

**Academy of Fine Arts Vienna**

**CURRICULUM FOR THE EDUCATION IN ARTS PROGRAM**

Subject: Design, Architecture, and Education – Contextual  
Design

(Code no. 591)

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## **Art. 1 Introduction**

Democratic societies and the structures defining them have undergone fundamental social, economic, political and technological changes in the past few years. The consequences are far-reaching and permeate all areas of society. One central aspect is usually described as the "culturalization of contemporary life." Such culturalization should be taken to mean that an increasing number of spheres in everyday life are permeated by cultural challenges, tasks, and issues so that art and culture are endowed with fundamentally new functions that go well beyond the traditional underlying notions. Today, engaging with art and culture is considered a basic technique in society and cultural skills form the foundations of agency in contemporary societies. For this reason, cultural education plays a central role both in an institutional and extra-institutional framework as it aims at fostering empowerment, without which it would be ineffective within society. Effective cultural education must be emancipatory and empowering; it has to teach the skills required for dealing with cultural expressions and symbols on a productive, reflective, and communicative level alike.

The teacher training programs offered at the Academy of Fine Arts Vienna are based on a notion of art and culture that critically reflects upon changes within society. The result is a definition of art and culture that forms a framework for cultural expression and social production to be mutually dependent. Art and culture are considered to be a locus to be inhabited, something to be negotiated, comparable to a language that constitutes and reconstitutes itself and its speakers as it is used. On a methodological level, this is manifested by the combination of cultural production, reflection, and communication. Within this context, cultural production stands for the ability to articulate one's creative ideas, which contains — without being limited to — the notion of art; cultural reflection is the capability of understanding

and embedding artistic, creative, and social action in discursive contexts; and communication is the principle of dialogue whereby art and culture are conveyed, a principle which is defined by interaction with a variety of target groups and formats.

## **Art. 2 Qualifications**

The Institute for Education in Arts at the Academy of Fine Arts Vienna offers teacher training programs covering the following subjects:

- Design, Architecture, and Education – Contextual Design
- Art Education – Art and Communication
- Textile Arts – Fashions and Styles

These teacher training programs qualify graduates to teach the subjects of Art and Communication ("Bildnerische Erziehung"), Contextual Design ("Werkerziehung"), and Fashions and Styles ("Textiles Gestalten") at state-run and private educational institutions. The courses offered are designed in such a way as to enable students firstly to acquire interdisciplinary skills in the fine arts and purpose-oriented design, and related fundamental skills in technology and media, and secondly to engage in reflection based on insights from cultural studies and in the practice and theory of being an educator of art and culture. The programs are geared to provide students with extensive skills which go beyond teaching qualifications and make graduates suited for work as cultural educators, in art and cultural studies, and in design and artistic fields.

While the teacher training programs Art and Communication, Contextual Design and Fashion and Styles are each focused on different aspects of cultural activities, they are also integrative in nature. The mutual interrelatedness in diversity aims at breaking with historical conventions determining cultural education both within schools and elsewhere. In terms of methods, this is reflected in a focus on interdisciplinarity and the constant probing of connections between cultural production, reflection, and communication. Continuous work on and critique of methodologies is of central importance. At the content level, it means that the notion of

culture is expanded to cover everything from art to design, fashion, architecture, urban life, and textile practices; more specifically it refers to a growing inclusion of everyday culture in the themes and forms of practice which tuition focuses on. In this context, everyday culture should be taken to mean a broad range of expressions of contemporary life, both urban and rural, connected as much with pop, style, and practices of resistance as they are with folk culture and rituals of adaptation, and equally well versed in new technologies and old craft traditions.

### **Profile of the Design, Architecture, and Education – Contextual Design Program**

The teacher training program Contextual Design focuses on creative agency in a purpose-oriented context. The core contents are product cultures, the complex comprising architecture, space, and environment, as well as the continuous leitmotif of design as it relates to context. The notion of “product cultures” is negotiated in terms of creative, technical, and reflective aspects. Design and production processes are linked directly with their social, economic, and ecological contexts of production and exploitation. The field of architecture, space, and environment is used to expand the methodological link into the areas which define our surroundings as macrostructures. The connection between architecture, space, and environment is dealt with on a level of discourse that also includes material and immaterial aspects of social space.

Part I of the program teaches the foundations of design processes in terms of crafts, methods, and reflective skills, which are applied in exemplary projects. Part II of the program aims to develop larger contexts for projects in the core areas of product culture and architecture, space, and environment in such a way that design, reflection, and educational skills are needed to put them into practice. An

advanced subject may be chosen from among the courses offered by the Institute for Education in the Arts as a deepening focus.

The program is organized in such a way that all content is negotiated on three levels simultaneously: on the level of design and production, content takes shape as exemplary and specific design projects. On the level of critical reflection, it functions as an exploration of the conditions and consequences of design, and on the level of education, didactic and communicative projects look into contexts inside and outside schools.

Teacher training in contextual design is a qualification for teaching at secondary schools; graduates of the program are also qualified for work in projects and education in the field of culture, the knowledge industry, and other design-related contexts...

#### **Objectives of training in art and design:**

- Developing discerning capabilities of perception and expression and agency
- Developing and implementing ideas and concepts individually and collectively in specific artistic or design-related work and projects
- Developing methods and problem-solving skills in artistic and purpose-oriented design
- Mastering artistic and design techniques and production technologies
- An ability to present and document work in art and design
- An ability to critically reflect upon work in art and design in a contemporary context
- Understanding one's own artistic and design production as work within and concerning society

#### **Objectives of Training in Art and Cultural Studies:**

- Understanding the connections between art, culture, and society

- Acquiring an overview of the development of art in the modern age and of visual culture, as well as related theoretical discourses
- An ability to engage in independent academic research and education in the fields of art and culture

### **Objectives of Training in Philosophy of Education and**

#### **Teaching:**

- An ability to develop relevant questions pertaining to contemporary education in art and culture, as well as to independently devise concepts of education and ways of putting them into practice and reflecting upon them
- An ability to engage with the history of ideas and the social history of education in art and culture, and with related teaching methods in the school subject from a theoretical and practical perspective
- Acquiring knowledge and methodical skills in education as a basis for problems specific to the subject
- Becoming sensitized to the individual problems of pupils whilst considering issues of generation gaps and class differences, gender-specific attributes, and transnational dynamics
- Acquiring skills for responsible educational action and communication, role reflection abilities, and team-playing skills
- An ability to interact, intervene, and cooperate with and in educational institutions
- An ability to tap into fields of activities outside schools and institutions and to develop, implement, and reflect upon educational concepts in these fields
- A critical understanding of the dynamism at work between society, the function of cultural education, and educational institutions as well as their constituent processes

### **Art. 3 Scope, Duration, and Structure of Studies**

- 1) Teacher training programs are subject to the compulsory combination of two school subjects. Their duration is 9 semesters; in Part II of the program, a diploma thesis pertaining to one subject is required, which will either be academic, artistic and academic, or creative and academic in nature.
  
- 2) The Design, Architecture, and Education – Contextual Design program comprises 127 semester hours (credit hours), i.e. 135 ECTS credits, broken down into the following compulsory sections: 64 semester hours (61 ECTS credits) for training in art and design, 23 semester hours (18 ECTS credits) for training in art and cultural studies, and 22 semester hours (21 ECTS credits) for training in Philosophy of Education and Teaching. Practical training in schools (schulpraktische Ausbildung, or SPA) requires 8 semester hours (10 ECTS credits). 4 semester hours (4 ECTS credits) go to free electives. Electives may be taken at Austrian or foreign universities. Students are recommended to choose electives that are related to the Education in the Arts program in terms of ideas or themes. In-depth coursework in the respective areas of training comprising a maximum of 6 semester hours (6 ECTS credits) can be completed in the advanced subject (Part II of the program). This advanced subject is also listed on the degree certificate. The diploma thesis is credited with 15 ECTS points.
  
- 3) The Education in the Arts program at the Academy of Fine Arts Vienna is divided into two parts. Part I comprises 4 semesters and a total of 65 semester hours (60 ECTS credits); Part II lasts 5 semesters and a total of 62 semester hours (75 ECTS credits).

- 4) The school subject Design, Architecture, and Education – Contextual Design is divided into the following subjects:

Designation of subject	Sem.hr.	ECTS
Part I – 4 semesters		
Techniques of Representation	18	17
Design and Production	33	30
Philosophy of Education in Arts and Culture	12	11
Free electives	2	2
Part II – 5 semesters		
Product Culture	17	17
Production and Education	8	6
Architecture, Space, Environment	17	17
Philosophy of Education in Arts and Culture	6	6
Advanced Subject	6	6
Free electives	2	2

All subjects with the exception of the free electives are exam subjects that count towards the final degree.

- 5) The introductory phase belongs to Part I of the program and comprises 11 semester hours (9 ECTS credits) for the school subject Design, Architecture, and Education – Contextual Design. It covers contents that are specific to the subject as well as educational and teaching contents that are characteristic of the program.
- 6) Students whose combination of subjects comprises two subjects taught at the Academy of Fine Arts must take substitute classes in case of overlaps, i.e. if classes are defined as compulsory in both subjects, they must be completed once only and substituted with other classes comprising the same number of hours in the other subject. The following classes qualify as substitute classes during Part I of the program: compulsory electives from

the subject Techniques of Representation, additional classes offered by the Institute for Education in the Arts, and all classes of Part I of the program for the three school subjects (if requirements for admission to the classes have been met). Moreover, classes offered by the Institute for Art and Cultural Studies and gender-specific classes can be credited as substitute classes. In Part II of the program, all classes of the program for the three school subjects (if requirements for admission to the classes have been met) qualify as substitute classes. Furthermore, classes offered by the Institute for Art and Cultural Studies and gender studies-oriented classes can be credited as substitute classes. When choosing the substitute classes, students must take into account the prescribed proportion of classes reserved for educational and teaching training in the respective school subject pursuant to sec. 54 para. 6 of the University Act 2002 (20 to 25 per cent of the entire volume of work).

- 7) Not including practical training in schools, teacher training curricula must reserve 20 to 25 per cent of the entire volume of work for the respective school subject for educational and teaching training (sec. 54 para. 6 of the University Act 2002). At the Academy of Fine Arts Vienna this is primarily provided by the classes offered in the subject Philosophy of Education in Arts and Culture for all three school subjects. Additionally, classes on teaching skills and practical training in schools are assigned to the other subjects in the respective curricula.
- 8) The subject Philosophy of Education in Arts and Culture substitutes the educational and academic preparatory classes at the University of Vienna for the three school subjects offered at the Academy of Fine Arts Vienna.

- 9) The advanced subject in Part II of the program offers students an opportunity to carry out in-depth coursework in the fields of art and design, art and cultural studies or educational science and teaching. The advanced subject is also listed on the degree certificate, thus enabling students to prepare for or facilitate access to other professional fields and postgraduate training.
- 10) Practical training in school (schulpraktische Ausbildung, SPA) is divided into two stages. The first stage must be completed at the Academy of Fine Arts Vienna for each school subject; it comprises the Subject-specific Practical Training listed for each of the school subjects in Part I of the program. The second stage (Subject-specific Internship) is intended to start from the fifth semester onwards; it is offered by the Department of Education and Human Development at the University of Vienna and comprises 4 semester hours (4 ECTS credits) for each school subject.
- 11) Students are encouraged to go on field trips. The associated volume of work is equivalent to 2 ECTS credits.
- 12) To foster students' linguistic and artistic skills and support international mobility, students are encouraged to enroll in studies abroad that are credited in Austria and to enroll in exchange programs.
- 13) Students who are not native speakers of German must furnish proof of proficiency in German pursuant to sec. 63 para. 1, 10 and 11 of the University Act 2002 at the beginning of their studies. A school-leaving exam certificate/graduation diploma stating that German was the language of tuition is the preferred form of proof. If

this is not possible, an exam of German proficiency must be passed before students can be admitted.

#### **Art. 4 Types of Courses**

##### **Artistic Tuition (Künstlerischer Unterricht, or KU)**

Artistic tuition consists of supervision and support for artistic work and projects. To obtain a pass grade students must attend regularly and complete their artistic work or project work. Classes can be freely chosen after consultation with the teacher in charge of the respective class. The number of students is limited. The KU course is graded by an ongoing review of progress.

##### **Individual Artistic Tuition (Künstlerischer Einzelunterricht, or KE)**

Individual artistic tuition involves one-to-one supervision and support for artistic work and projects. To obtain a pass grade students must attend regularly and complete their artistic work or project work. The number of students is limited. The KE is graded by an ongoing review of progress.

##### **Art and Design class (Gestaltungsunterricht, or GU)**

Art and Design classes aim to develop students' practical engagement by exploring issues of design/art, technical and/or educational problems, and the theories upon which they are based. Students are taught theoretical content in groups and supported in their work relating to design/art, technical matters, and/or educational problems by one-to-one supervision. The number of students is limited. The GU is graded by an ongoing review of progress.

##### **Lecture Course (Vorlesung, or VO)**

Lecture courses aim to communicate central ideas, methods, and doctrines in the specialization whilst taking into account

current developments in theory and art. Lecture courses are graded on the basis of either oral or written exams.

**Proseminar (PS)**

Proseminars help students prepare for academic work, introduce them to special literature, and teach the application of techniques used in academic work through the use of examples. They are intended to serve as a preparatory stage to seminars and deal with issues concerning the relevant subject by using papers and their presentation, discussions, as well as technical debates. The number of students is limited. Proseminars are graded by an ongoing review of progress.

**Seminar (Seminar, or SE)**

Seminars serve to deepen the students' engagement with part of their specialization from an academic point of view. Students are called upon to make original contributions in the form of papers and/or contributions to discussions as well as written assignments. The number of students is limited. Seminars are graded by an ongoing review of progress.

**Project Study (Projektstudium, or PJ)**

The goal of project studies is to plan and carry out original work in design/art and/or educational projects individually or in a team. Project studies focus on specific themes and may be interdisciplinary in nature. Practical work and/or related documentation must be submitted by individual students or groups of students for performance to be graded. The number of students is limited. Project studies are graded by an ongoing review of progress.

**Practical course (Übung, or UE)**

In practical courses, artistic, design, academic, technical, and educational capabilities and skills are taught, tested, and applied. They must conform to the practical and professional objectives of the programs and deal with the

completion of concrete assignments. The number of students is limited. Practical courses are graded by an ongoing review of progress.

**Field trip (Exkursion, or EX)**

On field trips, students visit locations outside the Academy for the purpose of studying themes that are related to the university's objectives. The number of students is limited.

**Diploma Seminar**

The purpose of diploma seminar is for students to engage at an advanced level with the contents of the diploma theses. The number of students is limited. Diploma seminars are graded by an ongoing review of progress.

**Art. 5 Admission to Classes**

- 1) Classes for the school subject Design, Architecture, and Education – Contextual Design with special requirements:
  - The class Design and Context requires a pass grade from the classes Analogue Representation I + II and Visual Grammar.
  - The classes Typography and Layout I + II require a pass grade from the class Digital Representation I.
  - The class Functional Design – Mold Building requires pass grades from the classes Technology I, II.
  - The class Product Design (Practice) requires pass grades from the classes Design and Context as well as Technology I, II, + III.
  - The class Architecture, Space, Environment (Practice) requires a pass grade from the class Analogue Representation II.

During Part I of the program, students may already attend and complete courses required for Part II, provided that

they have successfully completed the classes required for admission.

- 2) Students who have not passed the entrance examination (concurrent enrollment) are admitted to classes of the type VO (lectures), PS (proseminars), and SE (seminars) subject to limited attendance.
- 3) Non-degree students are only admitted to classes of the type VO (lectures).

#### **Art. 6 Examination Rules**

##### **1) Entrance Examination**

Admission to the art teacher training programs at the Academy of Fine Arts Vienna requires a pass grade in the entrance examination. The entrance examination consists of the presentation of a portfolio in front of a board of examiners and a practical exam which will determine the candidate's aptitude for teacher training in the chosen school subject at the Academy of Fine Arts Vienna.

##### **2) Preliminary Exam (Erste Diplomprüfung)**

The preliminary exam marks the completion of Part I of the program. It formally consists of the submission of certificates for all courses required for Part I of the program (with the exception of electives) in the respective school subject. The preliminary exam is deemed to have been completed successfully when the student has obtained pass grades in all courses in the respective school subject which are required for Part I of the program.

##### **3) Diploma Thesis**

The diploma thesis is either an academic thesis or an academic thesis with an art or design focus which serves

as evidence that the candidate is able to deal with a topic independently, and can produce original content using acceptable academic methods. The topic should be chosen should complement one of the degree exam subjects pertaining to the school subject addressed in the diploma thesis. It is recommended that teaching and/or educational aspects be taken into account in the diploma thesis. If the candidate's diploma thesis concerns an art, design, or educational project of the candidate, the focus should be on the academic aspect.

#### **4) Final Exam (Zweite Diplomprüfung)**

The final exam marks the completion of Part II of the program. It consists of two parts.

The first part formally consists of the submission of certificates for all courses required for Part II of the program (including all free electives).

The following requirements must be fulfilled for the second part of the final exam: firstly, evidence that practical training in a school has been completed successfully must be furnished; secondly, the candidate must prove that he/she has completed his/her studies for the second school subject in the teacher training program and that the diploma thesis has been approved.

The second part of the final exam consists of a written presentation of the diploma thesis and an oral exam on the specialization pertaining to the topic of the diploma thesis before a board of examiners. The board of examiners is appointed by the person/body in charge of legal issues of the program; proposals made by the candidate will be taken into account as far as this is possible. The diploma thesis supervisor must be appointed as an examiner. The teacher training degree program has been completed when both parts of the final exam have been completed successfully.

**5) ECTS Credits**

Under the European Credit Transfer System (ECTS), 30 credits are awarded per semester (15 for each school subject). ECTS credits describe student workload and time expended according to types of classes. 1 ECTS credit is equivalent to 25 hours in real time.

**6) Accreditation of Exams**

Pass grades for exams at the Academy of Fine Arts Vienna or other educational institutions are accredited pursuant to **sec. 78 of the University Act 2002** upon request by degree students.

**Art. 7 Transitional Provisions**

- 1) The present curriculum applies to all students who begin their studies at the Academy of Fine Arts (teacher training program in the school subjects Art Education – Art and Communication, Design, Architecture, and Education – Contextual Design, and Textile Arts – Fashions and Styles) in the winter semester 2009/10.
- 2) With the commencement of the 2009U curriculum, all current students of Design, Architecture, and Education – Contextual Design, Art Education – Art and Communication, Textile Arts – Fashions and Styles (2008U) or students admitted to these programs at the Academy of Fine Arts Vienna are transferred to the 2009U curriculum.
- 3) Students who obtained a pass grade in the entrance examination for the school subject Design, Architecture, and Education – Contextual Design before the 2009U curriculum entered into effect but did not start or temporarily discontinued their studies are entitled to

begin studying under the 2009U curriculum (after having fulfilled all admission requirements).

- 4) Students who successfully completed all classes of Part I of a school subject taught at the Academy of Fine Arts Vienna under the curriculum applying to their studies at the time when the 2009U curriculum entered into effect are also deemed to have completed Part I of their studies in this school subject under the 2009U curriculum and to have passed the preliminary exam.
  
- 5) Students who successfully completed all classes of Part I and Part II of a school subject taught at the Academy of Fine Arts Vienna under the curriculum applying to their studies at the time when the 2009U curriculum entered into effect are also deemed to have completed the first part of the final exam in this school subject under the 2009U curriculum. They are not required to do any additional classes in that school subject.

**Art. 8 Validity**

This curriculum enters into force as per October 1, 2009.

**Art. 9 Table of Class Hours  
School Subject Design, Architecture, and Education –  
Contextual Design**

**Part I of the Program**

Subject	Class title	Class type	Sem. hours	ECTS	P/WP	
<b>Techniques of Representation</b>	<b>Classes totaling:</b>		<b>18</b>	<b>17</b>		
	Visual Grammar	GU	2	2	P	Step
	Analogue Representation I (Drawing)	GU	2	2	P	
	Analogue Representation II (Plan Drawing)	GU	2	2	P	
	Digital Representation I (Layout Tools and Image Processing)	GU	2	2	P	
	Typography and Layout I	GU	3	3	P	
	Theoretical Methods and Approaches	VO	2	1	P	Step
	Methods of Scientific Practice	PS	1	1	P	Step
	Compulsory electives Techniques of Representation in the extent of		4	4		
	<b>Compulsory electives offered for the subject Techniques of Representation</b>					
	Digital Representation II (Online Media)	GU	2	2	WP	
	Digital Representation III (Animation)	GU	2	2	WP	
	Digital Representation IV (CAF I)	GU	2	1	WP	
	Analogue Representation III (Fashion Drawing)	GU	2	2	WP	
	Analogue Representation IV (Drawing Comic Strips)	GU	2	2	WP	
	Analogue and Digital Documentation Techniques	GU	1	1	WP	
	Artistic Practice (Photography)	GU	4	4	WP	
	Artistic Practice (Graphic Arts and Reproduction Techniques)	GU	4	4	WP	
	Online Media in the Classroom Context	GU	2	2	WP*	
	Theories of Visualization	VO	1	1	WP	
	Typography and Layout II	GU	2	2	WP	
<b>Philosophy of Education in Arts and Culture</b>	<b>Classes totaling:</b>		<b>12</b>	<b>11</b>		
	Subject-specific Practical Training at School, Phase 1	GU	2	2	P	Step
	Subjectivity and Generations	VO	2	1	P*	Step

	Role Reflection and Performing	PS	2	2	P*	
	Theories of Education and Societal Critique	VO	2	2	P*	
	Compulsory electives Philosophy of Education in Arts and Culture totaling:		2	2		
	<b>Compulsory electives offered for the subject Philosophy of Education in Arts and Culture</b>					
	Speech Training	GU	2	2	WP*	
	Communicative Educational Practices	GU	2	2	WP*	
	Teenage and Youth Cultures	GU	2	2	WP*	
	Visual Didactics	GU	2	2	WP*	
	Online Media in the Classroom Context	GU	2	2	WP*	
	Cultural Education	PS	2	2	WP*	
	Routines and Critique of the Creative	PS	2	2	WP*	
	Art Teaching and Biographies	PS	2	2	WP*	

<b>Design and Production</b>	<b>Classes totaling:</b>		<b>33</b>	<b>30</b>		
	Design and Context	PJ	6	7	P	
	Design and Space	VO	2	1	P	
	Technology and Society	SE	2	2	P	
	Technology I – Basics/Wood	GU	6	6	P	
	Technology II – Basics/Metal	GU	6	6	P	
	Technology III – Basics/Technology	GU	3	3	P	
	Experimenting with Production Technologies I	GU	2	2	P	
	<b>Compulsory electives offered for the subject Design and Production</b>					
	Technology IV – Basics/Ceramics	GU	4	2	WP	
	Technology V – Basics/Paper	GU	2	1	WP	
	Technology VI – Basics/Plastics	GU	2	1	WP	
	Technology I – Extension/Wood	GU	2	1	WP	
	Technology II – Extension/Metal	GU	2	1	WP	
	Technology III – Extension/Technology	GU	2	1	WP	
<b>Free electives</b>			<b>2</b>	<b>2</b>		
<b>Total number of hours / ECTS Part I of the Program</b>			<b>65</b>	<b>60</b>		

## Part II of the Program

Subject	Class title	Class type	Sem. hours	ECTS		
<b>Product Culture</b>	<b>Classes totaling:</b>		<b>17</b>	<b>17</b>		
	Product Design (Practice)	PJ	8	8	P	
	Product Design (Theory)	VO	2	1	P	
	Product Design (Theory)	SE	2	3	P	
	Product Culture	VO	2	1	P	
	Didactics/Communication – Product Culture	SE	2	2	P*	
	Practical training at school – Product Culture	GU	1	2	P*	
<b>Production and Communication</b>	<b>Classes totaling:</b>		<b>8</b>	<b>6</b>		
	Functional Design – Mold Building I	GU	4	3	P*	
	Didactic Exercises for Techniques of Production	GU	2	2	P*	
	Labor and Society	VO	2	1	P*	
<b>Architecture, Space, Environment</b>	<b>Classes totaling:</b>		<b>17</b>	<b>17</b>		
	Architecture, Space, Environment (Practice)	PJ	8	8	P	
	Architecture, Space, Environment (Theory)	VO	2	1	P	
	Architecture, Space, Environment (Theory)	SE	2	3	P	
	History of Architecture	VO	2	1	P	
	Didactics/Communication – Architecture, Space, Environment	SE	2	2	P	
	Practical training at school – Architecture, Space, Environment	GU	1	2	P	
<b>Philosophy of Education in Arts and Culture</b>	<b>Classes totaling:</b>		<b>6</b>	<b>6</b>		
	Teaching and Learning as Emancipatory Practice	SE	2	2	P*	
	Teaching Art and Culture	SE	2	2	P*	
	Educational Preparatory Classes at the University of Vienna		2	2	WP*	

<b>Advanced subject</b>	<b>Classes totaling: **</b>		<b>6</b>	<b>6</b>	<b>WP</b>	
Classes offered						
Architecture and City I-IV			6	6	WP	
Display and Communication I-IV			6	6	WP	
Design and Production I-IV			6	6	WP	
School and Education I-IV			6	6	WP*	
Art and Public I-IV			6	6	WP	
Fashion and Styles I-IV			6	6	WP	
Science Fashion I-IV			6	6	WP	
Technologies of Fashion I-IV			6	6	WP	
Visual Culture I-IV			6	6	WP	
<b>Education Project in Art and Culture I-IV</b>			<b>6</b>	<b>6</b>	<b>WP*</b>	
Practical training in school, University of Vienna	Practical Training in School, Phase 2: Subject-specific Internship in the school subject Design, Architecture, and Education		4	4		
<b>Degree exam</b>	Diploma seminar	SE	2	2		
<b>Diploma thesis</b>				15		
<b>Free electives</b>	<b>Classes totaling:</b>		<b>2</b>	<b>2</b>		
<b>Total number of hours / ECTS Part II of the Program</b>			<b>62</b>	<b>75</b>		
<b>Total number of hours / ECTS Part I+II of the Program</b>			<b>127</b>	<b>135</b>		
	<b>Additional classes offered by the Institute for Education in the Arts:</b>					
	Experimenting with Production Techniques II	GU	2	2		
	Functional Design – Mold Building II	GU	2	2		
	Open Workshop Contextual Design	UE	4	2		
	Technology IV – Extension Ceramics	GU	2	1		
	Technology V – Extension Paper	GU	2	1		
	Creative Writing	GU	1	1		
	First Aid	GU*	1	1		
	Field Trip	EX	2	2		
	Social Theory III	VO	2	1		
	Social Theory IV	VO	2	1		
	Communicative Educational Practices	GU*	2	2		
	Open Workshop Art and Communication	UE	4	2		
	Internship in Professional Fields outside Schools	GU*	4	2		
	Speech Training	GU*	2	2		

\* Classes marked with \* (P\* and WP\*) are classes that are educational in nature or relate to teaching the school subject concerned.

\*\* The respective classes to be attended for the individual advanced subjects are always announced at the beginning of the academic year or semester, as the case may be.