Module handbook

for the course of study (Bachelor of Arts)

Cultural Studies, Knowledgemanagement, Logistics: Cultural Engineering

Otto-von-Guericke-University Magdeburg

BACHELOR cultural engineering

KULTURWISSENSCHAFT • WISSENSMANAGEMENT • LOGISTIK

Survey of curriculum of KWL: cultural engineering

The curriculum for achieving a degree in cultural engineering is designed to combine the discipline of social studies with that of engineering. The study modules comprise the three core disciplines of cultural studies (K), Knowledge Management (W) and logistics (L) as well as subsidiary modules in the fields of: economics of education, business information technology and law. The content of the course of study is broadened by specific training modules and by a variety of additional compulsory modules and optional subjects, which are designed to develop and expand personal skills and competencies. The core part of the degree consists of project units, which take place in cooperation with businesses and public institutions. In these units, students will have the opportunity to test their acquired knowledge in real-life situations. They will work independently and under supervision in these project units. This supervised internship is not only mandatory but might also point the way ahead for the student's final thesis.

Hence, the structure of the curriculum does not only include units taken from the three core disciplines (cultural studies, Knowledge Management, logistics) but also includes subsidiary modules such as the economics of education, business information technology and law as well as project units and training units. This cross-disciplinary approach ensures that both students and teachers develop a relatively broad perspective on the subject.

The core disciplines of cultural engineering offer a unique qualification through their combination of business, cultural study and social sciences with logistical knowledge and ability.

Cultural studies combine the description, analysis and interpretation of cultural sign systems – "self-spun tissues of meaning" (Clifford Geertz) with the compilation and gathering of data using qualitative methods of social research. Students will learn to consider, contextualise, research and explore various sources by combining different methods. They will begin to consider the paradoxes in a modern culture and society and examine the cultural fields of *action* and *symbol* for patterns of cultural orientation. Great importance is attached to the transfer of theoretical and methodological knowledge to fields of action. Also, the process of decision-making and the actual planning, execution and leadership of projects in different cultural, social and economic fields is vital to the subject of KWL.

Knowledge Management is not just a management tool or a modern way of structuring a company or business around its most important resource – namely the intellectual capital of its workers; it is also relevant for human resource management and for the mediation between interfaces and gateways within an organisation as well as between different organisations and businesses. Communication and learning processes, clarification of difficult situations, strategy development and evaluation are also parts of Knowledge Management.

Logistics and its processes occur in all areas of economy and service industry. As a whole, logistics comprise the preparation, planning, steering, leadership and management of achievement processes. Logistics develop complex fields of action and decision, which affect both strategic concepts of the organisation and the cooperation of service industry businesses as well as the application of different approaches to human resource management, technical equipment and financial resources.

In addition to these core disciplines, **subsidiary modules** such as economics of education, business information technology and the basics of law are offered. These subsidiary modules will enable the cultural engineer to evaluate relevant economic and legal discourses in the fields of economics, culture and administration in order to solve complex tasks of gateway management in these particular fields of work.

The module **economics of education** is a means to develop basic skills in issues of micro- and macroeconomics within the general context of society. Students will learn about aspects of organisational leadership and about perspectives on business organisation. The **business information technology** module is dedicated to key technologies and fundamental systems for the organisation of complex integrative business systems. Practical steps in integrated information processing are taken with the help of case studies. Their application to research and development, sales and distribution/sales and marketing, purchase and buying departments as well as logistics is then tested. The module **law** aims at developing students' understanding of law and questions of jurisprudence. The module tries to communicate the fundamentals of the legal system. Students will work on relevant case studies.

A cross-disciplinary **project module** (2nd to 5th semester and also in the 8th semester) focuses on complex real-life tasks, normally in cooperation with partners in economy and administration. Students work on this project module nearly independently. Supervision, orientation and support is provided by teachers.

Important aspects of the overall content of the subject are **training modules** designed to develop personal competencies. These modules connect studies, professional development and character formation and try to answer questions on an individual basis. The training units from semester 1 to semester 5 provide opportunities for self-exploration and for the development of practical skills. They encourage professional development and reflexion on associated personal development. The processing and reflection tasks are compulsory if students are to complete the module.

Students are encouraged to use the 6th or 7th semester as a **foreign language and profiling semester**. It should preferably be spent abroad. Students can earn half of the required credits through classes and language studies. The other half will be attained in compulsory modules, which will also help to improve the students' range of competencies by shaping their profile and their knowledge in a given subject.

The **internship module** in semester 6 or 7 supports the students in gaining access to certain fields of study and/or work. It should lead to a concrete and specific field of action with its own problems and research questions. It is desirable – and indeed recommended – that students reflect on the practical experience gained during the internship to develop the hypothesis for their final thesis. The internship is structured and organised in agreement with the responsible teacher and professor. The experiences and jobs are described in a final report that will also provide the basis for a final evaluation and assessment of the student's performance.

From semester 1 to semester 8 students will choose independently from a variety of **compulsory modules**. These classes have a cross-disciplinary and application-oriented focus and are designed to teach the basics and a general theoretical and methodological knowledge. Students selecting their study modules are advised to keep a close link to cultural engineering (i.e.: cultural studies, Knowledge Management and logistics, and the minor disciplines: economics of education, business information technology and law).

Among the fields of study mentioned above, there are mandatory units where students are able to gain credit points. 240 credits all in all are required based on the European Credit Transfer System (ETCS). As a rule, students must earn a minimum of 30 credits per semester. Teachers and professors award the credit points, which depend individually on the requirements for a certain module and the different tasks a student is given. Thus the student's **evaluation**, assessment and credit total will vary in accordance with the module requirements and the given tasks. In each one of these units, the students will be required to document and present everything they do and to file their results in the form of a portfolio. These portfolios form an important part of the student's evaluation, grading and assessment. They may contain theoretical presentation and reflection, documentation from the internship period, scientific homework, essays, analysis of individual tasks, learning diaries, exams, presen-

tation, concept papers, protocols and minutes. In addition, students of cultural engineering are usually required to keep a logbook of tasks and requirements which they have worked on and accomplished together with details of those they will seek to accomplish in the future.

An **synopsis of the various curriculum choices** of this degree as well as the required credit volume is detailed in the following chart. Furthermore, the project and training modules, the core disciplines and subsidiary subjects and modules are described in more detail as follows:

Semester	Project modules ∑ 31	Training modules ∑ 22	Cultural Studies ∑ 24	Knowledge Management ∑ 22	Logistics ∑ 20	Education of Economics ∑ 12	Business Information Technology ∑ 12	Elective subjects ∑ 15
1		**T 1** 10 Mental training/Techniques of self-clarification 4 Working techniques 2 Project Management 2 Introduction to Semiotics and Discourse Analysis 2	**K 1** 6 Analysis and understanding of an encompassable cultural symbolic field		**L 1** 4 Describing and communicating the world of Logistics – World of Logistics	**ÖB 1.1** 3 Introduction to perspectives in economics: Propadeuticum in economics (VWL)	**WI 1.1** 3 Introduction to business information technology (lecture/exercise)	**WB 1** 4 Compulsory module
2	**P 1** 6 Spaces: how to read, conquer and expand spaces	**T 2** 5 Methods of data capture and evaluation 4 Training in moderation 1	**K 2** 4 Research on motives in cultural studies and in the analysis of needs	**W 1** 5 The definition and analysis of tasks of knowledge management in organisations/ plumbing the potential of the usage of knowledge in organisations	**L 2** 4 Identifying, describing and evaluating elementary logistic processes – Elements of Logistics	**ÖB 1.2** 3 Introduction to perspectives in economics: Propadeuticum in business studies (BWL)	**WI 1.2** 3 Introduction to business information technology (case studies)	
3	**P 2** 6 Spaces in relation to each other: Understanding, shifting and expanding city spaces	**T 3** 3 Rhetorics 1 Training in presentation 1 Balancing of competences 1	**K 3** 5 Development, contextualisation and mediation of a complex cultural field: processes of transformation and the multi-dimensionality of urban spaces	**W 2** 6 Identification of knowledge-relevant structures and situations in organisations - Developing starting-points for ideal usage of knowledge	**L 3** 4 Statistical registration and evaluation of logistic processes – Quantitative analysis in Logistics	**ÖB 2.1** 3 In-depth examination of selected economic fields of action: Fundamental principles of business studies (BWL)	**WI 2.1** 3 Extension of selected fields of action in business information technology: Computer-based knowledge management	
	Intermediate Examination							
4	**P 3** 6 Setting and event: conception, construction and validation of space and its scenic qualities	**T 4** 1 Module of vocational and professional development 1	**K 4** 4 Development and analysis of significant contents, theories and forms of symbolic commentary on the present (popular culture)	**W 3** 5 Reading and quantitative interpretation of the social structure of organisations/developing reconstructive options for different organisational types	**L 4** 4 Systemic analysis of the world of logistics – Qualitative analysis in Logistics	**ÖB 2.2** 0-6[1)] In-depth examination of selected economic fields of action: Compulsory module	**WI 2.2** 6-0[1)] Extension of selected fields of action in business information technology: Compulsory module	**Law** 4 Development of a basic comprehension of law; Introduction to public law and law of contracts
5	**P 4** 6 Settings as multidimensional tasks: Reconstruction, analysis and organisation	**T 5** 3 Application training 2 Balancing of competences 1	**K 5** 5 Development & analysis of hidden and traditional patterns of cultural orientation (cultural memory)	**W 4** 6 Formation and evaluation: Planning of action and development of strategies for processes of change in organisations and organisational networks.	**L 5** 4 Compulsory logistics module			**WB 2** 6 Compulsory module
6	**Internship Module** 30							
7	**Foreign Term** 30							
8	**P 5** 7 Compulsory project module		**Combined Studies KWL** 6					**WB 3** 5 Compulsory module
	Final thesis and colloquium 12							

Abbreviations:

P	Project
T	Training
K	Cultural Studies
W	Knowledge Management
L	Logistics
ÖB	Education of Economics
WI	Business Information Technology
Law	Law
WB	Compulsory module
TN	pass, no grade given

[1)] Depending on individual interests you may choose a 0 CP-course for ÖB 2.2 and a 6 CP-course for WI 2.2 or vice versa so that the total of 12 CP for each module (s. above) is the average sum.

Project module

In the sequence of project modules, which begins in semester 2, there is always a conceptual element which is characterised by input from theoretical elements and processes on the one hand; on the other hand, there are related tasks of development and organisation that clarify what can be accomplished through these theoretical achievements and what still needs explanation, development and research. The following individual descriptions of the various modules detail the links between competencies and tasks and the project modules. There is an implicit rise in the difficulty level of these modules. Initially, single spaces and space ensembles are discussed. Later, students must analyse and optimise spaces in all possible synchronic and diachronic arrangements (e.g. in cities and their stories) and microstructures. A further complicating step adds the dimension of time and event / the experience of space to the consideration of the arrangement of space and microstructures.

The development and processing of the project module contributes to the student projects. There is a flow of knowledge from the project module into the respective project work and students will come to appreciate that these modules will help them to produce better explanations, concepts and suggestions for optimising processes.

The teaching components of these projects consist predominantly of the evaluation of literature on the theory of space and the joint development of links to potential future projects. In addition, advice concerning contents and strategies will be given to project groups.

Students will be assessed via their portfolios in which they have to set out their work on the specific project exercise. In these portfolios, students will attempt to embed this exercise in a discursive coherence and to design plans to bring projects to success. The portfolios will also include a brief report detailing the processes and providing an evaluation of the success and benefits of the project.

Module P 1: Spaces: how to read, conquer and expand spaces

Project modules try to ensure that students do not have to wait until the end of their studies – or indeed even until later – before they have an opportunity to put theory into practice. The aim of the project modules is to ensure that students are putting theory into practice from the outset of their course and indeed throughout it. In addition, the curriculum systematically builds up content as well as a development of systematic learning. The project modules are organised firstly by category and secondly according to their increasing complexity: from single spaces to spaces in connection with each other and further to spaces in relation to space and time/events and tasks of multidimensional settings. The concept of space and the tasks for compilation and space organisation are broad enough to permit the initiation of varied concrete and challenging projects for years to come. While the main focus is on learning from examples, the category of space, the construction and building of settings for the organisation of space and its improvement may also be regarded as major parts of the KWL – curriculum.

The practical side of the project units is examined in a special way through the perspective of society as this fulfils one of the main goals of cultural studies: Science which intervenes and is orientated on application and usage in practice. Thus the core project units (P 2 & P 3) focus on intervention and participating in the conquering and accompaniment of transformation processes in relation to "shrinking cities" (especially in relation to the new Federal States in Germany). This results in the majority of projects being worked on with partners outside university. Partners might come from economy, business, culture, town planning and development.

Through these projects the teachers and professors try to encourage students to undertake increased responsibility and to pursue and develop their own ideas. Consequently, some projects will take more

than just one semester but they will not continue for more than 2 semesters. Students keep a credit book throughout the project and this is agreed with and checked by the relevant teacher. The benefit of this is two-sided: it provides for the development of theoretical and methodological knowledge of a given subject area of a project as well as for the development of concepts for presentations, organisation and plans for the execution of all the practical elements of a project. As the semesters pass, the cross-disciplinary knowledge of theory and methodology of this study programme will be synthesised and applied to the project tasks. A requirements specification manual (‚Lastenheft') is created by the students at the end of the project module (P 4+ P 5) and this will demonstrate the integration and application of cultural studies, Knowledge Management, logistics and economics.

The first project unit is predominantly structured along phenomenological and conceptual lines. It is designed to teach students how to read, design and order spaces. Different theoretical approaches to space from areas such as phenomenology, sociology, and architecture are worked up and used to facilitate the incorporation of reading, conquering and organisation of single spaces (e.g. living rooms and spaces, places and squares, garages, train-stations, parks, playgrounds, spaces for learning facilities) in the project tasks. Project-management and chairmanship skills (from T 1 and T 2) will be applied here.

Educational goals and content of module P 1:	**Teaching, learning and examination**
Development of analytical concepts for the analysis and reading of spaces based on different theories of space: phenomenological viewpoint (Schmitz) sociological viewpoint (Löw) pedagogic viewpoint (Bollnow) space-organisational viewpoint (Hillebrand)	Joint development of a compact, theoretical knowledge basis
Analysis of the field of action of single spaces and the diagnosis of gaps in the leeway of clarification and arrangements.	Discussion on theory project work in supervised groups (reading and organisation of self selected spaces)
	Final module requirement for credit attainment: Portfolio and presentation of the single space analysis

Module P 2: Spaces in relation to each other: Understanding, shifting and expanding city spaces

After the focus on single spaces during the first module, the second project module concentrates on spaces – particularly urban spaces – in relation to each other. The exercises on „shrinking cities" (Kil) and "in-between-cities" (Zwischenstädte) require a problem-solving approach. Alongside the development of a general foundation of knowledge concerning the compilation, analysis and diagnosis of spaces and "in-between cities" (mainly in the surrounding area but also in the Ruhr Basin with excursions abroad), a qualitative and quantitative survey is carried out in order to compile data on the usage, shifting and expansion of „in-between-spaces“ and „in-between-cities". One aim of this study programme is to teach students to develop and strengthen their strategies of acquisition of extra-university partners which either take part in the productive transformation of city spaces or are motivated to do so.

Educational goals and content of module P 2:	**Teaching, learning and examination:**
Development of various different sciencifical-theoretical perspectives of spaces using the example of the city development of the Potsdamer Platz (Potsdam Square)	Construction of a differentiation-matrix (Potsdamer Platz) individual works, joint development of a knowledge map of the different strategies of the uses of the "in-between-city"
Decoding and usage of "in-between cities" by means of: Lynch's orientation concept Sievert's „in-between-city“ analysis Strategies of the „collage-city" Opportunities of the „virtual city“	
Empirical data collection, field research, census, survey or public consultation of usage, shifting and expansion of spaces in the city of Magdeburg and surrounding region	Working on concepts in project groups
	Final module requirement for credit attainment: - Presentation of the project group results (concepts of „in-between“ spaces and their usage) - Portfolio

Module P 3: Setting and event

The third project module adds the dimension of time to that of space. These dimensions should now be placed in a dimension of event and experience. The project has the practical and interventionist goal of planning town-events and carrying them out with the aid of extra-university partners. This encourages interaction with the city with the purpose of orientation, optimisation, usage and changed usage of city spaces. Students try to achieve this in individual projects. The results and evaluations of these projects will be presented at conferences, workshops or exhibitions.

The conceptual planning and the organisation of such an event require a very broad subject spectrum: scene-setting techniques, organisation management, incorporation and mediation of external partners and so on. Hence students will learn that all of these are also relevant job skills for cultural engineers.

Educational goals and contents of unit P 3:	**Teaching, learning and examination:**
Development of a concept which creates and establishes opportunities to experience, present and occupy urban space in new ways (the creation of settings)	
Planning of events with the following dimensions: concept of space construction of space occupation of space experience of space staging productions and presentation of space (based on theories on staging productions and on presentation and performance by Schulze Bittner, Wirth et al.)	Project management in connection with an urban event
Organisation of a cross-disciplinary town conference in cooperation with external partners. Organisation of events (organisation of activities) / PR (public relation)	Group and team work on the conception and organisation of city projects, city events and workshops
	Final module requirement for credit attainment: - Results and protocols on the discussions and workshops of the conference - Project-portfolio

Module P 4: Settings as multidimensional tasks: Reconstruction, analysis and organisation

The fourth Project Module should: (1) lead to a summary of tasks of space-setting and the related competencies; (2) formulate criteria that are relevant for subsequent tasks, emerging out of unit P 3 in particular but also from other projects and modules dealing with spaces (e.g. in P 1 and P 2 and also involving contributions from partners outside the university).

In particular, this module provides students with the prerequisites to distinguish between the different explicit and implicit dimensions of cultural studies, Knowledge Management, logistics, economics as well as business information technology and law. It also allows them to recognise and name the part they play in specific problem-solving strategies and solution development in relation to the application to project tasks. The format for this representation of cross-disciplinary tools is the so-called ‚Lastenheft' (delineation) – a manual of requirement specifications. This format was chosen and adapted from logistics for the representation of solution criteria and conditions, which have been/are still to be fulfilled.

Educational goals and contents of module P 4:	**Teaching, learning and examination:**
Evaluation of the congress and student self-evaluation	analysis of questionnaires and discussions in the plenum etc.
Framing and experimenting with a manual of requirements specifications (‚Lastenheft')	Discussions in the plenum: a first compilation of criteria
Completion of the manual of requirements specifications to clarify the criteria of settings exercises in the following dimensions: cultural studies Knowledge Management logistics economics of education business information technology law	
	Final module requirement for credit attainment: - Manual of requirements specifications (for one's own project from the conference and for a further, unfamiliar one from P 1 or P 2)

Module P 5: Compulsory project module

Here students have the opportunity to extend their project-work in individual areas and especially the ones that correspond with their qualification profile e.g. with a focus on the issue of organisational and logistical questions.

OVERVIEW: Project module

Project module	Objectives, competencies and skills	Semester	Module requirement	SWS[1]	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
Project Module in general	- Organisation and realisation of society relevant projects with reference to real life projects, real partners and tasks outside the university. - Coping with an increasing amount of complexity and responsibility concerning the dimension of space and time in project tasks. - Developing strategies of intervention and participation in order to optimize the private and public spaces. - Synthesising and application of specific theoretical and methodological knowledge of cultural studies, Knowledge Management, logistics and economics and business studies.	2-5; 8						German
P 1: Spaces: how to read, conquer and expand spaces (based mainly on concepts)	- Devising and framing a concept of perception, reading, and analysis of space phenomena and space acquisition using selected (phenomenological, sociological, architectural) spaces and theories of space - Developing a sense of holistic, integral or integrated approaches to readings of spaces	2 (+3)	Basics and fundamentals of knowledge the circle of action and field of action for one particular space (project) a space defining binder including space analysis (portfolio)	4	124	6 (180 h)	Prof. Dr. Renate Girmes Prof. Dr. Dr. Dietrich Ziems Dr. Elke Glistau Dr. Thomas Düllo	German

1 The “sws” (hours per week for a course during the semester) gives you the information of an average time of attendance at one unit, in which the calculation is usually based on 14sws (hours of time). Increasing the hours i.e. the time of presence does not mean that the time of self learning periods of students is reduced in any coherent way

Project module	Objectives, competencies and skills	Semester	Module requirement	SWS[1]	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
P 2: Spaces in relation to each other: understanding, shifting and expanding city spaces (mainly in practice)	- Developing various (scientific-theoretical) perspectives on spaces - Qualitative and quantitative methods and means of enquiry and approaches to statistics, survey or census of usage. - Shifting, changing and expanding spaces (e.g "In-between cities") - Developing strategies to identify and work with partners outside the university.	3 (+4)	Comparison matrix for models of space analysis, interviews, questionnaires, presentation (binder) – portfolio	4	124	6 (180 h)	see P 1	German
P 3: Setting and event Concept of space Construction of space Occupation of spaces Experiencing spaces Presentation of spaces (mainly practical)	- Expansion of space relations by adding the dimension of time: event and setting dimension of spaces, concept and realisation of a big event in the setting of urban spaces (cross-disciplinary congress, workshops, presentation of spaces etc.)	4 (+5)	Project binder – portfolio, concept papers, checklists for events, protocols, pr – public relation work, workshop scenarios	4	124	6 (180 h)	see P 1	German
P 4 : Settings as a multidimensional task, its reconstruction, diagnosis/analysis, presentation and organisation (based mainly on concepts)	- Conclusion, final report and feedback on multi-dimensional and cross-disciplinary space setting tasks already tackled. - Devising and framing a requirement specification manual, a delineation (Lastenheft) to formulate specific standard conditions and detailed contract requirements and state criteria that will have to be met and fulfilled regarding the dimensions of social studies, Knowledge Management, logistics and economics/business studies	5	Specification manual	2	124	6 (180 h)	see P 1	German
P 5: Compulsory project module Recommendation: logistics in settings	- The required modules (and electives) provide an opportunity to go further in to depth and study more specific details that go in direction and correspond with the qualification profile.	8		2	154	7 (210 h)	see P 1	German
Total:				16		31		

Training module

Training modules accompany the entire duration of a course of study. They support students' learning processes by clarifying styles of learning, perspectives on the study programme, students' own perspectives on learning, working methods, by putting everything into a methodological order and reflecting on one's own actions. Moreover, they also function as a means of vocational preparation and help finding one's vocational direction.

The main part is the first training unit that comprises different sub-units. It is divided into smaller parts, which function and serve as a means of introduction to the subject of Cultural Engineering. The module represents the core of the academic approach of cultural engineering by stating explicitly how the module deals with academic, scientific and social questions. The module explains and illustrates which attitudes and perspectives are relevant and are asked of the students in order for them to be able to deal with and cover the broad spectrum of topics. The following training modules are meant to inspire students and help them in their development, their techniques and styles of presentation. They also support the reflection upon the development of personality and profession during the whole course of study.

Students and their performances and achievements will be evaluated and assessed by a documentation of their projects and the tasks they are working on, or the duties and responsibilities they have taken on. Marks and grades will not be given to ensure the clarifying and stabilising effects of the training unit for the student's development.

Module T 1: Definition of self-image, definition of tasks and organisation of tools

This very extensive module and complex training unit works as an initiation within the course of study: its all-day events provide students with opportunities to get to know each other and to experience working in groups and teams. Topics are, for instance, mental programmes of students and their possible origins, concepts of learning and understanding as well as concepts of society and the world of science. The latter will be supported by literature on the philosophy of science (Bruno Latour). Science will also be considered as a tool. Elements of this tool will be taught, exercised and practised in supplementary parts of module T 2.

In these training modules, students work a lot in groups and will be asked to present group results in front of each other. They will also practice gather and document results and learn specific duties and responsibilities. They will be asked to document their exercises in individual portfolios – a technique that will be used later on as a point of reference for the students' evaluation and assessment.

The collective results of training module T 1 are knowledge maps comprising the entire study curriculum. The maps ensue an awareness of the respective level of work and of the development of perspectives. The individual results are the portfolio as well as the formulation of individual goals which students resolve to achieve in the following semester.

Module T 2: Data compilation and methods of analysis/ presentation training

This module is about stocking up the tool-box i.e. it is about theoretical and exemplary examination of quantitative methods of empirical social science and about qualitative approaches to needs analysis.

The introduction to techniques of presentation also systematises and organises the experiences already made. The introduction contains instructions for exercises concerning techniques of presentation and it serves as a stimulus to further work in this field. This element is expressly intended to pass on qualifications that are essential in the working world. It will also encourage students to act confidently in the projects carried out with partners outside the university. Marks for this module will be achieved through active participation and completion of the exercises.

Module T 3: Training of speech and presentations – feedback report on competencies

Since students are repeatedly asked to speak in front of groups and to present the results of their work, the development of reflective, strategic and practical knowledge about speech, voice, its usage and changes in intonation is significant. This should be supported by the thoughtful usage of rhetoric devices and techniques during presentations in a given situation. The results of this training can be experienced throughout the whole course of study and during projects with external partners.

The feedback reports on competencies mainly focus on the realisation of the respective level of achievements in relation to his/her studies and the interaction between the exercises and projects and his/her own personal identity. The objectives of semester 1 can be connected to this focus. The objectives and the subsequent development are the topic of discussions amongst students which are supervised by the teacher or professor.

Module T 4: Module of vocational and professional development

This unit is based on material especially developed for it. Students will work through this material in order to achieve a more precise idea of their competencies and interests. They will work on understanding job offers and the alignment of the individual profiles which they have worked up with the given tasks within a society (e.g.: as described in job offers).

Module T 5: Training of job interviews/ feedback (reports) on competencies

The training of job interviews is about linking one's individual profile of knowledge and interests developed in the course of module T 4 to be able to formulate coherent and meaningful application documents. The employment office will run the main part of this course. Furthermore, another integral part of this unit is the mental preparation for job interviews as well as having the opportunity to experiment with and learns more about self-presentation and different strategies that can be used in various interview situations.

As preparation for the internship, a new round examination of the expected and attained levels of work in relation to the course of study should be formulated. The documented work and information will be relevant to the course book – the manual of requirements specification as explained in unit P 4. This will form the foundation for the individual talks between students and professors at the conclusion of their studies and will give a survey of the students' achievements and performances. It will also function as an opportunity of an initial discussion of the final paper.

OVERVIEW: Training module

Training module	Objectives, competencies and skills	Semester	Module requirement	SWS	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
T 1 Mental training, techniques and methods of self-explanation & self-definition, working techniques, semiotic picture and text analysis	Structure a toolbox, to solve the tasks of T 1 and to reflect the general conditions of decisions of methods. First tools: qualitative and quantitative methods of exaltations; semiotic picture and text analysis; argue and prove in a scientific way; reflexion of own learn-history and construction of ist own competence review by using different technics (e.g. mental programms; self reflection, memory work)	1 + 2	Portfolio, presentation, memory work, excerpts, short homework's, smaller quantitative compilation and ascertainment of data information and statistics	8	188	10 (300 h)	Prof. Dr. Girmes Dr. Thomas Düllo Prof. Dr. Gudrun Goes Dr. Ingrid Osten assistant professor or lecturer	German
T 2 approaches to (empirical) data compilation and analysis methods / chairmanship training	Upgrading the toolbox: theoretical and practical tasks by using quantitative methods of empirical data compilation; introduction to technics of moderation and presentation		Empirical studies on examples	2 1	92 16	4 (120 h) 1 (30 h)	assistant professor or lecturer	German
T 3 speech and presentation training, feedback (report) on competencies and skills	Development of reflective, strategic and practical knowledge about speech, voice, its usage and changes in intonation; thoughtful usage of rhetoric devices and techniques during presentations in a given situation. Feedback reports on competencies mainly focus on the realisation of the respective level of achievements in relation to his/her studies and the interaction between the exercises and projects and his/her own personal identity.		Credits as proof of individual exercises	2 6 Std.	32 24	2 (60 h) 1 (30 h)	assistant professor or lecturer Dr. Thomas Düllo/ Prof. Dr. Renate Girmes	German

T 4 Vocational training and professional development	Achieve a more precise idea of competencies and interests of the students; work on understanding job offers and the alignment of the individual profiles		Working on, editing, processing and adapting the work or course book	14 Std.	16	1 (30 h)	assistant professor or lecturer	German
T 5 Application training competency reporting procedures – feedback on competencies and skills	Using individual profile of knowledge and interests to be able to formulate coherent and meaningful application documents; mental preparation for job interviews; leraning of self-presentation and different strategies that can be used in various interview situations Individual talks between students and professors at the conclusion of their studies to give a survey of the students' achievements and performances.	5	Compilation of applications & candidacy papers, and documentation of training advice	2 6 Std.	32 24	2 (60 h) 1 (30 h)	assistant professor or guest lecturer: specialised staff and personnel, qualified employees of the federal employment office or agency Dr. Thomas Düllo/ Prof. Dr. Renate Girmes	German
Total:				16,85		22		

Modules on cultural studies

In principle, the objectives of the module on the subject KWL – cultural engineering define the structural outline of the module on cultural studies. It is not primarily a philological, sociological or anthropological approach to cultural studies that defines the goal of this education. KWL is rather an application-oriented approach to cultural study. It enables students to build and develop a framework of categories that describe and explain the cultural field and to stack up their methodological toolbox by gathering additional tools for diagnosis, analysis, interpretation, change and involvement in cultural practices along the way. "Application-oriented" and getting close to practical experience in this respect have two meanings: 1. Understanding culture as a „lived experience" (Stuart Hall) and that acts as a user, supporter and interpreter of intelligent cultural experiences" (sensu de Certeau's "the art of action" and Bordieu's "Logic of practical experiences"). 2. The cross-disciplinary structure of the units requires the existence of connections and mediators for the students. The overall goal, the main objective of cultural studies is to be that kind of mediator between disciplines and mediators for the students. In both respects, cultural studies as a part of KWL try to be a mediator between formal and informal learning, between theoretical models of reality and practical experience and between contemporary trends and collective memory.

The decision about the contents of this application-oriented unit of cultural studies is primarily motivated by the need to build an analytical and conceptual framework with the help of texts on cultural theory by Bourdieu, Elias, Schulze and Geertz. With this kind of framework and background, students will develop an experimental approach towards a manageable cultural field of symbols and actions (e.g. the culture of food and eating) in K 1 and K 2 by scrutinizing, reviewing, and verifying tasks and responsibilities of observation and discernment (K 2: motivation research in cultural studies and analysis of needs. K 3: process of transformations and multidimensional perspectives on urban spaces; K 5: new forms of collective memory). In between these modules you also find (K 4:) developing of and experimenting with different perspectives on popular culture. Popular culture has become a distinct feature, a paradigmatic field of orientation and a field of symbolic documentation of time within our society. The difficulty level of tasks in K 4 and K 5 is increased since the patterns of culture that are to be observed here are hidden and less obvious.

Apart from module K 3 (semantics of cities/ discourse on cities) that has it's counterpart in project unit P 3 (project work in urban settings and spaces), all of the other units contain and comprise theoretical parts as well as parts that are meant to provide practical experience. This decision has been based on the belief that the acquisition of cultural competencies has to be involves the transfer processes of theoretical models and cultural practices. Acquisition of methodological knowledge and a repertoire of techniques of self-reflection will help students understand and reflect their own culture and socialisation. The wide range of requirements and credits is taking this intention into account: Analytical work and writing and understanding texts are important parts of this course as well as the self-reflective Memory Works, qualitative research, survey in teams and independent case studies.

Module K 1: Analysis and understanding of an encompassable cultural symbolic field

The first module of cultural studies has three functions: first of all to familiarise the students with the broad definition and flexible term but at the same time workable concept of culture (in the sense that cultural studies and the interpretative anthropology are using it). Secondly, to get to know the building blocks of a theoretically guided culture analysis that develops and defines a clear and overseeable symbolic field using the distinct categories of Bourdieu, Elias' theory of civilisation and Schulze's theory of milieu and event and his theory of setting).The analysis of function is to develop methodological tools and examine, research and even foresee or diagnose the changes and shifts in meaning within

the culture of eating and food with their help. On the one hand, this is taking place in the field of contemporary gastronomy, on the other hand in the history of food culture. Students will be using semiotic analysis to understand the meanings of the different foods and the culture of eating and food in literature).

The culture of eating, the culture of food is only one example for cultural practices. The analysis of the culture of living or reading etc. would also be possible. What is important and decisive is that students develop a sensibility for the relevance of the category of culture. It is of great importance that they learn and start to utilise the philosophy of culture as a means of explanation for cultural changes and processes within a given culture and society. To achieve that, students they already gather field experience and use a semiotic-qualitative approach in studying cultural facts during their first semester. The field study is based on methodological skills from K 1 (dense description, semiological methods of analysis) and T 1 (quantitative methods for the collection of data and qualitative “Lebensweltethnografie” (Habermas)).

Educational goals and content of module K 1:	**Teaching, learning and examination:**
Training of observation: eating in public spaces and places	Participating observation; protocols and essays
Semiologic interpretation: the message of food (Karmasin)	Developing a matrix of major dichotomies in the culture of eating
Eating and identity (Fellmann et al.)	Essays (reconstructing & retelling)
Differentiation and similarity: - The philosophy of distinction (Bourdieu) - The philosophy of civilisation (Elias) - The philosophy of "milieu and setting" (Schulze)	Essays (interpreting, arguing and discussing...)
The methodology of "dense description" (Geertz)	Transfer of methods: dense description of contemporary culture
Semantic work: shift, transfer and changes of meaning (sources in literature and history of culture)	Developing and raising questions, discussions
Small field study on the regional culture of food and eating (analysis of offers, the question of supply and demand)	Final module requirement for credit attainment: - Presentation of results (30 min.) and portfolio

Module K 2: Research on motives in cultural studies and in the analysis of needs

The second cultural sciences module is based on the theoretical framework of the first module and its goal is to teach methods and to prompt methodological reflection. This study program is also dealing with processes in the economy and different forms of organisation in the modules management of knowledge, logistics, economic education. It qualifies the majority of students for job assignments in the economy. Thus, the second unit in cultural studies (research on motives in cultural studies and the analysis of needs and demands) will link and draw a connection between the cultural and the economical science. As regarding content, the second unit mainly focuses on the analysis of microstructures of consumption and the relation of demand and supply of products. With regards to methods, it is about the development of descriptive tools for analysing products in the context of cultural studies on the one hand (in particular regarding commercials). On the other hand, it is about developing tools for interpreting motives and demands distorted by culture on the user's side (most important tool: the qualitative interview). The aim of this module is, amongst others, for the student to be able to examine the needs and behaviour of customers by using the analysis of motives.

Educational goals and content of module K 2:	**Teaching, learning and examination:**
Foundamental principles of the research on qualitative needs and motives (Flick et al.)	Exercises incorporating qualitative interviews (individual and group work)
Products as media (e.g.: advertising) – (Gries, S.J. Schmidt, Kloepfer/ Landbeck u.a.)	Exemplary analysis of advertisements (print media and TV); plenum; individual work
criteria in analysing products and motives - Consideration of context (Hall, Tomlinson, R. Winter, Lash, Johnson) - Vivacity/Authenticity (Lethen, Düllo) - Advertising/Communication (Gries, Schmidt, Shaker) - "The New" (Groys, Liebl) - practices of learning (Ruppert, Kohl, de Certeau)	Development of a methodological matrix on the collection of criteria (in examination of motives and products)
identification of needs (Düllo/ Schieleit/ Suhr)	
	Final module requirements for credit attainment: - Written examination and portfolio

Module K 3: Development, contextualisation and mediation of a complex cultural field: processes of transformation and the multi-dimensionality of urban spaces

The third module related to cultural studies is significantly more theoretical than the methodological second module. K 1 dealt with the micro and macro levels of transformational processes and the multi-dimensionality of urban spaces while P 3 features projects on relationships in urban space (particularly „in-between spaces“ and the „in-between cities“ (Sievert) in the region). The primary goal of K 3 may be defined as the acquaintance with and the testing of prominent and relevant key stones of an international discourse on cities: appreciation of towns – the perception of towns, mentality of towns and cartography of towns. In the third semester, more complex theoretical work and constant changes in perspective between the micro and macro levels of urban appearances are demanded.

In order to overcome the tried and tested forms of learning, of individual and group work and to counteract negative dynamic processes in groups, which often emerge in teams, this module will focus on pair-work. These teams of two will be designated by the seminar leader and should be on at a similar level. The exercise for these pairs will be primarily interactive in nature. This will encourage the involvement of other seminar participants through questions on the relevant dimensions of urban discourses.

Educational goals and content of module K 3:	**Teaching, learning and examination:**
Perception of the city: - Visual representations of cities (films on the city by Lang, Ruttman, Scorsese, Wenders, Scott)	Analysis of film sequences mediated by teams of two
The mentality of the city - Behavioural programme of "indifference" (Simmel) - Culture of difference (Senett)	Analysis of theoretical key stones of an international discourse on cities mediated by teams of two
Cartography of the city - The subject of the flaneur (Hessel, Benjamin, Krakauer, Auster, etc.) - walking as an art of acting (de Certeau) - Measurement of consumer spaces (Ronneberger, Hassenpflug, Rada)	(Continuation of this work form)
Planning o the city: - City planning and participation in relation to transformation: the problems of 'shrinking cities' (Berlin debate) - marketing strategies for the shrinking city (Meffert/ Ebert)	(Continuation of this work form)

Educational goals and content of module K 3:	Teaching, learning and examination:
	Final module requirements for credit attainment: - Module conclusion: written reflection on the interactive concept of teams of two - Written examination on selected questions about urban discourse

Module K 4: Development and analysis of significant contents, theories and forms of symbolic commentary on the present (Popular culture)

Between the third and the fifth cultural study module, there is a study unit which (1) deals with the theoretical approaches, theories and exemplary analyses of cultural studies – the paradigm of popular culture in particular – and (2) confronts participants with the cultural practices of their own environment through learning to analyse, how the cultural field of popular culture represents a ubiquitous form of present day culture in a reflective and exemplary manner. Students realise that they are part of an - often symbolic – commentary on the present time and that they create and shape it (which is the function of pop culture).

Concepts and analytical instruments of cultural studies are defined and tested, so the fourth module further enhances the students' toolbox. The underlying goal is to demonstrate that cultural studies can offer transferable categories on popular culture, which make it possible to describe the base structures of present day culture. The final examination of this module is a small individual case study from the field of popular culture which serves as a trial preparation for the final examination at the end of the course of study.

Educational goals and content of module K 4:	Teaching, learning and examination:
Cultural studies and popular culture (Bonz, Binas, Diederichsen, Lindner, Düllo, Fiske)	Joint development and individual testing of forms of reading popular culture via: - The development of a categorical basis of knowledge (which consists of different approaches and theories of cultural studies) - Individual case studies
Meaning of style (Hebdige, Willis)	(Continuation of this work form)
(Re)location: - "Coolness" as a behavioural model (Simmel, Poschardt u.a.) - Sampling, archiving (Baßler, Poschardt) - Masses and the collective body (Klein u.a.) - Interactive, cross-over movements (Lipsitz, Mayer) - The range of self-projection: scene (Klein, Werner)	(Continuation of this work form)
	Final module requirements for credit attainment: - Individual homework on a self-selected theme: cultural practices in popular culture

Module K 5: Development & analysis of hidden and traditional patterns of cultural orientation (cultural memory).

The fifth module is based on the knowledge (K 4 – symbolic orientation in the present) and completed areas (K 2: research on motives), which have been acquired up to this point in the pursuit of two challenging goals. 1. Students are encouraged to research in an archaeological manner (hidden and traditional patterns of cultural orientation). 2. Students should try to make a theoretical transfer: The trans-

fer theories of cultural memory (Assmann et al.) from distant past to recent past and from writing to audiovisual media. Instead of increasing the separation between communicative and collective memory, students should use case studies in order to find out how to generate closer links between the communicative and the collective memory for a younger media generation.

The concluding piece of work – approximately 20 pages of individual homework on a chosen topic – serves as a preparation for the final thesis and paper at the end of the course of study.

Educational goals and content of module K 5:	**Teaching, learning and examination:**
Exercises in researching cultural memory forms: - From the perspective of philosophy of culture (Assmann, Warburg et al.) - Perspectives of system-theory (Schmidt, Porath) - Neurological perspectives (Walzer, Schachter)	Developing a theoretical framework as a tool box (plenum work)
Collective memory and identity (Assmann et al.)	(Continuation)
Searching for traces (Schmidt, Benjamin et al.)	(Continuation)
Exemplary analysis of new forms of collective memory	Participants analyse given examples from advertising, sport-mythology, TV-series) Module requirements for credit attainment: - chosen, analytical example of a more recent, media-based form of collective memory (approx. 20 pages)

OVERVIEW: Cultural studies

Cultural studies module	Objectives, competencies and skills	Semester	Module requirement	SWS	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
K 1: Analysis and understanding of an encompassable cultural symbolic field	familiarise the broad definition, flexible term and workable concept of culture; develop methodological tools and examine, research and even foresee or diagnose the changes and shifts in meaning within the culture of eating and food	1	portfolio, short essaysfield study and presentation	2	152	6 (180 h)	Dr. Thomas Düllo Prof. Gudrun Goes	German
K 2: Research on motives in cultural studies and in the analysis of needs	teach methods and prompt methodological reflection; link and draw a connection between the cultural and the economical science; developing of descriptive tools for analysing products in the context of cultural studies; developing tools for interpreting motives and demands distorted by culture on the user's side	2	portfolio, written test	2	92	4 (120 h)	Dr. Thomas Düllo / Judith Lehmann	German
K 3: Development, contextualisation and mediation of a complex cultural field: processes of transformation and the multi-dimensionality of urban spaces	the acquaintance with and the testing of prominent and relevant key stones of an international discourse on cities: appreciation of towns – the perception of towns, mentality of towns and cartography of towns	3	portfolio, short essays term paper	2	122	5 (150 h)	Dr. Thomas Düllo / Arno Meteling	German
K 4: Development and analysis of significant contents, theories and forms of symbolic commentary on the present (Popular culture)	Development and proving types of reading of the popular culture through a) structure a categorize knowledge base of the cultural studies to assess and describe the pop-cultural b) realisation of a complex case study of popular culture.	4	case study & presentation	2	92	4 (120 h)	Dr. Thomas Düllo / Philip Wagemann	German
K 5: Development & analysis of hidden and traditional patterns of cultural orientation (cultural memory)	research in an archaeological manner (hidden and traditional patterns of cultural orientation); find out how to generate closer links between the communicative and the collective memory for a younger media generation	5	presentation and term paper	2	122	5 (150 h)	Dr. Thomas Düllo	German

Cultural studies module	Objectives, competencies and skills	Semester	Module requirement	SWS	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
Total				10		24		

Knowledge Management modules

The study modules, which can be combined in the headline 'Knowledge Management' start in the second semester. Like the project module, the theoretical elements of these study modules are linked to practical usage. Students are dependent on external partners who are prepared to work with them. Originally it was intended to include the complimentary theoretical and practical side in every module and that the module credits would be conditional on this. However, this met with some practical difficulties and so – as of summer semester 2004 – students can decide whether to combine or to separate the theoretical and practical elements of the module. This allows a better co-operation with the external partners. The five learning elements from semesters 2-6 may be combined into a 2+2 theoretical and practical format.

The concept of Knowledge Management as set out in this course of study is based on organisational theory and examines how conditions can be created which support the intelligent usage and generation of knowledge in an organisation. The core of this module is involvement with organisations and specifically with their respective levels, structures and usage and potential of knowledge. The optimisation of these elements forms the key goal of this module which thus approaches organisational development.

The task to which this module dedicates itself is the development and promotion of a specific organisational space – one which is most suited to the demands of knowledge-intensive organisations of today. The changing demands e.g.: the characteristics and possibilities of organisations and organisational collectives will be talked about. To get to understand the internal structure and the dynamic of organisations, a systematic approach will be taken (W 1).

On this basis, students should use their new understanding to read and interpret the real organisation. Using diagnostic skills, they should consider the different levels at which knowledge is used within an organisation. They should further consider how, and to what extent, this usage of knowledge and the generation of new knowledge can be perfected. Students' suggestions should be discussed with real organisations wherever possible and, if an organisation is willing to, these ideas should be translated into action in the context of the partner organisation (W 2). A second theoretical consideration focuses on the inner logic of different forms of organisations and aims to teach thinking in contexts while analysing organisations. The key concept in this regard is that of image – particularly how organisations can be supported to re-examine themselves and to modify details following careful consideration. Specifically, there may be a sense of a task-oriented 'value development' for the organisation where it leaves itself open to the possibilities of involving its workers – at least in the case of knowledge intensive organisations (W 3).

Consideration of and attempts to formulate theories come together to form a nascent subject area. This formulation seeks to name and to differentiate between different types of organisations as well as of different types of need and usage leads to different sorts of management tasks of knowledge (W 3 – second part). Once again, these theoretical efforts will be translated into practical knowledge by application to issues of organisational development in enterprises, administrative structures and organisational collectives etc. A project and, where possible, conceptual suggestions as concerning the guarantee of quality and the conceptual reconstruction should be carried out (W 4). Reflection on this practical element and attempts to structure it are the content of this last theoretical element (end of W 3.2). Credits will be gained here by the documentation of reception and usage of theoretical tools in portfolios and project folders about organisations.

Module W 1: The definition and analysis of tasks of Knowledge Management in organisations/ plumbing the potential of the usage of knowledge in organisations

1.1 Clarification of condition and development of tasks of Knowledge Management – preparation of maieutic roles.

1.2 Optimisation and preparation of formats. Planning a course of action/ developing a strategy for systematic change in organisations and organisational networks – imagining oneself and acting as a mediator between protagonists.

Educational goals and content of module W 1:

This theoretical module concerns 3 aspects:

Firstly, estimating the meaning of discourses of Knowledge Management in general and in special cases for all types of organisations. The literature and texts for this module will be by Peter F. Drucker and Nonaka as well as teaching inputs about the knowledge society as a post-traditional society.

Secondly, building on this basis, the module will secondly deal with the development of the required capacity to carry through an analytical penetration of a given organisation. In this regard, formats of description are required to handle the initial complexity and to break things down into individual elements. The literature used to this end is Dirk Baecker's „systems-theoretical organisational theory“ and Sonja Sackmann's „conception of the diagnostic process of organisations“. These will enable students to consider the role of the diagnostician.

Different forms of knowledge in organisations are meaningful in terms of the design levels described by Baecker. These will be further examined in relation to Schüppel. In this regard, the re-constructed organisational levels developed by Baecker will be juxtaposed against the forms of knowledge outlined by Schüppel in the form of a cross-classified table (cross tabulation).

The third aspect, normally worked on in the third semester is about learning to look at organisations in their systematic context and to find ways to systematically define and develop them. Peter M Senge's book is the basic reading for this module. Schüppel's theories on learning barriers will deal with the problem of resistance to complexity and learning demands in line with his synopsis of strategies of Knowledge Management. The emphasis will be put on opportunities for learning through discourse and dialogue in organisations – again in relation to Senge and David Bohm.

Teaching, learning and examination:

The module work is based on students' independent reading, on the completion of excerpts based on their reading and it is based on exercises related to the texts read. The classes focus on the exchange of experiences. This includes the different reading experiences and the collective consideration of real scenarios in which the described phenomena arise. These situations should be discussed on the basis of the texts read before. Finding examples and writing about them is documented in portfolios which students have to hand in. These portfolios should reflect the working and learning processes of students' preparation and also the exchange which has taken place in the seminars.

Module W 2: Identification of knowledge-relevant structures and situations in organisations – Developing starting-points for ideal usage of knowledge

Educational goals and content of module W 2:

It is central to this practical module that students take on a quasi-maieutic role in a self-selected practical field. The field should, if possible, have a close link to the action field of the project work. Thus, in their co-operation with a given organisation, students should help this organisation to consider itself as an organisation with a specific utilisation of knowledge in a more precise manner. The organisation should become more aware of the possibilities for the utilisation of information in the best possible way. In this practical module the key to success will be the readiness and ability of students to subjugate their own way of looking at things. Students will learn to 'mirror' rather than to push or expound their own diagnosis.

When the period of co-operation with an organisation leads to joined-up, intelligent optimisation and an extension of knowledge utilisation, students may take on the role of a communicator or change catalyst in the processes between the protagonists in that organisation. In this regard they will use the theoretical knowledge gained during module W 1.

Teaching, learning and examination:

The form of teaching in the practical modules is one of joint thinking and testing, which takes place on the basis of the acquired information. Learning will mainly occur through the utilisation of theoretical elements and the communicative exchange of information about this utilisation. At the end of the module – and in order to ascertain students' level of achievement – a project file should be compiled which specifically documents practical organisational analysis and the optimisation of Knowledge Management. To this end, individual work steps will be described, explained and ordered according to their related theoretical links.

Module W 3: Reading and quantitative interpretation of the social structure of organisations/developing reconstructive options for different organisational types

3.1. Reading organisations in order to interpret and identify situations which will promote change through learning, utilising these situations as a professional enabler.

3.2. Developing theories with the help of case studies/reflection on different roles in organisations and different attempts to improve strategies

Educational goals and content of module W 3:

The capacity to recognise the different levels of an organisation, to identify knowledge usesages and to put this in a system’s context should be further developed during the course of this module. Reading Gareth Morgan's “Pictures of Organisations“ should provide students with the ability to look at organisations in their entirety in a reflecting way from a distance. In this way, students will think themselves into different organisational metaphors and learn to link these with the available knowledge for describing and understanding organisations. The capacity to reach reflective distance and to do a differential analysis of organisational concepts is achievable through Morgan's analysis (which will be the main topic at the end of semesters 5 and for the duration of semester 6).

The use of this distance to identify criteria for quality and success is based on the last planned step of the theoretical work (generally during semester 5). This part is concerned with organisation-related work, societal development and expectation of quality, which can be formulated on this basis. This formulation uses a John Dewey text and tries to find new strategies which permit close up evaluation of the role of knowledge within organisations as set out by Ante Pulic. The aforementioned texts allow students to inform themselves on quality management forms of discourse from varying societal areas and to evaluate the arguments used there. The results will be presented and discussed in the seminar. Considerations on quality management considerations are also linked to the personal projects of students and to those areas which are connected to the planned internship (Famulatur).

Learning, teaching and examination:

The basis for this module is textual work on Morgan, Dewey and Pulic. This textual work serves as a point of communicative exchange about organisational types, about criteria for quality and their operational conception with reference to relevant examples. Practical examples from students' own investigations may also be related to this theoretical framework. This permits further development and advice based on the students' theoretical work. The activity of learning and its demonstration at the end of the module consist, therefore, of discussion and theoretical description of organisational and Knowledge Management types as well as the description of processes of quality development in organisations. Students' own case studies or case studies from relevant literature are used to this end. The case studies will be considered in light of the theoretical work of the seminars.

Module W 4: Formation and evaluation: Planning of action and development of strategies for processes of change in organisations and organisational networks.

4.1 Reading organisations to identify change-enabling situations and opportunities for the professional enabler

4.2 Accompaniment and documentation of processes as well as formative evaluation on the basis of quality management

Educational goals and contents of Module W 4:

For students, this module is about learning to put oneself in the postion of communicator/mediator between two protagonists. This can -and should – lead to creating and supporting processes of real change based on the development, the documentation and the mirroring of organisational reality within a selected organisation. It is also based on discussions with those organisations the student have worked with. The discussions should be about possible intelligent perfection of knowledge usage in the businesses, institutions or organisational collectives. All this describes the desired development in the second practical module. However, sometimes this is not possible within the constraints on time. Therefore, this module aims either at an extension of concrete team work or at the perfection of the flow of knowledge by creating a special design of organisation for a specific organisational type. Whilst in a real life case scenario of practical development it is possible to document and estimate – at least in part – this specific support, the same does not hold true in a hypothetical case. Here, the formulation and operation of quality criteria for the imagined organisation should be worked out in detail as an alternative.

Teaching, learning and examination:

As per the second module, this forth module focuses on the collective examination of ideas, concepts and suggestions. The key element here will be the development of the capacity to handle Knowledge Management in case studies. This should emerge as a result of the relatively high quantity of the case studies, which will be examined in learning groups, and as a result of studying relevant literature. This method should ensure not to take a too narrow approach – one which might be too focussed on a student's own specific example. It will also provide a starting point for abstraction in the sense that there will be attempts to recognise different types of processes of Knowledge Management in different case studies in various organisational types. The papers students will work on during this module (together with the practical document of the constructive draft of such reflective elements) should demonstrate this.

OVERVIEW: Knowledge Management module

Knowledge Management module	Objectives, competencies and skills	Semester	Module requirement	SWS	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
W 1 The definition and analysis of tasks of Knowledge Management in organisations/ plumbing the potential of the usage of knowledge in organisations	Clarification of condition and development of tasks of Knowledge Management – preparation of maieutic roles; optimisation and preparation of formats. Planning a course of action/ developing a strategy for systematic change in organisations and organisational networks – imagining oneself and acting as a mediator between protagonists.	2+3	portfolio	2	122	5 (150 h)	Prof. Dr. Renate Girmes	German
W 2 Identification of knowledge-relevant structures and situations in organisations – Developing starting-points for ideal usage of knowledge	Take on a quasi-maieutic role in a self-selected practical field and help an organisation to consider itself as an organisation with a specific utilisation of knowledge in a more precise manner.	2+3	project folder for documentation	2	152	6 (180 h)	Prof. Dr. Renate Girmes	German
W 3 Reading and quantitative interpretation of the social structure of organisations/developing reconstructive options for different organisational types	Reading organisations in order to interpret and identify situations which will promote change through learning, utilising these situations as a professional enabler; developing theories with the help of case studies/reflection on different roles in organisations and different attempts to improve strategies	4+5 perhaps 6	written test / term paper	2	122	5 (150 h)	Prof. Dr. Renate Girmes	German
W 4 Formation and evaluation: Planning of action and development of strategies for processes of change in organisations and organisational networks.	Reading organisations to identify change-enabling situations and opportunities for the professional enabler; accompaniment and documentation of processes as well as formative evaluation on the basis of quality management	4+5 perhaps 6	project folder for documentation	2	152	6 (180 h)	Prof. Dr. Renate Girmes	German
Total				8		22		

Modules on logistics

Logistics is the science of analysing, planning, formatting and optimising goods, information, personal and financial flows. As a technical discipline it is strongly purpose-orientated and mathematically backed up. In this regard it is a valuable addition to the course of studies of cultural engineering. For the described future fields of application and task profiles, logistics clarifies how to deal with processes – be that with regard to information and knowledge or with regard to the creation of material conditions for events or indeed with regard to the development of logistics infrastructure, frameworks and work flows in urban regional, national and global contexts.

Within the CE studies, logistics should encourage and support logistical thinking. Logistical thinking may be described as linked-up, systematic, comprehensive, integrative as well as process-oriented, flow-oriented and as customer-oriented. Logicians are expected to demonstrate high levels of problem solving ability. In logistical training individual competencies will thus be developed and secured as will the ability to work in changing teams.

The complex logistics consists of five individual modules. Students will take on different positions within these modules. By reflecting theses positions systematically, students may experience potential future fields of actions as well as they may develop an understanding of different ways of looking at things in different contexts.

In module L 1, students take on the position of the analyst. They will consider logistical processes and systems and will acquire skills such as the capacity to observe, to acknowledge and to model real processes and systems in a problem-orientated way. The categorical development of terms forms the necessary faculty input and knowledge base which will be further worked out through integrated but independent study. In module L 2 the students work as event managers and/or workflow managers and deal with customer demands. Students should thus develop the capacity to ensure effective and efficient logistical solutions with a minimal input of resources. Being a controller and an advisor, the core of module L 3 is one of quantitative analysis. On the one hand students should learn to identify mistakes and potential weak points, on the other hand they should be able to recognise possible potential and trends and to achieve their realisation subsequently through suitable measures. Students function as mediators, enablers and organisers during module L 4. This allows them to deal with complex root cause contexts within a framework of conflicting interests. Students should thus be trained both to reduce the level of complexity and to control complexity. In module L 5, students take on the position of a client. They have to write their requirements in a manual of requirements specifications (a so called ‚Lastenheft' containing contract and standard conditions). The students will also be asked to evaluate process and assess incoming offers in a “Pflichtenheft”– a manual of technical specifications.

Module L 1: Elements of logistics 1 – The world of logistics

Logistical questions, processes and systems occur in all areas of public, political and economic life. They cause a wide variety of logistic tasks, processes and systems as well as a flow of goods, of information and of money. This variety undergoes constant changes because of technical innovations and societal and political conditions. Variety and dynamism thus create a particular challenge for future logicians and demand intelligent and economical solutions.

Students in module L 1 take on the role of analysts with regards to different logistical processes and systems. Students will thus develop the capacity to observe, recognise and to produce models which are adequate for the problem of real processes and systems. Categorical concepts and models form

the necessary specialist input, which is communicated in lectures and consolidated through integrative independent study.

By analysing a 15 minute video sequence which describes the sequencing of a logistical process in Europe, students will acquire basic knowledge for modelling a complex, logistical process chain and its goal-oriented application on the example “video analysis”. In order to work on this, teams of two will be formed to facilitate a specialist discussion. The video analysis will focus on two categories of information with regard to the process: (1) What have I actually seen in the video and what is additionally documented by the facts and (2) Which logic conclusions do I draw which require confirmation through further interviews?

Apart from graphic and textual methods and models of description – which can be classified as basic knowledge for logistics – module L 1 also imparts basic, quantifiable variables of description and their rules of calculation. Students are trained in arithmetical plausibility checks of flow models by practical exercises. The recognition and quantification of shortages and their purposeful compensation through organisational and technical measures is the focus of students’ second assessment.

Module L 2: Elements of logistics 2 – fundamental parts of logistics

Students will act as organisers and workflow managers in module L 2. Starting at customer demands, students must develop the ability to ascertain the efficiency and effectiveness of logistical solutions with minimal resources.

The specialist input in the repertoire takes place via lectures and is supplemented by three excursions. One of the three excursions have to be documented by the students in a report on the trip. Students have to define and quantify the logistical achievements of the respective company and have to document the basic elements of the process (flow of material, of information and of money). They must also visualise and document these elements in the form of Kuhn's model of the process chain as learned in module L 1. Furthermore, students have to consider possible means of improvement. Through this, they will be trained in observation, recognition and will also cultivate a critical, objective analysis of possible solutions.

The exercises serve to test the acquired knowledge in typical tasks and to discuss the emerging solutions with the group afterwards. The exercises concern, among other things, the fundamental choice and evaluation of location, the formation of transport chains, the planning of tours and routes as well as the formation of workflow commissions and „KANBAN“ regulation circles.

Accompanying the semester, independent study via E-learning on the topic of storage has to be accomplished. This exercise will deal with decisions on various storage problems and their many and varied interdependencies. This exercise is also exemplary for the problems of sorting and coordination between goods and the technical solution to logistical tasks.

Module L 3: Quantitative analysis of logistics

As controller and advisor, the main focus of module L 3 is, on the one hand, on the identification and proof of errors and weaknesses in logistical processes and, on the other hand, on the ability to recognise potential and trends. By this, students will learn to develop suitable improvement measures in

strategic, tactical and operative areas, they will learn to realise these measures and to monitor their effectiveness.

The starting point for this is data collection. In general the focus is on the minimisation of effort and investment whilst simultaneously ensuring the relevance for the respective current situation and the representative nature of the data. The methodology will be explained in a lecture on goods, resources and the analysis of flow systems. Students will be trained to calculate exemplary problems on fundamental statistical knowledge sizes and figures. At the same time, analytical methods of quality management – especially for visualisation and interpretation purposes (using lists e.g. tally sheets and Ishikawa diagrams) will be used. The methodological spectrum will be widened through methods of prognosis (inclusive regression) and through methods of classification (inclusive cluster analysis).

In order to be able to deduce improvement measures, re-engineering of business and Kaizen-techniques will be explained. The role and usefulness of benchmarking to identify best practices will also be discussed.

In the last part of the seminar preventative methods will be talked about. These can be applied to both planning and to the optimisation of existing logistic processes and systems. They basically ensure the systematic registration of customer demands in order to quantify objectives for logistic achievements and subsequently to introduce effective and efficient measures for the prevention of errors (Poke, Yoke, SPC) with regard to potential errors and their dependencies.

The exercise, which has to be completed individually during the semester, contains the independent collation of relevant figures from specific areas or locations where the data has been collected and whose calculation and subsequent interpretation is done with the help of e-learning.

Module L 4: Qualitative analysis of logistics

Module L 4 deals with situations of complex decisions and with conflicts of interest within the context of logistics. In this module, students assume the role of presenter, enabler and organiser in order to explore complex links between cause and effect. There are often many different interests at stake in these scenarios and students will learn to deal with them in a suitable manner.

Students will be trained to simplify, to abstract and to reduce complexity on the one hand, and to control complexity by joined up and systematic thinking on the other hand.

Module L 4 includes a large number of exercises and actions. Following two introductory lectures which will set out the overall context and the relevant methodological foundation, students will take part in the internet game 'Ecopolicy'. This game offers a practical introduction to the world of complexity with students taking on the role of government chief of a country. They learn to make decisions in a specific scenario and thus become aware that complex processes of decision cannot be described in terms of linear cause and effect. Instead, as will become evident, effects are often increased or reduced by a number of influences which may only become identifiable over a certain period of time. In the game it is also important to recognise the differing roles of influencing factors which can function as regulators, stabilisers of a system or as indicators. In their task (teamwork), students have to reflect upon their own behaviour in order to identify rules for the specific country they reign during the game. The rules can be deduced from their successes and failures. This experience helps students to negotiate the transfer from theoretical knowledge (sensitivity analysis according to Vester) to practical ability to act in finding the solution to a complex logistical exercise.

The following exercises will be dealt with by groups of 5-6 students. They will work on evolving, current topics – mostly on matters of locational factors – which will be selected from a context of logistics. Students will have the opportunity to return to the project exercises which they completed during the project module P 1+ P 3 and to use these new methods to deal more effectively with the complexity of these projects. The sensitivity tool by Frederic Vester will be used in this task and the results will be documented in the form of a written report.

Module L 5: Compulsory logistics module

This module gives students the opportunity to consolidate their general knowledge in certain subjects, which fit their own particular learning profile. Students may choose from a variety of course modules: information logistics, traffic logistics, management of specific logistical knowledge, introduction to simulation of logistics etc.

OVERVIEW: Logistic module

Logistic module	Objectives, competencies and skills	Semester	Module requirement	SWS	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
L 1: Elements of logistics 1 The world of logistics	Analysis with regards to different logistical processes and systems. Students will thus develop the capacity to observe, recognise and to produce models which are adequate for the problem of real processes and systems.	1	2 written reports	4	64	4 (120 h)	Prof. Dr.-Ing. Dietrich Ziems Dr.-Ing. Elke Glistau	German
L 2: Elements of logistics 2 Fundamental parts of logistics	Developing the ability to ascertain the efficiency and effectiveness of logistical solutions with minimal resources. Training in observation, recognition to cultivate a critical, objective analysis of possible solutions.	2	2 written reports	4	64	4 (120 h)	Prof. Dr.-Ing. Dietrich Ziems Dr.-Ing. Elke Glistau	German
L 3: Quantitative analysis of logistics	Students will learn to develop suitable improvement measures in strategic, tactical and operative areas, they will learn to realise these measures and to monitor their effectiveness.	3	2 written reports / E-Learning	4	64	4 (120 h)	Prof. Dr.-Ing. Dietrich Ziems Dr.-Ing. Elke Glistau	German
L 4: Qualitative analysis of logistics	Students assume the role of presenter, enabler and organiser in order to explore complex links between cause and effect. There are often many different interests at stake in these scenarios and students will learn to deal with them in a suitable manner. They will be trained to simplify, to abstract and to reduce complexity on the one hand, and to control complexity by joined up and systematic thinking on the other hand.	4	2 written reports / 1 presentation	4	64	4 (120 h)	Prof. Dr.-Ing. Dietrich Ziems Dr.-Ing. Elke Glistau	German
L 5: Compulsory module		5		4	64	4 (120 h)	N.N.	German
Total				20		20		

Modules on education of economics

Module ÖB 1: Introduction to perspectives in economics

ÖB 1.1: Propadeuticum in economics (VWL)

The aim of this module-part is to develop fundamental competencies in micro economic and macro economic fields in contexts of society as a whole. The focus is mainly on economic definitions and concepts.

Educational goals and content of module ÖB 1.1:	**Teaching, learning and examination:**
Development of fundamental know-how for describing and analysing economic phenomena from the perspective of economics (VWL). Explanation of: - Requirements, shortage, economy - Tasks of economics - Methods of economics - Problematic macro-economic co-ordination (core focus – market economy) - national economic goals	- Lecture - Reading and exercises - Written examination

ÖB 1.2: Propadeuticum in business studies (BWL)

In ÖB 1.2 tasks, development and functios of enterprises from economic perspectives will be examined. Workflows within these economic entities (core focus: business studies (BWL)) will be looked at.

Educational goals and content of module ÖB 1.2:	**Teaching, learning and examination:**
Work on basic knowledge and terms of business studies (BWL) Explanation of: - Tasks, methods and areas within business studies (BWL) - Enterprise goals, production and factors in production - Areas of responsibility in the company - Development and structuring of the enterprise - economic key figures	- Lecture - Reading and exercises - Written examination

Module ÖB 2: In-depth examination of selected economic fields of action

ÖB 2.1: Fundamental principles of business studies (BWL)

Founded on the basic courses, ÖB 2.1 deals with the fundamental approaches towards and teaching methods of modern business studies. With the help of different methods for analysing business decisions, students will learn and experience aspects of business leadership and perspectives of developing different enterprises and companies.

Educational goals and content of module ÖB 2.1:	**Teaching, learning and examination:**
Extension of the knowledge achieved in module ÖB 1.2 Explanation of: - Fundamental approaches, methods and questions in modern business studies - Approaches on modifying workflows in organisations, companies, etc. - Methodological analysis of business decisions - Aspects of management - Perspectives on the development of businesses	- Lecture - Tutorials - Reading and exercises - Written examination

ÖB 2.2: Compulsory module

The compulsory module, ÖB 2.2, is an opportunity for students to extend their overall knowledge in one certain area chosen in line with their study profile. They may choose from a variety of course modules e.g.: marketing, human resource management, organisational development, controlling, international management, information logistics, theory of decision-making, organisational psychology, production logistics etc.

OVERVIEW: Education of economics

Education of economics	Objectives, competencies and skills	Semester	Module requirement	SWS	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
ÖB 1: Introduction to perspectives in economics	The aim of this module-part is to develop fundamental competencies in micro economic and macro economic fields in contexts of society as a whole. The focus is mainly on economic definitions and concepts (VWL).	1	proctored (written) examination	2	62	6 (180 h)	Dipl.-Vw. Guido Henkel N.N.	German
	In ÖB 1.2 tasks, development and functios of enterprises from economic perspectives will be examined. Workflows within these economic entities (core focus: business studies (BWL)) will be looked at.	2	lecture / presentation / proctored (written) examination	2	62		N.N.	German
ÖB 2: In-depth examination of selected economic fields of action	Founded on the basic courses, ÖB 2.1 deals with the fundamental approaches towards and teaching methods of modern business studies. With the help of different methods for analysing business decisions, students will learn and experience aspects of business leadership and perspectives of developing different enterprises and companies.	3	proctored (written) examination / learing diary	2	62	6 (180 h)	Prof. Dr. Matthias Raith	German
	The compulsory module is an opportunity for students to extend their overall knowledge in one certain area chosen in line with their study profile. They may choose from a variety of course modules e.g.: marketing, human resource management, organisational development, controlling, international management, information logistics, theory of decision-making, organisational psychology, production logistics etc.	4-5	free to choose	2	62		N.N.	German
Total				8		12		German

Modules on business information technology

Module WI 1: Introduction to business information technology

WI 1.1: Introduction to business information technology (lecture/exercise): current status (as-is state) – reading and understanding business processes and flows of information within organisations

In the first semester, business information technology will be introduced as an independent science linking the main disciplines of computing and business studies (BWL). Possible careers in these fields will also be presented. The key concepts of business information technology will also be introduced. Following this theoretical introduction, the main part of the lecture will focus on key technologies for the development of complex, integrated business utilisation systems. Since students of CE do not receive lessons in basic computing, they will now take part in an intensive seminar, which will be a special exercise during the first semester. Students will work with a practical textbook on computing under the direction of the supervisor.

Educational goals and content of module WI: 1.1:

- Fundamental approaches, methods and questions in business information technology between business studies (BWL) and informatics
- Technologies for the formation of complex, integrated business utilisation systems
- Basis of practical informatics

Teaching, learning and examination:

- Lecture
- Exercise
- Reading and tasks
- Presentations

WI 1.2: Introduction to business information technology (case studies): IT application: stabilising and considering workflows and information infrastructure; creating interfaces between need and potential

In the second semester (WI 1.2), business information technology will be introduced from the perspective of business management. The major business processes and their support will be explained with regard to the net product chain (Porter). ERP systems, workflow systems, applications of e-commerce and data-warehouses will be introduced and explained with regard to their usage in areas of research and development, sales, buying and logistics. Students will work on case studies on the basis of business processes as seen in practice, using the ERP system SAP R/3 Enterprise. This will enable them to do the first practical steps towards integrated work on information.

Educational goals and content of module WI: 1.2:

- business information technology from the perspective of business management
- IT-support for major business processes
- Practical steps in integrated information processing
- Introduction to ERP and workflow systems, e-commerce applications and data warehouses

Teaching, learning and examination:

- Exercise
- Case studies

Module WI 2: Extension of selected fields of action in business information technology

WI 2.1: Computer-based Knowledge Management

Since Knowledge Management is a core discipline of this course of study, this module offers students insight into opportunities of computer-based Knowledge Management. Tools will be introduced which will support knowledge sharing in organisations and organisational networks. Students will also be shown opportunities for implementing knowledge in technical formats and how to make knowledge accessible. The goal of the lecture is to communicate basic understanding of the technical options and to establish their potential and limitations and to allow planning and organisation of technical support in complex processes.

Educational goals and content of module WI: 2.1:

- Insight into computer-based Knowledge Management
- Tools for supporting sharing of knowledge in organisations
- Development of competencies in order to enable comprehension of potential and limitations for implementing knowledge in technical formats

Teaching, learning and examination:

- Lecture
- Laboratory tutorial
- Reading and tasks

WI 2.2: Compulsory module

The compulsory element WI 2.2. gives students the opportunity to extend their general knowledge in specific areas according to their individual study profile. Students may choose from a variety of course modules e.g.: process modelling, environmental computing, project management, Knowledge Management, corporate strategic business simulations (business planning games) etc..

OVERVIEW: Business informatics module

Business informatics module	Objectives, competencies and skills	Semester	Module requirement	SWS	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
WI 1: Introduction to business information technology	During the first semesters commercial information technology is phased in as an own science next to the main discipline of IT and business studies. Also the job descriptions are demonstrated. Accordingly essential terms of commercial IT are introduced. After this theoretical preamble, the main part of the lecture concerns essential technologies and architectures for configuration of complexly integrated application systems. During the second semester commercial IT for business management reasons is phased in. The essential business processes and their IT-supports are described along the value-added chain of Porter. Therefore ERP-Systems, Workflow-Systems, E-Commerce-Applications and Data Warehouses are introduced and elucidated based on applications from the categories research and development, marketing, purchasing and logistics. Practice concern Because the students don't receive basic education in information technology from Cultural Engineering, everything will be made up in intense courses, which are taken as some kind of special exercise during the semesters. Therefore an application-oriented IT-reference book is worked through and a lecture will be generated out of its content by the students, under direction of the trainer. During the second semester students have to work out case-scenarios based on business processes of the practical business with the ERP-System SAP R/3 Enterprise, for making their first practical steps in integrated data processing.	1	viva voce or proctored (written) examination	4	34	6 (180 h)	Prof. Dr. Claus Rautenstrauch Prof. Dr. Myra Spiliopoulou Dipl-Wirtsch-Inf Dirk Dreschel	German
		2	viva voce or proctored (written) examination	4	34		Prof. Dr. Claus Rautenstrauch Prof. Dr. Myra Spiliopoulou Dipl-Wirtsch-Inf Dirk Dreschel	German

Business informatics module	Objectives, competencies and skills	Semester	Module requirement	SWS	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruction
WI 2: Extension of selected fields of action in business information technology	Because Knowledge Management is a core subject of this study course, this learning offer shall provide an insight into the possibilities of computerized Knowledge Management. Tools for supporting knowledge-sharing in organizations and organization-networks are introduced, and possibilities are shown, how to implement and customize knowledge into technical formats. The goal of this course is the acquirement of essential understanding of dealt technical options and the skill to value their possibilities and limitations, also adequately planning and organizing technical support for complex processes.	3	viva voce (examination) / prospective projects by using tools	2	62	6 (180 h)	N.N.	German
	The compulsory optional category includes plenty offers, which are chosen by the students themselves with considering what's best for them. This is how they clarify and show possible specializations, as they should work with the intention of completing other elements of these studies productively. E.g. you can choose out of the categories: process modelling, ecological informatics, project management, Knowledge Management, corporate strategic planning simulations, …	4-5		2	62		N.N.	German
Total				12		12		German

Law module

The goal of this module is to help students to develop an understanding of legal matters, to communicate the basics of jurisprudence and to test both in practice cases. In a didactical and contextual link to study modules of the course of studies, the first learning phase will deal with the fundamentals of constitutional law and public law, while the second phase will deal with civil rights. The third phase provides students with the opportunity to work on practical cases from both public and private perspectives. It also encourages discussions of legal problems and practical cases highlighted in the students' independent studies.

Educational goals and content of the law module:

- Communicating a fundamental understanding of legal matters
- Learning the neccessary vocabulary and testing it in practical cases
- basics of constitutional and public law as well as civil rights.

Teaching, learning and examination:

- Seminar work
- Reading and independent study
- Working on exemplary legal problems and practical cases
- Presentation and discussion of subsequent results

OVERVIEW: Law module

Law module	Objectives, competencies and skills	Semester	Module re-quirement	SWS	Self learning periods (hours)	CP	Professors/teachers, assistant professors and guest lecturers	language of instruc-tion
Law	The module “law” has the goal letting students develop an understanding of law, conveying a jurisprudential basic knowledge and testify both on practical cases. To tie up to didactics and contents of the pro-ject- and study modules of the course, essen-tial basics of the constitutional and public law are negotiated in the first tutorial and civil law in the second. A third tutorial is evidence of editing practical cases for public law, and the presentation and discussion of the facts about legal problems that the students worked out in private study..	4	presentation and memoran-dum	2	92	4 (120 h)	Prof. Dr. Verena Fesel	German
Total				2		4		German

Module on Combined Studies KWL

Following the Famulatur (internship) – which normally takes place after having completed the sixth semester – students attend a compact module on KWL-relevant theories. This module provides links to the practical experiences of the Famulatur as well as connects the scientific-theoretical learning with the training modules from both of the first semesters. It also links the overall cross-disciplinary theories of the core module KWL with education in economics.

The main function of the module on Combined Studies KWL module is to combine the experiences of the internship (Famulatur) with the theoretical framework of the final piece of work. This can have a productive effect on the reflection on and planning of job development for the students. Above and beyond this, the module is provides students with meta-communicative instruments, which will enable them to reflect and communicate based on the knowledge achieved during the study pathway. Because of the reasons mentioned above, selected modules on Combined Studies KWL will cover the following aspects:

- Experimental theory
- Meta-communication on students' own knowledge
- Theories of action and practice
- Theory of active agents
- Planning strategies/ strategies of market development
- Theory of educational exercises

Educational goals and content of Combined Studies KWL:	**Teaching, learning and examination:**
The theory of experience (John Dewey)	Résumé and examination: KWL as 'lessons learned' – individual learning history of KWL in memory work mirrored by Dewey's experiential concept
Meta-communication of students' own experience (language and image/theoretical text collages)	Students develop a meta-communicative concept of articulation from within their own language and image base, examples taken from short texts (presentation charts)
Theory of action and practice - Hans Joas „Social Theory“ p.687-725 - Pierre Bordieu „Social Sense“ p.147-179 - Stuart Hall „The upheaval in cultural studies and the crisis of the Arts“ p.33-50	Joint reading and discussion of action and practical basis as well as theoretical basis of KWL (one essay on Joas, Bourdieu or Hall)
Theory of active agents - Bruno Latour - Walter Benjamin - Jean Baudrillard	Revision of scientific positions from the first training module: theory of active agents and socio-technical cross–over processes Exercise: examination, investigation and work with practical examples of socio-technical processes from the internship (in the form of an essay)
Strategies of planning and strategies of market development - Henry Mintzberg „Strategy-Safari“ - Düllo/Liebl: „Cultural hacking“ - Liebl: „The shock of the new“ - Logistics' strategy concepts and planning	Formatting a small strategy matrix in teams
Theory of (educational) exercises and scene settings - Renate Girmes – „Setting oneself tasks“ - Gerhard Schulze – „The best of all worlds“ p.307-358	
	Final module requirements for credit attainment: - Reconstruction of the theory design of KWL with regard to concepts of acting, strategy and experience in view of the experiences gained in the internship - Commented setting for a general theory design of the planned profession and thesis

OVERVIEW: Combined Studies KWL module

Combined Studies KWL	Objectives, competencies and skills	Semester	Module requirement	SWS	Self learning periods (hours)	CP	Professors / teachers, assistant professors and guest lecturers	language of instruction
KWL-theory	The module provides students with meta-communicative instruments, which will enable them to reflect and communicate based on the knowledge achieved during the study pathway by combining the experiences of the internship (Famulatur) with the theoretical framework of the final piece of work.	8		2	152	6 (180 h)	Prof. Girmes Prof. Ziems Prof. Rautenstrauch Dr. Düllo Dr. Glistau	German
	Résumé and examination: KWL as 'lessons learned' – individual learning history of KWL in memory work mirrored by Dewey's experiential concept		Memory Work (KWL Lessons learned)					
	Students develop a meta-communicative concept of articulation from within their own language and image base, examples taken from short texts		presentation (15 min)					
	Joint reading and discussion of action and practical basis as well as theoretical basis of KWL		1 essay (5 pages)					
	Revision of scientific positions from the first training module: theory of active agents and socio-technical cross–over processes Exercise: examination, investigation and work with practical examples of socio-technical processes from the internship		1 essay (5 pages)					
	Strategies of planning and strategies of market development		Matrix of strategy (groupwork)					
	Theory of (educational) exercises and scene settings		Reconstruction of design of theory and settings (thesis and job perspectives)					
	- Reconstruction of the theory design of KWL with regard to concepts of acting, strategy and experience in view of the experiences gained in the internship - Commented setting for a general theory design of the planned profession and thesis							
Total				2		6		

Compulsory module

From the first to the eighth semester there is a compulsory module (worth fifteen credit points). Students can chose a compulsory module and can thereby set their own emphasis as appropriate. They can choose three to five different modules out of the whole course selection offered at university. A maximum number of five credits can be attained by foreign language courses (at a high level).