

Private University College of Teacher Education – Augustinum

Curriculum
Higher Education in Jenaplan Pedagogy
Teacher Training

Resolution of the curricular commission: 20.05.2019
Enactment by the university college faculty: 20.05.2019
Approval by the rectorate: 20.05.2019

Effective start of the course of studies: 1 October 2019
ECTS Credits: 15

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1 General information

1.1 Date of the decision of the curricular commission

20.05.2019

1.2 Date of the issuance (decision) by the university college

20.05.2019

1.3 Date of approval by the Rectorate

20.05.2019

1.4 Extent and duration of the course of studies

Extent: 15 ECTS credits

Length: 2 semesters

Maximum duration of studies: 4 semesters

2 Qualification profile

2.1 Concrete degree course objectives regarding the Private University College of Teacher Education's Responsibilities

The course of studies aims for the competence of arguing for the historical genesis of Jenaplan pedagogy within the framework of progressive pedagogical traditions in terms of school policy for current school challenges. In order to do this, the fundamentals of current education research and basic theoretical and methodological/didactic knowledge of Jenaplan pedagogy should be at one's disposal and can be verifiably implemented in practice. Participants should be able to implement active student-oriented school development processes according to Peter Petersen's concept in conformity with the challenges of current legal reform guidelines.

2.2 Qualifications/Authorizations achieved upon completion of the course of studies

Graduates of the teaching training course for Jenaplan pedagogy are qualified to instruct in all appropriate school types, develop school life and lessons according to the principles of Jenaplan pedagogy, and to structure up-to-date lessons according to Peter Petersen's teachings. Consequently, they are capable of contributing to inclusive, child-appropriate school development in an active manner.

2.3 Need and relevance of this course of study for the labor market (employability)

The teacher training course, through its formalized qualification profile, complies with the Styrian Regional School Board's expectations of the creation of the primary school of the future as

stated in the Styrian Regional School Board's position paper "Gemeinsame Vorstellungen der Volksschule der Zukunft." This was developed in collaboration with the University College of Teacher Education Styria and the Private University College of Teacher Education – Diocese Graz-Seckau on behalf of the Styrian Regional School Board in March 2017. (https://www.lsr-stmk.gv.at/de/Documents/Positionspapier_Volksschule_der_Zukunft.pdf)

Furthermore, there are qualifying foci for participating educators in the educational plan of this teacher training program, which are codified in Part I of the School Law Amendment Act (*Schulrechtsänderungsgesetz*) (BGBl I No. 56/2016). These are, namely, the expansion of opportunities for "school autonomous" decisions in the area of assessment forms and the expansion of opportunities for "school autonomous" decisions in the area of school and lesson organization.

The teacher training course supports the pedagogical professionalization of educators in fulfillment of the formalized educational goals of the Austrian curriculum for all school types for the individual advancement of every child.

The Jenaplan teacher training course offer will take place on one occasion at the Private University College of Teacher Education – Diocese Graz-Seckau and will be in demand by teachers from other federal states.

2.4 Expected learning outcomes/competences

Graduates of the Jenaplan pedagogy teacher training course are familiar with the educational principles of Jenaplan pedagogy's open concept and, building upon this, can contribute to up-to-date, child-oriented school development appropriate to its location.

Graduates possess basic knowledge about the latest findings of fundamental educational research which significantly influence the learning and individual personal development of every child and which should guide the responsible interaction of every educator. Participants can integrate the fundamental principles of Jenaplan pedagogy and apply these to the development of a Jenaplan-oriented learning and living community.

2.5 Designation of the perception of cooperation obligations in the creation of the curriculum (Section 10 HG 2005)

The present curriculum is oriented towards international models (cf. 2.6.), which are accepted and recognized by the respective education authorities in the Federal Republic of Germany as well as the Netherlands. The Styrian Regional School Board appreciates the Jenaplan pedagogy initiatives of the Private University College of Teacher Education – Diocese Graz-Seckau as well as this pedagogical curricular development and regularly sends representatives to Jenaplan pedagogy events at the Private University College of Teacher Education – Diocese Graz-Seckau. In addition, the position paper of the Styrian Regional School Board "Gemeinsame Vorstellungen der Volksschule der Zukunft" was taken into account in the creation of the curriculum.

2.6 Statement of curricular comparability with the curricula of identical courses of study and justification of possible discrepancies

The qualifications to be acquired are oriented towards internationally comparable degrees, such as the degree from the Jenaplan Association of the Netherlands as well as the degree criteria of the Society of Jenaplan Pedagogy in Germany.

3 Admission requirements

The requirements for the participation of teachers is a completed education degree as well as, in accordance with Section 52f Paragraph 2 HG 2005, active employment.

4 Note on the sequence criteria prescribed by the Rectorate in the curriculum

Within the group of applicants that meet the admittance requirements, the date of registration for the teacher training course determines whether one receives a place. In the event that there are insufficient places for the number of applicants and thus some cannot be admitted, applicants with a completed education degree and multiple years of practical experience in primary or secondary education will be given priority in admission (regulation of the Rectorate from 25.06.2018).

5 Module overview

5.1 Module overview – complete overview

The key and abbreviation index can be found in Appendix A, descriptions of course types can be found in Appendix B. For the conceptualization of the curriculum, the planned size of 15 units per semester week was used.

Module TTC		Module Type	Weekly Semester Hours	ECTS Credits	Semester
Abbreviation/Description of the Module					
JP 1	Jenaplan Pedagogy According to Peter Petersen	CM/BM	6	6	1
JP 2	Jenaplan Pedagogy in Practice	CM/BM	6	6	2
JP 3	Jenaplan Pedagogy in Personal Implementation	CM/BM	1	3	2
Total:			13	15	
Overall Total:			13	15	

5.2 Module overview including courses

Module 1: Jenaplan – Pedagogy According to Peter Petersen								
Sem	Abbreviation	Course/Title	CRS	PP	Subject Area	WSH	Amount of Independent Study	ECTS Credits
1	JP01	Background of Educational Science and Progressive Education	SE	PI	BWG	2	27,5	2
1	JP02	Basic Principles of Jenaplan Pedagogy	SE	PI	BWG	2	27,5	2
1	JP03	Fundamental Forms of Education in Jenaplan Pedagogy	SE	PI	FD	2	27,5	2
						6		6

Module 2: Jenaplan - Pedagogy in Practice								
Sem	Abbreviation	Course/Title	CRS	PP	Subject Area	WSH	Amount of Independent Study	ECTS Credits
2	JP04	Helping Shape School Development	SE	PI	BWG	2	27,5	2
2	JP05	Performance Culture	SE	PI	BWG	2	27,5	2
2	JP06	World Orientation	SE	PI	FD	2	27,5	2
						6		6

Module 2: Jenaplan – Pedagogy in Personal Implementation								
Sem	Abbreviation	Course/Title	CRS	PP	Subject Area	WSH	Amount of Independent Study	ECTS Credits
2	JP07	Planning, Implementation, Reflection, Documentation, and Presentation of a Work Phase According to P. Petersen	SE	NPI	BWG	1	64	3
						1		3

6 Module descriptions

Abbreviation/Module Name: JP_1 / Jenaplan Pedagogy According to Peter Petersen		
Module Level: TTC Module Type: CM/BM		
WSH: 6	ECTS-C: 6	Semester: 1
Admission requirements: None		
<p>Preamble</p> <p>Participants should learn to understand Jenaplan Pedagogy as an “open basic model“ for school development. Individual conceptual elements should be recognized as valuable for the entire educational mission and can be interpreted in a pedagogical and methodological-didactic manner. Gaining a perspective of “myself, the child, and ourselves as a collective” in relation to the school is a primary focus. The value of Jenaplan Pedagogy in national and international school development should be connected to present school challenges, Austrian legislation and local circumstances.</p> <p>Content</p> <p><u>Background of Educational Science and Progressive Education</u></p> <ul style="list-style-type: none"> • Historical development of progressive education demands • Jenaplan pedagogy’s place in progressive educational and current pedagogical developments • Structural comparison of different progressive education concepts with Jenaplan pedagogy • Contemporary connections and the developmental history of Jenaplan pedagogy • The life of Peter Petersen and its basic assumptions • Specific fundamental concepts of P. Petersen’s pedagogical theory (education, instruction, school life, community, the individual, personality. . .) and their embeddedness in the foundations of current educational science • Foundations of the educational psychology • Competence-oriented instruction vs. knowledge-oriented instruction • Changed childhood and its importance for learners • CLIL (Content and Language Integrated Learning) and Jenaplan pedagogy <p><u>Planning of Project Work</u></p> <ul style="list-style-type: none"> • Academic work <p><u>Basic Principles of Jenaplan Pedagogy</u></p>		

- Basic principles of Jenaplan pedagogy
- School quality in Jenaplan pedagogy
- School as a place of habitation – comprehensive model of the child, surroundings, society
- Importance of the learning environment for world-oriented and independent learning
- Life-relatedness of content and methods
- The concept of “natural learning”
- Principle of the core group and its importance for social groups
- Rhythmization of learning, the principle of the weekly plan
- The room as the “third teacher“
- Designing weekly plans based on different examples: the relationship between group lessons or, more specifically, core/course lessons
- Social studies and science lessons and their importance to “world orientation“
- Observations in the partner school

Basic Educational Forms of Jenaplan Pedagogy

- Importance of basic educational forms (work, discussion, play, celebration) for children’s holistic development
- Forms of work based on didactic and social aspects (free learning, weekly planning work, project work, exercise forms...)
- Learning independently and by discovery and experimentation...
- Form and function of working materials
- Forms of play in schools (learning games, puppet shows, staged play, role play...)
- Forms of discussion (guided discussion vs. open discussion, partner and group discussions, debate...)
- Forms of celebrations (arranged by educators, by students, school celebrations, group celebrations...)
- Importance and function of the circle (celebration, report, reflection, reading, discussion...)
- Observations in the partner school
- Special social forms of school life (godparents, the helper system, correspondence, experts in class...)
- Teaching and learning organization for learning and physically impaired children

Learning Outcomes/Competences

Students who complete this module...

- know various progressive pedagogical concepts and can evaluate these in an educationally scientific manner according to structural elements;
- can name the collective intention of Jenaplan pedagogy along with other progressive educational endeavors and debate present school challenges;

- have fundamental theoretical and practical knowledge regarding Jenaplan pedagogy at their disposal;
- can understand the societal tasks of the basic principles and transfer these into the Austrian school system;
- can name the different functions and important points of the four basic educational forms and implement these in topical lessons in a meaningful way;
- can add partial claims of Petersen’s theory of instruction to a pedagogical whole and reflect on their overall importance to the humanities;
- can reflect on the status quo of their own pedagogical actions and critically examine the expectations of Jenaplan pedagogy;
- can argue why Jenaplan pedagogy is important for an inclusive school based on current fundamentals in educational science and law;
- can use the CLIL concept within the Jenaplan concept;

Teaching and Learning Methods

In accordance with the statements and information of the course profile of individual courses

Proof of Performance

Continuous assessment

Assignments will be given in courses as ongoing work

Language

Working language: German

Courses

Sem	Ab- brevi- ation	Course/Title	CRS	PP	Subject Area	DN	WSH	Amount of Inde- pendent Study	ECT S-C
1	JP01	Background of Education Science and Progressive Pedagogy	SE	PI	BWG	25	2	27,5	2
1	JP02	Basic Principles of Jenaplan Pedagogy	SE	PI	BWG	25	2	27,5	2
1	JP03	Basic Forms of Education	SE	PI	FD	25	2	27,5	2

Abbreviation/Module Name: JP_2/ Jenaplan Pedagogy According to Peter Petersen		
Module Level: TTC Module Type: CM/BM		
WSH: 6	ECTS-C: 6	Semester: 2
Admission Requirements: None		
<p>Preamble</p> <p>The participants should acquire competences for their own practical implementation of the Jenaplan pedagogical concept. For this purpose, the theoretical fundamentals should be internalized and linked with practical, personally-feasible organizational options. The concept of performance is illuminated in a child-friendly, educationally appropriate, and legally compliant manner. The participants' repertoire of actions regarding Jenaplan pedagogy is to be thereby significantly expanded.</p> <p>Content</p> <p><u>Contributing to School Development</u></p> <ul style="list-style-type: none"> • SQA-criteria and their implementation in Jenaplan schools • International features of quality and basic principles as building blocks for school development • Personnel, teaching and organizational development at a Jenaplan-oriented school • Short-term, medium-term and long-term pedagogical school development strategies for a Jenaplan-oriented school • Team development and team work within a faculty • Evaluation tools for student and parent work • The Jenaplan school as the initiator of democratic education • Jenaplan pedagogy as a component of current school development locally • International comparison of school profiles of Jenaplan-oriented schools • Observation in a Jenaplan school <p><u>Performance Culture</u></p> <ul style="list-style-type: none"> • The term "achievement" and its stigma; culture of achievement vs. achievement cult • Forms of innovative performance tools • Performance philosophy in Jenaplan pedagogy (subjective and objective reports, letters to the core group) • Profiles of students' strengths and weaknesses • Development of mind-maps of goals that conform to the curriculum • Proof of student competences 		

- Personalized learning environment

World Orientation

- School of “real questions” (P.P.)
- Concept of the “educational situation”
- Project-oriented work according to interest-oriented didactics,
- Finding topics in accordance with the curriculum in terms of a lived world orientation and the necessary development of “educational situations,”
- Pedagogical principles of lived Jenaplan pedagogy (peace education, environmental education ...)
- Training methods for the realization of Jenaplan structural elements
- Inclusive, child-oriented support of interests for world orientation
- Working with parents in a Jenaplan school

Learning Outcomes/Competences

Students who complete this module ...

- can efficiently use the basic forms of education in their multifaceted functions (development, exchange, reflection, presentation ...) in a topic-oriented manner and for gains in learning and design them accordingly;
- can initiate pedagogical stimuli or situations for the “honest open question” according to P. Petersen’s ideas;
- are able to offer a technical explanation that differentiates between the “teaching situation” and the “pedagogical situation” based on Petersen;
- know a wide spectrum of forms of training methods to expand students’ work strategies;
- are able to form curricular requirements into interdisciplinary questions in order to fulfill the mandate of a versatile world orientation for children;
- meet the requirements of a performance culture regarding child-oriented strengths and individual acceptance of weaknesses in the educational field;
- can design individualized pedagogical forms of performance assessment for one’s own process-oriented lesson structure and thus foster pupils to the greatest extent possible;
- know about student feedback tools and how to use them in appropriate situations;
- can actively initiate Jenaplan-oriented school development processes;
- can design medium-term development organizational charts for a Jenaplan-oriented school;
- can deal critically with different school profiles based on criteria and reflect on their educational value;

Teaching and Learning Methods

In accordance with the details and information in the course profiles of the individual courses

Proof of Performance

Continuous assessment

Assignments will be given in courses as ongoing work

Language									
Working language: German									
Courses									
Sem	Ab- brevi- ation	Course/Title	CRS	PP	Subject Area	DN	WSH	Amount of Inde- pendent Study	ECT S-C
2.	JP04	Contributing to School Development	SE	PI	BWG	25	2	27,5	2
2.	JP05	Performance Culture	SE	PI	BWG	25	2	27,5	2
2.	JP06	World Orientation	SE	PI	FD	25	2	27,5	2

Abbreviation/Module Name: JP_3/ Jenaplan – Pedagogical Implementation		
Module Level: TTC Module Type: CM/BM		
WSH: 1	ECTS-C: 3	Semester: 2
Admission Requirements: JP_1		
<p>Preamble</p> <p>Students demonstrate the competence to be able to live the holistic open concept of Jenaplan pedagogy according to the required structural elements over a medium-term period. Participants should be able to start or continue Jenaplan-oriented lesson development at their own school and at the same time to contribute to student-oriented school development.</p> <p>Content</p> <ul style="list-style-type: none"> • Planning, implementation, documentation, reflection and presentation of a medium-term Jenaplan pedagogical work phase at a school as per Peter Petersen 		
<p>Learning Outcomes/Competences</p> <p>Students that complete this module ...</p> <ul style="list-style-type: none"> • demonstrate the planning and implementation competences of a topical work with all structural elements of Jenaplan pedagogy; • can implement a holistic topic from the compulsory school curriculum in accordance with the Jenaplan in its core and course phases; • can create alternative performance tools appropriate for the school grade in the context of the project's topic; • can implement and reflect on the Jenaplan concept holistically and appropriately for the school grade or in a heterogeneous group; 		
<p>Teaching and Learning Methods</p> <p>In accordance with the details and information in the course profiles of the individual courses</p>		
<p>Proof of Performance</p> <p><i>Non-continuous assessment</i></p> <p>Thesis project in the amount of a 63-hour workload</p>		

Language									
Working language: German									
Courses									
Sem	Ab- brevi- ation	Course/Title	CRS	PP	Subject Area	DN	WSH	Amount of Inde- pendent Study	ECT S-C
2	JP07	Planning, Implementation, Reflection, Documentation, Presentation of a Work Phase According to P. Petersen	SE	NPI	BWG	25	1	64	3

7 Examination regulations

Section 1 Applicability

These examination regulations apply to the teacher training course for *Jenaplan pedagogy*.

Section 2 Obligation to inform

For the instructors responsible for the courses in question, students are to be properly informed of the objectives, content and methods of their course as well as the content, methods, assessment criteria, and assessment standards of the course before the beginning of each semester.

Section 3 Type and scope of examinations and assignments related to research and the occupational area

1. Assessment of the courses within a module

1.1. The successful completion of a module takes place through the examinations in individual courses within a module.

1.2. In the module descriptions, it should be made clear whether a course will be assessed via continuous or non-continuous assessment. More specific information regarding the type and scope of student achievement are to be provided in the respective course description and the course instructors are to share this information with students at the beginning of the course.

1.3. All necessary achievement requirements for courses or modules are to be completed as close as possible to the course dates in which the relevant content is addressed, at the latest by end of the semester following the end of the course. Should student achievement requirements not be met by the end of the following semester of study for the module, students must take a current, similar course or current, similar module.

2. Assessment of pedagogical practical studies

See Section 10 of the examination regulations

3. Assessment of the thesis

See Section 15 of the examination regulations

Section 4 Appointment of examiners

1. Exams for individual courses will be conducted by the respective course instructors.

2. The examination committee for commissional exams collectively consists of at least three examiners that are appointed by the responsible governing body of study affairs.

3. Each member of the examination committee has one vote on the grade in the decision-making process. Decisions will be reached by the voting majority. Abstention from voting is not allowed.
4. In the event that an examiner is prevented in the longer term from taking part, the responsible governing body for student affairs is to determine an appropriately qualified replacement..
5. According to Section 63 (1) Z 12 HG 2005 as amended, students have the right to make proposals regarding the examiners, which are to be taken into consideration. In the case of a second repetition of an examination or the repetition of an internship designated in the curriculum within the framework of pedagogical practical studies, the application for a specific examiner from the university-college of education for admission to the course in which the exam is to be taken is in any case to be complied with, provided that he or she is authorized to hold the examination.

Section 5 Examination registration requirements and registration procedures

Students must register for examinations within the appropriate time limit in accordance with the organizational requirements and, if they are unable to do so, also to de-register within the appropriate time limit.

Section 6 Examination and assessment methods

1. In the case of courses that are not continuously assessed, the examination takes place in a single examination act following the end of the course. According to Section 42a Paragraph 4 HG 2005 as amended, examination dates are to be scheduled for the beginning, middle and end of the following semester in any event.
2. In the case of continuously assessed courses, the examination does not take place through a selective examination process, but rather on the basis of written, oral and/or practical contributions from the students.
3. Tests can take place in various forms, e.g., written, oral, practical, electronic.
4. For students with a disability, according to Section 3 of the Federal Equal Opportunities for People with Disabilities Act, Federal Law Gazette I No. 82/2005, are to be granted upon request different examination methods that take the form of disability into account, according to Section 42 Paragraph 11 and Section 63 Paragraph 1 Item 11 HG 2005 as amended, whereby evidence of the partial competencies to be met must be guaranteed.

Section 7 General assessment criteria

1. The requirements of the curriculum are the basis for performance assessment .
2. In the case of courses with mandatory attendance, the percentages of attendance determined by the college apply in relation to the course units effectively offered. If the required attendance is not reached, this counts as a cancellation of the examination and the examination is to be assessed negatively.

3. Pedagogical practical studies require 100% attendance.
4. If unauthorized aids are used during examinations or if the rules of good scientific practice are violated by plagiarism or other pretense of academic achievements and this is discovered before an assessment, the examiner has the responsibility in particular to document and secure evidence by means of a note in the file and to assess the test negatively. The examiners must report negative assessments due to plagiarism or falsification of academic achievements to the body responsible for student affairs.
5. Positive results of examinations or other evidence of achievement are to be assessed with "very good" (1), "good" (2), "satisfactory" (3), "adequate" (4); negative results are to be assessed with "unsatisfactory" (5). Interim assessments are not permitted. When using the five-point scale for assessing student achievement, the following achievement categories apply as a general rule:
 - “Very good” is to be assessed as student performance which fulfills the requirements described to a degree that goes far beyond the essentials and presents independent, adequate solutions.
 - A “good” assessment is student performance which meets the requirements described above and goes beyond the essentials and at least offers independent solutions.
 - A “satisfactory” assessment is student performance that fully meets the requirements described in the essential areas.
 - An "adequate" assessment is student performance which largely meets the requirements described in the essential areas.
 - Student performance that does not meet the requirements for an assessment with “adequate” is to be assessed as “unsatisfactory.”
6. If this form of assessment is impossible or impractical, positive assessment must be “successfully completed”, the negative assessment “not completed successfully”. This must be anchored in the respective module description of the curriculum.
 - The assessment “successfully completed” is assigned if the requirements described are at least met or exceeded in the essential areas.
 - The assessment “not successfully completed” is assigned if student performance does not meet the requirements for an assessment with “successfully completed.”
7. According to Section 43 (3) HG 2005 as amended, examinations that consist of several subjects or parts can only be positively assessed if every subject or part was assessed positively.

Section 8 Filing and certifying examinations

1. All assessments must be certified in writing to the student upon request in accordance with Section 46 of the HG.
2. Pursuant to Section 44 (5) of the HG 2005 as amended, the student is to be allowed to inspect the assessment documents and the examination protocols upon request if he or she

requests this within six months of the announcement of the assessment. Students are entitled to make photocopies of these documents with the exception of multiple-choice questions including the respective answer options.

Section 9 Student introductory and orientation phase

Not applicable.

Section 10 Practical school studies

Not applicable.

Section 11 Study-related assignments

Study-related assignments are assignments which are allocated to multiple modules and document not only the learning process but also competence acquisition in this module's sequence (for example, portfolios, project work, research).

Section 12 Repetition of examinations

1. According to Section 43a Paragraph 1 HG 2005, as amended, students are entitled to repeat positively assessed examinations once up to twelve months after taking them, but no later than once until the completion of the relevant course of studies. The positively assessed exam becomes null and void when the repeat exam is taken. This also applies to the internships designated in the curriculum of the teacher education degree programs within the framework of pedagogical practical studies.

2. In the event of a negative assessment of an examination or other student achievement with "unsatisfactory" or "not completed successfully," the student is entitled to a total of three repetitions, whereby the last examination must take place before a committee, in accordance with Section 43a Paragraph 3 HG 2005 as amended, if the test is carried out in the form of a single test process. Upon the request of the student, this also applies to the second repetition. According to Section 59 Paragraph 1 Z 3 HG 2005 as amended, admission to the course of studies expires if the student was assessed negatively on the final exam repetition.

3. An examination commission must include at least three people. At the last permissible repetition of an examination, there is an additional member of the examination committee from the body responsible for student affairs and this person must serve as chairperson for the proceedings. If the examination committee does not come to a decision on the assessment of a course or a subject, the assessments proposed by the members must be added up, the result of the addition divided by the number of committee members, and, if the result is greater than x.5, the result rounded up and, if less, rounded down.

4. According to Section 43a Paragraph 4 HG 2005 as amended, students are entitled to repeat internships designated in the curriculum within the framework of pedagogical practical studies

if the assessment is negative. In the event of repeated negative assessments, a second repetition can be provided to avoid special hardship cases if the negative assessment of the repetition is due to special circumstances that are not the fault of the student.

5. All attempts at the same examination at the same university-college of education and for jointly submitted studies at the participating educational institutions are to be counted towards the number of admissible exam attempts. Sections 43a Paragraph 2 and 59 Paragraph 1 Z 3 HG 2005 as amended.

6. If the candidate does not take the exam, the exam is not to be assessed and not counted towards the number of exam attempts. The start of the examination is considered to be when the candidate has appeared for the examination and has taken note of the first question related to the subject matter of the examination.

7. For examinations that are carried out in a single examination process, students are entitled to cancel their registration no later than 48 hours prior to the examination time. If the end of the cancellation period falls on a Saturday, Sunday or public holiday, registration can be canceled until 12:00 on the previous work day.

Section 13 Legal protection and annulment of examinations

1. With regard to legal protection during examinations, Section 44 HG 2005 applies.
2. With regard to the annulment of examinations, Section 45 HG 2005 applies.

Section 14 Expiration of admission

According to Section 61 Paragraph 1 Z 6 HG 2005, admission to the exceptional degree expires if the specified maximum duration of studies is exceeded, see General information about the degree, 1.4.

Section 15 Theses

Thesis Project

1. Students are to choose a topic for a praxis-related project that is based on the overall intention of the training. The thesis project is to include the planning and implementation of the project, documentation of the planning and implementation, and a written reflection. The course of the project and its results are to be presented with media support in the form of a presentation.
2. The prerequisite for the topic agreement of the thesis project is the positive completion of the module JP_1.
3. The topic of the respective thesis project must be agreed with an instructor of the Jenaplan pedagogy course of studies.
4. The agreed-upon topic, signed by the supervisor, is to be submitted by the student to the body responsible for student affairs and must be approved by the director of studies.

5. The director of studies is to announce the dates for the submission of the thesis in consultation with the body responsible for student affairs. The director of studies is to offer at least one date for project submissions per semester.

6. The thesis project is assessed with a written report, which is to be created by a colleague from the team responsible for the course of studies.

Section 16 Completion of the course of studies

1. The course of studies is successfully completed when all modules have been assessed positively and the requirements specified in Section 15 have been met.

2. Completion of the university course is confirmed with a certificate for the course of studies which shows the completed modules and ECTS credits.

8 Entry into force and any transitional provisions

This ordinance comes into force after its publication in the bulletin of Private University-College of Teacher Education – Diocese Graz-Seckau.

9 Appendix

A List of abbreviations

AM: Advanced Module

BM: Basic Module

ca: continuous assessment

CM: Compulsory Module

CRS: Course

DN: Division Number

ECTS-C: European Credit Transfer and Accumulation System - Credits

EM: Elective Module

LEC: Lecture

nca: non-continuous assessment

PC: Practical Course

PJ: Project

PP: Proof of Performance

PPS: Practical Pedagogical Studies

PR: Praxis

SA: Subject Area

SD: Subject Didactics

SE: Seminar

Sem: Semester

SS: Specialist Sciences

TTC: Teacher Training Course

UL: University Law

WSH: Weekly Semester Hours

B Description of course types

Lectures (LEC) introduce the content and/or theories and/or methods of a subject or subsections within a subject. They enable orientation and the development of fundamental academic knowledge and are usually carried out as a lecture (series). However, the ability to dispose of the declarative and procedural knowledge presented (via subject-specific and interdisciplinary skills) is ensured by accompanying tasks. Lectures can also be offered virtually.

Seminars (SE) serve the academic examination of the content and methods of a subject or subsections within a subject in collective experience and application-oriented development. The lecturers select content/topics that require a moderate level of complexity to process. The aim is to build up and expand competencies for recording and solving technical, practical and didactic or occupation-related tasks. Forms of learning that are used include, for example, literature-related research or other forms of subject-specific research, development of one's own questions, presentation of the results appropriate to the subject and media - including critical reflection and discussion. Work on topics can be done independently as well as in teams or in projects. Seminars can be offered virtually if the communication and cooperation of those involved are guaranteed by appropriate offers (electronic platforms, chat, e-mail, etc.).

Practical courses (PC) enable the acquisition and deepening of skills and abilities through independent work. Practical courses promote competence acquisition in the practical and professional goals directed by a course of study. The overarching goal is to build up basic competences for recording and solving scientific and/or occupation-related tasks.

Lectures with practical courses (LEPC) combine a lecture component with seminar forms or guided independent work by students. The lecture parts take place in large groups, while the group is divided into sections during the practical courses.

Working groups (WG) serve to work together on specific issues with the help of methods and techniques of research-based learning. The deepening of content (from lectures and seminars) takes place on the basis of overarching and/or application-oriented tasks. These are small (often self-organized) groups of students. The acquisition of skills also focuses on academic and professional collaboration.

Internships (INT) focus on (co)work and testing in job-specific fields. The development of action and social skills as well as the ability to self-regulate occupy a large role. In addition to the guided assumption of tasks in a work context, internships include the preparation of and reflection on work tasks to be completed. Events accompanying the internships introduce the occupational and action areas with their specific tasks, questions and challenges, establish connections to subject-didactic and educational knowledge and methods, and support evaluation and self-reflection.

Excursions (EX) contribute to the illustration and deepening of course content/topics by integrating external learning locations and are prepared and accompanied by follow-up work during the course.