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STUDY PLAN for THE TEACHING PROFESSION

**AT THE KUNSTUNIVERSITÄT LINZ,
UNIVERSITY OF ART AND INDUSTRIAL DESIGN**

IN THE FACULTIES OF:

ART EDUCATION (Secondary School Teacher)

TEXTILE ART AND DESIGN (Secondary School Teacher)

DESIGN AND TECHNOLOGY (Secondary School Teacher)

MEDIA DESIGN

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1 QUALIFICATION PROFILE

PREAMBLE

In line with basic educational goals and principals set out in the University Studies Act (§§ 1 and 2 UG 2002), the primary objective of teacher training courses at the University of Art and Industrial Design Linz is the artistic, creative, academic, technological, psychological and educational/didactic preparation of students to teach their chosen subject in general and specialised secondary schools and colleges.

The course of study makes an important contribution to the personal development of the students while providing the basis for teaching their specific subject areas and an introduction to working life. A special characteristic of this diploma qualification is the combination of creative artistic practice with reflection and study of the educational process.

The curriculum not only enables graduates to follow a career in the teaching profession, but also, according to their individual specialist field of interest, opens opportunities in other types of work, including cultural consultancy and management or work related to social and socio-cultural projects.

KEY QUALIFICATIONS

Sophisticated perceptive and expressive abilities, consistency and a willingness to take risks in the creative process, independence, self-reflection, presentation skills, competence in the application of learning, critical analysis, debating skills, flexibility, sensitivity, media competence, analytical ability, reflection and evaluation, organisational skills, teamwork, communication and conflict management.

FACULTY – ART EDUCATION (Secondary School Teacher):

Design and creative qualifications

- The ability to express oneself creatively and to independently find solutions to design problems.
- Sophisticated perceptive and expressive abilities as a prerequisite to considered reflection and discussion on one's own work and the work of others
- Understanding art and design as a process of aesthetic research
- The ability to present and document one's own ideas, concepts, projects and works.
- The ability to analyse the educational aspects resulting from one's own practical creative work.
- The ability and willingness to liaise and cooperate internationally
- Mastery of analogue and digital techniques, specialist knowledge of materials, media and technologies and the ability to apply this knowledge purposefully

Theoretical and academic qualifications

- A broad general knowledge and analytical ability in relation to the development of art, visual art forms and aesthetic theories of the past and present
- An overview of socio-cultural history as well as the developments in media studies
- Awareness of the social dimension of culture and its function, and the fundamental relationship between art, cultural theories and society
- An understanding and critical assessment of the possibilities and limits of art and cultural issues and methodologies
- Methodological competence in order to deal with and present the syllabus of a specific subject.
- Competence in verbal and visual communication, knowledge of various theories relating to signs and perception
- The ability to undertake independent research, the preparation and appropriate presentation of subject specific tasks and issues – working, where necessary, across and different disciplines
- Critical reflective skills and the capability of self-reflection, as well as the skill to present one's argument clearly

Educational and classroom teaching qualifications

- Using knowledge from the field of educational studies, students become competent in their chosen subject and in the methodology of teaching, while developing their ability to analyse situations in order to function appropriately in the classroom. This includes planning how to deal with, understand, react to and reflect on situations which occur when working in a school.
- The ability to critically consider the history of ideas and methods in the field of art education; the acquisition of new perspectives in terms of subject matter and method, whereby particular emphasis is given to technological and media developments as well as the interaction of art and society; the ability to analyse the content of a syllabus didactically.
- The personal skills of the student; the ability to reflect, evaluate and continue to develop; readiness to appreciate the individuality of learners in the creative communication process of art education and hence to encourage their ability to express themselves.
- An in-depth analytical understanding of individual and group dynamics and the relationship between schools, the arts and society; dealing with relevant objectives from the sphere of visual arts; initiating, controlling, guiding, and evaluating creative design and visually receptive learning and reflection.
- Readiness to take youth culture and gender differences into account as important elements in art education
- The ability to work between and across disciplines; readiness and ability to undertake subject based teamwork with colleagues from different departments for the purpose of coordination and further development of lessons and the school as a whole.
- Tolerance towards manifestations of other cultures, nurturing values which promote peace.
- Competence in dealing with pupils: the ability to handle learning and development problems and cope with conflict; creation of a supportive learning atmosphere and promoting integration within the classroom community.

- Knowledge of relevant further training possibilities (for example, specialist literature, new media, courses and training programmes, counselling)
- Readiness and ability to stay up to date with current developments in education, one's own specialist field and teaching theory.
- The ability to recognise, analyse and relay information about classical and current trends of development in the arts and culture by means of reproductions and original examples.

FACULTY – TEXTILE ART AND DESIGN (Secondary School Teacher):

Design and creative qualifications

The training involves the study of the various manifestations and functions of textiles in art and everyday culture both past and present. The learning process is related to textile artefacts and specimens, clothing and fashion, interior design and life-styles, theatre and costumes and textile design.

The syllabus covers aesthetic aspects as well as study of the interaction of technical, economic and ecological requirements. It also promotes an understanding for the role of textiles as a mode of communication and a means of defining identity.

The main emphasis of the design/art training is on developing of the ability to find solutions to design problems and as well as learning how to express oneself artistically. To do this requires taking part in various textile workshops and also acquiring relevant theoretical knowledge.

The design/art curriculum covers the study of the following aspects and the acquisition of the following skills:

- training of visual perception related to textiles
- encouraging imagination, fantasy and creativity
- encouraging individual creative abilities related to aesthetic issues
- teaching sound basic handwork techniques
- research and process based procedures related specifically to the production of textiles
- planning and carrying out artistic projects
- use of electronic media and equipment
- the ability to reflect on and discuss one's own work and the work of others
- the development of various forms of presentation e.g. exhibitions, portfolios, performances
- experience in organising oneself
- readiness to work in a team and across different disciplines
- nurturing a tolerant and open attitude towards the expressions of different cultures

Theoretical and academic qualifications

The academic training provides a wide general knowledge of the historical and contemporary development of art, especially covering the role of textile culture in art and everyday life. Knowledge of the relationship between cultural and socio-political developments related to art and cultural theories leads to an understanding of cultural questions and the ability to deal with them critically and analytically.

The academic training covers, among other things, the following elements:

- knowledge of the art of the past
- awareness of current developments in contemporary art
- awareness of the role of textiles in art and everyday life in the past and present
- knowledge of art and cultural theories
- knowledge of women's questions and gender studies in the field of art and textiles
- the development of an understanding of the relationship between cultural change and society
- the development of the ability to conduct academic work and research
- knowledge of the psychological development processes related to textile design

Educational and classroom teaching qualifications

The Educational Studies course provides the knowledge, methodology and analytical skills required to deal with planning, implementing and assessing learning situations in schools.

Students acquire the ability to distinguish between the various classroom methods and media applicable to creative-artistic and academic learning which will initiate pupils' ability to learn and gain experience for themselves. Students also learn to cope with everyday situations specifically relevant to their chosen subject. They also develop an understanding of role of textiles in art and everyday culture as a means of providing impetus for individual creativity.

The requirements in this respect are:

- knowledge of fundamental educational principals and psychological concepts relating to learning, teaching and child development as well as the legal framework in which teachers work, and the ability to apply these concepts to the analysis, understanding and management of real-life situations
- a critical understanding of the ideas which guided the historical development of textiles and the concepts relating to the creation of textiles which can be meaningfully applied to the school syllabus
- competence in using conventional and digital media within an educational context in order to achieve specific teaching objectives
- the acquisition of the interpersonal skills necessary to work with pupils: an understanding of learning and development problems, conflict management, the creation of a classroom atmosphere which enhances learners' performance as well as encouraging a sense on community.
- the ability to work within one's own subject field as well as in cooperation with colleagues from different departments and to contribute to the further development of lessons and the school in general
- readiness to integrate new developments into lessons, both those relevant to the specific subject being taught and those relating to contemporary approaches to educational and teaching methods.
- the ability to develop innovative projects in the field of cultural studies

FACULTY – DESIGN AND TECHNOLOGY (Secondary School Teacher)

Graduates of Design and Technology (for teaching in secondary schools) have the basic professional training which qualifies them to conduct up-to-date and effective lessons in technical design departments of general secondary schools, as well as similar subjects in vocational schools. Application orientated processes are initiated which result in the positive interaction of aesthetic and technical aspect of their training. The relevant fields (and topics) studied in Design and Technology include the relationship of technology and form, product and form as well as architecture and interior design. Here students also study how, in both the narrow and wider sense, environmental design and technical applications are manifested in the interplay of function and form in everyday situations. The course conveys general knowledge about practice orientated design processes, skills in the areas of construction and functionality (especially for three dimensional forms), and the use of materials. These course elements enable ideas and concepts to be followed through in concrete form so that learners, both at university as well as in school, can achieve a sense of satisfaction from their work. This includes applying critical consideration in selecting consumer goods, thinking about the origins and disposal of materials and products, and consideration of the labour market and economics factors, specifically those related to commodities. Furthermore, debate is encouraged regarding the socio-political aspects of this field of study and, through active participation in the further development of Design and Technology, students acquire lasting commitment to this field.

Through concentration on specific fields of specialisation during the course, students can gain certification of their competence in various creative design areas, educational studies or their selected academic subject.

During the course of study the following subject specific and general qualifications are attained:

Artistic and design qualifications

Primarily, this qualification involves the ability to recognise problems (i.e. an awareness of the possibilities or the needs), the ability to intervene constructively in a production process, to propose product changes, to explain and present technical aspects in an easily understandable way, to make improvements to interior spaces and offer environmental and design alternatives to meet individual needs. Furthermore, the course enables students to work projects through from initial concepts to the construction of models. Ideally, working either individually or in teams, this leads to the production of a fully functional end-product.

The requirement for this is an ever growing ability to work with various materials and an awareness of their particular properties as well as a sound technical knowledge of the principals of design, the relationship between function and form, architecture and interior design, economics and ecology.

Theoretical and academic qualifications

Through in-depth academic debate, the faculty of Design and Technology is continuously being analysed and re-assessed in relation to historical perspectives and its current socio-political relevance. Hence, faculty staff are committed to the continued development of this field and – in order to cope with constant change – they hope to stimulate a need for continuous personal development among the students. This, together with students' assessment of their own classroom experiences in the light of published, current academic views, should help to prepare students for reporting their observations and conclusions in a way which can be presented and defended publicly.

Educational and classroom qualifications

Being a competent educator means having the ability and desire to foster the development of children, young people and adults through teaching and guidance.

The prerequisites for this are: knowledge of basic educational principals and the psychological theories of learning, teaching and child development, as well as relevant legal and social frameworks. And, given this knowledge, the ability to use it in order to analyse, understand and shape real-world teaching practice. Furthermore it is necessary to be competent in applying methods of planning and

organisation in response to the demands of the profession and in accordance with educational objectives, when working with children, young people and adults (e.g. lesson planning; communication, interaction and conflict management; pre- and post study assessment techniques)

Personal abilities required: Teachers are expected to develop a relationship with learners, find solutions to conflicts and give advice when problems occur. This demands that teachers develop their own personal strengths and that they are, if necessary, prepared to question existing norms while at the same time learning to manage their own energy resources.

The ability to reflect, evaluate and develop further: As in all complex professions, also teachers must be able and willing to develop, by reflecting on their job objectively and learning from this reflection in order to continuously improve the standard of both the schooling offered and their personal level of competence. The opportunity for such reflection and feedback is provided by lectures, special training sessions and carefully supervised teaching practice in schools.

Competence in dealing with pupils: Teachers must have the ability to cope with learning and development problems as well as conflict situations. They should create a classroom environment which nurtures the learning process and encourages integration within the class community. They also need to know how to deal with parents and parents' representatives as well as other people involved in school life. Readiness and the ability to work in teams with colleagues across departments for the benefit of inter-disciplinary coordination and the further development of teaching and the school in general is also important, as is an awareness of further training schemes and possibilities (e.g. specialist literature, new media, teacher training events and programmes, counselling). Teachers must also be prepared to keep up-to-date with current ideas in their own teaching field and in education as a whole.

Being a competent teacher means being able to consider and justify the selection of suitable course content and learning tasks. This is already a focus of training in the first stage of studies during which student teachers regularly participate in project work. The students gain experience through conducting their own project work and dealing with the content of their individual chosen subject. Their experience is given context by carrying out observation tasks as well as fulfilling and analysing specific teaching objectives, and complementing this with study of the relevant authoritative texts. Student teachers learn to understand the interaction of various elements involved in effective teaching including: the appropriate degree of difficulty for assignments, the extent of the powers of imagination of young people, the complexity of tasks related to the stage of development and level of interest of pupils, the potential for use of available teaching materials, the amount of personal effort and input required, and the physical and psychological stamina of learners. During the training course, various types of teaching models are tried out and evaluated for their effectiveness in given situations. Furthermore, the students also look at examples of how these classroom based concepts have relevance to situations outside the school environment when dealing with adults in general or specific groups of people. Inherent to the nature of the 'Design and Technology (Secondary School Teacher)' qualification is the balance between cognitive, affective and psycho-motoric learning objectives which in this context demand particular consideration relative to general educational aspects. The basis of motivation, self-awareness, self-esteem, and problem solving ability as well as the assessment of one's own physical capabilities are all positive factors which the pupil confronts in 'Design and Technology' classes. And it is in the very nature of these classes that the concrete result of learners' work means they can experience the satisfaction of seeing their plans actually materialise.

The practical skill-orientated character of the 'Design and Technology (Secondary School Teacher)' training offers an especially rich range of opportunities for developing social skills – being helpfulness, an appreciation of the value of others, a feeling of community and a general nurturing team spirit.

FACULTY – MEDIA DESIGN (Secondary School Teacher)

- The ability to express oneself creatively and to independently find solutions to design problems through the use of a computer, as well as being able to orientate oneself within the complex field of digital media
- Knowledge of the technical, theoretical, creative and scientific requirements in the fields of design based on electronic media
- Knowledge of the methodologies required for dealing with the creative use of technical media, specifically computer-aided and computer-manipulated image and sound processing
- An ability to conduct experimental artistic study of the technical, aesthetic, structural developments in both traditional and new digital media and their content, as well as the interaction between different media
- Sophisticated perceptive and expressive abilities as a prerequisite to considered reflection and discussion on one's own work and the work of others
- Understanding art and design as a process of aesthetic research
- The ability to present and document one's own ideas, concepts, projects and works
- The ability to analyse the educational aspects resulting from one's own practical creative work
- The ability and willingness to liaise and cooperate internationally
- Mastery of analogue and digital techniques, specialist knowledge of materials, media and technologies and the ability to apply this knowledge purposefully

Theoretical and academic qualifications

- A broad general knowledge and analytical ability in relation to the development of media, digital culture, and also the aesthetic theories of the past and present
- A basic knowledge of socio-cultural history as well as the developments in media studies
- Awareness of the social dimension of culture and its function, and the fundamental relationship between culture, media and society
- An understanding and critical assessment of the possibilities and limits of art and cultural issues and methodologies
- Methodological competence in order to deal with and present the syllabus of a specific subject
- Competence in using digital communication and technical communication as an interface between human being and machines
- Knowledge of various of perception and sign theories
- The ability to undertake independent research, the preparation and appropriate presentation of subject specific tasks and issues – working, where necessary, across and different disciplines
- Critical reflective skills and the capability of self-reflection, as well as the skill to present one's argument clearly
- Exploiting new media design fields interactively as part of the critical academic and theoretical debate relating to the technological and media related developments in society

Theoretical and academic qualifications

- Using knowledge from the field of educational studies, students become competent in their chosen subject and in the methodology of teaching, while developing their ability to analyse situations in order to function appropriately in the classroom. This includes planning how to deal with, understand, react to and reflect on situations which occur when working in a school.
- The ability to critically consider the methods used in media design; the acquisition of new perspectives in terms of subject matter and method, whereby particular emphasis is given to technological and media developments as well as the interaction of art and society; media competence.
- The personal skills of the student; the ability to reflect, evaluate and continue to develop; readiness to appreciate the individuality of learners in the creative communication processes in media design hence to encourage their ability to express themselves.

- An in-depth analytical understanding of individual and group dynamics and the relationship between schools, the arts and society; dealing with relevant objectives from the sphere of visual arts; initiating, controlling, guiding, and evaluating creative design and visually receptive learning and reflection.
- Readiness to take youth culture and gender differences into account as important elements in art education
- The ability to work between and across disciplines; readiness and ability to undertake subject based teamwork with colleagues from different departments for the purpose of coordination and further development of lessons and the school as a whole.
- Competence in dealing with pupils: the ability to handle learning and development problems and cope with conflict; creation of a supportive learning atmosphere and promoting integration within the classroom community.
- Knowledge of relevant further training possibilities (for example, specialist literature, new media, courses and training programmes, counselling)
- Ability to analyse developments in the media field and convey these in the classroom
- Ability to exploit media supported learning and teaching programs, to enhance learners' own skills and ability in making use of electronic resources (e.g. e-learning)

2 CONTENT, DURATION AND STRUCTURE OF THE COURSES

2.1 ADMISSION REQUIREMENTS

In addition to the standard admission requirements according to the University Studies Act (§§ 60-65 UG 2002) entry examinations take place twice a year (after the end of the summer semester and before the beginning of the winter semester). These are intended to assess the aptitude of potential students for creative design and specifically for the fields of **Art Education, Textile Art and Design, Design and Technology** and **Media Design**. (see 5.1)

2.2 COURSE STRUCTURE

General:

1. The professional teaching degree includes the study of two subjects and usually lasts 9 semesters – 4 in the first stage of studies and 5 in the second stage of studies.
2. A teaching qualification from an Austrian University can be extended to cover an additional teaching subject (with the exception of the Master's program in Economics and Business Teaching). This extended study can be followed simultaneously to the teaching qualification, however the final examination for the teaching degree must be passed before the student can take the final examination in the additional subject.
3. The first stage of studies is concluded with the first diploma examination through the successful completion of all the compulsory courses (see 5.4).
4. In the field of General Education Studies, 14 semester units must be completed. 7 units must be allocated to each subject. Where Point 2 applies, a general teaching qualification will be recognised.
5. In the second stage of studies, 12 weeks of teaching practice in school takes place. This comprises of a combination of class observation and first-hand teaching experience (see 6.2).
6. The optional subjects according the University Studies Act can be selected throughout the entire period of study from the courses offered at recognised Austrian or foreign universities or further education establishments. For the freely chosen options 1 ECTS credit is awarded for each unit.
7. During the second stage of studies a diploma thesis must be prepared on the basis of the chosen subject (see 5.5). Where Point 2 applies, a diploma thesis is not required.
8. The second stage of studies is concluded with the second diploma examination (see 5.6).
9. Overlapping subjects: if the same course is required for both the chosen subjects it only has to be completed once and does not have to be replaced by an additional course. (in this case the ECTS credits will be allocated for both subjects.) Where Point 2 applies, the same courses which have already been passed for the teaching qualification can be recognised.
10. In order to extend language skills and cultural competence and to promote international mobility, it is highly recommended that students complete some study credits abroad, participate in exchange programs and join in on study trips.

Art Education (Secondary School Teachers):

- (1) The course of study for Art Education (Secondary School Teachers) comprises 150 ECTS, of which 83 ECTS are compulsory subjects, 22 ECTS are compulsory options, and 11 ECTS are open options. 4 ECTS are allocated to teaching practice in a school and 30 ECTS for the final dissertation.
- (2) The first stage of studies comprises 60 ECTS, whereby 3 ECTS are from the Faculty of General Education Studies. The first stage of studies mainly consists of compulsory subjects and the acquisition of basic principles and skills.
- (3) The second stage of studies comprises 90 ECTS, whereby 4 ECTS are from the Faculty of General Education Studies. 20 ECTS are allocated to the project assignments selected. In combination with the open options it is possible to focus on special fields.

- (4) Graduates must complete 11 ECTS of open options.

Textile Art and Design (Secondary School Teacher):

- (1) The course of study for Textile Art and Design (Secondary School Teacher) comprises 150 ECTS, of which 87.5 ECTS are compulsory subjects, 22.5 ECTS are compulsory options and 6 ECTS are open options. 4 ECTS are allocated to teaching practice in a school and 30 ECTS for the final dissertation.
- (2) The first stage of studies comprises 60 ECTS, whereby 3 ECTS are from the Faculty of General Education Studies. The first stage of studies mainly consists of compulsory subjects and the acquisition of basic principles and skills.
- (3) The second stage of studies comprises 90 ECTS whereby 4 are ECTS from the Faculty of General Education Studies.
- (4) Graduates must complete 9 ECTS of open options.

Design and Technology (Secondary School Teacher):

- (1) The course of study for Design and Technology (Secondary School Teacher) comprises 150 ECTS, of which 109 ECTS are compulsory subjects, 7 ECTS are compulsory options and 4 ECTS are allocated to teaching practice in a school and 30 ECTS for the final dissertation.
- (2) The first stage of studies comprises 60 ECTS, whereby 3 ECTS are from the Faculty of General Education Studies. The first stage of studies mainly consists of compulsory subjects and the acquisition of basic principals and skills.
- (3) The second stage of studies comprises 90 ECTS, whereby 4 ECTS are from the Faculty of General Education Studies.
- (4) Graduates must complete 7 ECTS of open options.

Media Design

- (1) The course of study for Media Design (Secondary School Teacher) comprises 150 ECTS units, of which 80 ECTS are compulsory subjects, 24 ECTS are compulsory options and 12 ECTS are open options, 4 ECTS are allocated to teaching practice in a school and 30 ECTS for the final dissertation.
- (2) The first stage of studies comprises 60 ECTS, whereby 3 ECTS are from the Faculty of General Education Studies. The first stage of studies mainly consists of compulsory subjects and the acquisition of basic principles and skills.
- (3) The second stage of studies comprises 60 ECTS, whereby 4 ECTS are from the Faculty of General Education Studies. 20 ECTS are allocated to selected project work. The choice of open options at this stage can provide the central focus of the degree qualification.
- (4) Graduates must complete 12 ECTS of open options.

3 SUBJECTS

The diploma qualification comprises the following subjects:

- **ACADEMIC ART STUDIES**
- **CREATIVE PROCESSES**
- **ART AND CULTURAL SCIENCES**
- **ARCHITECTURAL THEORY**
- **DIDACTICS AND EDUCATIONAL STUDIES**
- **PRESENTATION TECHNIQUES AND STRATEGIES**
- **DIGITAL MEDIA**
- **MEDIA THEORY**
- **TECHNIQUES AND TECHNOLOGY**
- **MEDIA AND COMMUNICATION THEORY**
- **CULTURE AND MEDIA SCIENCE**
- **PROGRAMMING**

Art Education

Academic Art Studies	20 ECTS (chosen project)
Creative Processes	39.5 ECTS
Didactics and Educational Studies	27 ECTS
(of which general educational theory is 7 ECTS [§ 54 Abs. 6 UG 2002])	
Art and Cultural Sciences / Architectural Theory	14 ECTS
Digital Media	3 ECTS (choice of 2)
Media Theory	1.5 ECTS
Optional subjects	11 ECTS

Textile Art and Design

Academic Art Studies	26,5 ECTS
Creative Processes	43 CTS
Didactics and Educational Studies	28.5 ECTS
(of which general educational theory is 7 ECTS [§ 54 Abs. 6 UG 2002])	
Art and Cultural Sciences / Architectural Theory	5 ECTS
Presentation Techniques / Digital Media	4 ECTS
Optional subjects	9 ECTS

Design and Technology

Academic Art Studies	39.5 ECTS
Creative Processes	2 ECTS
Techniques and Technology	24 ECTS
Didactics and Educational Studies	27.5 ECTS
(of which general educational theory is 7 ECTS [§ 54 Abs. 6 UG 2002])	
Art and Cultural Sciences / Architectural Theory	10 ECTS
Presentation Techniques and Strategies	5 ECTS
Digital Media	1 ECTS
Optional subjects	7 ECTS

Media Design

Academic Art Studies	20 ECTS
Creative Practice	34 ECTS
Didactics and Educational Studies	26 ECTS
(of which general educational theory is 7 ECTS [§ 54 Abs. 6 UG 2002])	
Media and Communication Theory	8 ECTS
Culture and Media Science	12 ECTS
Programming	4 ECTS
Optional subjects	12 ECTS

4 TYPES OF COURSES

Individual art tutorial (KE): The individual art tutorial provides personal advice, guidance and supervision of creative work and projects. The requirements for success are regular attendance and completion of creative tasks and/or projects. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Academic fine art studies- individual sessions (KWE): The individual sessions of academic fine art studies provide personal advice, guidance and supervision for projects in students' the core subject curriculum. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Design classes (GU): These classes enable students to deal in practice with design tasks and the theoretical principals behind them. The students are given individual support with the creative design work while theoretical aspects are dealt with in the group. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Lectures (VO): Lectures provide exposure to the (core) elements and theoretical principals of the subject and take into consideration various lines of thought currently relevant within this field. Information is primarily presented by the lecturer in the form of a paper. A more precise description of the type of session (e.g. introductory lectures, overview lectures) is possible. A single examination takes place at the end of the course, after the conclusion of the series of lectures.

Introductory seminar (PS): Introductory seminars are classes in which theoretical and/or practical abilities and skills are developed by means of active involvement of the students. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Seminar (SE): Seminars provide an opportunity for reflection and critical debate of subject specific and academic issues; the participants must make their own contribution by means of writing and presenting papers and/or discussion documents - especially essays. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Practicals (UE): Practical provide the opportunity to acquire experiment with creative, academic and technical capabilities and skills. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Intensive courses (KS): Intensive courses comprise academically orientated sessions which, parallel to the theoretical principles of the respective subject, primarily concentrate on practical abilities. They require the active participation of the students and lay the basis for students to advance their studies independently (active and autonomous learning). Assessment is on the basis of written, oral and/or practical performance. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Project studies (PJ): The objective of project studies is to prepare students for planning, implementing and presenting their own creative design work, either individually or as a team. They are task orientated and, as appropriate, require work across different subject areas. Achievement is measured in terms of the practice-related work of the individual student or the group. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Interdisciplinary Projects (ID): The objective of these projects is to combine specialist subject knowledge with subject specific teaching skills and classroom applications. Actual practical demonstration is required. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Study trips (EX): Through providing the opportunity for students to visit relevant locations, institutions, firms or other organisations, study trips give an insight into the practical realities of their subject. Sessions have an intrinsic examination quality (i.e. there is continuous assessment - see 5.3), compulsory attendance.

Research seminar (PV): Research seminars provide instruction, the opportunity for discussion and advice for students conducting academic, design and/or creative work specifically in relation to their diploma theses.

Workshops (WSP): During workshops, specialised technical skills and/or theoretical knowledge is conveyed. The number of students is limited to 15 based on technical requirements and their previous knowledge.

4.1 Limitations to the number of participants

General:

- Students majoring in a specific subject (compulsory subject) will be given priority over students studying the subject as an optional course in situations where the number of participants is limited.
- For school based practicals the cooperation with the schools means that the number of participants is limited to 5 students per supervising teacher.

General education training: Any limitation on the number of participants and the allocation of places is determined by the conditions at the Johannes Kepler University.

- For lectures, there are practically no limitations.
- Classes in "Communication and Interaction I + II" are in each case limited to 12 participants.
- The "Seminar for Teachers" is limited to 18 participants.
- All other classes are limited to 25 participants.

Art Education (Secondary School Teacher):

- If necessary, and in consultation with the Dean of Studies, parallel sessions may be conducted for the "Creative Processes" courses if the group comprises 16 or more students.
- For the courses "Studio Art/Photography" and "Studio Art/Film-Video" resources dictate that the groups are limited to 8 students, if necessary parallel courses will be held.

Media Design:

- If necessary, and in consultation with the Dean of Studies, parallel sessions may be conducted for the "Creative Practice" courses if the group comprises 16 or more students.
- For the courses "Creative Practice/2D Graphics-Digital Photography", "Creative Practice Video-Audio", "Creative Practice / 3D Graphics" and "Creative Practice / Web Publishing-Interactive Media" resources dictate that the groups are limited to 8 students, if necessary parallel courses will be held.

5 EXAMINATION REGULATIONS

5.1 Entry requirements

The following abilities and areas of competence are the basis of the entry examination:

- The ability to develop topics in a creative way.
- A capacity for discriminative perception and the ability communicate this further, including being able to express ideas in two-dimensional form.
- The ability to think three-dimensionally and express this in form.
- The ability to make appropriate use of the creative potential of a material
- The ability to communicate

The entrance examination has two stages:

1. Presentation of a portfolio of work
 2. Written examination
- 1) The portfolio must contain the applicant's own work in the field of fine art or design and can include two or three dimensional pieces. (e.g. still life, colour studies, drawings, paintings, logos, photographs, film, sculpture, interior design, graphics, posters, technical drawings, ceramics, textiles and other materials, building designs, work in the digital field, etc.)
 - 2) In order to check the originality and authenticity of the work in the portfolio, the applicant must produce work, under examination conditions, using any of the above techniques or media and, if required to do so, also explain their work in writing.

The portfolio and also the examination pieces are presented to the Examining Commission during an interview.

An assessment is made by the Examining Commission and is effective once it has been formally announced. Applicants are only successful in gaining admission to the university if they have passed both parts of the entrance examination.

5.2 KNOWLEDGE OF THE GERMAN LANGUAGE

Proof of the appropriate level in German must be given according to § 63 Abs. 1 Zi. 3 UG 2002

5.3 GENERAL EXAMINATION REGULATIONS

- (1) Examinations must be taken in all the listed courses and/or the work which has been produced must be presented to the professor/lecturer. The examination method must be made known by the professor/lecturer at the beginning of the course.
- (2) Examinations at the end of lecture-based courses can be either written or oral. The examination method must be made known by the professor/lecturer at the beginning of the course.
- (3) The examinations are set with due consideration of the syllabus. The purpose of the examinations is to assess the knowledge and abilities covered in a specific course.
- (4) Whether a student passes or fails, it is possible to repeat examinations according to (§ 77 UG 2002)
- (5) Individual studio tutorials, academic fine art tutorials, design workshops, introductory and standard seminars, projects, interdisciplinary projects, practicals and study trips are examined by means of continuous assessment.
- (6) Courses with continuous assessment do not have a final examination but involve regular written or oral tests as well as assessment of pieces of the students' work. Assessment on the basis of a single (written or oral) examination is not permitted. If a student fails (5 = *insufficient*) the complete course must be repeated. (§ 77 UG 2002)
- (7) The pass grades for examinations, presentations and academic papers are: "very good" (1), "good" (2), "satisfactory" (3), "adequate" (4), and the negative result is "insufficient" (5).

- (8) Participants on study trips and doing teaching practice in schools are assessed in terms of "successful participation" (positive) or "unsuccessful participation" (negative).

5.4 FIRST DIPLOMA EXAMINATION

To pass the first diploma examination, students must have positive results from all the courses prescribed in the first stage of studies. A certificate is awarded at the conclusion of the first stage of studies.

5.5 DIPLOMA THESIS

- (1) In the second stage of studies, students must prepare a diploma thesis based on one of the two chosen subjects. This is a piece of academic writing in which students must show their ability to cope independently with an academic topic both in terms of content and method of approach.

Art Education (Secondary School Teacher), Media Design: Where meaningful, this can also include practical/visual elements.

Textile Art and Design Education (Secondary School Teacher), Design and Technology (Secondary School Teacher): Although emphasis is placed on the written thesis, this can be complemented by a related creative visual element.

- (2) The topic of the diploma thesis is decided by mutual agreement between the students and their tutors. Students have the right to choose their tutors as far as circumstances allow. Furthermore, with reference to the University Studies Act §17, Abs. 3 the final authority lies with the Dean of Studies.
- (3) The choice of topic for the diploma must be appropriate to one of the examination courses with the faculty. It is recommended that students make their theses relevant to the teaching of a specific subject, and/or educational issues and include elements which are applicable to a combination of school subjects.
- (4) The topic of the theses must be formulated in such a way that it is both possible and reasonable that the work can be completed within six months (§ 81 Abs. 2 UG 2002)
- (5) 30 ECTS credits are awarded for the diploma thesis.
- (6) Where 2.2. Course Structure, General: Point 2 applies, a diploma thesis is not required.

5.6 SECOND DIPLOMA EXAMINATION

The second stage of studies is concluded with the second diploma examination, which is in two parts:-

Passing the first part requires the satisfactory completion of all the prescribed courses for the second stage of studies, including the chosen optional courses and the school based teaching practice, as well as a positive grade for the thesis (Where 2.2. Course Structure, General: Point 2 applies, an assessment of the diploma thesis is not required.)

The second part of the second diploma stage consists of an examination specifically based on the subject from which the diploma thesis is derived. (see diploma examination subjects), and is selected by mutual agreement of the candidates and their tutors. If possible, the tutor is also assigned to the examining board.

Furthermore, candidates must also sit an examination based on the second teaching subject (see diploma examination subjects) which is chosen by mutual agreement with the Dean of Studies. The appointment of the examiner is incumbent upon the Dean of Studies (Satzung, § 8), however, the

wishes of the candidates are, where possible, to be taken into consideration. In the case of 2.2. Course Structure, General: Point 2 being applicable, the second part of the second diploma examination is limited to an examination related to the respective teaching subject (see Diploma Examination Subjects).

The diploma examination subjects are:

In the faculty of **Art Education (Secondary School Teacher)**: Academic Fine Art Studies, Art and Cultural Studies / Architectural Theory, Media Theory, Didactics and Educational Studies.

In the faculty of **Textile Art and Design (Secondary School Teacher)**: Academic Fine Art Studies, Art and Cultural Studies, Didactics and Educational Studies.

In the faculty of **Design and Technology (Secondary School Teacher)**: Academic Fine Art Studies, Techniques and Technology, Art and Cultural Studies / Architectural Theory, Didactics and Educational Studies.

In the faculty of **Media Design (Secondary School Teacher)**: Digital Media – Academic Fine Art Studies, Culture and Media Science, Media and Communication Theory, Didactics and Educational Studies.

This second part of the second diploma examination takes the form of a full examination before the Examining Commission. The examiners of each of the two teaching subjects should take about the same amount of time.

5.7 SPECIAL FIELDS OF INTEREST

On students' application to the Study Commission, 10-15 units of courses covered during studies can, as appropriate, be allocated to special fields of interest and can be specifically mentioned on the diploma certificate.

5.8 ACCREDITATION

Accreditation is according to § 78 UG 2002 and also in accordance with the relevant requirements for the specific subject studied.

5.9 ACADAMIC DEGREE

See § 54 Abs. 2 UG 2002.

For the successful completion of a qualification to teach an additional subject according to section 2.2. Course Structure, General: Point 2, no academic degree will be awarded.

6 EDUCATIONAL STUDIES AND TEACHER TRAINING

6.1 GENERAL EDUCATION TRAINING

All the courses which have to be completed in the faculty for education and teacher training count towards the teacher training qualification according to the University Studies Act (Anlage1 3.4 UniStG.). General education theory and teacher training courses are completed at the Johannes Kepler University Linz. They comprise the following classes which are part the teacher training qualification of the university.

Compulsory subject: DIDACTICS AND EDUCATIONAL STUDIES (Secondary School Teacher)			
General Education Training Courses		TYPE	ECTS
Introduction to Didactics		§	2
Educational Psychology: Learning		§	2
Educational Psychology: Students-Schools-Society		§	2
Youth Development		§	2
Communication and Interaction I		§	2
Communication and Interaction II (The role of the school in general upbringing)		§	2
One two hour class from the following:		§	2
Special Interest Seminar for Educational Sciences/ ... ¶	Seminar for Teachers		
In total 14 ECTS. 7 ECTS must be allocated for each subject.			

§ The types of courses can be selected and depends on what is available in each case.

¶ The exact title of the class depends on availability.

6.2 TEACHING PRACTICE IN SCHOOL:

During the second stage of studies, students must complete 12 weeks of practical school based training. This comprises of a phase of class observation in a school during which students become familiar with various types of class and modes of teaching; additionally for each of the students' specialist subjects, they must prepare and deliver at least 5 double lessons on their own. Where possible teaching practice should take place with both lower and upper secondary school classes (10 – 14 years, 14-18 years old).

For **Art Education** and **Media Design** the courses of 'Teaching Practice V' are conducted parallel to the school teaching practice.

For **Design and Technology** seminars are held to complement the practical training in school.

7 TABLE OF COURSES

ART EDUCATION (Secondary School Teacher)

First stage of studies

In the first stage of studies students acquire the fundamental abilities and skills and are given an insight into various aspects of Art Education. It provides the basics of creative design as well as an introduction to academic working methods.

COMPULSORY SUBJECTS:	TYPE	ECTS credits
Subject: CREATIVE PROCESSES		39.5
Studio Art / Aesthetic Perception Ɔ	GU	3
Studio Art / Principles of Design Ɔ	GU	3
Studio Art / Basic Art Elements Ɔ	GU	4
Studio Art / Signs and Symbols Ɔ	GU	4
Studio Art / Drawing	GU	3
Studio Art / Styles of Lettering Ɔ	GU	2
Studio Art / Photography Ɔ	GU	4
Studio Art / Film and Video Ɔ	GU	3.5
Studio Art / Three-Dimensional Design I Ɔ	GU	2
Studio Art / Three-Dimensional Design II Ɔ	GU	2
Studio Art / Graphics Ɔ	GU	3.5
Studio Art / Painting Ɔ	GU	3.5
Techniques and Methods Relevant to the Classroom BE	ID	2
Subject: DIDACTICS AND EDUCATIONAL STUDIES		14
Methods for Analysing Works of Art I	VO	1.5
Methods for Analysing Works of Art II	PS	2
Didactics of Art Education I	VO	1
Didactics of Art Education II	PS	1
Teaching Practice BE I Ɔ	ID	2
Teaching Practice BE II Ɔ	ID	2
Phenomenology of visual work of children and adolescents	VO	1.5
GENERAL EDUCATION / partial	Ɔ	3
Subject: ART AND CULTURAL SCIENCES		4
History of Art I Ɔ	VO	1.5
History of Art II Ɔ	VO	1.5
Scientific Working Methods	PS	1
Subject: MEDIA THEORY		1.5
Introduction to Media Theory	VO	1.5

Subject: DIGITAL MEDIA		1
Vector Graphics	VU	0.5
Pixel Graphics	VU	0.5

- ⋈ The type of courses can be selected from the available alternatives.
 ⋈ Course with a limited number of participants (see point 4.1)
 ⋈ Max. 5 students per tutor/supervisor, determined by the school schedule.
 ⊗ No compensation (see point 2.2 of general course structure)

Foundation Phase of Study

During the foundation phase of study, which is part of the first stage of studies (§ 51 Abs. 2 Zi. 6 UG 2002), the following courses must be completed:-

Studio Art / Aesthetic Perception/Principles of Design/ Basic Art Elements/Signs and Symbols	14
Introduction to Didactics	2
Didactics of Art Education I+II	2
History of Art I+II	3
Total	21 ECTS

Second Stage of Studies

During the second stage of studies students focus on their selected academic art studies within the field of ART EDUCATION. Emphasis is given to teaching within schools and other educational establishments. School based teaching practice as well as a diploma thesis on a chosen subject must be completed during the second stage of studies.

COMPULSORY SUBJECTS:	TYPE	ECTS credits
Subject: DIDACTICS AND EDUCATIONAL STUDIES		13
Theory and Models of Art Education I	VO	1
Theory and Models of Art Education II	SE	1
Theory and Models of Art Education III	SE	1
Teaching Practice AE 3 ⋈	ID	2
Teaching Practice AE 4 ⋈	ID	2
Teaching Practice AE 5 ⋈	ID	1
Study Trip AE	EX	1
General Education / partial	⋈	4
Subject: ART AND CULTURAL SCIENCES / THEORY OF ARCHITECTURE		10
Methods of Interpreting Art AE	PS	2
History of Art Seminar I	SE	1
History of Art Seminar II	SE	1
Philosophy of Art / Introduction to Aesthetics	VO	1.5
Introduction to Culture and the Humanities ⊗	VO	1
Gender Studies ⊗	VO	1
Architecture and Environment ⊗	VO	1.5

Architecture and Environment	SE	1
COMPULSORY OPTIONS:	TYPE	ECTS credits
ACADEMIC ART STUDIES		
Project work must account for a total of 20 ECTS credits:		20
Project AE / Digital Media I-IV * / ** / ***	PJ	16
Project AE / Visualization Strategies I ** / ***	PJ	4
Project AE / Visualization Strategies II ** / ***	PJ	4
Project AE / ** / ***	PJ	4
Project AE / ** / ***	PJ	2
Project AE Study Trip **	EX	2
*The project BE/Digital Media is developed over 4 semesters and forms the main focus of the degree qualification. **Content depends on availability. Projects can be combined or followed simultaneously. *** Also available with 1 ECTS or 3 ECTS. In agreement with tutors, students can choose from similar subject offered at the University (irrespective of type of course) up to a maximum of 8ECTS.		
Subject: DIGITAL MEDIA		2
From the total range of courses available at the University of Art - totaling 2 ECTS	∞	2
OPEN COURSE OPTIONS: at own discretion:		11
TOTAL SECOND STAGE OF STUDIES: 45 ECTS		
Extracurricular Didactics	SE	4
Speech Practice for the Classroom	UE	2
Introduction to Teaching Practice	UE	2
Museum Studies	VO	1
Museum Studies	SE	1
Diploma Seminar AE	SE	2
TEACHING PRACTICE IN SCHOOL ∅ 4 ECTS		
DIPLOMA THESIS		30 ECTS

∞ The types of courses can be chosen and is based on the relevant availability

∅ Max. 5 students per trainer, determined by the school schedule

⊗ No compensation (see 2.2 Course Structure - General)

TEXTILE ART AND DESIGN

First Stage of Studies

In the first stage studies students acquire the basic abilities, skills and insight into various aspects of the field of TEXTILE ART AND DESIGN. It teaches basic principals and provides an introduction into academic working methods.

COMPULSORY SUBJECTS		Type	ECTS credits
ACADEMIC ART STUDIES			18.5
Project Medium Textile I ⊕		KE/KWE	3
Project Medium Textile II ⊕		KE/KWE	3
Project Medium Textile III ⊕		KE/KWE	3
Project Medium Textile IV ⊕		KE/KWE	3
Fashion Theory I		VO	1.5
Fashion Theory II		SE	2
History of Textile Art		VO	1.5
Contemporary Textile – Fine Art and Design		VO	0.5
Contemporary Textile – Fine Art and Design		SE	1
Subject: CREATIVE PROCESSES			20.5
Design Practice / Working with Surfaces			
Design Practice / Designing Surfaces			
Design Practice / Creating Surfaces		KE	18
Principals of Creative Design I		KE	1
Principals of Creative Design II		KE	1.5
Subject: PRESENTATION TECHNIQUES AND STRATEGIES			4
Presentation Techniques I		⋈	2
Presentation Techniques II		⋈	2
Subject: DIDACTICS AND EDUCATIONAL STUDIES			12.5
Subject Specific Teaching Skills TG I		VO	1
Subject Specific Teaching Skills TG II		VO	1
Teaching Practice TG I ϕ		SE	2
Teaching Practice TG II ϕ		SE	2
Analysis of Art – Textile Phenomenology I		VO	1.5
Analysis of Art – Textile Phenomenology II		SE	2
General Teacher Training / proportional		⋈	3
Subject: ART AND CULTURAL STUDIES			1.5
History of Art I ⊗		VO	1.5
TOTAL: First Stage of Studies 57 ECTS			

OPEN OPTIONAL SUBJECTS at own discretion			3
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ℵ The mode of teaching can be chosen.

⊗ Max. 5 students per trainer, determined by the school schedule

⊗ No compensation (see 2.2 Course Structure - General)

⊕ As necessary, the artistic and/or artistic-academic training takes place in cooperation with the academic educational studies and classroom skills course units.

Foundation Phase of Study:

The foundation phase is an integral part of the first stage of studies and comprises of a total of 16.5 ECTS allocated as follows:

Subject Specific Classroom Skills TG I	1
Subject Specific Classroom Skills TG II	1
Introduction to Classroom Skills	2
Analysis of Art – Textile Phenomenology I	1.5
Analysis of Art – Textile Phenomenology II	2
Design Practice in textile Media I	1.5
Design Practice in textile Media II	1.5
Project Medium Textile I	2
Project Medium Textile II	2

TOTAL 16.5 ECTS

Second Stage of Studies

During the second stage of studies students focus on their selected specialist areas within the field of TEXTILE DESIGN as well as completing a diploma thesis on a chosen subject.

COMPULSORY SUBJECTS	Type	ECTS credits
ACADEMIC ART STUDIES		8
Project Medium Textile V ⊕	KE/KWE	2
Project Medium Textile VI ⊕	KE/KWE	2
Project Medium Textile VII ⊕	KE/KWE	2
Project Medium Textile VIII ⊕	KE/KWE	2
Subject: DIDACTICS AND EDUCATIONAL STUDIES		16
Teaching Practice TG III ⊗	SE	2
Teaching Practice TG IV ⊗	SE	2
Subject Related Theories and Concepts I	VO	2
Subject Related Theories and Concepts II	VO	1
Subject Related Syllabi and Models I	ℵ	1.5
Subject Related Syllabi and Models II	ℵ	2
Textile Aspects of interior and environmental design	ℵ	1.5
General Education Studies / partial	ℵ	4
Subject: ART AND CULTURAL STUDIES		3.5

History of Art II ⊗	VO	1.5
Gender Studies ⊗	VO	1
Introduction to Cultural Studies, Philosophy and the Humanities ⊗	VO	1
COMPULSORY OPTIONS	Type	ECTS credits
Subject: CREATIVE PROCESSES		22.5
Design Practice/Textile/Surfaces ∅ Design Practice/Textile/Forms ∅ Design Practice/Textile/Space ∅	KE	22.5
TOTAL: Second Stage of Studies 50 ECTS		
OPEN SUBJECT OPTIONS at own discretion	Type	ECTS Credits
		6
Diploma Seminar TG	SE	2
TEACHING PRACTICE IN SCHOOL 4 ECTS		
DIPLOMA THESIS 30 ECTS		

ℵ The mode of teaching can be selected.

∅ Max. 5 students per trainer, determined by the school schedule

⊗ No compensation (see 2.2 Course Structure - General)

⊕ As necessary, the artistic and/or artistic-academic training takes place in cooperation with the academic educational studies and classroom skills course units.

∅ Within the sphere of 'Creative Processes' in the second stage of studies, it is possible to focus on specific fields of study.

DESIGN AND TECHNOLOGY (Secondary School Teacher)

First Stage of Studies

In the first stage studies students acquire the basic artistic and creative abilities as well as the necessary technological skills and an insight into various aspects of the field of DESIGN AND TECHNOLOGY.

COMPULSORY SUBJECTS	TYPE	ECTS credits
Subject: TECHNIQUES AND TECHNOLOGY		20
Materials and Tools	VO	1
Basic Knowledge of Wood	KS	5
Basic Knowledge of Metal	KS	5
Basic Knowledge of Synthetic Materials	KS	2
Basic Knowledge of Paper	ID	1
Basic Knowledge of Ceramics	ID	2
Basic Knowledge of Mould Making	ID	1
Basic Knowledge of Mechanics	PS	1
Basic Knowledge of Electronics	PS	1
Technology Study Trip WE	EX	1
ACADEMIC ART STUDIES		20
Project Implementation using Specific Materials 1 + 2	PJ	4
Techniques and Modelling Project 1 + 2 + 3 + 4	PJ	16
Subject: THE DESIGN PROCESS		2
Creative Design: Body and Space	KE	2
Subject: PRESENTATION TECHNIQUES AND METHODS OF PRESENTATION		3
Techniques and Modelling Digital Representation 1 + 2	PJ	1
Drawing	KE	2
Subject: DIGITAL MEDIA		1
Digital Media for WE	KS	1
Subject: ART AND CULTURAL STUDIES		2.5
History of Art II⊗	VO	1.5
Technical History	VO	1
Subject: DIDACTICS AND EDUCATIONAL STUDIES		11
Classroom Related Issues WE	ID	2.5
Subject Specific Teaching Skills WE 1	VO	1
Subject Specific Teaching Skills WE 2	SE	1

Teaching Practice Seminar WE 1 + 2 ☺	SE	2
Classroom Project WE 1 + 2 ☺	ID	2
GENERAL TEACHER TRAINING / proportional	ℵ	3
TOTAL: First Stage of Studies 60 ECTS		

ℵ The mode of teaching can be chosen

☺ Max. 5 students per trainer, determined by the school schedule

⊗ No compensation (see 2.2 Course Structure - General)

Foundation Phase of Study

The foundation phase of study is completed during the first stage of studies according to (§51 Abs. 2 Zi. 6 UG 2002) and comprises of the following:

Basic Knowledge of Wood	5
Basic Knowledge of Metal	5
Basic Knowledge of Ceramics	2
General Didactics	2
Project Implementation using Specific Materials	4
Subject Specific Classroom Skills/Didactics WE 1 and 2	2

Total 20 ECTS

Second Stage of Studies

COMPULSORY SUBJECTS	TYPE	ECTS credits
ACADEMIC ART STUDIES		19.5
Product and Form Project 1 + 2	PJ	6
Product and Form Theory 1 + 2	VO	2
Industrial Design Project	PJ	3
Industrial Design Theory	VO	0.5
Building and Designing Space Project 1+2	PJ	6
Building and Designing Space Theory 1+2	VO	2
Subject: TECHNIQUES AND TECHNOLOGY		4
Product and Form Principals 1 + 2	SE	2
Building and Designing Space Theory 1 + 2	SE	2
Subject: ART AND CULTURAL STUDIES/THEORY OF ARCHITECTURE		7.5
Architecture and the Environment ⊗	VO	1.5
Introduction to Cultural Studies, Philosophy and the Humanities ⊗	VO	1
Analysis of Individual Design	VO	1
Analysis of Industrial Design	VO	1
Product Analysis	SE	1
Analysis of Building and Designing Space	VO	1
Building and Designing Space Study Trip	EX	1

Subject: PRESENTATION TECHNIQUES AND METHODS OF PRESENTATION		2
Product and Form Digital Documentation 1+2	PJ	1
Building and Designing Space Digital Documentation 1 + 2	PJ	1
Subject: DIDACTICS AND EDUCATIONAL STUDIES		16
Teaching Practice Seminar WE 3+4+5 Ⓟ	SE	3
Teaching Practice Project WE 3 + 4 + 5 Ⓟ	ID	3
Teaching Practice Workshop	ID	1
Computer Applications for Schools WE	ID	1
Classroom coaching WE / Teaching Materials	ID	1
Theories and Models WE 1	VO	1
Theories and Models WE 2	SE	2
General Education Studies	ℵ	4
TOTAL: Second Stage of Studies 49 ECTS		
FREE OPTIONAL SUBJECT at own discretion	TYPE	ECTS Credits 7
Diploma Seminar WE	SE	2
Analysis of the Exteriors and Interiors of Buildings	EX	2
Project work outside schools	PJ	1
Cultural Heritage / Preservation of Monuments	SE	2
Teaching Practice WE – one-to-one	PV	1
TEACHING PRACTICE IN SCHOOL 4 ECTS		
DIPLOMA THESIS 30 ECTS		

ℵ The mode of teaching can be chosen.

Ⓟ Max. 5 students per trainer, determined by school schedule

⊗ No compensation (see 2.2 Courses Structure - General)

MEDIA DESIGN (Secondary School Teacher)

First Stage of Studies

In the first stage studies students acquire the basic artistic and creative abilities as well as the necessary technological skills and an insight into various aspects of the field of MEDIA DESIGN.

COMPULSORY SUBJECTS	TYPE	ECTS credits
Subject: DIGITAL MEDIA – CREATIVE PRACTICE		34
Studio Art	GU/WSP	6
2D Graphics / Digital Photography	GU/WSP	8
Time Based Media Video Audio	GU/WSP	8
3D Graphics	GU/WSP	6
Web Publishing / Interactive Media	GU/WSP	6
Subject: DIDACTICS AND EDUCATIONAL STUDIES		12
Teaching Skills for Media Design	PS	2
Concepts of Media Competence	VO	1
Research for Teaching Practice	UE	2
Teaching Practice MG 1	UE	2
Teaching Practice MG 2	UE	2
GENERAL TEACHER TRAINING / partially at Kepler University		3
Subject: MEDIA AND COMMUNICATION THEORY		8
Introduction to Media Theory / Media History	VO	2
Basic Knowledge of Communication Theory	VO	2
History of Art	VO	2
Scientific Working Methods	PS	2
FREE OPTIONAL SUBJECT		6
Recommended: Programming for Digital Media – Creative Practice		
TOTAL: FIRST STAGE OF STUDIES 60 ECTS		

ℵ The mode of teaching can be chosen

℞ Course with a limited number of participants (see point 4.1)

⌘ Max. 5 students per trainer, determined by the school schedule

⊗ No compensation: All courses which are simultaneously offered in the BE/MG programs where the number of ECTS is not compensated for in the BE/WE or BE/TG courses, must be adequately covered in terms of content.

Foundation Phase of Study

The foundation phase of study is completed during the first stage of studies according to (§38 Abs. 1 Zi. 6 UG 2002) and comprises of the following:

Studio Art	6
Teaching Skills for Media Design	2
Concepts of Media Competence	1

Introduction to Media Theory / Media History	2
Scientific Working Methods	2
2D Graphics / Digital Photography	2
Time Based Media Video Audio	2
Total	17 ECTS

Second Stage of Studies

During the second stage of studies students focus on their selected academic art studies within the field of MEDIA DESIGN. Emphasis is given to teaching within schools and other educational establishments. School based teaching practice as well as a diploma thesis on a chosen subject must be completed during the second stage of studies.

COMPULSORY SUBJECTS	TYPE	ECTS credits
DIGITAL STUDIES – ACADEMIC STUDIES		20
Projects equivalent to 20 ECTS must be successfully completed		
Project MG (Each project (1) can represent 2 – 4 ECTS)	PJ	
Project Study Trip MG	EX	2
All projects can be freely chosen		
(1) Content depends on availability. Projects can be combined or followed simultaneously. In agreement with tutors, students can choose from similar subject offered at the University (irrespective of type of course) up to a maximum of 8ECTS.		
Subject: DIDACTICS AND EDUCATIONAL STUDIES		14
	SE	3
Research for Teaching Practice	UE	1
Teaching Practice MG 3	UE	2
Teaching Practice MG 4 / e-learning	UE	2
Teaching Practice MG 5	UE	1
Project Study Trip MG	EX	1
GENERAL TEACHER TRAINING / partially at Kepler University		4
Subject: CULTURE AND MEDIA SCIENCE		12
Media Theory / Media Philosophy	VO + SE	2
Media Psychology	VO + SE	2
Media and Society	VO	2
Philosophy of Art – Introduction to Aesthetics	VO	2
Introduction to Iconography	VO + SE	3
Gender Studies	VO	1

Subject: DIGITAL MEDIA – PROGRAMMING II		4
Programming related to project requirements	UE / WSP	4
TOTAL: SECOND STAGE OF STUDIES		50
FREE OPTIONAL SUBJECT at own discretion	TYPE	ECTS
Courses with the equivalent of 6 ECTS must be completed		6
Diploma Seminar MG	SE	2
TEACHING PRACTICE IN SCHOOL 4 ECTS		
DIPLOMA THESIS 30 ECTS		

ℵ The mode of teaching can be chosen

℞ Course with a limited number of participants (see point 4.1)

⊕ Max. 5 students per trainer, determined by the school schedule

⊗ No compensation: All courses which are simultaneously offered in the BE/MG programs where the number of ECTS is not compensated for in the BE/WE or BE/TG courses, must be adequately covered in terms of content.

TRANSFER REQUIREMENTS

See § 124 UG 2002 and appendix.