin:</b> 24./25. Oktober 2008 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p>Modul 1 – <b>Mag. Walter Lexmüller, Mag. Gerald Lind, Mag. Daniela Finzi</b> Modul 6 – <b>Mag. Erich Perschon</b></p>
<p><b>2. Termin:</b> 14./15. November 2008 Freitag: 17 bis 20 Uhr Samstag: 9 bis 15 Uhr</p>	<p>Modul 3 – <b>HR Univ.Prof. MMag. DDr. Erwin Rauscher</b> Modul 3 – <b>Dr. Edith Marktl</b></p>
<p><b>3. Termin:</b> 28./29. November 2008 Freitag: 17 bis 20 Uhr Samstag: 9 bis 15 Uhr</p>	<p>Modul 1 – <b>Dipl.-Sprech.Mag. Karoline Ehrlich MIB</b> Modul 2 – <b>Mag. Dr. Kurt Allabauer</b> (+Modul 3)</p>
<p><b>4. Termin:</b> 12./13. Dezember 2008 Freitag: 17 bis 20 Uhr Samstag: 9 bis 15 Uhr</p>	<p>Modul 1 – <b>Dipl.-Sprech.Mag. Karoline Ehrlich MIB</b> Modul 5 – <b>Henning Glause Univ.Dipl.-Behindertenpädagogin</b> <b>Mag. Helene Jarmer</b></p>
<p><b>5. Termin:</b> 16./17. Jänner 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p>Modul 1 – <b>HR Univ.Prof. MMag. DDr. Erwin Rauscher</b> Modul 1 – <b>Prof. P. Dr. Karl J. Wallner OCist</b> (Samstag in Heiligenkreuz)</p>
<p><b>6. Termin:</b> 23./24. Jänner 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 15 Uhr</p>	<p>Modul 5 – <b>Dr. Friedhelm Frischenschlager</b> Modul 6 – <b>Mag. Erich Perschon</b></p>
	<p>Der Termin des Theaterbesuchs wird rechtzeitig (abhängig vom Erscheinen des Spielplans) bekannt gegeben.</p>

#### Kontakte und Zuständigkeiten:

<b>Christoph Plattner</b>	<a href="mailto:c.plattner@gmx.at">c.plattner@gmx.at</a> +43 69910815471	Unterstützer der Lebenshilfe
<b>Friederike Pospischil</b>	<a href="mailto:f.pospischil@wiener-neudorf.gv.at">f.pospischil@wiener-neudorf.gv.at</a> +43 2236 62501-40	Ansprechpartnerin der Gemeinde
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<b>Katharina Frank</b>	<a href="mailto:frank.katha@yahoo.co.uk">frank.katha@yahoo.co.uk</a>	Kinderbetreuung, Studierende PHNÖ
<b>Maria-Luise Braunsteiner</b>	<a href="mailto:maria-luise@braunsteiner.com">maria-luise@braunsteiner.com</a> +43 650 280 63 63	Entwicklung, Durchführung, Evaluation
<b>Erwin Rauscher</b>	<a href="mailto:erwin.rauscher@ph-noe.ac.at">erwin.rauscher@ph-noe.ac.at</a> +43664 467 71 22	Betreuung, thematische Einführung; Rektor (Tätigkeit ohne Honorar)

## Informationen

### Organisation und Vortragende Sommersemester 2009

## Lehrgang „Kommunale Bildung“

<p><b>1. Termin:</b> 20./21. Februar 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p>Modul 4/6 – <b>Mag. Dr. Maria-Luise Braunsteiner</b> Modul 4 – <b>Ingrid Bruckler</b> – Lehrerin für Gesundheits- und Krankenpflege; Lehrbeauftragte des ENPP</p>
<p><b>2. Termin:</b> 14. März 2009 Samstag: 9 bis 16 Uhr</p>	<p>Modul 3 – <b>DSA Sadiya Petra Mellish, MAS</b> – Fachstelle Suchtvorbeugung</p>
<p><b>Volkstheater</b> 19. März 2009 Treffpunkt 17.15</p>	<p>Anton Tschechow: Die drei Schwestern Theaterführung und Gespräch mit Regieassistentin</p>
<p><b>3. Termin:</b> 27./28. März 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p>Modul 3 und Modul 2 – <b>HR Mag. DDr. Andrea Richter</b> – Schulpsychologie/Bildungsberatung Freitag und Samstag ab Mittag; Samstag Vormittag Lerngruppe</p>
<p><b>Akademietheater</b> <b>3 Termine</b></p>	<p>Karl Schönherr: Der Weibsteufel</p>
<p><b>4. Termin:</b> 24./25. April 2009 Freitag: 17 bis 20 Uhr</p>	<p>alle Module – selbst organisierte und gestaltete Lerngruppe Modul 4 – <b>MMag. Manfred Zentner</b> – Institut für Jugendkulturforschung</p>
<p><b>5. Termin:</b> 8./9. Mai 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p>Modul 1 – <b>Mag. Walter Lexmüller</b> Modul 4 – <b>Dr. Franz Vonwald</b> – Historiker und Pädagoge: Vom Leben der Menschen damals – Prägungsgeschichte</p>
<p><b>Zwischentermin</b> Freitag: 15. Mai 2009 16:30 bis 19:15</p>	<p>Modul 6 - <b>Perschon Braunsteiner</b></p>
<p><b>6. Termin:</b> 6. Juni 2009</p>	<p>Modul 6 – <b>Mag. Erich Perschon; Mag. Dr. Maria-Luise Braunsteiner</b> Modul 1 – <b>Fanny Stavjanik - Schauspielerin</b></p>

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<b>Maria-Luise Braunsteiner</b>	maria-luise@braunsteiner.com +43 650 280 63 63	Entwicklung, Durchführung, Evaluation
<b>Erwin Rauscher</b>	erwin.rauscher@ph-noe.ac.at +43664 467 71 22	Betreuung, thematische Einführung; Rektor der PHNÖ (Tätigkeit ohne Honorar)

## Informationen

### Organisation und Vortragende Wintersemester 2009/10

# Lehrgang „Kommunale Bildung“

3. Semester

<p><b>1. Termin:</b> 11./12. September 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p><u>Freitag:</u> M6 <b>Mag. Erich Perschon</b> – Schreibwerkstatt <u>Samstag:</u> M4 <b>Ingrid Bruckler</b> – Lehrerin für Gesundheits- und Krankenpflege; Lehrbeauftragte des ENPP: <i>Gesundheitsförderung</i></p>
<p><b>2. Termin:</b> 25./26. September 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p><u>Freitag:</u> M1/M5 <b>Mag. Julia Braunsteiner</b> – Historikerin: <i>zeitgeschichtliche Einführung</i> <u>Samstag:</u> M1/M5 <b>Prof. Rudolf Gelbard</b> – KZ-Überlebender – Zeitzeuge – Homo Politicus Moderation: Mag. Julia Braunsteiner</p>
<p><b>Gemeinsamer Theaterbesuch</b></p>	<p>gemeinsam vereinbarte Auswahl: z.B. Burgtheater: Antonius und Kleopatra (Shakespeare); Struwwelpeter (Junk Opera von Phelim McDermott, Julian Crouch, Martyn Jacques)</p>
<p><b>3. Termin:</b> 16./17. Oktober 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p><u>Freitag:</u> geplant: Rückmeldung Portfolio 2. Semester (Braunsteiner/Perschon/Lexmüller) <u>Samstag:</u> M5 <b>Univ.Prof. Dr. Dietmar Larcher</b> – Erziehungswissenschaftler (Uni Klagenfurt/Uni Bozen/Wien): <i>Zum Heimatbegriff in den Zeiten der Globalisierung: Urheimaten, Ersatzheimaten, Formen und Auswirkungen von Heimatlosigkeit</i></p>
<p><b>Arbeitsgemeinschaften</b></p>	<p><i>Dokumentation mindestens eines selbst organisierten Lerngemeinschaftstermines + Möglichkeit eines zusätzlich zu vereinbarenden Termins: Lernberatung/-unterstützung mit Braunsteiner und Perschon</i></p>
<p><b>4. Termin:</b> 13./14. November 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p><u>Freitag:</u> M1 <b>Nadjet Hamdi</b> – Vertreterin der Frente Polisario (Westsahara) Österreich: Geschichtliche Hintergründe des Westsaharakonfliktes; Leben in den Flüchtlingslagern <u>Samstag:</u> M4/M5 <b>Gabriele Heinisch-Hosek</b> Bundesministerin für Frauenangelegenheiten und für den Öffentlichen Dienst</p>
<p><b>5. Termin:</b> 11./12. Dezember 2009 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p><u>Freitag:</u> M1 <b>Mag. Helene Jarmer</b> – Abgeordnete zum Nationalrat: Gehörlosenkultur <u>Samstag:</u> M4 <b>Dr. Franz Vonwald</b> – Historiker und Pädagoge: Vom Leben der Menschen damals; Prägungsgeschichte</p>
<p><b>6. Termin:</b> 22./23. Jänner 2010 Freitag: 17 bis 20 Uhr Samstag: 9 bis 16 Uhr</p>	<p><u>Freitag:</u> M6 <b>Mag. Erich Perschon/Mag.Dr. Maria-Luise Braunsteiner</b> – Portfolioarbeit <u>Samstag:</u> M6 <b>Mag. Erich Perschon</b> – Schreibwerkstatt</p>

#### Kontakte und Zuständigkeiten:

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<b>Erwin Rauscher</b>	erwin.rauscher@ph-noe.ac.at +43664 467 71 22	Betreuung, thematische Einführung; Rektor der PHNÖ (Tätigkeit ohne Honorar)

# Teilnahmebestätigung

## LKB = Lehrgang für Kommunale Bildung

der Pädagogischen Hochschule Niederösterreich  
mit der und für die Gemeinde Wiener Neudorf

WS 2008/09

Die PH NÖ bestätigt, dass

*Audrea Plavitz*

die Lehrveranstaltung *Gesprächs- und Sprachkultur* im Ausmaß von einer Semesterwochenstunde und 1 ECTS-Credit im Wintersemester 2008/09 erfolgreich absolviert hat.

Der Leistungsnachweis wurde mit „Sehr gut“ beurteilt.



Baden, am 30. März 2009

(Univ.-Prof. DDr. Erwin Rauscher, Rektor)

	Art der LV	Semesterwochenstunden			Anzahl der Unterrichtseinheiten	Arbeitsstunden		ECTS
		Präsenz	Betreutes Studium			Selbststudium	gesamt	
			§37 HSChG					
<b>Modul 1 – [:Kultur:]en</b>								
Kulturen im Dialog	S	0,75	0,25		12	9	25	1
Demokratie, Religion, Brauchtum	S	0,75	0,25		12	9	25	1
Theater als kulturelle Ausdrucks- und pädagogische Interventionsform	S	0,75	0,25		12	9	25	1
Gesprächs- und Sprachkultur	S	0,75	0,25		12 6	9	25	1
Freizeitkult(ur) und Freizeitstress	S	0,75	0,25		12	9	25	1
<b>Summe</b>		<b>3,75</b>	<b>1,25</b>		<b>60</b>	<b>45</b>	<b>125</b>	<b>5</b>