

# Curriculum

for the continuing education course

## Global Citizenship Education

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## Global Citizenship Education

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## **1. Preface**

Title of the continuing education course: "Global Citizenship Education"

## **2. Objectives, target groups, course locations, basic principles of the course**

### **2.1 Objectives**

The beginning of the 21<sup>st</sup> century is marked by profound societal changes as well as rapid social change. The complexity of the world has increased exponentially, and political, economic and sociocultural developments can at present only be analyzed and understood in a global context.

The globally networked world is an inevitable reality and makes great demands on individual orientation efforts. These include, for instance, orientation in a world of highly diverse values and lifestyles, the ability to liaise in a positive way with people of diverse cultural backgrounds and with equally diverse values, the ability to respond appropriately to new quality requirements and flexibility demands in a changing world of work, being mindful of the ecological and social consequences of consumerism, making appropriate political decisions or even estimating the implications of deciding not to act at all. All of these require political individuals who think globally – global citizens, in other words.

The context of a globalized world also makes demands on pedagogic thought and action and requires a new understanding of education that goes beyond the teaching of factual knowledge. The educational concept of global learning, which should be an interdisciplinary consideration across all areas of teaching, centers on an increasing growth of complexity and development towards a global society. As described in the Global Learning Strategy (Strategie Globales Lernen), the core purpose of contemporary education is to enable (young) individuals to understand these complex developments and to reflect critically on them. Amidst all of the confusion and external forces ruling our lives, it is crucial to interpret economic, social, political and cultural processes as malleable developments and to recognize possibilities of social participation, and active shaping of and shared responsibility in global society.

Teachers therefore require specific competences and instruments so that they, as multipliers, may offer support for (young) people and society. In response to these new challenges, this course offers comprehensive continuing education for teacher trainers and other multipliers: civic education, global learning, intercultural learning and peace education merge into one integrative concept. The course strives to enhance the perception and understanding of globally networked processes and global perspectives, as well as competences that facilitate independent judgment. In this way, it constitutes an indispensable contribution to contemporary general education.

It is the very combination of civic education, global learning, intercultural learning and peace education that constitutes the new and unique feature of this course. The course participants will develop specialist knowledge and didactic competences that allow them to create teaching and learning processes revolving around civic education, global learning, intercultural learning and peace education and gain essential qualifications that allow them to plan, implement and document curricula and curricular research.

The course has the following objectives:

- participants reflect on their own role as political individuals and gain in-depth knowledge about globally networked processes of globalization and worldwide developments and can analyze “key questions” of the present time in their global context
- participants critically investigate social change as well as its resulting (new) challenges for education
- participants gain specialized knowledge about the conceptual groundwork of “Global Citizenship Education”, which integrates civic education, global learning, intercultural learning and peace education, and familiarize themselves with current theoretical discourse in these fields of study
- participants explore relevant global questions from the different perspectives of the different disciplines and pedagogical concepts; through this they get to know interdisciplinary approaches
- participants hone the competences that are necessary for contemporary cosmopolitan (political) education: basic expertise (Sachkompetenz), competence of judgment (Urteilskompetenz), competence to act (Handlungskompetenz) and methodological competence (Methodenkompetenz)
- participants research and document the implementation of competence-oriented civic education, global learning, intercultural learning and peace education in their own practical work
- participants establish a network in order to exchange their research findings and experiences and can thereby act sustainably as multipliers for civic education, global learning, intercultural learning and peace education, particularly in their respective educational institutions

## **2.2 Target groups**

The course is targeted at professionals who are conceptually or practically involved in the training (and continuing education) of teachers. In keeping with a “train the trainer” program, this crucial group of multipliers will be given an understanding of cosmopolitan civic education with a focus on *Global Citizenship Education*. The course is also open to teachers of all school types and levels in German-speaking regions, as well as to participants from the areas of adult education, politics, (public) administration, media and society (social issues), who are multipliers in these areas.

## **2.3.**

Courses will be held in various Austrian educational facilities.

## **2.4. Basic principles of the course**

The course is based on the following principles:

- The core contents of the course modules are scientifically sound and offer insight into current and international academic discourse. Hence the program offers a theory-based advanced training in *Global Citizenship Education*.
- The course offers interdisciplinary approaches and thereby fosters the development of networked thinking and the ability to cope with complexity.
- The course is based on blended learning and combines classroom teaching with online modules.
- The course serves the consolidation and reinforcement of social competences required for competence-oriented teaching, i.e. it fosters the implementation of acquired competences of civic education in the everyday understanding of political matters.
- The program organizers create an environment that fosters the development of educational processes and skills, and in which the participants reflect on their experiences. They are able to systematically reflect their own teaching practices and integrate the required paradigm shift in their professional stance.

## **3. Organization and duration of the course**

### **3.1 Organization of the course**

The course is organized on a modular basis, with an even balance between theoretical and practice-oriented components. Courses are taught in German but some specialized texts are provided in their original English version. The participants acquire expertise based on the latest research findings. Members of staff of the Center for Peace Research and Peace Education and the CPD-Cluster as well as the cooperation-partners KommEnt and the Carinthian teacher training college (Pädagogische Hochschule Kärnten) vouch for the didactic quality of the program:

- time-proven organization of the Klagenfurt course: continuous support and mentoring by a permanent team, selected experts, module-based setup, combination of theory and practice, action research
- decades of international experience of the leadership and team members
- state of the art theory
- case studies, field research and educational trips
- competence orientation
- blended learning: intensive phases of classroom teaching, an e-learning platform, virtual conferences and personal mentoring

### 3.2. Duration of the course and classes

The course modules:

The entire course is both extra-occupational and blocked, and lasts for a total of six semesters. It includes four compulsory seminars, two working group sessions, an educational trip and six blended

Modules		Sem ester	Contents	Mode of teaching	Teaching units	ECTS
1	Civic education in a global world	1	Introduction - Democracy and Globalization (power, violence, peace) - Global Citizenship Education	Seminar 1	48	6
				Study group	32	4
				e-learning/blended learning	24	3
				Reflective Paper 1	16	2
2	Concepts and methods of Global Citizenship Education	2	Consolidation - terms, concepts: cosmopolitanism vs. ethnocentrism - culture of peace vs. clash of civilizations - conflict theories and practical conflict work - methods of Global Citizenship Education	Seminar 2	48	6
				e-learning/blended learning	24	3
3	Global conflicts	3	Educational trip: case study of global conflict	Educational trip	64	8
				e-learning/blended learning	24	3
				Reflective Paper 2	16	2
4	Global Citizenship Education – development of competences and their transfer into practice	4	Consolidation and taking stock - competences in Global Citizenship Education - discussion of final papers - review and outlook	Study group	32	4
				Seminar 3	48	6
				e-learning/blended learning	24	3
				Final Paper	80	10
5	Academic work	5	Content-related input for the Master's Thesis Topics Writing coaching	Seminar 4	64	8
				e-learning/blended learning	24	3
6	Master's Thesis	6	Writing a practice-oriented and scientifically based research paper on a topic relevant to the program	e-learning/blended learning (Master's Thesis)	32	4
				Master's Thesis	120	15
<b>Total</b>					<b>720</b>	<b>90</b>

learning sessions. It comprises 90 ECTS credits including the master's thesis.

## **4. Admission requirements and entrance procedures**

### **4.1 Admission requirements**

One of the following is required:

- (1) teacher training degree from a teacher training college, university of education, university or equivalent institution abroad
- (2) equivalent university degree
- (3) other equivalent qualifications can only be recognized in combination with a minimum of five years of practical teaching experience

The admission application (letter of motivation) must be submitted in writing with all the documents required for admission. In accordance with § 70 Section 1 Universities Act, candidates must apply for participation in the course as non-degree students. Admission applications for this course must be submitted to the Alps-Adriatic University (Alpen-Adria Universität) of Klagenfurt.

Applicants are admitted on fulfilling all the formal requirements and based on the quality of their written application.

Fulfilling the given admission requirements does not automatically grant the right of admission to the course. Decisions about admission to the course are made exclusively by the course management.

### **4.2 Entrance procedures**

The applications for admission to the course are submitted to the admissions board. The admissions board consists of the course director and two members of the teaching staff. The application documents are examined, evaluated and assessed by the scientific board.

### **4.3 Credit transfer**

The course management is entitled to credit previous academic achievements to the amount of 20 ECTS. Further education and training in the areas of civic education, global learning, conflict transformation, peace education, intercultural learning, human rights education and the like are eligible as relevant previous academic achievements. Graduates of the continuing education course Citizenship Education (Klagenfurt-Krems) will receive 50 ECTS worth of credit. In order to receive credit, relevant documents that allow evaluation and assessment of previous academic achievements must be submitted to the course management.

The scientific board then decides whether credit will be given for previous academic achievements.

## **5. Examination regulations**

### **5.1. Requirements for successful completion**

The following achievements are required in order to complete the course successfully:

- successful completion of all prescribed courses; missed courses can be compensated up to a maximum of 25% and require a written contribution of adequate length
- a pass grade on the two reflective papers and the final paper
- a pass grade on the master's thesis
- a pass grade on the oral board examination

### **5.2. Master's thesis**

In order to complete the course successfully, participants are required to write an academic paper in the form of a master's thesis. The master's thesis is a practice-oriented research paper that deals with a topic relevant to the course. At the end of the course, participants defend the core content of their thesis and are assessed by the examination board. The assessment is included in the diploma.

### **5.3 Final board examination**

The course concludes with an oral final examination before an examination board. This examination allows for the assessment of participants' skills in the core areas of the course and the defense of the content of their master's thesis. The contents of the examination are determined by the scientific board and comprise all modules from all subject areas of the course.

### **5.4 Admission requirements for the oral board examination**

The admission requirements for the final oral board examination include a pass mark in all modules, the approval of the master's thesis and a minimum classroom attendance of 75%.

### **5.5 Examination board**

The final examination is held before a constitutive board. The course management appoints the board, which consists of the course director and two members of the teaching staff.

The respective examination board must comply with the examination regulations. The examination board makes decisions about examination results by means of a simple majority.

## **5.6 Assessment of examinations**

All examination assessments are conducted with reference to a five-point grading scale (in accordance with § 73 Section 1 Universities Act), as are the master's thesis and the presentation and defense of the latter.

In addition to assessments of the written papers, an overall grade is to be awarded in the final board examination, in accordance with § 73 Section 3 Universities Act. The latter must read "pass" ("bestanden") if every partial examination was passed successfully. Otherwise it must read "fail" ("nicht bestanden"). The overall grade must read "passed with distinction" ("mit Auszeichnung bestanden") if none of the partial examinations was graded below "good" ("gut") and at least half of the subjects were graded "excellent" ("sehr gut").

## **6. Graduation and diploma**

Participation in the course and successful completion of the required written papers as well as the final examination are stated in a diploma. Graduates of the course who complete it with a positive overall assessment are awarded the academic degree "Master of Arts (Global Citizenship Education)", abbreviated as "MA (Global Citizenship Education)", which is given after the participant's name in accordance with § 88 Section 2 Universities Act.

## **7. Monitoring/Evaluation**

The evaluation of a continuing education course at Klagenfurt University must be carried out in compliance with the regulations of the university statute, Part B § 23. The program is subject to evaluation throughout its duration. Evaluation tools are adapted for all courses and phases of self-directed learning. The insights obtained are analyzed and fed back into the continuous course design. The intended specialist publication will also include a contribution on the evaluation of the course. The course managers have sufficient experience to carry out self-evaluation. In addition, it is also intended that there will be an external evaluation.

## **8. Scientific board and overall responsibility**

For the scientific board and overall responsibility, the Alps-Adriatic University (Alpen-Adria Universität) of Klagenfurt designates a course director with a subject-relevant *venia docendi*. The designation must be carried out in compliance with the regulations of the university statute or according to internally determined guidelines of the university. Thus, the scientific board is held by the Alps-Adriatic University (Alpen-Adria Universität) of Klagenfurt. The scientific board is responsible for the content-related focus, the structure of the program, the recruitment and appointment of teaching staff and the regular evaluation and both the academic/content-related and didactic development of the course program. The appointment of teaching staff must be carried out in compliance with the regulations of the university statute or according to university-internal guidelines. Finally, the scientific board is also responsible for the economic implementation of the program.