



# CATALOGUE OF MODULES

## FACILITATING PERMEABILITY IN HIGHER EDUCATION

### ● WORK PACKAGE

T3 – Horizontal and vertical permeability of dual education

### ● STATUS

Final version

### ● DELIVERABLE

O T3.2. catalogue of modules facilitating permeability in higher education

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● AUTHOR

New Design University

**Julia Pintsuk-Christof**

**Flora Szurcsik**

TUASRO

**Lisa Piwoda**

**Henrike Martius**

**Franziska Peklo**

ÈDHEA

**Daniel Schmid**

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# 1 SUMMARY

This catalogue of modules describes preparation courses for higher education and for consolidation/advanced courses that have been developed and if possible implemented in the context of the DuALPlus project by édhea, Switzerland, NDU, Austria, and TUASRO, Germany.

After a needs and requirements analysis within the partner institutions different fields of action were identified to support young professionals or prospective students. All developed courses were embedded into existing support structures within the partner institutions, this could include integrating internal institutions like “international office” or “academies for professionals / further education”. Together the described courses were developed and if possible implemented and evaluated. Due to covid restrictions, some courses were rearranged and held in a digital format.

All courses were developed by experienced teachers of the respective institution. To effectively describe the formats, the desired target groups, framework conditions, teaching-learning methods and learning objectives were defined.

In order to facilitate the successful start of studies for lateral entrants (students without general matriculation standard, e.g. master craftsmen, second educational pathway) or foreign (EU) students preliminary courses were developed and are described in chapter 2. These courses are designed to provide additional assistance and practice opportunities. Bridging courses are designed to let students explore the foundational knowledge related to their study course and get used to university study before starting a degree.

Chapter 3 focuses on higher education courses for professionals. Innovative educational formats were developed and implemented at university level to upgrade skills, for example in entrepreneurship.

Courses allow young professionals to acquire the skills and knowledge for their career, using further qualification as a competitive advantage and promoting lifelong learning. Not only the increasing internationalisation or digitalisation of the markets poses new challenges. Student can gain new knowledge for their career as a skilled professional and a manager without having to forgo the security of their regular income.

# 2 PREPARATION COURSES FOR HIGHER EDUCATION

## 2.1 NDU: WHAT IS SUSTAINABILITY



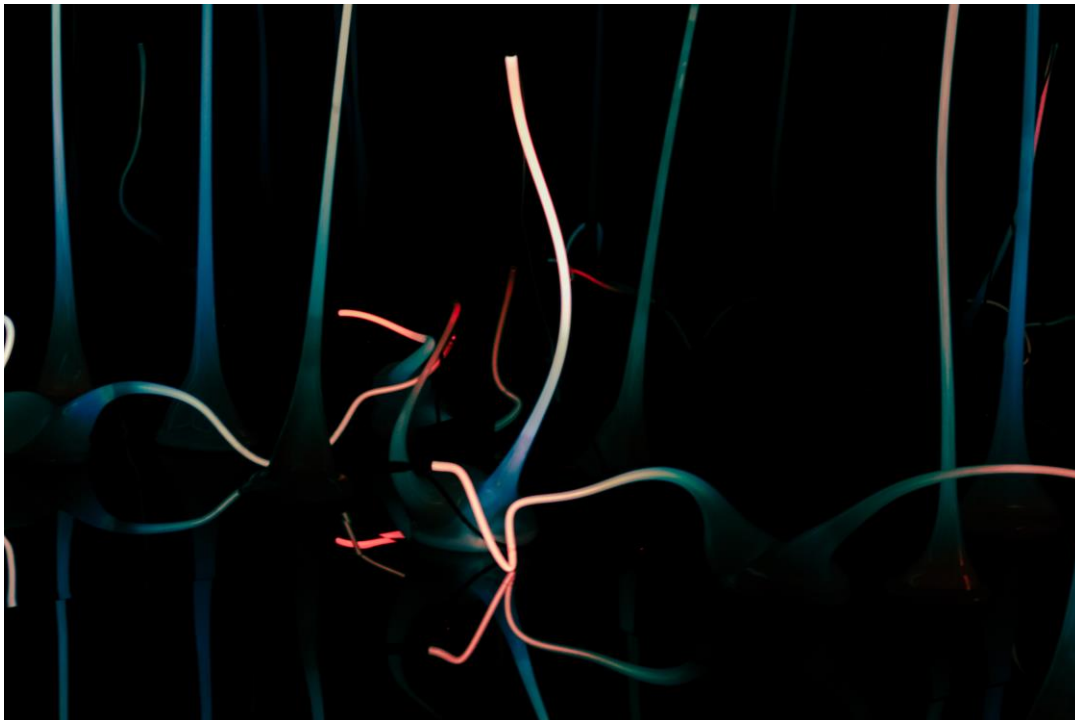
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<b>TITLE OF MODULE</b>	What is sustainability? - Applications and new ideas for plastic and paper. (Design - realisation - prototyping)
<b>TARGET GROUP</b>	The workshop is primarily aimed at school leavers from general or vocational secondary schools who wish to receive design training. Interested parties with a teaching degree or professional experience are also welcome.
<b>BACKGROUND</b>	All persons who have a creative field of study/ training in mind and want to find out which field of study is suitable for them, and at the same time want to put together a suitable portfolio (application folder).

<b>FRAMEWORK</b>	<p>Two days, maximum 10 persons per teacher</p> <p>Type of lessons: Classroom lessons</p> <p>Day 1: Research, idea and design</p> <p>Day 2: Implementation and documentation</p> <p>Premises: Studio space with tables, armchairs, light and electricity for laptops and screens.</p> <p>Tools: hand tools, drawing material, camera and laptops</p> <p>Motivation</p> <p>Note: Due to the current COVID19 situation it would be conceivable to conduct the first day of the workshop online.</p>
<b>LEARNING OBJECTIVES</b>	<p>Designing and implementing prototypes and small products. Intensive examination of the material, plastic and paper and its usable properties in terms of sustainability. Students should ask themselves the questions: "What makes a material sustainable or environmentally harmful?" and "What useful areas of application are there for these materials"?</p> <p>Creative thinking and working on should strengthen access to creative work practice as a designer and provide an insight into the development process of a product from research to implementation.</p>
<b>MODULE DESIGN</b>	<p>The low-threshold learning concept is based on an experimental approach, the testing and exploring of material and techniques, which allows participants to set independent learning goals. A "right" or wrong" does not exist, because everyone should find out for himself where his strengths and interests in material and design lie. The workshop offers the participants to gain and test their experience in design practice, even without previous knowledge. Tools and material are provided, or students can also independently collect and recycle material.</p> <p>Daily structure:</p> <ul style="list-style-type: none"> <li>• Welcome Introduction round</li> <li>• Lecture on material and design concepts</li> <li>• Research phase: In the library or on the computer, short formulation of ideas and, if necessary, sketches</li> <li>• Discussion of group ideas and coaching for implementation</li> <li>• Practical lessons: implementation and documentation of ideas.</li> <li>• Debriefing of the work process (What problems and difficulties have occurred? What was especially fun? Was the self-imposed goal achieved...)</li> </ul>

<b>TEACHING AND LEARNING METHODS &amp; MEDIA</b>	<p>Methods that are used:</p> <ul style="list-style-type: none"> <li>• Methodical research of material conditions and properties</li> <li>• Presentation (workshop idea, goal and process/ day structure)</li> <li>• Frontal Teaching/ Presentation on Materials &amp; Sustainability, as well as Best-Practice Examples</li> <li>• Presentation methods and possibilities of research.</li> <li>• Reflection and exchange on ideas, implementation and concept</li> <li>• Feedback, coaching and practical support of the workshop management</li> <li>• Design orientation &amp; research (in which direction should it go? What is my approach, my goal?)</li> <li>• Documenting in words and images</li> <li>• Prototyping (Trial and Error).</li> <li>• Self-study and discussion also outside the classroom</li> <li>• Increasing awareness of materiality, consumption, recycling and ecological, economic and social sustainability</li> </ul>
<b>IMPLEMENTATION</b>	<p>The workshop takes place as part of the Foundation Course as an orientation or introductory course for further design studies. The focus is on 3D design and is led under the module "Material &amp; Creativity".</p>
<b>EVALUATION</b>	<p>The course will take place in the summer semester 2021, and statements about the feedback of the students can probably only be made after the end of the project.</p>
<b>LESSONS LEARNT</b>	<p>See above</p>
<b>BLUEPRINTS / MATERIAL</b>	<p>-</p>

## 2.2 NDU: DO YOU FEEL LIKE IT?



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TITLE OF MODULE	<p>“HAB ICH BOCK DRAUF?“ (“Do you feel like it?”) Light objects (Design – Realization – Prototyping)</p>
TARGET GROUP	<p>The workshop is primarily addressed to school leavers of high school or higher vocational school, who strive for a design education. Interested people with apprenticeship certificate respectively professional experience are welcome as well.</p>
BACKGROUND	<p>The workshop is addressed to people who strive for a design study programme/ education and would like to find out which programme is suitable for them as well as who wish to develop a suitable application portfolio for this programme.</p>
FRAMEWORK	<p>2 days, max. 10 participants per teacher/trainer Teaching type: classroom training</p> <p>Day 1: Research, idea and concept Day 2: Realisation and documentation</p> <p>Premises: Studio rooms with desks, chairs, light and power for laptops and screens. Tools: Manual tools, mitre guillotine, drawing material, camera and laptops</p> <p>Motivation</p>



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Note: Due to the current Covid-19 –situation, it would be conceivable to run the first day as online training

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#### LEARNING OBJECTIVES

##### Remembering/Knowledge:

- orientation support in the choice of pursuing education
- outlook of what to expect in a dual study programme (pro and contra). Tipping a toe in the water of university studies.
- sparking interest for design and prototyping

##### Understanding:

- individual design

##### Applying:

- realisation of prototypes

##### Analysing / Evaluating:

- Workshop with a physically perceptible character, which helps to imagine and assess what is needed in a study programme. Key word: “under- and overload” (trial day) / do I feel like it or not

##### Creating:

- prototypes
  - suitable application portfolio for design study programme
- 

#### MODULE DESIGN

- The workshop does not require any special prior knowledge. The entry threshold is deliberately low to allow a broader target group to learn more about design/manual design.
- Materials and tools are provided to the participants. If single participants do not have own laptops, it is possible to use a computer with internet access in the studio rooms. The knowledge transfer is based on equal terms, the teaching conventions are collegially.

##### Structure of the days:

- Welcome
  - Introduction of the persons and the workshop structure
  - Lecture
  - Research phase individually or in small groups
  - Applied teaching in individual and group coaching.
- 

#### TEACHING AND LEARNING METHODS & MEDIA

##### Methods:

- Project environment analysis (introduction round), bridge from individual to group.
  - Presentation (workshop idea, goal and structure)
  - Lecture (short design history on the subject of light object on the basis of AKARI- lamps)
  - Presentation: methods and possibilities for research
  - Interdisciplinary and participative exchange on research results as well as possible or impossible ideas
  - Feedback loops among each other as well as to the teacher/trainer
-

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- Artistic manual design (think, draw/ outline, watch)
  - Documentation in text and image
  - Prototyping (trial and error)
  - Storytelling: contextualization of objects in text and image, staging of the object
  - Feedback round „pro and contra“
  - .....self-study.....

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<b>IMPLEMENTATION</b>	The module was originally planned as „Spring Workshop 2020 FoundationCourse“ in spring 2020, but had to be postponed due to the Covid-19-situation. Due to the current planning uncertainty, it has not been possible yet to arrange a new date.
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<b>EVALUATION</b>	See above
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<b>LESSONS LEARNT</b>	See above
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<b>BLUEPRINTS / MATERIAL</b>	See above
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## 2.3 TUASRO - LANGUAGE TANDEM



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<b>MODULE NAME</b>	Language tandem
<b>TARGET GROUP</b>	International & local students
<b>BACKGROUND / NECESSITY OF THE MODULE</b>	<ul style="list-style-type: none"> <li>• The aim is to improve foreign language skills and to encourage intercultural competence</li> <li>• Facilitate the start of studies for international students</li> <li>• German-speaking students can prepare for their stay abroad by communicating with native speakers</li> </ul>
<b>FRAMEWORK CONDITIONS</b>	<ul style="list-style-type: none"> <li>• The number of dates on which the students interact with each other can be chosen freely</li> <li>• The number of participants is initially unlimited. However, the assignment of a suitable partner and the match of a tandem pair depends on the number and availability of the respective registrations with a suitable target language</li> <li>• The communication of the tandem pairs can take place both in presence and online</li> <li>• As the module takes place in a private setting, the university does not provide any facilities</li> </ul>
<b>LEARNING OBJECTIVES</b>	Through conversation with native speakers, the students acquire initial or advanced language skills in their target language. In addition, intercultural competences are to be expanded. Depending on the amount of time and willingness, the students have the opportunity to get to know cultural peculiarities, such as manners, customs and social structures of the tandem partner's country of origin.

MODULE DESIGN	<p>The language tandem does not build on any prior knowledge acquired in other modules. Participants should interact freely with each other and design their language tandem according to their own individual ideas and needs in order to get the most out of the event. For this reason, the module has no set structure in terms of content and has no compulsory workload.</p>
TEACHING-LEARNING METHODS & MEDIA	<ul style="list-style-type: none"> <li>• Two or more students of different mother languages are matched together to learn each other's language cooperatively. (Action-oriented, cooperative language acquisition)</li> <li>• Communication via media (digital communication channels of choice, e.g. Zoom, Skype, Whatsapp, etc.; face-to-face interaction).</li> </ul>
IMPLEMENTATION	<p>Students were informed and instructed about the module via the inter-faculty community mail.</p> <p>Registration for the module takes place without admission restriction or prerequisite by e-mail to the responsible persons.</p> <p>In their application, students indicate, among other things, their degree programme and a wish regarding the language they wish to learn.</p> <p>After submitting their registration form, students will be placed with a student of their desired target language.</p>
EVALUATION	<p>At the halfway point of the semester, a participant survey was conducted on the progress so far. The survey showed that the majority of respondents communicate with each other predominantly online. Due to the particular challenges associated with the pandemic-related contact restrictions, face-to-face meetings were the exception.</p> <p>The feedback from the participants was positive. Some participants would have liked to have a face-to-face meeting with other participants.</p> <p>The lively participation of students suggests that the module was well received overall.</p>
LESSONS LEARNT	<p>In future, an event will take place at the beginning and end of each semester to which all participants in the module will be invited. On the one hand, this should serve as an information event, and on the other hand, the students will have the opportunity to get to know each other or to exchange information about their previous experiences.</p>
MATERIAL	<p><a href="https://www.th-rosenheim.de/studium/sprachenzentrum/sprachtandem/">https://www.th-rosenheim.de/studium/sprachenzentrum/sprachtandem/</a></p>

# 3 ADVANCED HIGHER EDUCATION COURSES

## 3.1 ÉDHEA– INTRODUCTION TO MOTION DESIGN (2D)



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MODULE NAME	Introduction to Motion Design (2D)
TARGET GROUP	Creative Professionals with several years of professional experience
BACKGROUND / NECESSITY OF THE MODULE	The module provides basic information in the field of motion design and enables participants to apply what they have learned in their design practice. The participants expand their skills and increase their attractiveness on the job market.
FRAMEWORK CONDITIONS	<ul style="list-style-type: none"> <li>• Maximum of 10 participants</li> <li>• 2 lecturers</li> <li>• 16 lessons of 45 minutes spread over two days of class</li> <li>• Each participant needs a laptop with the appropriate software installed</li> </ul>
LEARNING OBJECTIVES	Participants get to understand the structure and functioning of <i>After Effects</i> , and can apply this knowledge to create their own small animation projects.
MODULE DESIGN	The module is designed as a two-day workshop.

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### Day 1

- Introduction of the lecturers and participants
- Presentation of the Workshop Program
- Introduction to the topic of Motion Design
- Introduction to Adobe *After Effects* Software (*Introduction to Structure and Basic functions, Introduction to Keyframe Animation, Organization of Assets, etc.*)
- Practical tasks: Series of short animations to test their knowledge

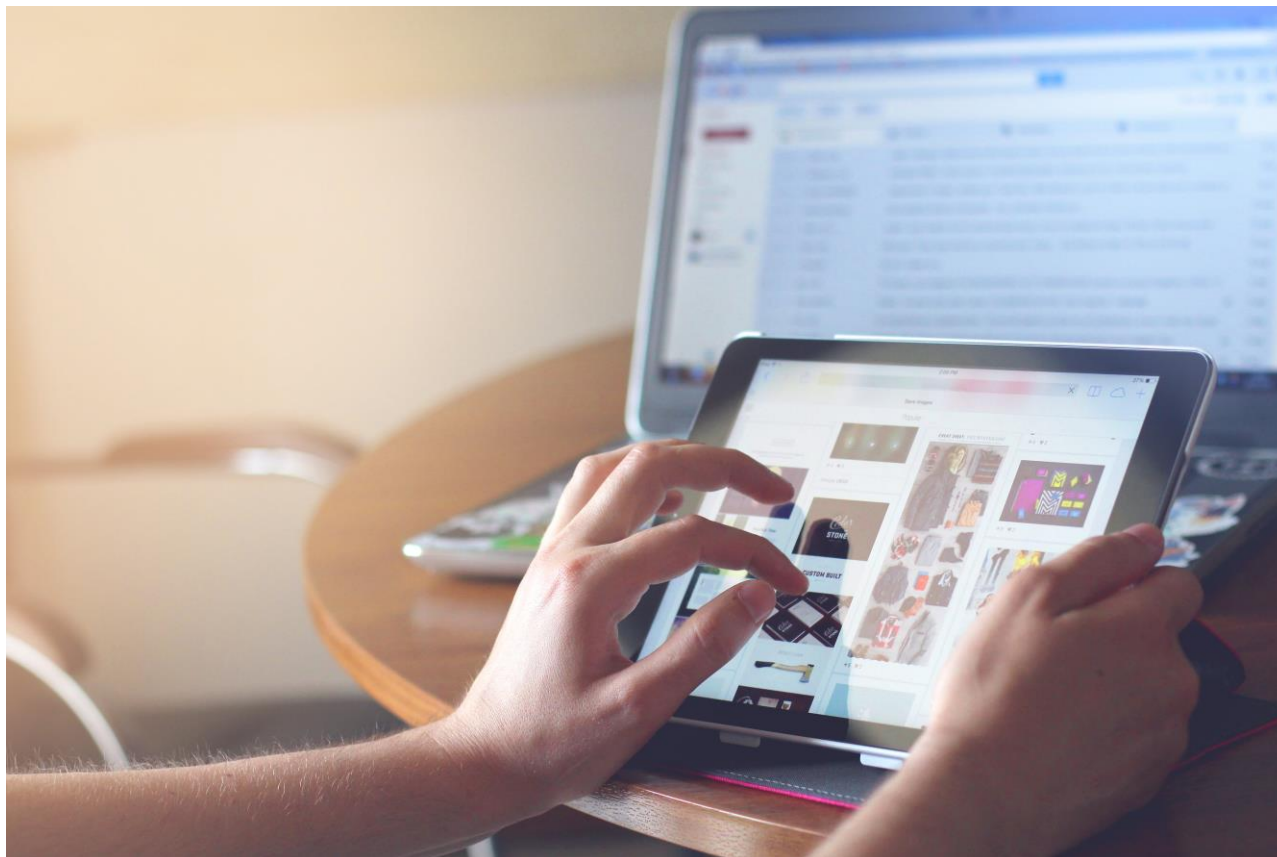
### Day 2

- Motion Design Challenge: Participants try to recreate a series of animations created by the instructors. These are then discussed together step by step.
- Interactive quiz to review the learning content of the first day.

Practical project: The participants apply their knowledge to a project from their individual professional practice.

TEACHING-LEARNING METHODS & MEDIA	<p>Methods: Project-oriented work, frontal instruction, and group work, coaching by lecturers.</p> <p>Media: Notebook, Interactive Whiteboard and Screen.</p>
IMPLEMENTATION	<p>The workshop was advertised on the website and within the local professional networks.</p> <p>The registration took place via e-mail.</p> <p>First implementation: May 29 and June 5, 2021.</p>
EVALUATION	<p>The workshop was rated as consistently positive by all participants.</p> <p>The intensive personal support by the lecturers was particularly appreciated.</p> <p>The duration of 2 days was described as too short and further advanced modules are desired.</p> <p>On the part of the lecturers, the sometimes very different prior knowledge of the participants was perceived as a difficulty.</p>
LESSONS LEARNT	<p>Preparatory tasks and tutorials can help to provide the foundations to bring the participants to a more homogeneous level of knowledge. The duration will be extended from 2 to 5 days. Asynchronous and hybrid learning methods will be increasingly used.</p>
MATERIAL	<p><a href="https://www.edhea.ch/evenements/workshop-introduction-au-motion-design-2d">https://www.edhea.ch/evenements/workshop-introduction-au-motion-design-2d</a></p>

## 3.2 ÉDHEA – INTRODUCTION TO USER EXPERIENCE DESIGN (UX)



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<b>MODULE NAME</b>	Introduction to User Experience Design (UX)
<b>TARGET GROUP</b>	Creative Professionals with several years of professional experience
<b>BACKGROUND / NECESSITY OF THE MODULE</b>	The module provides a basic understanding of user experience design with a focus on the planning and design of websites or other web-based applications. The acquired methods and tools allow the participants to expand their competencies and to develop new professional fields or to increase their attractiveness on the labour market.
<b>FRAMEWORK CONDITIONS</b>	<ul style="list-style-type: none"> <li>• Maximum 10 participants.</li> <li>• 3 instructors.</li> <li>• 24 lessons of 45 minutes spread over three days of class.</li> <li>• Each participant needs a laptop with the appropriate software installed.</li> </ul>
<b>LEARNING OBJECTIVES</b>	<p>Participants will learn methods and tools for designing and planning UX projects and will be able to apply them.</p> <p>Participants will learn about design principles and will be able to apply them. They will learn about different design and prototyping tools and get to know one of them.</p>

Participants will learn about the main technologies used to develop websites. They will learn the rough workflow from planning to development of a website and the roles of the involved actors. They will learn technological trends and will be able to roughly classify them.

MODULE DESIGN	The module is designed as a three-day workshop.
<b>Day 1 — UX Introduction and Methodology</b>	<ul style="list-style-type: none"> <li>• Introduction of the lecturers and participants</li> <li>• Presentation of the workshop program</li> <li>• Introduction to User Experience Design and its application areas.</li> <li>• UX for designers with focus on web design.</li> <li>• Methods and tools for planning UX projects (interviews, user journeys, card sorting, ...).</li> <li>• Information Architecture.</li> </ul>
<b>Day 2 — UX Design and Prototyping</b>	<ul style="list-style-type: none"> <li>• Design issues of interactive projects.</li> <li>• Overview of Design and Prototyping Tools (Figma, Adobe XD, FramerX, ...)</li> </ul>
<b>Day 3 — Web technologies and Developer Handout</b>	<ul style="list-style-type: none"> <li>• Functionality of websites</li> <li>• Basic technologies (CSS/SCSS, HTML, JS, PHP, LAMP Stack, Web servers, ...)</li> <li>• Technology Trends and Tools (NodeJS, Jamstack, Static Site Generators, Headless CMS, Tailwind, Framer Motion, ...)</li> <li>• Modern Development Workflows and Technologies (GitHub, continuous integration, ...)</li> <li>• Developer Handouts and Tools (figma.com, zeplin.io, ...)</li> </ul>
TEACHING-LEARNING METHODS & MEDIA	<p>Methods: Project-oriented work, frontal teaching and group work, coaching by lecturers, hybrid learning.</p> <p>Media: Notebook, Interactive Whiteboard and Screen, Web-based applications (Figma, Miro, Codepen).</p>
IMPLEMENTATION	<p>The workshop will be advertised on the website and within local professional networks.</p> <p>Registration will take place via email.</p> <p>First implementation: End of August 2021.</p>
EVALUATION	—
LESSONS LEARNT	—
MATERIAL	—



### 3.3 TUASRO – WORKSHOP “ENTREPRENEURSHIP”

**11:00 – 13:00 Uhr**  
 SCRUM als Methode  
 Praxisvortrag / BORA - Herr Könniker – Mechanical Development Team Lead  
 Agile Arbeitsmethode OKR  
 Kreativitätstechnik SCAMPER

**14:00 – 17:00 Uhr**  
 Kreativitätstechniken: 5Whys, Persona Methode etc.  
 Entwicklung von Geschäftsmodellen: Vision Statement und Business Model Canvas Met  
 Value Proposition Canvas mit Value Map und Kundenprofil  
 Lean Canvas Methode

**AGENDA  
TAG 2**



Entrepreneurship Seminar

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<b>MODULE NAME</b>	Workshop “Entrepreneurship”
<b>TARGET GROUP</b>	<ul style="list-style-type: none"> <li>• Professionals with management positions in companies</li> <li>• Former students</li> </ul>
<b>BACKGROUND / NECESSITY OF THE MODULE</b>	<p>Entrepreneurship is a relatively new, emerging interdisciplinary field of science with components from business administration, economics, sociology and psychology. Entrepreneurship research is concerned, among other things, with identifying and pursuing entrepreneurial opportunities, developing novel business models, the process of starting a business, the personality of the entrepreneur, making entrepreneurial decisions and also with social and sustainable entrepreneurship. Thus, entrepreneurship research aims to generate relevant insights around the topic of entrepreneurial action that allow us to better understand complex, entrepreneurial issues. Based on current findings from academic research in the field of entrepreneurship, this seminar aims to provide impulses on the topics of innovation and entrepreneurial thinking and action.</p>

FRAMEWORK CONDITIONS	<ul style="list-style-type: none"> <li>• The duration of the workshop is 2 half days (Previous dates: 26.02./05.03.2021).</li> <li>• The costs for participation in the workshop are 400 EURO incl. VAT.</li> <li>• Since the workshop will take place online, the number of participants is not yet dependent on spatial resources, but is limited to a maximum of 30 participants due to the interactive form of work. In principle, the workshop will take place in presence at the Campus Chiemgau of the Rosenheim University of Applied Sciences.</li> <li>• Registration for participation in the workshop takes place via the homepage of the Rosenheim University of Applied Sciences</li> </ul>
LEARNING OBJECTIVES	<p>The participants learn theoretical basics as well as content on the areas of entrepreneurial decision-making and the identification and development of business ideas, in particular the agile innovation method Design Thinking.</p> <p>The second part of the workshop consists of a "hands-on experience" in which the participants develop their own innovative business ideas in the form of group work and evaluate and analyse them using the Business Model Canvas.</p>
MODULE DESIGN	<p>The workshop does not build on any specific prior knowledge. The participants come from different professional contexts and thus bring different levels of knowledge with them. They will be offered a lecture on the basis of which they will be asked to interact with each other in group work, to develop and evaluate ideas. In order to get the most out of the workshop, it will be accompanied by course instructors from the Rosenheim Center for Entrepreneurship (ROCKET), to whom the participants can address content-related questions.</p>
TEACHING-LEARNING METHODS & MEDIA	<ul style="list-style-type: none"> <li>• The course leaders give a lecture on the topic of entrepreneurship - impulses for innovation and flexibility.</li> <li>• Action-oriented working methods: Participants develop their own business ideas in group work</li> </ul>
IMPLEMENTATION	<p>At the Campus Chiemgau in Traunstein, the TUASRO is therefore offering eight different seminars on digitalisation topics in 2021, thus enabling practice-oriented further education for working professionals. The seminar series started on 25.02.2021 with the workshop on "Entrepreneurship".</p> <p>Potential participants were informed about the workshop via the homepage of TUASRO.</p> <p>There are no admission requirements for participation except for the limited number of participants and the costs.</p>
EVALUATION	<p>The feedback from participants from a wide range of sectors was positive.</p>
LESSONS LEARNT	<p>It would be desirable to hold the workshop in presence in the future.</p>
MATERIAL	<ul style="list-style-type: none"> <li>• <a href="https://www.th-rosenheim.de/weiterbildung/offene-seminare-inhouse/offene-seminare/digitalisierung-seminare-campus-chiemgau/">https://www.th-rosenheim.de/weiterbildung/offene-seminare-inhouse/offene-seminare/digitalisierung-seminare-campus-chiemgau/</a></li> <li>• <a href="http://www.campus-chiemgau.de/">http://www.campus-chiemgau.de/</a></li> </ul>



# Interreg Alpine Space DuALPlus

European Regional Development Fund



[www.alpine-space.eu/dualplus](http://www.alpine-space.eu/dualplus)



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This project is co-financed by the European Regional Development Fund through the Interreg Alpine Space programme