Module offer with 3 and 6 ECTS in the Contextual Studies
for the academic year 2024

CONTENT

Due to unpredictable events some contents may still change at short notice.

We therefore ask you to always work with the current version accessible via the homepage.

What is Contextual Studies?

The master's degree programmes at Vorarlberg University of Applied Sciences (FHV) build on the following three essential elements:

1. Core studies:

   The compulsory fundamental subjects in core studies establish the specialist academic skills and support your professional competences.

2. Specialisation studies:

   In the chosen field of specialisation, you will enhance and specialise – depending on the degree programme – your professional access based on your interests and career goals.

3. Contextual Studies:

   In a selection of more than 40 modules, you cross the boundaries between:

   - Disciplines and schools of thought (interdisciplinarity),
   - Cultures, languages and countries (internationality) and
   - Current knowledge and the future (research and development).

   Your degree programme takes you through all three basic elements. This process allows you to deepen and broaden your skills while letting you incorporate your personal interests in your programme of study.

Challenges and opportunities in Contextual Studies:

You are active and incorporate your own questions and thoughts into your learning and understanding.

In the Contextual Studies you can adopt new points of view and unconventional perspectives, discover and reconfigure relationships.

You cross boundaries and discover new territory.

In the Contextual Studies, you work on current interdisciplinary issues and questions. The topics cover challenges of our working world as well as of sustainability issues, but also of societal coexistence and social economics, cultural change and value orientations, questions of security and many others.

You contribute to sustainable global development on an economic, environmental and social level.

By choosing a module with 3 or 6 ECTS from the Contextual Studies, you are contributing to the fulfilment of at least one of the 17 global Sustainable Development Goals (SDGs) adopted by the United Nations in accordance with the 2030 Agenda for Sustainable Development.

Organisational aspects

The Contextual Studies comprise 10% of your master's programme, i.e. 12 ECTS.

You can fill these 12 ECTS ...

... with modules with 3 or 6 ECTS from the present offer OR

... choose here under "Further documents" a one-year Research Project totalling 12 ECTS.

In the 1st semester of your master's programme, you find out about **the electives offered in the Contextual Studies** and choose modules totalling 12 ECTS. In this way, you design your individual path through the Contextual Studies.

Please contact the lecturers, listed in each case, if you have any questions regarding content, or the administration of the Contextual Studies if you have organisational questions.

The Modules take place in the 2nd and 3rd semester (we recommend booking 6 ECTS per semester). The modules with 3 or 6 ECTS extend over a maximum of one semester.

In our internationally oriented offer you will also find **English-language modules** and interesting **Study Trips**.

This offer can be extended by **Short Advanced Programmes (SAPs)** of the RUN European University (RUN-EU) network, which are offered in the range of 1 to 6 ECTS at short notice.

Time windows

When the interdisciplinary modules of the Contextual Studies take place in the 2nd and 3rd semester, this happens in special time windows:

- **weekly** (Thursday: 6:20 to 9:35 pm) and/or

- in **an intensive training week** (Monday, Tuesday, Wednesday: 8:50 am to 4:30 pm and Thursday: 8:50 am to 2:45 pm).

Slight time deviations are possible in individual cases.

No other courses take place in these reserved time windows in any of the 11 FHV master's degree programmes.

Criteria of choice and information transfer

In addition to your personal criteria for choosing your modules in the Contextual Studies, you can browse this module offer according to interests or time windows and also study the descriptions of the courses offered on your A5 portal.

Filter our module offer according to your #interests

Open the search window of this document (press [Ctrl] + [F]) and filter by terms (title, time window, ...) or with # in the first position for interests below.

#Study Trip	#Creativity	#Political Awareness
#Health	#Cultural Awareness	#Personality Development
#Innovation	#New Technologies	#Entrepreneurship | Pioneering
#Communication	#Organisation and Cooperation	#Economics and Behaviour
	#Interrelationships and Interaction	

Compare our time windows with your availability

See pages 6 and 40 in this module offer **for an overview** of the course times of the individual modules and their teaching mode (TM): present – **P** | virtual – **V**.

Learn more about the courses

You can find additional information on the modules (teaching and assessment methods, learning outcomes, …) in the course descriptions **on your A5 portal under "Course catalog"**. Select "Summer semester 2024" and "FAS-KON: Contextual Studies" as the "Study program".[1]

Are you interested in a Study Trip?

- In the module "Innovation Ecosystem Explorers" the Study Trip takes you to **Tallinn and Helsinki**. The hybrid info date is **on Friday, 6 October, 1-2 pm** in the startupstube (next to room U2 12).
- In the module „Diversity and Sustainable Development: Focus – India" you will travel to India. The hybrid info date is **on Friday, 20 October, 1-2 pm** in the startupstube (next to room U2 12).

Do you have any questions?

Make an appointment with Sabine Frick.

---

[1] The course descriptions for the winter semester 2024/25 will be available on the A5 portal from 16.2.24. Upon request, we will gladly send you the German or English version in advance.

How to register for modules

If you would like to attend **modules with 3 or 6 ECTS**, then choose from this module offer.

As a 1st semester master's student, you have the opportunity to register for the desired courses directly from your A5 portal **from Monday, 2 October to Sunday, 29 October 2023**. You can find out how this works in the FHV Inside under the tab **"Course selection"**.

For registration in Research Projects, see "Contextual Studies/Facts".

You can see the courses you have booked in the Contextual Studies at any time **on your A5 portal** under **"Grades"**.

If one of the courses you have chosen does not take place, e.g. because there are not enough participants (at least 9 people), or if it is overbooked, we will ask you to **choose an alternative between 1 and 3 November 2023**.

With 12 ECTS, your Contextual Studies is complete.

From 30 November 2023 you will be enrolled in your chosen modules.

How to withdraw from a module

If it is necessary to **withdraw** from a chosen course, please do so **in good time** (at least 1 week before the course starts) in order to be fair. It may be that someone is waiting for your place.

A **change of module** outside the application period is only possible in justified exceptional cases and only via kontextstudium@fhv.at.

Modules with 3 and 6 ECTS in the summer semester 2024

Registration: From Monday 2 October to Sunday 29 October 2023 on your A5 portal

	Module Name	Time Windows	TM[2]	CL[3]	Page
3 ECTS	Introduction to Financial Markets – Overview	English: 22.2. to 18.4. German: 25.4. to 4.7., on Thursdays from 5.30 pm or 6 pm	P	EN OR GE	7
	Philosophicum – Presence of Mind	22.2. to 18.4. on Thursdays from 6 pm	P	GE	9
	The Digital World: Technology, Society and Ethics	22.2. to 18.4. on Thursdays from 6 pm	P	GE→EN	11
	Human Rights in the Professional Context	Intensive training week from 25.3. to 28.3.	P	EN	13
	Philosophicum – Thinking and Dialogue	Intensive training week from 25.3. to 28.3.	P	GE	16
	Disruptive Technologies: Fundamentals, Applications and Opportunities[4]	Intensive training week from 25.3. to 28.3. + Thursday, 13.6., from 6 pm	P	EN	18
	Knowing in Everyday Practice: Tacit Knowledge and Social Images	Intensive training week from 10.6. to 13.6.	P	GE	20
	ZEN-Meditation and Self-Coaching	Intensive training week from 10.6. to 13.6.	P	GE	23
	Health Promotion at the Workplace: Holistic Health	Intensive training week from 10.6. to 13.6.	P	GE	25
	Writing Lab: Creative Writing	Intensive training week from 10.6. to 13.6.	P	GE	27
6 ECTS	Health Promotion for Employees and Managers	29.2. to 4.7. on Thursdays from 6 pm	P	GE	29
	Creating Innovations and Solving Problems with Design Thinking	29.2. to 18.4., on Thursdays from 6 pm and Intensive training week from 10.6. to 13.6.	P	EN	31
	Systems Thinking	22.2. to 18.4., on Thursdays from 6 pm and Intensive training week from 10.6. to 13.6.	P	GE	34
	Introduction to the Social and Solidarity Economy	22.2. to 18.4., on Thursdays from 6 pm and Intensive training week from 10.6. to 13.6.	P, V	EN	36
	New Authority – Application of Method and Attitude	Intensive training week from 25.3. to 28.3. and 25.4. to 4.7., on Thursdays from 6 pm	P, V	GE	38

---

[2] **TM** stands for Teaching Mode: present – **P** | virtual – **V** | or pandemic hybrid – **H**.

[3] **CL** stands for Course Language: German – **GE** | English – **EN** | or German→English as required – **GE→EN**.

[4] Apply additionally by means of an application form.

Money makes the world go round – but how exactly?

In the module "Introduction to Financial Markets – Overview", you investigate the financial markets' inner workings, their relevance for the economy, and the reasons for their regular blowups.

There is a second module "Introduction to Financial Markets -Market Strategy" on offer as well. You can book both modules independently of one another. If the financial markets are your thing, you are welcome to book both modules: they are expressly designed to be complementary, without duplication.

Because the financial markets are an immensely varied and complex subject area, the course forgoes the traditional lecture format and does not even try to be exhaustive. Instead, we want to lend you a hand in figuring out what issues speak to you most. All subjects are discussed with academic rigor, in clear contrast to the bulk of what goes for financial "information" in your typical financial blog or website.

Financial market literacy cannot be built from passive consumption. Both modules therefore combine a running market commentary, brief lecture segments on key issues, questions from you and open discussion formats. The target format is open, interactive and seminar-style. You are invited to participate as much as you like, and to ask any and all questions you may have on the issues most relevant to you.

There are guideposts for both financial markets modules. They serve as the take-off point for the unique voyage of discovery every course has so far turned into. It is you who helps determine which roads we end up traveling. The take-off point for the module "Introduction to Financial Markets – Overview" is to serve as a broad introduction to the financial market landscape. In contrast, "Introduction to Financial Markets – Market Strategy" looks at players, asset classes and market strategies more closely. We make certain that there is no overlap between the modules in a given run. If you can only book "market strategy" and hesitate because of the basics you may have missed in the overview: you are welcome to ask whenever a concept or term is unfamiliar.

The following building blocks have stood the test of time for "Introduction to Financial Markets – Overview" guideposts:

- **Individual module building blocks:**
    - Your individual questions
    - Current issues and a running market commentary
    - Q&A and discussion

- **Standard module building blocks: (Weighting according to your demand):**
    - The economic and business relevance of financial markets
    - Economic indicators
    - Economic cycles
    - Money, monetary policy, interest, bonds
    - The role of the central banks
    - Fundamental concepts and mechanisms of the financial markets
    - Foreign trade

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Gunther Rothfuss
gunter.rothfuss@fhv.at
(direct dialing 3006)

Inquiries by email will be answered within seven working days.

You are also welcome to make an appointment on request.
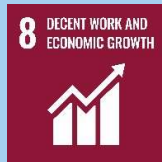Please briefly state the topics you wish to talk about in the inquiry.

Module name	„Introduction to Financial Markets – Overview"
Interests	#Economics and Behaviour
SDG	

Sustained economic growth

Time windows	**Summer semester 2024**
	English: 22.2. to 18.4.
	German: 25.4. to 4.7.
	On Thursdays from 5.30 pm or 6 pm
ECTS points	3
Max. no. of attendees	30 (Alumni are welcome)
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Philosophicum – Presence of Mind

„So wäre denn eine mögliche Definition des Glücks die folgende: In sich selbst eine aktive Fähigkeit vorfinden, von der man nicht wusste, dass man sie hat."

[A possible definition of happiness, then, would be the following: To find in oneself an active capacity that one did not know one had.]

(Alain Badiou: Philosophie des wahren Glücks, Vienna 2016 [in French 2015], page 58)

Our present is constantly questioning itself. Who are we? Where are we going? But the future is now more a word of fear than one of utopia or hope. Uncertainty and disorientation and – often frightening – new attempts at orientation – often violent – characterise our time. Philosophy arose in Greece in a similar political and social situation. Asking oneself philosophical questions is not easy, but at the same time it is an adventure, an opportunity - in dialogue with the texts of philosophy, with fellow students and with oneself – to discover what we do not know, that we do not know, what determines our thoughts and actions. Or: Trying to find your way in times of disorientation.

The course **"Philosophicum – Presence of Mind"** sees itself as a formally unrelated partner event of the course "Philosophicum – Thinking and Dialogue". The two seminars can be attended independently of each other. Both are about an introduction to philosophy, about being alert in dialogue with the thinking and perception of others and about thinking that transcends disciplines and borders. It is therefore recommended to choose them in combination with each other.

In the course "Philosophicum – Presence of Mind" the attempt is made to learn to see the figures of philosophical thinking in the past and present.

Based on a selected figure of philosophy (person, system, way of thinking) or selected texts and certain terms and philosophical approaches, an active reference to historical figures and contemporary problems is undertaken. An example: The origin of Plato's philosophy from the discussion of the decision-making bases of a democracy is connected with the current questions of democracy or the so-called post-democracy.

Another example: The question of how modernity changed Renaissance humanism – which never existed after Bruno Latour – is confronted with the current questions of posthumanism, Foucault's concept of modernity or Heidegger's letter on humanism – as an answer to Sartre's thesis that existentialism is a humanism. The relationship to oneself (an important topic, for example, the Stoa), the relationship to others (being-with, the political) and the relationship to the world (nature, technology, economy) is reflected as a dynamic agent (I speak in this context of a "ecology of meaning"). Another topic is the question of the technology, economy and culture of the present, of acceleration and sustainable change. Philosophical figures of thought and terms are questioned as answers to the problems of the respective time (Descartes, for example, as an answer to the religious wars) and at the same time current terms are developed in order to perhaps better understand the present and then to be able to expand the spectrum of practice. What questions move us and others, what contribution can texts and concepts from philosophy make to fundamental thinking about these questions? In a very dialogue-like seminar we want to go into the depths without losing the present, on the contrary, to illuminate it.

Alertness is an attitude. It's about this. Ultimately, it is an attempt to update enlightenment at a university.

How can you get involved? All participants will read texts by philosophers and process them in a presentation and dialogue. Which texts are read in the respective semester changes, also depending on the experiences made in the respective previous semester. A small term paper is also required.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact us for further information:

Hubert Matt
hubert.matt@fhv.at

Ajang Rezayati
Ajang.rezayati@fhv.at .

Module name	„Philosophicum – Presence in Mind"
Interests	#Personality Development
	#Political Awareness
	#Interrelationships and Interaction
SDG	
Time window	**Summer semester 2024**
	22.2. to 18.4. on Thursdays from 6 pm
ECTS points	3
Max. no. of attendees	15 (Alumni are possible, with compulsory attendance and examinations)
Further characteristics e.g. extra time outs, etc.	Attendance at the course is a prerequisite for the positive completion of the same.
	Active participation, presentation and small term paper are the three assessment criteria.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

The Digital World: Technology, Society and Ethics

We are all - more or less - surrounded by digital technologies. What does this mean for our lives in our leisure time and at the workplace? In the module "The Digital World: Technologies, Society and Ethics" we will look at different technologies and their benefits, but also critically reflect on them.

Already in the past, innovations - not only digital ones - have influenced our lives more than we realise. Today, it is primarily digital technologies that are entering our lives. What kind of technologies are they? Is this "only" about computer games? What is it really about AR, VR or AI? How big is Big Data actually? Is Smart Home just a gimmick, a nice gadget? We want to explore these questions and discuss opportunities, risks, and ethical aspects. For this

- we will take a look at the history of digital and non-digital innovations.

- we will look at the influence of digital technologies on our privacy.

- we will learn what Big Data means and why it needs artificial intelligence to analyse it.

- we will take a look at what artificial intelligence actually is.

- we will look at virtual reality and augmented reality.

- we learn what Active &Assisted Living (AAL) actually is

- we will discuss ethical aspects that will accompany us in all topics.

Discussions and own experiences are explicitly desired. The knowledge gained from the lecture is to be turned into practice in a case study of your own choice, whereby new and unusual ideas can also be explored.

Let your creativity run free. Opportunities, risks and ethical aspects will be worked out.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact us for further information:

Karin Trommelschläger
karin.trommelschlaeger@fhv.at

or

Mark Buzinkay
mbuzinkay@identecsolutions.com

If you contact us, we will be happy to arrange an appointment with you.

Module name	„The Digital World: Technology, Society and Ethics"
Interests	#Innovation #New Technologies #Interrelationships and Interaction #Personality Development
SDG	Sustainable Innovation
Time window	**Summer semester 2024** 22.2. to 18.4. on Thursdays from 6 pm
ECTS points	3
Max. no. of attendees	24 (Alumni are welcome)
Further characteristics e.g. extra time outs, etc.	The language of instruction is German, English if required. No previous technical knowledge is necessary. As preparation for the course, the reading of the book "Brave New World" by Aldous Huxley is assumed. A case study will be assessed, which will be dealt with in teamwork and presented at the end.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

How can human rights be used as prevention and analysis tools in everyday professional life and what is the role of professional ethics?

In the module "Human Rights in the Professional Context" we deal in workshops and group discussions with the question of how human rights can be used as prevention and analysis tools in everyday professional life. The understanding of fundamental human rights such as anti-discrimination and equality aspects plays a significant role. The findings of brain researcher Joachim Bauer (University of Freiburg, Southern Germany) show that fair behaviour at work and in private life leads to satisfaction and well-being. Fairness is the basis of our cooperation and the guiding perspective for research and professional practice.

You will work interactively through group work and presentations with other students from different disciplines. We explore how needs-based human rights and sustainable professional ethics go hand in hand. This will provide you with a framework that forms a basis for anti-discriminatory and equal rights in the professional context backed up by international legal frameworks.

This hands-on framework stimulates and challenges us to find answers to cognitive and practical questions such as:

- How is fair living and working together possible in our one world in view of our common future?

- What could be our specific professional contribution?

- How can we come together, despite different preconditions and professional approaches, to act in a way that promotes life and the future?

With these questions, you can bring your expertise from previous courses as well as your everyday and professional experiences into the interdisciplinary and intercultural learning processes of our module. This is because fellow students from the various disciplines of business and technology, as well as from InterMedia and social work, each with their own specific cultural or professional horizon of experience, take part in our module. You will interact with your fellow students in interdisciplinary group discussions and, above all, in the preparation and presentation of a joint project from your subject-specific perspective. As you will complete and present the project together with your project partners during the block week, it can serve as the basis for the evaluation you will receive at the end of the seminar. This continuous interdisciplinary collaboration opens up new and unusual perspectives and contexts for all participants, enabling a peer-to-peer concept. These horizon-expanding experiences from the module will encourage and empower you to be creative and innovative in finding solutions to complex challenges in your future professional practice.

Following the action-scientific three-step "understand - assess - act", we will try to clarify at the beginning of the seminar what human rights mean in our everyday professional life: Before we can answer this question, we want to learn what human rights actually are, how human rights were developed and where they come from.

Human rights are the vital answer to the question of whether all human beings have a right to life to the satisfaction of their basic biological, psychological and social needs. Numerous human biological studies (especially by the physicist and philosopher Mario Bunge, University of Toronto) have scientifically proven that all human beings are guided by the same biological, psychological and social basic needs, i.e. that the basic needs can be scientifically described and are universal. This means that we human beings have a common scientifically describable basis for our coexistence; admittedly, the respective implementation and realisation of the basic needs on this common basis then varies according to climatic, regional, cultural, religious and individual circumstances and interests. Our professional activities aim at supporting a group of people interested in our professional practice to realise their basic needs and the interests and desires arising from them.
Fact is: Without the satisfaction of our basic biological needs, which are explained by means of Maslow's Theory (e.g. for food, drink, clothing, nutrition, clean air, sexuality, housing ...), our basic psychological needs (e.g. for recognition and for institutionalised opportunities for the development of our sensory organs for seeing, hearing, smelling, tasting, feeling, maintaining balance) and our basic social needs (for belonging and for a socially legitimised national and international legal system), we cannot live together. And when our physical or psychological needs are violated or when we are excluded or discriminated against from family, social, political, or cultural-religious groups that are significant for us or have no opportunities for social participation we feel how important the realisation of our basic needs and the protection from their violation are.

Once those basis needs are understood in the first part of the module, we can elaborate into the relevant umbrella frameworks developed by the United Nations and their relevance in the professional context. Moreover, we can assess how to do "a good job" that respects human rights. We will learn to distinguish between a "job" (value-independent, interest-, institution- or prestige-driven activity) and a "profession" (professional action oriented towards universal ethical basic values and standardised with competences) along the lines of the applicable professional ethics of our professional associations.

This module will explore the existence of universal human values, which are those things or behaviours that we believe should be privileged and promoted in the lives of all human beings. A value is one of our most important and enduring beliefs, whether that be about a thing or a behaviour. Even though some values may be universal, they often arise from religious, social, and political contexts. To understand this, students will examine the United Nations and European Union human rights frameworks and will be presented with interesting court decisions concerning human rights violations in the workplace.

The Module will also enable students to distinguish between professional ethics from personal and theoretical ethics, and then sensitizes students to a major issue raised by professional ethics, that of potential conflicts between role morality and personal morality.

We invite you to discuss your ideas and strategies with us in this module and look forward to concretising them together and developing them further for practice.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

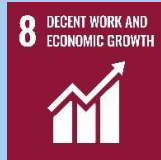Please contact us for further information:

Smera Rehman
smera.rehman@fhv.at

Module name	„Human Rights in the Professional Context"
Interests	#Organisation and Cooperation
	#Cultural Awareness
SDG	
	Decent work
Time window	**Summer semester 2024**
	Intensive training week (= Blockwoche) from 25 to 28 March
ECTS points	3
Max. no. of attendees	20 (Alumni are welcome)
Further characteristics e.g. expenses, extra time outs, etc.	The language of instruction is English.
	For the intensive training week (Blockwoche), attendance at the premises is obligatory.
	The module **"Human Rights in the Professional Context"** may overlap in content with the English-language course "Professional Ethics and Human Rights" in the Social Work degree programme, as both are based on human rights.
	The module **"Human Rights in the Professional Context"** focuses predominantly on interdisciplinary cooperation taking into account sustainable economic models, while the course "Professional Ethics and Human Rights" addresses this from the perspective of social work as a human rights profession (known as the triple mandate) with a focus on social problems and economic, social and cultural rights as well as collective rights (e.g. green social work).
	It makes sense to take part in both courses because you will be stimulated and enabled not only to expand your knowledge perspective, but also to expand your action perspective creatively and cooperatively, especially through the interdisciplinary cooperation in **"Human Rights in the Professional Context".**
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Philosophicum – Thinking and Dialogue

"The 'transformation of society' is not so important; it will come naturally and inevitably when man has completed the inner transformation."

Jiddu Krishnamurti

Philosophy or the term 'philosophy' has always been a contested and dazzling one. What meaning a term has at a certain time tells us something about that age. Philosophy is nowadays described as a meta-science, as a theory of science, as an ideology, as a substitute for religion or simply as useless. This is nothing new – there have been allegations of this kind and attempts to assimilate philosophy (e.g. through theology, psychology or sociology) in almost every era in European intellectual history. We must therefore try to dig deeper and radically re-pose the question of philosophy ('die Wurzel betreffend'), following Martin Heidegger: What is philosophy? What is philosophy not? What can it never be? Is thinking philosophy? And if so, what does thinking even mean? Through such clarification, the meaning and purpose(s) of philosophy will be revealed, and philosophical questions may be posed differently. Because more than finding answers, philosophy is about asking questions. Each question already provides possible answers. Every interpretation of a situation already suggests possible answers and interpretations. We are caught up in a compulsive search for answers even though we don't yet know the questions. In other words, in a crisis-ridden 21st century (when has there ever been no crisis?), what does philosophy tell us about this? Do we know the questions that our age asks of us? Where do we see the questions?

In the course "Philosophicum – Thinking and Dialogue", the meaning and task of philosophy are discussed and made fruitful for the 21st century. In contrast to the sciences ('rechnendes Denken'), philosophy is understood as 'gestimmtes Denken' (M. Heidegger). This means that in the process of thinking we raise the question what thinking can be. Thinking is thus itself questionable and questioned.

The course **"Philosophicum – Thinking and Dialogue"** sees itself as a formally unrelated partner event of the course "Philosophicum – Presence of Mind". Both seminars can be attended independently of each other. However, it is recommended to select these in combination with each other.

In the course **"Philosophicum – Thinking and Dialogue"**, the students should not only memorise knowledge of the history of philosophy, but learn to think, philosophise, and also communicate using various methods and approaches. In order to achieve this goal, the theoretical inputs of the lecturers are combined with the individual and joint reading of primary and secondary texts as well as practical exercises (e.g. on the subject complex of perception, assumption and interpretation). As already mentioned, the topic of communication and (philosophical) dialogue, which distinguishes itself from rhetoric and sophistry, also plays a major role. Because how can we talk about our thinking? Don't we also think in language? What role does language play in our worldview? Thinking and communicating are therefore directly related. The course explicitly aims to demonstrate that communicative skills and philosophical perceptions and considerations are helpful in professional and everyday life in addition to the respective specialist knowledge for cooperation, problem solving or leadership. Philosophy, however, is nothing abstract and distant from oneself. Philosophy wants to touch, address, provoke and, above all, it should focus on a holistic approach (in contrast to the sciences). Accordingly, topics such as fear, violence, freedom, love, and death will also have a central place in the course.

What philosophy can move and "achieve" (not meant in the neoliberal sense of the word) can only be experienced in a direct, personal, and serious examination of oneself, one's own fears, one's own security needs, patterns, ideas, and illusions. All real philosophising always throws you back on yourself. It is, in fact, the opposite of the seemingly objective, sober, and factual "thinking" that is always demanded of us. Philosophy challenges us as humans, as holistic beings, to step out of our comfort zones, out of intellectual bubbles, and into knowing ourselves.

How can you get involved? The willingness to read the work **"*Einbruch in die Freiheit*"** by Jiddu Krishnamurti is a basic requirement for attending this course. Furthermore, it requires an openness to deal with unpleasant topics and values, to think in an interdisciplinary and transdisciplinary manner (art history, philosophy, sociology, natural sciences) and to be constantly present on all four block days.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact us for further information:

Peter Jancsary
peter.jancsary@fhv.at

and

Jonathan Jancsary
jonathan.jancsary@fhv.at

The lecturers will be happy to arrange an appointment with you.

Module name	„Philosophicum – Thinking and Dialogue"
Interests	#Personality Development
	#Communication
	#Interrelationships and Interaction
SDGs	
	Lifelong learning
	Peaceable societies
Time window	**Summer semester 2024**
	Intensive training week (= Blockwoche) from 25 to 28 March
ECTS points	3
Max. no. of attendees	15 (Alumni are possible, with compulsory attendance and examinations)
Further characteristics, e.g. extra time outs, etc.	For the intensive training week (Blockwoche), continuous attendance at the university must be ensured. Attendance is compulsory (also for alumni) during all four days.
	The written examination (in the form of a reflection paper) takes place on the last day of the training week.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Disruptive Technologies: Fundamentals, Applications and Opportunities

Are you interested in what opportunities and applications disruptive technologies bring? This course focuses on disruptive developments in the fields of Web3, Artificial Intelligence (AI) and Metaverse / Extended Reality (XR). The course is designed for students who have not yet explored these technologies in depth and want to build an understanding. The course highlights the opportunities and challenges that these disruptive technologies present to organisations and society.

This course is dedicated to the fascinating world of disruptive technologies (Web3, AI, Metaverse/ XR), with a special focus on innovation aspects and real-world applications. While technical fundamentals are explained to provide a deeper understanding, the focus is on the opportunities presented by disruptive technologies.

The current execution of the "Disruptive Technologies" course focuses on the following topics:

1) **Web3 (Blockchain, Crypto, DAOs, NFTs):** Web3 is also often referred to as the decentralised web and is built on blockchain technology. Web3 makes it possible to eliminate the need for centralised instances and thus opens up numerous possibilities for innovative solutions, e.g. decentralised finance applications (DeFi), such as cryptocurrencies (e.g., Bitcoin). Web3 technologies also enable the tokenisation of real or digital assets (e.g., artworks as NFTs). Furthermore, new organisational forms that support more transparency and participation (e.g. DAOs) can be realised on the basis of tokens.

2) **Artificial Intelligence (AI):** Artificial Intelligence refers to the ability of machines to simulate human-like intelligence and skills such as learning, understanding, problem solving, perception, and speech recognition. AI systems use algorithms and increasingly large amounts of data to recognise patterns and make decisions, often in areas that traditionally require human knowledge and skills. This technology has the potential to revolutionise numerous aspects of our lives, from automating routine tasks to developing new approaches in areas such as healthcare, education, and business (paragraph written by ChatGPT-4).

3) **Metaverse / Extended Reality (XR):** The Metaverse & Extended Reality Technologies experience ups and downs in the media discourse. Hyped, then declared dead again. But what is really behind this development and what are the medium- to long-term applications and perspectives for the metaverse and extended reality technologies?

4) **Your final presentation:** you choose a topic in the field of disruptive technologies and explore it in depth. Maybe you choose a case study that you are particularly interested in. In a final presentation with stakeholders from this area you present and discuss your findings with us.

This course introduces you to the world of disruptive technologies. The focus is on selected technologies, for the course of the summer semester 2024, these are Web3, AI, Metaverse/ XR. Important basics are explained in an easy-to-understand way (even for non-technical people), various tools and applications are explored in the course and multiple case studies are discussed. You do not need any prior technical knowledge for this course. However, a certain affinity for digital topics (in application) is beneficial.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Thomas Metzler
thomas.metzler@fhv.at .

Module name	„Disruptive Technologies: Fundamentals, Applications and Opportunities"
Interests	#Innovation
	#New Technologies
	#Entrepreneurship | Pioneering
SDG	
	Innovation
Time window	**Summer semester 2024**
	Intensive training week (= Blockwoche) from 25 to 28 March
	Final presentations: Thursday, 13.6., from 6 pm
ECTS points	3
Max. no. of attendees	14
Further characteristics e.g. expenses, extra time outs, etc.	The language of instruction is English.
	During the training week attendance must be ensured.
	A laptop or, if not available, at least a smartphone is required for the lessons.
	A willingness to install and use tools such as Discord or MetaMask is required. A willingness to purchase small amounts of cryptocurrency (probably 20-30 euros in ETH) is also required (purchasing cryptocurrencies requires registration with a crypto exchange via passport copy).
	This course mainly looks at innovation aspects and possible applications in the field of Web3, AI & Metaverse/ XR. You don't need any prior technical knowledge. However, a certain affinity for digital topics (in application) is beneficial.
Registration	Please apply to this module using the registration form
	Once you have received an acceptance, register for this module on your A5 portal **from Monday 2 to Sunday 29 October 2023**.

How do ideas and tacit knowledge shape our everyday life?

And what role does this knowledge play for sustainability transitions?

Our everyday life is based on common practices and routines: showering for instance, or our breakfast, the ride to the office, team meetings, movie nights, etc. But where do these everyday practices come from? Why do they look one way and not another? How do we know what is appropriate in a certain situation and what practical understanding is needed to enact the practices?

In this course, we want to explore the different bodies of knowledge that shape our everyday life, but in particular the ideas and tacit knowledge will be considered. Since daily routines are also important for socio-ecological change, we want to ask one more question: What role do ideas and tacit knowledge play when it comes to a transition of everyday practices in the sense of sustainability?

In most situations we know what is appropriate or expected. Ideas – such as shared images and perspectives, social conventions, expectations or concepts – are crucial for the competent implementation of suitable practices and thus shape our everyday life. We can identify and describe some of these ideas, at least when we focus on them explicitly. Other knowledge remains tacit and can hardly or only partially be put into words.

In this lecture, we will explore the significance of ideas and tacit knowledge for our everyday practices and their sustainability in four steps.

In this lecture we address the question: What knowledge is relevant to our everyday practices? We will specifically look at ideas and tacit knowledge and how they shape our everyday life.

If these bodies of knowledge are crucial to what we do, we must also ask: Where do they actually come from? And how can ideas and tacit knowledge be scrutinised and renegotiated in the light of socio-ecological change?

___First, we will use concrete everyday situations to explore which bodies of knowledge are relevant for our practices and what characterises them. It turns out: There might be a wide range of different bodies of knowledge, from formalised concepts to bodily skills and feelings. Therefore, we will systematise them and subsequently put a special emphasis on ideas and tacit knowledge. Specifically, we will deal with questions like these: What role do theories or explicit concepts play and how important are unarticulated perceptions? How significant are personal experiences? Are these bodies of knowledge individually or also socially determined?

___After we have become acquainted with different bodies of knowledge and their characteristics, we can ask in a second step: What role does this knowledge play in our everyday practices? To examine this relation, we take a closer look at the theory of social practices. Thereby, we will lay the foundations to discuss how ideas and tacit knowledge affect our everyday life.

___In the third step, we will turn our attention towards the processes of transition and ask: What is the role of these bodies of knowledge when it comes to changing everyday practices? This question is particularly interesting for socio-ecological change, which also require transformations in our daily routines. On the basis of selected areas of the sustainability transition – e.g. mobility or nutrition – we will specifically work on issues like this: What ideas and tacit knowledge are related to the established practices? How is their transition compatible with existing ideas? Do we need other ideas and what knowledge would be crucial for the development of more sustainable everyday practices?

___After we have explored, what knowledge could help to develop more sustainable ways of living, we still need to clarify: How could this knowledge eventually be produced as a contribution to socio-ecological change? Specifically, we are dealing with questions like these: Where does tacit knowledge come from? What role do personal experiences play? And how are collective ideas and perceptions established within a social group?

How we work together

We are in the middle of everyday life ourselves. We are carriers of social practices and enact them competently in our everyday life. In doing so, we reproduce them as societal entities. This reproduction through repeated implementation is the origin of stability as well as change, for example when we adapt practices in the sense of sustainability. Our own experiences of everyday life are therefore a good foundation to analyse everyday practices and relevant bodies of knowledge as well as their transition. Apart from the openness to look at and reflect on our own routines, all that is required as a precondition is the curiosity to understand established practices and their emergence and to explore corresponding processes of change.

The notions and concepts that help us to analyse everyday practices and relevant bodies of knowledge will be introduced during the lecture and will be elaborated together. We will work in different formats, individually and in groups, using concrete examples that may also come from your studies or professional everyday life. The focus is on exploring, investigating and reflecting on our everyday practices and knowledge bases together. Different perspectives and professional backgrounds are highly welcome and will be covered in appropriate learning formats that offer plenty of space for your own ideas, perceptions and approaches.

Tip ➜ If you prefer, you are free to combine this course in the Contextual Studies with the module "What role do **embodied knowledge and feelings** play in everyday life? And what does this mean for more sustainable lifestyles?" The two courses complement each other and are offered in different semesters.

The two courses about knowing in everyday practice complement each other and are offered in different semesters. In combination, the two modules provide a holistic picture. However, it is quite possible to choose only one of these two modules and thus to focus on a particular topic.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Martin Schweighofer
martin.schweighofer@fhv.at

Module name	„Knowing in Everyday Practice: Tacit Knowledge and Social Images"
Interests	#Cultural Awareness
	#Economics and Behaviour
	#Personality Development
SDG	
Time window	**Summer semester 2024**
	Intensive training week (= Blockwoche) from 10.6. to 13.6.2024
ECTS points	3
Max. no. of attendees	16 (Alumni are welcome)
Further characteristics e.g. trips, expenses, extra time outs, etc.	Supplementary to this module, the module "Knowing in Everyday Practice: Embodied Knowledge and Feelings" can be attended in the winter semester 2024. The two modules are not consecutive and can be chosen independently.
Registration	From **Monday, 2. October to Sunday, 29. October 2023** on your A5 Portal.

The spirit – distinct and vast

Nowadays many people are driven by the "outside". The demands placed on people by socialisation, school and work influence their behaviour and the way they shape their lives. This is accompanied by the danger that they lose themselves in functioning and eventually find themselves in the hamster wheel.

In the module "ZEN-Meditation and Self-Coaching" you will get to know the use of ZEN elements for meditation and self-coaching.

Modern humans experience a society that we can call a growth society. The systems in a growth society only work well if we are able to grow from year to year in line with the motto: "We increase the gross national product". Virtually all systems (economy, health systems, social systems, etc.) are affected by this logic of growth. This leads to crises in the areas of ecology, democracy and the well-being of a large number of people (psycho-crisis). Sociologist Hartmut Rosa sees the above-mentioned logic of increase as the cause and consequence of a disturbed world relationship.

The growth paradigm outlined above undoubtedly has its focus on the "outside". People orient themselves towards social and cultural norms. They thus run the risk of losing themselves. According to Rosa, the reason for the growth paradigm is not (primarily) people's greed for possession, but rather the possibility of being able to acquire "more of the world". This can be well illustrated by the example of transport over the last one hundred years: Whereas at the beginning of the last century we used to travel by train (steam locomotive), today we can travel by plane to practically any place on our planet. The associated speed has increased by powers of ten. This phenomenon can be illustrated much more impressively using the example of information processing and storage. In this area, acceleration has reached quite different, higher values.

One way of dealing with these phenomena on the outside is silence and looking inwards. The path of the ZEN makes it possible to turn to one's own spiritual interior. It means not running away from oneself, turning not only to successes and strengths but also to experiences of failure, failure and guilt. We then not only understand ourselves better, but are also able to respond more sensitively to our fellow human beings – to their worries, fears and joys. In plain language, this means that those who follow the path of ZEN not only gain in self competence, but also in social competence.

In this module you will learn the processes and rituals of ZEN and will be able to meditate independently at the end of the course. Through the targeted use of ZEN elements you will be able to coach yourself – or your feelings and thoughts.

Based on current planning the module will take place outside FH Vorarlberg. We are keen to find a professional environment with suitable rooms for the ZEN meditation and also for the exchange in the group as well as for the individual conversation. The overnight stay on site enables the deepening of the process. The costs for the use of the rooms and for lunch are expected to be in the range of 150 to 200 EUR.

The process is supervised and coached by two experienced teachers. You as a participant are expected to get involved in the ZEN process and to actively engage in the processing of your experiences in the group and in individual discussions. Physical and mental health are assumed.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Martin Meusburger
martin.meusburger@fhv.at

I will be happy to arrange an appointment with you.

Module name	"ZEN-Meditation and Self-Coaching"
Interests	#Health
	#Personality Development
SDG	
	3 GOOD HEALTH AND WELL-BEING Healthy living and human well-being
Time windows	**Summer semester 2024**
	Intensive training week (= Blockwoche) from 10 to 13 June 2024.
	OR
	Winter semester 2024/25
	Intensive training week (= Blockwoche) from 14 to 17 October 2024.
	OR
	Intensive training week (= Blockwoche) from 16 to 19 December 2024.
ECTS points	3
Max. no. of attendees	15 (Alumni are welcome)
Further characteristics e.g. trips, expenses, extra time outs, etc.	For the intensive training week (Blockwoche), permanent attendance at the course must be ensured.
	The course takes place outside the university. The lecturers will endeavour to organise overnight accommodation on site as an option for the students. The estimated costs for rooms and meals without accommodation are 150 to 200 EUR.
	In the summer semester free cancellation is possible **until 15 May 2024** (for the intensive training week in June) and **in the winter semester until 15 September 2024** (for the intensive training week in October) and **until 15 November 2024** (for the intensive training week in December).
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

"Wellbeing" on the Job

Health Promotion at the Workplace: Holistic Health

Today's demands in the workplace such as constant accessibility, increasing workload and accelerated processes can lead to health problems and even employee absenteeism. That's why 'wellbeing' is crucial to mastering these challenges and maintaining one's health and performance. 'Wellbeing' refers to holistic well-being in the workplace. It includes measures to promote balance and health in order to create optimal working conditions. By considering 'wellbeing', resources can be strengthened, stress reduced and health promoted.

- Do you want to find a better balance between health and study/work?
- Are you interested in exciting topics like prevention and health promotion?
- Are you sometimes exhausted and stressed by your study/work routine and would like to know how you can still find relaxation?
- Do you also want to create healthy working conditions for your employees?
- Are you wondering how to prevent negative stress and burnout?
- Are you ready to rethink your routines, improve them and integrate health-conscious habits into your own life or the lives of your (future) employees?

The module „Health Promotion at the Workplace: Holistic Health" offers you the opportunity to develop your education in key areas of personal and workplace health promotion. The module focuses on implementing interventions to maintain and positively promote personal and professional health.

On the part of behavioural & relationship prevention, the areas of exercise and nutrition and their positive influencing factors will be addressed. Medical basics about the processes and procedures in the body form the introduction to the main focus of mental health, especially the topics of stress and burnout prevention. You will regard your mental resilience and learn how to successfully protect yourself and others from the negative effects of stress and overwork.

Course Objectives:

- Acquiring knowledge of the fundamentals of workplace health promotion
- Developing an understanding of the importance of relationship and behavioural prevention in the workplace and health management in companies
- Development of strategies to promote the health of employees
- Developing knowledge in the areas of exercise, nutrition, mental health, stress prevention and burnout prevention
- Acquire basic knowledge in occupational medicine and apply it in practice
- Developing measures to find relaxation during stressful periods and promote a healthy life-work balance.
- Learn your own psychological resilience and effective protective mechanisms against the negative effects of stress and overwork to successfully support both yourself and others.

This elective course will provide you with initial insights into key aspects of health promotion and prevention. Discover new ways to actively promote your own health and well-being in today's workplace, thereby preventing stress from occurring in the first place. This opportunity allows you to develop practical approaches to promoting your own health and well-being in the modern workplace.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Julia Zambonin
julia.zambonin@ameco.at

I will be happy to arrange an appointment with you.

Module name	"Health Promotion at the Workplace: Holistic Health"
Interests	#Health
	#Organisation and Cooperation
	#Personality Development
	#Interrelationships and Interaction
SDGs	
	Healthy lives
	Decent work
	Health-promoting infrastructure
Time windows	**Summer semester 2024**
	Intensive training week (= Blockwoche) from 10 to 13 June 2024.
	OR
	Winter semester 2024/25
	Intensive training week (= Blockwoche) from 14 to 17 October 2024.
ECTS points	3 (per semester)
Max. no. of attendees	12 (Alumni are welcome)
Application	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

The magic of words – Explore your own voice

"Creative writing? What good is that to me? Anyone is able write since primary school." You probably think that you have already written enough texts in your previous studies/professional life. Can you learn anything new here? Definitely, but find out for yourself.

In the module "Writing Lab: Creative Writing" we show you how to get to know your writing style better, how to optimise the planning and organisation of your writing tasks and how to reach your (writing) goal faster and more successfully.

Who doesn't know this – the white sheet of paper that simply doesn't take up our thoughts and ideas in the way we imagine. Often this page still looks the same after one hour. That's why we focus in the Writing Lab on how you can overcome your writer's block and accept the writing of various types of text as an exciting and creative task.

We begin with a journey into the "written past". What does that mean? We work on our writing biography and see why writing is easier on some days and harder on other days. In the text lab we also learn how we can use writing as a learning tool in our professional lives. We test various methods and forms of reflective writing (DIEP strategy, learning diary, portfolio).

We will experience methods of creative writing that originate as a holistic approach to writing didactics in the English-speaking world (creative writing) and will apply these methods not only in academic, but also in professional and literary writing tasks. For example, we will venture into short stories, reports, interviews, poems or scripts.

Which questions are we addressing?

- how can I write comprehensible texts?

- how can I improve my writing style?

- how can I reach my readers and make sure they read my texts to the end?

- how can I use reflective writing in my studies / profession?

- which creative methods can I use in my daily (writing) tasks?

- how can I get my ideas faster to paper?

- how can I revise my texts quickly and efficiently?

- how can I get feedback on my first drafts?

How will we work together?

We meet in June (blocked seminar) for reading, writing, discussing and reflecting together. The exchange of ideas and peer feedback is very important for our joint work.

At the beginning of the seminar there is input, followed by shorter and occasionally longer activation phases. We not only write texts individually, we also practice the joint writing of a text.

The first drafts created in the seminar are then revised and edited. Not only the texts, but above all the entire writing process is always observed and part of the reflection.

At the end of the semester, the texts are presented to an audience (structure/format is jointly defined and organised by you and your fellow students at the beginning of the module).

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Natasha Doshi
natasha.doshi@fhv.at .

Module name	„Writing Lab: Creative Writing"
Interests	#Communication
	#Creativity
	#Personality Development
SDG	
	Lifelong learning
Time window	**Summer semester 2024**
	Intensive training week (= Blockwoche) from 10 to 13 June
ECTS points	3
Max. no. of attendees	15 (Alumni are welcome)
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Health despite work?!
Health Promotion for employees and managers

"Health is not everything, but without health everything is nothing."

Unknown

Did you know …

… that the WHO sees negative stress as the largest health hazard of the 21st century?

… that not only singular major stress events burden us, but that especially multiple minor stress experiences have a cumulative effect?

… that over time we forget how to relax and the slightest provocations causes us to lose balance?

… that you too can do something against it?

Stress is a substantial factor in the multifactorial understanding of illness – und thereby, an important determining factor of health. Yet how can stress be successfully reduced? How does health develop and how can you find balance between challenges and enjoying life? Which attitudes can be helpful? Which ones can be supportive, realistic and achievable for you and if applicable for your team in the work context?

Besides the introduction to the fundamental of the perception of stress you will get to know various stress prevention tool and will practice them. New concept of work-life balance will be introduced and the question of one owns attitude towards work life and personal life are self-critically scrutinise and discussed.

In the module "health despite work" we will look for ways to increase and apply our coping skills regarding health and stress management. After an overview of models and factors regarding physical and mental health in an occupational contexts, we will conjointly compile risk and protection factors in order to apply behavioral- and relational measures on an individual- and team level. We will herby discuss methods such as Mindfulness-Based Stress Reduction (MBSR), acceptance and commitment-approaches, resilient interaction and management strategies.

Furthermore, you will have the opportunity to expand your knowledge and skill, by discovering new possibilities for prevention and interventions. The purposed concept of health and illness for employees scientifically clarifies the development of wellbeing and health vs. illness and "stress". In order to meet both physical dimensions, namely health and illness, we will compile resource-oriented approaches in the sense of approaching aims and alternative coping strategies of dysfunctional circumstances, in the sense of prevention targets. These two approaches are discussed, in order to make their capabilities and limitations visible. In this training module you will have the possibility to find your individual prevention style and intervention and thus mature in your own personal development.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact us for further information:

Pascale Roux
pascale.roux@fhv.at

and

Helga Kräutler
helga.kraeutler@fhv.at .

We gladly provide the desired information.

Module name	„Health Promotion for Employees and Managers"
Interests	#Health
	#Organisation and Cooperation
	#Personality Development
SDGs	
	The health of all people
	Decent work
Time windows	**Summer semester 2024**
	29 February to 4 July on Thursdays from 6 pm
	OR
	Winter semester 2024/25
	26 September to 30 January on Thursdays from 6 pm
ECTS points	6 (per semester)
Max. no. of attendees	12 (Alumni are welcome, with compulsory attendance and examination)
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.
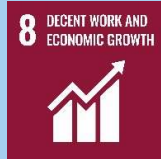
Shaping the future with a new way of thinking – Design Thinking for everyone

To create something new – to make a difference. Isn't that a goal that drives us all?

Finding innovations for products and services, rethinking companies, but also developing solutions for social or ecological problems. With Design Thinking you will learn a method that enables you to tackle challenges in such a way that innovative solutions become tangible – even far beyond the proven.

The module "Creating Innovations and Solving Problems with Design Thinking" is useful for all courses of study, because the method benefits all people who are willing to approach new tasks openly, passionately, and curiously.

Design Thinking is a future-oriented, user-cantered approach to solving complex problems and developing convincing innovations. It is regarded as a powerful innovation driver in business and society. In this course you will learn about the use of Design Thinking in a specific project, how to use Design Thinking in your life or business, and how Design Thinking combines creativity with feasibility and usefulness.

Ideally, students from all courses of study use this course because the method flourishes with as many approaches and knowledge as possible. Design thinkers are ready to openly embrace other ways of thinking and use inspiration from a wide variety of areas.

In 2012, Apple Computer became the company with the highest market capitalisation ever calculated and stayed top notch since then. This success is not due to the production of hardware or software, but to revolutionary design and bold innovation that has completely transformed the IT and communications industry. Today innovation is crucial for the success of all organisations, whether in the private or public sector. But social conflicts and environmental destruction also need new solutions to overcome them. Creativity, adaptability, and courage are necessary prerequisites for innovation. However, in many organisations only analytical thinking prevails. They use figures, statistics, and benchmarks to achieve consistent and predictable results. With this approach, however, hardly any new findings can be achieved that lie outside the known terrain. Creativity is required! But an innovation is not only a unique idea, but also its usefulness. According to Florian Rustler: "Innovation is the introduction of something new that creates value for a market, an organisation or society.

Design Thinking is optimised to solve problems that are open and not definable. It is a method that combines intensive empathy with a deep immersion in the problem, creativity in the development of knowledge and a systematic evaluation of the quality of the solution. Design thinking is not a methodology, not a strategy to make things pretty, and it is not the way designers think. Design Thinking is a working and thinking culture with which one can produce solutions oriented to the needs of people.

In this course you will learn how to use Design Thinking. You will experience how the method promotes your creativity and how you develop ideas that can really make a difference.

We will directly implement the process of a Design Thinking project for a specific problem. In the 6 teaching blocks, we implement 6 fundamental phases (with tasks, methods, and specialist knowledge). In between, however, you are also challenged, because there is a lot to research, discover and invent. Ideally, the question that we work on together comes from your circle. There will be a short meeting before the actual course to discuss your topic suggestions.

In addition, valuable information on Design Thinking in general and on various relevant topics will be passed on to you in short lectures every evening. Here, too, you have a say in the specific content.

Our steps:

– Problem definition: What is really the problem? It is amazing how many innovation projects fail because no one identifies the real problem, and we work intensively together on something that does not go to the heart of things. You will learn how to analyse a situation so that a real problem becomes obvious.

– Inspiration: If you only draw on what you know, you won't find anything new. You learn to look at the situation from different angles, to get to know the people concerned anew with great empathy and to develop new perspectives from the questions and thoughts of your team members – thus creating the ideal basis for the next step.

– Brainstorming: Now comes the big creative phase. Whoever thinks that an idea will be developed here will be amazed if he or she stands in front of several dozen "idea blanks" and continues to generate further inspirations for new ideas in the team.

– Experiment: "Fail early, fail often" is one of the mantras of Design Thinking. Early implementation of ideas into reality is essential for this. They learn that a prototype does not have to be perfect, but that you can breathe so much life into an idea with handicraft tools, Lego, and rough sketches that you can quickly see how and whether it can work.

– Selection: In this step we develop the solution for our problem from the variety of ideas and the experiments. We not only select and reject but combine and interweave the idea blanks in such a way that together they develop an optimum impact. In the end, there is not only an idea, but also a strategy for its realisation, because only an idea that is implemented is really valuable.

– Presentation: For the implementation to really work, the communication of the solution is indispensable. You develop a presentation that demonstrates your idea and the implementation strategy in such a way that it comes to life for the stakeholders of the topic area and presents your strengths in an exciting way.

In this course you will learn to observe involved people more intensively and to put yourself in their place, to systematically collect and evaluate information, to develop ideas creatively and translate them into early prototypes, to sound out market opportunities early and to develop strategies for their realisation.

While the first part focuses on the problem of solving, the second part will focus on innovation. This means that in the first part the Design Thinking method is taught and tested in practice based on a topic of your jointly choice. The Innovation Boot Camp in the second part gives you the opportunity to solve an individual problem in small groups.

Thereby you can develop a product, a service or an innovative business model and you are working out an investor pitch. Through in-depth application with individual coaching, which includes practical tips and scientific backgrounds, you will simultaneously develop the ability to initiate and accompany design thinking projects in practice as a facilitator.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Heidi Weber
heidi.weber@fhv.at

I gladly provide the desired information.

Module name	„Creating Innovations and Solving Problems with Design Thinking"
Interests	#Innovation #Communication, #Creativity
SDGs	 Promote innovation In addition, we very often work in the projects in the context of other SDGs and contribute to their achievability.
Time windows	**Summer semester 2024** 29 February to 18 April on Thursdays from 6 pm AND Intensive training week (= Blockwoche) from 10 to 13 June 2024.
ECTS points	6
Max. no. of attendees	18 (Alumni are welcome)
Further characteristics	The language of instruction is English. Attendance is very important for all courses, as the assignment blocks build on each other. If necessary, you can participate online on one or two evenings. However, you will achieve the best results if you are present with your team.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Systems Thinking

"Managers are not confronted with problems that are independent of each other, but rather with dynamic situations that consist of complex systems of varying problems that interact with each other. I call such situations messes ... Managers don't solve problems, they try to manage messes.", Russell Ackoff stated in 1979. Today's situations in which decision-makers (but also all responsible people) find themselves at the moment have become even more complex and dynamic.

In the module "Systems Thinking" you will meet different ways of thinking (system models and theories) and practical methods and tools of the system dynamics approach up to the modelling and simulation of complex networks. And you will apply your knowledge in interdisciplinary teams to messy situations. We do not only want to manage the mess, but we want to actively create sustainable living environments.

We therefore demand much more from you than just wanting to be a "manager". Curiosity, the will to be a responsible person, as well as a normal degree of social compatibility (for discussions and dialogues in interdisciplinary teamwork) are sufficient basic prerequisites.

In the module "Systems Thinking" you will investigate the symptoms and the causes of people's difficulties in dealing with complex systems from the perspective of psychological problem-solving research (cf. "Logic of Failure" by Dietrich Dörner). Thus, among other things, serious mistakes are repeatedly made in the phases of goal formulation, situation analysis, prediction of the effects of decisions and action strategies, since the networking, non-linearity and self-organisation dynamics of systems are not adequately understood.

Together we will discuss which particular challenges arise in the practice of different disciplines. You will learn what system competence means and how different components of system competence can be effective in the sustainable design and modification of systems. The system-competent design of living environments requires an interdisciplinary perspective for the development of meaningful solutions that are both efficient and humane.

First you will get to know the basics in the form of lectures and discussions: e.g. different approaches of system theory (e.g. cybernetics, synergetics, chaos theory) and their application to questions of the design of living environments or the basics of characteristics of systems and the transfer to examples of application from different disciplines (these include amongst others topics such as system definitions, boundaries of systems, networking, openness, processiness, feedback loops, non-linearity, self-organisation, pattern and structure formation in dynamic systems, stability/instability of systems, "system archetypes" and sustainability).

Short videos, case studies, interactive exercises and short business games/simulations are used to make it possible to experience and deepen the understanding of these topics in a practice-oriented way.

In interactive exercises you will learn how to create multi-relational structures of action. You will acquire tools for the analysis, prediction and presentation of systems and processes/system behaviour. Cooperation and communication in interdisciplinary teams is essential here, because only in this way can sufficient diversity of perspectives for solving complex requirements be achieved.

You will deal intensively with typical human errors of thought in dealing with systems, "logic of failure", and so-called "system traps" and their solution. You will get to know the principles of system competence and system dynamics.

In our weekly group work and with coaching by the teachers you deepen the system-oriented modelling by means of cause-effect-diagrams and other supplementary methods (stakeholder analysis, balanced scorecard, scenario techniques, sensitivity analysis according to Prof. Vester® etc.) and carry out simulation runs with the help of suitable software programmes.

From this you derive recommendations for the change and development of systems and the adequate intervention in problem situations.

A linkage and deepening of a special kind is possible for those who also take the course "Gaming Simulation, Serious Play, Gamification". The competences for modelling and simulation developed in the course "Systems Thinking" (and, if applicable, also concretely implemented impact networks) can serve as a basis for gaming simulation, i.e. a combination of simulation (based on system models) and gaming as simulation, which integrates concrete actors and roles and interests of stakeholders through "players" in the simulation of processes. Gaming simulation with its manifold gamified principles and mechanisms then forms a special method of modelling and simulating complex life worlds and the consequences of decisions, among other things in the form of so-called business games.

Anyone interested in writing a master's thesis in this subject area can already do essential preliminary work in the "Research Project: Gaming Simulation", find further information in the offer 2024 for Research Projects with 12 ECTS.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Willy Kriz
willi.kriz@fhv.at

SDGs

Which of the 17 Sustainable Development Goals is particularly promoted depends on the systems being worked on.

Module name	„Systems Thinking"
Interests	#Communication
	#Organisation and Cooperation
	#Interrelationships and Interaction
	#Innovation
Time windows	**Summer semester 2024**
	22 February to 18 April on Thursdays from 6 pm
	AND
	Intensive training week (= Blockwoche) from 10 to 13 June 2024.
ECTS points	6
Max. no. of attendees	16
Further characteristics e.g. extra time outs, etc.	For the intensive training week (Blockwoche), permanent attendance at the course must be ensured.
	Option 1: thematic link with "Gaming Simulation, Serious Play, Gamification" (6 ECTS), in WS 2024/25.
	Option 2: master's thesis, preliminary work for this in the "Research Project: Gaming Simulation" (12 ECTS) – includes the theoretical background from "Systems Thinking" and "Gaming Simulation, Serious Play, Gamification".
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Beyond Market and State: A Practical Introduction to the Social and Solidarity Economy

"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete."

Buckminster Fuller

Community enterprises make an important contribution to the development of inclusive and resilient communities in many countries around the world. But how can the development of such enterprises be initiated and supported?

You will get to know the main theoretical concepts of the Social and Solidarity Economy and its actors in Vorarlberg and receive practical tools and methods for the development of community enterprises.

In the course of the great transformation (Karl Polanyi) and the development of the market society in the 20th century, we have increasingly forgotten the ability to cooperate and create self-organised local solutions to cover our social and economic needs. The individualisation of society and the globalisation of the economy in recent decades have accelerated this process. For the forthcoming eco-social transformation, however, the skills for social and economic self-organisation as well as the relocalisation of parts of the economy are of essential importance.

The Social and Solidarity Economy (SSE) offers an answer to the challenges of our time for which neither commercial companies nor the state offer suitable solutions. Although the Social and Solidarity Economy is not a new phenomenon, its importance and visibility have increased significantly since the turn of the century. In April 2023, the United Nations General Assembly passed the first resolution on "Promoting the Social and Solidarity Economy for Sustainable Development". The resolution recognises that the SSE plays an important role in achieving and territorially embedding the Sustainable Development Goals (SDGs) and calls on member states to also enshrine the SSE in educational curricula.

At a time when calls for new ways of doing business are growing, the SSE can provide a foundation for a business model that promotes inclusivity, sustainability and resilience.

The SSE is an umbrella term that covers a wide range of community-oriented organisations and enterprises, going beyond the traditional dichotomies of market and state. Some examples of SSE actors are renewable energy communities, complementary currencies, time banks, community supported agriculture (CSA), cooperatively organised local supply, etc.

This course aims to raise awareness of the potential of the SSE in Vorarlberg. The course gives you an overview of the actors, activities, principles and values of the SSE. Especially in the initial phase, SSE initiatives are often informal and not yet organised as legal entities. The course is therefore also designed to provide practical assistance in developing a suitable organisational structure and impact orientation for SSS initiatives. Excursions and practical tasks will give you a first insight into the development of community enterprises.

The course is held together with the Irish RUN-EU partner university TUS and is held in English. Examples of the SSE from Ireland encourage comparative thinking and allow inspiration from a different European context.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Robert Moosbrugger
robert.moosbrugger@fhv.at

I am at your disposal for any information.

Module name	„Introduction to the Social and Solidarity Economy"
Interests	#Entrepreneurship | Pioneering #Innovation #Organisation and Cooperation
SDGs	
8 GUTE ARBEITSPLÄTZE UND WIRTSCHAFTLICHES WACHSTUM	Decent work and decoupling of economic growth and resource consumption
11 NACHHALTIGE STÄDTE UND GEMEINDEN	Inclusive and resilient communities with quality of life in the neighbourhood
12 VERANTWOR-TUNGSVOLLER KONSUM UND PRODUKTION	Sustainable consumption and production patterns and lifestyle changes
Time windows	**Summer semester 2024** 22 February to 18 April on Thursdays from 6 pm AND Intensive training week (= Blockwoche) from 10 to 13 June 2024
ECTS points	6
Max. no. of attendees	16 (Alumni are welcome)
Further characteristics e.g. extra time outs, etc.	The language of instruction is English. Attendance is very important for all courses, as the teaching units build on each other. 3 in class and 5 online lectures with compulsory attendance in the first half of the semester. Intensive training week with a one-day excursion and practical group work in the second half of the semester.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

New Authority – a contemporary concept for life situations in which structure and orientation have been lost

In our society, we are increasingly confronted with situations in which the structure we used to live with (and are used to) has been lost. This can be observed above all in families, in the community and in companies and organisations. The background to this is a change in our society that has been taking place for decades and which places greater emphasis on the individual. This goes hand in hand with the repression of classical notions of roles and the authorities attributed to them. How do we deal with the new situations in which the hierarchies, roles and authorities that used to be so clear are missing? This is particularly noticeable in education, community work and in the management of staff. As a result, we are called upon – or even forced – to take a new look at the topic of "authority".

The good news: In the course "New Authority – Application of Methods and Attitudes" you can learn new options for action in (seemingly) hopeless situations.

Parents, psychosocial professionals and managers are repeatedly confronted with unusual, destructive and even violent behavior from children or staff, which often leaves them feeling powerless and at a loss. This can lead to ongoing (escalating) power struggles or to the withdrawal of the adults or supervisors.

Professor Dr. Haim Omer (Tel Aviv) and his team have been working for years on the question of how the thinking and action of non-violent resistance (Mahatma Gandhi, Martin Luther King) can be integrated into psychosocial action and into leadership and counselling work. In this context, he coined the term "new authority" to outline a changed self-understanding of authority that is not based on power and enforcement, but on relationship, connectivity and cooperation.

With the attitude and interventions of New Authority, parents, psychosocial professionals and managers can experience that they expand their own competencies, regain decision-making confidence and that they are supported in this by other people.

The concept of New Authority has been further developed in many countries in Europe and beyond. This has led to new areas of application, e.g. in schools, youth welfare, personnel management, etc.

In the module, the terminology, methods (aspects of action) and basic attitudes of "New Authority" will be explained to you and you will be able to gain experience in the concrete implementation of a project of your own choice. The respective project teams will be coached and accompanied professionally and methodically. Through the implementation in a self-selected area of application, not only are the methods and attitudes made tangible, but also the transfer of the New Authority into the real world is practiced.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact us for further information:

Martin Meusburger
martin.meusburger@fhv.at

Martin Fellacher
martin.fellacher@pina.at

Module name	„New Authority – Application of Method and Attitude"
Interests	#Personality Development
	#Organisation and Cooperation
SDG	
	Promoting peaceful societies
Time windows	**Summer semester 2024**
	Intensive training week (= Blockwoche) from 25 to 28 March 2024
	AND
	25 April to 4 July on Thursdays from 6 pm
ECTS points	6
Max. no. of attendees	18 (Alumni are welcome)
Further characteristics e.g. extra time outs, etc.	Continuous attendance is required during the training week (time windows) listed above.
	In addition to attendance, a virtual part (e.g. during the project coaching sessions) is also planned.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Modules with 3 and 6 ECTS in the winter semester 2024/25

Registration: From Monday 2 October to Sunday 29 October 2023 on your A5 portal

	Module Name	Time Windows	TM[5]	CL[6]	Page
3 ECTS	Innovation Ecosystem Explorers	Study Trip to Tallinn and Helsinki from 1.9. to 7.9.2024	P	EN	41
	Introduction to Financial Markets – Market Strategy	English: 26.9. to 21.11. German: 28.11. to 6.2. on Thursdays from 6 pm	P	EN OR GE	43
	Data Visualisation and Analytics	26.9. to 21.11. OR 28.11. to 6.2. on Thursdays from 6 pm	P, V	EN	45
	The Changing World Order: Geopolitical and Social Dynamics	26.9. to 21.11. on Thursdays from 6 pm	P, V	EN	47
	Knowing in Everyday Practice: Embodied Knowledge and Feelings	26.9. to 21.11. on Thursdays from 6 pm	P	GE	49
	Health Promotion at the Workplace: Holistic Health	Intensive training week from 14.10. to 17.10.	P	GE	25
	Intercultural Communication and Diversity Training	Intensive training week from 14.10. to 17.10.	P	EN	52
	Models of Change and Personality Development	Intensive training week from 14.10. to 17.10.	P	GE→EN	53
	ZEN-Meditation and Self-Coaching	Intensive training week from 14.10. to 17.10. OR Intensive training week from 16.12. to 19.12.	P	GE	23
	Lean Startup Bootcamp	Intensive training week from 16.12. to 19.12.	P	GE	55
6 ECTS	Health Promotion for Employees and Managers	26.9. to 30.1. on Thursdays from 6 pm	P	GE	29
	Gaming Simulation, Serious Play, Gamification	Intensive training week from 14.10. to 17.10. and intensive training week from 16.12. to 19.12.	P, V	GE	56
	Diversity and Sustainable Development: Focus – India	28.11. to 6.2. on Thursdays from 6 pm and Study Trip to India from 10.2. to 17.2.2025	P	EN	58

---

[5] **TM** stands for Teaching Mode: present – **P** | virtual – **V** | or pandemic hybrid – **H**.
[6] **CL** stands for Course Language: German – **GE** | English – **EN** | or German→English as required – **GE→EN**.

Innovation Ecosystem Explorers

Are you interested in different cultures, startups and innovation? Then the Study Trip "Innovation Ecosystem Explorers" might be of interest to you.

As part of the Innovation Ecosystem Explorers study trip, you will explore the innovation ecosystems of Tallinn and Helsinki. You will learn about the local environment for innovation, gain an understanding of the cultures and visit innovative startups.

In relation to its population, Estonia has an above-average density of successful startups. But why is this small Baltic state with its population of only 1.3 million so successful in growing innovative companies? Does the Estonian e-residency, which allows citizens from all over the world to set up a company in Estonia via the web, play a role in this? Or is it rather the simple tax system and the flat tax of 20% that attracts founders to Estonia? And how do founders in Estonia tick? Which innovations are they pursuing? We explore these and other questions on site in Tallinn with various stakeholders of the Estonian innovation ecosystem.

In close proximity to the Estonian innovation ecosystem, separated only by the Gulf of Finland, is Finland, with its vibrant capital Helsinki. In rankings of innovation ecosystems, the city has risen 20 places in the last year alone and is now in the group of leading European ecosystems. But what has changed in Helsinki in recent years that has led to an improvement in the innovation ecosystem? What is the Finnish culture like when it comes to innovation? How do Finnish founders tick? What interesting startups are located locally? And how strong is the connection or interaction with the neighboring city of Tallinn?

During the study tour to Tallinn and Helsinki, we will explore questions like these, have many conversations with people on the ground, gain an understanding of the environment and cultures, and interact with innovative startups and stakeholders from the innovation ecosystem.

Find out more about the Study Trip to Tallinn and Helsinki at a hybrid info date with Thomas Metzler, **on Friday, 6 October 2023, 1-2 pm** in the startupstube (next to room U2 12).

FACTBOX

Contact

Do you have any questions and want to know more about this Study Trip?

Please contact me for further information:

Thomas Metzler
thomas.metzler@fhv.at.

Module name	„Innovation Exosystem Explorers"
Interests	#Studienreise
	#Innovation
Time window	**Winter semester 2024/25**
	Study Trip to Tallinn and Helsinki from 1 to 7 September 2024
ECTS points	3
Max. no. of attendees	19 (Alumni are welcome)

FACTBOX

Contact

Do you have any questions and want to know more about this Study Trip?

Please contact me for further information:

Thomas Metzler
thomas.metzler@fhv.at.

SDG

Innovation

Module name	„Innovation Exosystem Explorers"
Further characteristics e.g. trips, expenses, extra time outs, etc.	The 2024 Study Trip will take us to Tallinn and Helsinki.
	However, we reserve the right to make changes with regard to the destination. If a trip to Tallinn or Helsinki is not possible due to local Covid regulations, the destination will change to another relevant innovation hotspot. In this respect, participation in this course requires a general willingness to travel to an innovation hotspot. If changes occur on short notice or if travel is generally not possible, a substitute programme will be organised at FHV.
	Programme costs for the trip (on-site organisation and transportation costs; Tallinn-Helsinki ferry) are approx. 850-950 EUR per person. **Hotel costs for 6 nights** are about 650-750 EUR (single room basis, depending on booking situation and accommodation, incl. breakfast). The actual programme costs will be announced separately, as they depend on the number of participants.
	The other costs for flight, meals, insurances and personal expenses have to be paid additionally and have to be organised individually. **Please book hotel reservations only with cancellation option and flight reservations ideally also with cancellation option.**
	In any case, before making any bookings, please wait for communication from the course instructor (e.g. with regard to the proposed course hotel or the start / end of the course units on site, as these are made with regard to flight schedules, etc.).
	Good English language skills are required for the trip.
	Note the Regulations regarding visa, entry and necessary health.
	The ÖH insurance will provide accident and liability insurance coverage on a small scale. We kindly ask you to take care of an **adequate insurance coverage** (liability, accident, health and possibly a return insurance) yourself.
	The programme costs incurred are tax deductible.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Price is what you pay. Value is what you get.
Investment strategies with an emphasis on value investing.

In the module "Introduction to the Financial Markets – Market Strategy" you investigate which market strategies exist in the financial markets, which of them are suitable for retail investors and how you can keep costs and risks under control.

There is a second module "Introduction to Financial Markets – Overview" on offer as well. You can book both modules independently of one another. If the financial markets are your thing, you are welcome to book both modules: they are expressly designed to be complementary, without duplication.

Because the financial markets are an immensely varied and complex subject area, the course forgoes the traditional lecture format and does not even try to be exhaustive. Instead, we want to lend you a hand in figuring out what issues speak to you most. All subjects are discussed with academic rigor, in clear contrast to the bulk of what goes for financial "information" in your typical financial blog or website.

Financial market literacy cannot be built from passive consumption. Both modules therefore combine a running market commentary, brief lecture segments on key issues, questions from you and open discussion formats. The target format is open, interactive and seminar-style. You are invited to participate as much as you like, and to ask any and all questions you may have on the issues most relevant to you.

There are guideposts for both financial markets modules. They serve as the take-off point for the unique voyage of discovery every course has so far turned into. It is you who helps determine which roads we end up traveling. The take-off point for the module "Introduction to Financial Markets – Market Strategy" is a detailed look at players, asset classes and market strategies. In contrast, "Introduction to Financial Markets – Overview" serves as a broad introduction to the financial market landscape We make certain that there is no overlap between the modules in a given run. If you can only book "market strategy" and hesitate because of the basics you may have missed in the overview: you are welcome to ask whenever a concept or term is unfamiliar.

The following building blocks have stood the test of time for "Introduction to Financial Markets – Market Strategy" guideposts:

- Individual module building blocks:

    o Your individual questions

    o Current issues and a running market commentary

    o Q&A and discussion

- Standard module building blocks: (Weighting according to your demand):

    o The financial market players

    o Asset classes, exchanges, indices

    o Financial market technology

    o Where to find information

    o Investment strategies and risk management

    o Investing in funds, ETFs in particular

    o Basic resources, stocks, derivatives

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Gunther Rothfuss
gunther.rothfuss@fhv.at
(direct dialing 3006)

Inquiries by email will be answered within seven working days.

You are also welcome to make an appointment on request.
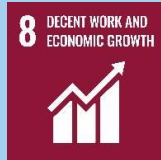Please briefly state the topics you wish to talk about in the inquiry.

Module name	„Introduction to Financial Markets – Market Strategy"
Interests	#Economics and Behaviour
SDG	
	Sustained economic growth
Time windows	**Winter semester 2024/25**
	English: 26.9. to 21.11.
	German: 28.11. to 6.2.
	On Thursdays from 6 pm
ECTS points	3
Max. no. of attendees	30 (Alumni are welcome)
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

How to make data talk

Don't try to imagine the modern corporate world without data. You would fail. The volume of digital data today has reached a size that the human mind can hardly comprehend. In 2021, approximately 79 zettabytes i.e., 79,000,000,000,000,000,000 bytes of data were generated and stored. Industry 4.0 and Big Data Analytics show how important the topic is today.

Evidence-based management, that is, making decisions based on data and facts, is considered a contemporary foundation of entrepreneurial conduct. If you want to convince a manager of something that is important to you, you should have data ready to support your goal. But it is also useful for yourself to be able to deal with data.

In the days of Corona, we all learned to appreciate getting a quick overview of the situation – to know the current status. Clever dashboards provide the information in real time, graphically presented and easy to grasp. Similarly, up-to-date knowledge for one's own organisation can be generated quickly and easily from various data - even without programming skills.

The module " Data Visualisation and Analytics " has two parts. On the one hand, you learn to make data useful and to draw insights from it. On the other hand, you will learn how to prepare this data in a way that it becomes a clear and convincing message.

How can you draw insights from data? A long list of numbers and texts provides a headache at best, but hardly any information. How can you make more out of it? Data analysis is the key word here. Using easily accessible tools in Excel and with Microsoft Power BI, we practise how to efficiently create impressive information graphics, even maps with data from a wide variety of sources - without any programming at all. The important thing is to be able to select, prepare and evaluate data - we will work on this.

But even with the best tools, the results are far from perfect. That's why the focus of the lecture will be on preparing the compiled information in such a way that the central message is clearly recognisable. It is not a matter of working with illustrations or the like, but of making proper use of the classic forms of presentation such as bar charts, line charts or pie charts and cleverly enrich them. You will also see that there are other, diverse forms of presentation that provide the basis for professional results even without graphic talent. I will show you that you can create stories from data. And stories have life, are easy to imagine and stick.

The course will be a mix of short lecture blocks and various exercises on the computer. As a final project, you will work in a small team on a data-based presentation for an issue that the team chooses itself, analyses the data and prepares the visualisation. If necessary, I will suggest a topic.

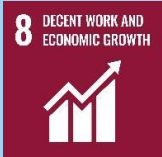Use the power of this "engine" for your goals.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Heidi Weber
heidi.weber@fhv.at

Module name	„Data Visualisation and Analytics"
Interests	#Communication
	#Creativity
	#Organisation and Cooperation
SDGs	
4 QUALITY EDUCATION	Understanding data
8 DECENT WORK AND ECONOMIC GROWTH	Sustained economic growth
Time windows	**Winter semester 2024/25**
	26 September to 21 November
	OR
	28 November to 6 February
	On Thursdays from 6 pm dates 2-5 online on MS Teams
ECTS points	3
Max. no. of attendees	21 (Alumni are welcome)
Further characteristics	The language of instruction is English.
	Basic knowledge of Excel is required.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

The Changing World Order: Geopolitical and Social Dynamics

The world is changing on a scale we have never experienced in our lifetime: Geopolitical upheavals, profound shifts in political and cultural value, a changing world order, social conflicts at national and international levels, a widening wealth gap between rich and poor, society's handling of natural disasters and pandemics, a global economic downturn, tensions and failures in global economic supply chains, bank failures, high inflation, a crushing debt burden, loss of confidence in existing monetary systems, and war in Europe.

All of this is echoed in the media on a daily basis and we have the feeling that we are living in unprecedented times: Why is everything turning negative? Why now? Why me? What may be happening next? How will we go on from here?

If one looks at the trajectory of the known human history, one recognises that such radical changes seem to repeat themselves cyclically again and again, both in the rise and fall of dominant world powers and in the interpersonal generational structure of people (e.g. boomer generation vs. millenials).

"History doesn't repeat itself, but it often rhymes."

This quote, often attributed to Mark Twain, is becoming increasingly topical.

In this module...

(a) we analyse past cycles
(b) to interpret them within the framework of a model; based on this, we try to
(c) anticipate what might happen in the future, which megatrends are emerging, and in which specific ways society can prepare for further changes.
(d) We develop and specify capabilities and skills that can help us to successfully master outlined future scenarios and megatrends.

Knowing that history does not repeat itself exactly, but that it rhymes, we identify at which point we are in respective historical cycles (quantitative and qualitative approach).

Subsequently, we try to derive and outline future social and geopolitical megatrends.

A look into the future: Even if we do not know exactly what the future will look like, we can infer several megatrends from the model that we can expect to shape our future, such as: Innovation, Technology, Artificial Intelligence, Trends in Education, Social and Monetary Policy, National and International Disputes and their Consequences, Nationalism, Post-Truth, Work, Equality and Dealing with a Changing Climate.

Megatrends help us to describe a possible future as scenarios. What competences might become necessary to navigate through these megatrends in an ever-changing world on a personal and professional level? Based on this, we identify those core competences that may be relevant for our future and apply them to our personal and professional lives, e.g. the four Cs: critical thinking, communication, collaboration and creativity.

Feeling curious and inspired? → Check out the Factbox and sign in.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Florian Rieder
rif@fhv.at

Module name	"The Changing World Order: Geopolitical and Social Dynamics"
Interests	#Interrelationships and Interaction #Political Awareness #Cultural Awareness
SDGs	
3 GOOD HEALTH AND WELL-BEING	Human well-being
4 QUALITY EDUCATION	Lifelong learning
Time window	**Winter semester 2024/25** 26 September to 21 November on Thursdays from 6 pm **Presence** on 26.9., 3.10. and 10.10. **Digital** and asynchronous learning with accompanying coaching from 24.10. to 7.11. **Presence** on 14.11. and 21. 11.
ECTS points	3
Max. no. of attendees	18
Further characteristics e.g. trips, expenses, extra time outs, etc.	Language of instruction is English. We work at a comprehensible language level (B1/B2). If you are able to understand this text, your level is sufficient to participate. In addition to the seminar content, we also enhance our language level by using the language together (*win-win* situation).
Application	From **Monday, 2. October to Sunday, 29. October 2023** on your A5 Portal.

What role do embodied knowledge and feelings play in everyday life?

And what does this mean for more sustainable lifestyles?

Our everyday life is based on common practices and routines: showering for instance, or our breakfast, the ride to the office, team meetings, movie nights, etc. But where do these everyday practices come from? Why do they look one way and not another? Where does the feeling come from for what is appropriate in a specific situation and what bodily skills are necessary to put this into practice?

In this course, we want to explore the different bodies of knowledge that shape our everyday life, but above all embodied knowledge and feelings are considered. Since daily routines are also important for socio-ecological change, we want to ask one further question: What role do embodied knowledge and feelings play when it comes to a transition of everyday practices in the sense of sustainability?

In many situations, we have a feeling of what is appropriate. Embodied knowledge – not only practical skills but also a knowledge of the body – as well as feelings are important to enact suitable practices. They often quietly shape our everyday life and we cannot or only partially put them into words.

In this lecture, we want to explore the significance of embodied knowledge and feelings for our every-day practices and their sustainability in four steps.

In this lecture we address the question: What knowledge is relevant to our everyday practices? We will specifically look at embodied knowledge and feelings an discuss how they can shape our everyday life.

If these bodies of knowledge are also crucial to what we do, we need to ask as well: Where do they actually come from? And how can embodied knowledge and feelings be considered and developed in the light of socio-ecological change?

___First, we will use concrete everyday situations to explore which bodies of knowledge are relevant for our practices and what characterises them. It turns out: There might be a wide range of different bodies of knowledge, from formalised concepts to implicit perceptions and bodily skills. Therefore, we will systematise them and subsequently put a special emphasis on embodied knowledge and feelings. Specifically, we will deal with questions like these: What role do embodied knowledge and feelings play in everyday practices? What is the significance of bodily experiences? Are these bodily mediated forms of knowledge individually or also socially determined?

___After we have become acquainted with different bodies of knowledge and their characteristics, we can ask in a second step: What role does this knowledge play in our everyday practices? To examine this relation, we take a closer look at the theory of social practices. Thereby, we will lay the foundations to discuss how embodied knowledge and feelings affect our everyday life.

___In the third step, we will turn our attention towards the processes of transition and ask: What is the role of these bodies of knowledge when it comes to changing everyday practices? This question is particularly interesting for socio-ecological change, which also require transformations in our daily routines. On the basis of selected areas of the sustainability transition – e.g. housing or nutrition – we will specifically work on issues like this: What embodied knowledge and feelings are related to the established practices? How is their transition compatible with existing embodied knowledge? Do we need other feelings and atmospheres and what knowledge would be crucial for the development of more sustainable everyday practices?

___After we have explored, what knowledge could help to develop more sustainable ways of living, we still need to clarify: How could this knowledge eventually be produced as a contribution to socio-ecological change? Specifically, we are dealing with questions like these: Where does embodied knowledge come from? What role does practical learning and physical participation play? And how do feelings, larger moods and atmospheres evolve?

How we work together

We are in the middle of everyday life ourselves. We are carriers of social practices and enact them competently in our everyday life. In doing so, we reproduce them as societal entities. This reproduction through repeated implementation is the origin of stability as well as change, for example when we adapt practices in the sense of sustainability. Our own experiences of everyday life are therefore a good foundation to analyse everyday practices and relevant bodies of knowledge as well as their transition. Apart from the openness to look at and reflect on our own routines, all that is required as a precondition is the curiosity to understand established practices and their emergence and to explore corresponding processes of change.

The notions and concepts that help us to analyse everyday practices and relevant bodies of knowledge will be introduced during the lecture and will be elaborated together. We will work in different formats, individually and in groups, using concrete examples that may also come from your studies or professional everyday life. The focus is on exploring, investigating and reflecting on our everyday practices and knowledge bases together. Different perspectives and professional backgrounds are highly welcome and will be covered in appropriate learning formats that offer plenty of space for your own ideas, feelings and approaches.

Tip ➔ If you prefer, you are free to combine this course in the Contextual Studies with the module "How do ideas and **tacit knowledge** shape our everyday life? And what role does this knowledge play for sustainability transitions?" The two courses complement each other and are offered in different semesters.

The two courses about knowing in everyday practice complement each other and are offered in different semesters. In combination, the two modules provide a holistic picture. However, it is quite possible to choose only one of these two modules and thus to focus on a particular topic.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Martin Schweighofer
martin.schweighofer@fhv.at

Module name	„Knowing in Everyday Practice: Embodied Knowledge and Feelings"
Interests	#Cultural Awareness #Economics and Behaviour #Personality Development
SDG	
Time window	**Winter semester 2024** 26.9. to 21.11. on Thursdays from 6 pm
ECTS points	3
Max. no. of attendees	16 (Alumni are welcome)
Further characteristics e.g. trips, expenses, extra time outs, etc.	Supplementary to this module, the module "Knowing in Everyday Practice: Tacit Knowledge and Social Images" can be attended in the summer semester 2024. The two modules are not consecutive and can be chosen independently.
Registration	From **Monday, 2. October to Sunday, 29. October 2023** on your A5 Portal.

Intercultural Communication and Diversity Training

Diversity is a fact of life in today's workplace. This diversity is seen by some people as a way to foster positive professional relationships and to reflect on (organisational) values. Others see it as a practical necessity for high performing teams and organisations. And others see it only as an unnecessary daily challenge.

In the module "Intercultural Communication and Diversity Training", you will discover that a better understanding of yourself and the impact of the contexts in which you live, as well as that of other people and cultural groups will improve your ability to work with diversity.

Have you ever asked yourself why your conversation partner did not laugh about your joke? Or why there was this embarrassing silence after you suggested a new supplier to your customer? Or why you felt let-down by your colleague for not meeting the deadline?

In this module, we will explore the invisible hands of culture and dive into the topic of intercultural communication. Thus, we will reflect on our cultural background and our value-system, which strongly affect our daily behavior and interaction with others.

You will experience this by participating in thought-provoking activities such as simulations, role-plays and group-discussions that allow you to better understand intercultural communication and international diversity issues. You will also get the chance to reflect on previous experiences in order to be better prepared for future intercultural meetings and projects.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Natasha Doshi
natasha.doshi@fhv.at

SDG

Peaceable societies

Module name	„Intercultural Communication and Diversity Training"
Interests	#Personality Development
	#Communication
	#Cultural Awareness
	#Organisation and Cooperation
Time window	**Winter semester 2024/25**
	Intensive training week (= Blockwoche) from 16 to 19 October 2024
ECTS points	3
Max. no. of attendees	16 (Alumni are welcome)
Further characteristics, e.g. extra time outs, etc.	For the intensive training week (Blockwoche), permanent attendance at the course must be ensured.
	A good knowledge of English is compulsory.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Theory U and other change models – personality development and leadership as success factors for successful change processes

We are living in a time of transition. Financial crisis, food shortage, energy crisis, water shortage, climate disaster, mass migration, fundamentalism. This moment of disruptive change contains both elements of the end and a new beginning. As human beings, we have two ways of reacting to this: To continue "downloading" our old experiences which might not be suitable anymore or of trying to anticipate the future and use our collective intelligence to come up with real disruptive innovations.

The module "Models of Change and Personality Development" deals with the design of sustainable transformation and innovation processes and regards how we as individuals, leaders and groups can react to these disruptive changes. How can we move from an ego-consciousness, that serves the well-being of individual stakeholders, to an eco-consciousness, that leads to the well-being of as many participants as possible in a system.

In this workshop of the type "Zukunftswerkstatt" we experience all phases of the U-process described by Otto Scharmer of MIT in his Theory U on the basis of an individual project topic:

- Open up to the new/unknown
- Explore the systematic field (who are the stakeholders, which needs, which eco-system is behind it ...)
- Presencing (to connect with the future possibilities)
- Prototyping
- Testing (bringing the new into the world)

We provide you with "enabling spaces" and "rehearsal stages" that support you in gaining experience, gaining knowledge and expanding your options for action. These, sometimes unconventional, methods have already proven their worth many times over.

It is helpful if you bring in a concrete change project from your everyday life. A change topic can also be developed together during the course.

Learning from the future arises by ...

… Strengthening our own communication instruments, such as creative listening, generative communication and sharpening perception.

… Focusing on the essentials. What we focus our attention on determines our future.

… Letting new things arise, leaving old patterns and ways of thinking.

… Retreat, a phase of silence and wondering, what contribution do I/our organisation want to make in this world?

… Coming into action. In the rapid implementation of a prototype, the first concrete images of a future path, of a changed future become visible, learning experiences can be made quickly (testing) and changes can thus be implemented sustainably.

Benefits (both personal and for the team/organisation):

- Developing of new innovations for current challenges.
- Recognition of individual strengths and resources
- Bringing an idea into a solution in the form of a prototype
- Methodical and applicable knowledge of current innovation and transformation models

Theory U shows a model for complex change processes, both professionally and personally. The course provides an insight into the latest findings on innovation and transformation models, based on research by Claus O. Scharmer, Peter Senge, William Torbert and others. Through methods such as storytelling, peer coaching and rapid prototyping, we use the collective intelligence of the group and learn from and with each other.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Birgit Sonnbichler
birgit.sonnbichler@tageins.net .

I gladly provide the desired information.

Module name	„Models of Change and Personality Development"
Interests	#Personality Development
	#Organisation and Cooperation
	#Innovation
	#Interrelationships and Interaction
SDG	Support innovations
Time window	**Winter semester 2024/25**
	Intensive training week (= Blockwoche) from 14 to 17 October 2024
ECTS points	3
Max. no. of attendees	20 (Alumni are welcome)
Further characteristics e.g. trips, expenses, extra time outs, etc.	The language of instruction is German, English if required.
	For the intensive training week (Blockwoche), permanent attendance at the course must be ensured.
	The event will take place in the "Büro im Vielfeld", Lindauerstraße 31, 6911 Lochau.
	For the seminar room, the food and the material an amount of 32 EUR (8 EUR per day) per person will be charged.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Lean Startup: Quick and effective testing of new ideas

Silicon Valley-style reasons. The Lean Startup method stands for fast, risk-free and efficient testing of the chances of success of innovative ideas. Would you like to learn how to bring potential ideas to success?

The module "Lean Startup Bootcamp" will show you how to design a convincing and innovative business model, to test it using the Lean Startup method and to present it successfully. You can contribute your own ideas. The course is led by three experienced founders.

From the initial idea to a successful startup, much more is needed than classic business planning. While business planning usually involves a theoretical review of the business model, the lean startup method examines an idea directly in exchange with potential customers.

Build-Measure-Learn: This is the way to success as suggested by the lean startup method. You learn to design a convincing business model for your idea. By means of a prototype (Minimum Viable Product) you test the customer acceptance of your idea and develop it further step by step. Part of the Lean Startup method is to make mistakes early on, according to the motto "Fail faster, succeed sooner". This means that you should receive effective feedback at an early stage of the idea on how it needs to be further developed from the customer's point of view and which aspects work or don't work.

You will experience how a first idea develops dynamically and how enriching it can be not only to plan a business idea theoretically, but also to discuss it with potential customers. You pitch your idea before an experienced investor and other founders and learn how to present it convincingly. The knowledge gained about your idea through the lean startup method can be the basis for a promising startup. If the developed idea is successful, i.e. it solves a real customer problem and meets with customer acceptance, the lecturers will also assist you in implementing the idea.

We invite you to present your work to the public at FHV at the end of the course.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Magdalena Meusburger
magdalena.meusburger@fhv.at

SDG

Support innovations

Module name	„Lean Startup Bootcamp"
Interests	#Entrepreneurship | Pioneering
	#Innovation
	#Personality Development
Time window	**Winter semester 2024/25**
	Intensive training week (= Blockwoche) from 16 to 19 December 2024
ECTS points	3
Max. no. of attendees	30
Further characteristics e.g. extra time outs, etc.	Attendance must be ensured during the training week.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Gaming Simulation, Serious Play, Gamification

In the module "Gaming Simulation, Serious Play, Gamification" you get to know different forms of games and game elements for serious purposes and you learn to develop them (in teamwork). Serious purposes are, for example: learning games and "serious games", for use in educational and training contexts; business games also to promote learning processes, but also business games to simulate and change complex system processes (e.g. in organisations), thus as a consulting method and/or as a method for analysis, evaluation, goal and strategy development, action planning and intervention for changes and optimisations of work processes; as well as "gamified" systems to improve creativity, motivation, performance, attention and loyalty among employees, clients etc. Curiosity, a normal degree of social compatibility (for discussions and dialogues in interdisciplinary teamwork), and – even if we do not always only play – a positive relationship to games of all kinds are sufficient basic prerequisites for this.

In the module "Gaming Simulation, Serious Play, Gamification" we will first get to know the basics in the form of lectures and discussions during the intensive week (Blockwoche): among other things, the cultural-historical development/importance of the game for the "Gaming Simulation, Serious Play, Gamification". "Homo ludens" (ontogenetic and phylogenetic human development); aspects of the game from some psychological/sociological approaches; basic elements, forms and fields of application of gaming simulation, serious play and gamification; various gaming methods and consulting approaches working with gaming simulation, serious play and gamification for tasks in organisations (personnel selection and development, strategy & decision consulting, support of motivation and performance, large group intervention, transformation management etc.). You will also get to know methods for the development of such games and then apply them to prototypes yourself.

In practice, the collective term "simulation games" refers to a large number of different procedures. These include, among others: Computer simulations, behaviour-oriented role-playing games with and without computer-aided simulation, haptic board games, but also newer approaches to digital and non-digital learning games and game-based learning. Also those subject areas are of importance which are currently discussed with the current trend terms "Serious Games", "Meaningful Play" and "Gamification".

"Gamification" deals with the use of typical game elements and game design principles (e.g. elements such as rankings and highscores, leaderboards and progress indicators, competence levels, feedback, competition, stories, roles, puzzles etc. up to entire "serious games" and learning games) for "non-game" contexts and applications (especially learning and working processes) in order to solve problems and to increase the work performance and motivation (up to the commitment) of the people concerned.

Short videos, case studies, interactive exercises and short learning and simulation games are used to make it possible to experience and deepen the understanding of these topics in a practice-oriented way. Application examples in companies will be demonstrated and consulting approaches that use gaming (e.g. from Accenture, riva) will be discussed. The connection between models and practice will be critically reflected.

In the ongoing part of the seminar you will deepen the topics of this seminar weekly in group work and with coaching by the teachers. Essentially, you will work on developing and testing prototypes of simulation games and/or serious games and/or gamified methods for practice-relevant questions in organisations yourself.

A link and deepening of a special kind is possible for those who additionally take the course "Systems Thinking" in the semester before. The competences developed there for modelling and simulation (and possibly also concretely implemented impact networks) can serve as a basis for gaming simulation, i.e. a combination of simulation (based on system models) and gaming as simulation, which integrates concrete actors and roles as well as interests of stakeholders through "players" in the simulation of processes. Gaming simulation with its manifold gamified principles and mechanisms then forms a special method of modelling and simulating complex life worlds and the consequences of decisions, e.g. in the form of so-called simulation games.

This link is not compulsory. Even those who do not choose "Systems Thinking" can develop exciting gamification concepts and gaming prototypes in the course. Systems thinkers can also use their acquired knowledge and competences to design a special form of systems-oriented business games.

A further link is possible within the framework of the "Research Project: Gaming Simulation", find further information in the offer 2024 for Research Projects with 12 ECTS.

FACTBOX

Contact

Do you have any questions and want to know more about this module?

Please contact me for further information:

Willy Kriz
willi.kriz@fhv.at

Module name	„Gaming Simulation, Serious Play, Gamification"
Interests	#Communication
	#Creativity
	#Interrelationships and Interaction
	#Innovation
SDGs	Which of the 17 Sustainable Development Goals is particularly promoted depends on the games worked on.
Time windows	**Winter semester 2024/25**
	Intensive training week (= Blockwoche) from14 to 17 October 2024
	AND
	Intensive training week (= Blockwoche) from 16 to 19 December 2024
ECTS points	6
Max. no. of attendees	16
Further characteristics, e.g. extra time outs, etc.	For the intensive training week (Blockwoche), permanent attendance at the course must be ensured.
	Option 1: thematic link with "Systems Thinking" (6 ECTS), in SS 2024.
	Option 2: master's thesis, preliminary work for this in the "Research Project: Gaming Simulation" (12 ECTS) – includes the theoretical background from "Systems Thinking" and "Gaming Simulation, Serious Play, Gamification".
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.

Study Trip to India: Changing Times Require New Understandings of Diversity and Sustainable Development

No longer can climate change and the societal, economical and ecological diversity problems, which are made worse by climate change, be ignored. Not everywhere in the world is receiving the same type of impact, and societies are struggling to find solutions. But before we can even discuss effective changes, the problems need to be understood better, and especially from more global perspectives. Only then can we assess what is "meaningful" for diversity and sustainability development.

The module "Diversity and Sustainable Development: Focus – India" offers you the chance to become part of this transformative "sustainable development", to experience for yourselves the implications of our actions and participate more in the solution process.

Since 2009, this interdisciplinary, international course has involved you, students from different specialisations, in the topic that has received increasing world-wide interest – the globally interrelated perspective of sustainability development and its impact on various forms of diversity. This course offers you an understanding of diversity and sustainability which must take into account environmental changes. The first part of the course focuses on understanding the key issues and how it problems interrelate over the world. The second part is in the form of a 10-day study trip to India during which you will experience these topics from a diverse, international perspective.

"This course taught things you cannot learn from books. It gave us an important impulse to reflect ourselves with regards to sustainability, politics and our daily lives. This course was a perfect combination of learning, fun, and making friends."

Hanna Robitschko and Magnus Elsässer, students of master International Marketing and Sales

The introduction at the FHV will include lectures, discussions, articles and films. No course can deal with the full complexity of either diversity or sustainability, but this gives you a basis for understanding and more knowledgeable discussions. The trip to India is very exciting, giving you insights to these topics from experts in various fields and backgrounds, discussion with students at our partner university, as well as actually visiting rural villages or sites to see what Indians are doing to deal with their problems. But not all the "solutions" proposed by experts from government, non-governmental organisations, and businesses are effective, because the reasons and obstacles are numerous. Thus, importantly, we will explore the question of how we could work together to use each other's knowledge and resources to move past "business as usual".

When you are finished with the two parts of this course, you will not only understand the scope and complexity of this topic better, but you will have learned that the concepts of diversity, sustainability and development are not something you are dealing with when you have time, but that it will impact everything you do now and in the future, no matter in what capacity. And there is nothing more fascinating way to delve into these topics than learning and experiencing for yourselves!

This course is associated with an international study trip to India. For further information, please see the International Office link on FHV Inside: https://inside.fhv.at/x/fJB1Dg

FACTBOX

Contact

Do you have any questions and want to know more about this module with its Study Trip?

Please contact me for further information:

Stefanie Chen
stefanie.chen@fhv.at

I gladly provide the desired information.

Module name	„Diversity and Sustainable Development: Focus – India"
Interests	#Study Trip
	#Cultural Awareness
	#Political Awareness
SDGs	
4 QUALITY EDUCATION	Learning by experience and participation
10 REDUCED INEQUALITIES	Experience inequality between nations
Time windows	**Winter semester 2024/25**
	28 November 2024 to 6 February 2025 on Thursdays from 6 pm
	AND
	Study Trip to India from 10 to 17 February 2025
ECTS points	6
Max. no. of attendees	16 (Alumni are welcome, with participation in the entire course)
Further characteristics, e.g. trips, expenses, extra time outs, etc.	On the following page

FACTBOX

Contact

Do you have any questions and want to know more about this module with its Study Trip?

Please contact me for further information:

Stefanie Chen
stefanie.chen@fhv.at

I gladly provide the desired information.

Module name	„Diversity and Sustainable Development: Focus – India"
Further characteristics, e.g. trips, expenses, extra time outs, etc.	**Good knowledge of English required.** For the Study Trip, continuous presence in India must be ensured (departure no later than February 11, 2025 and arrival in Austria no earlier than February 20, 2025). The on-site program in India will take place from February 12 to 19, 2025. The program costs in India amount to approx. 1.200,- EUR***, this covers the accommodation and food costs on site, the travel costs as well as fees and any other program costs in the country! *** depending on the number of participants as well as possible slight inflationary changes. For our Study Trip to India the fulfillment of all travel requirements (incl. required vaccinations) is mandatory. **Travel, visa and vaccination costs** (estimated at approx. 960 EUR) as well as **insurance and personal expenses** are additionally to be paid by yourself and to be organised individually. The program costs incurred are **tax deductible**. If the trip cannot take place due to uncertain conditions, it will be cancelled no later than December 15, 2024. Please note this in the cancellation policy of your travel booking. The program costs paid to FHV will be refunded to you in this case. As part of the course, an **adequate substitute program** (project work on the topic of sustainability with online participation of experts from India) will be offered at the FHV.
Registration	**From Monday 2 to Sunday 29 October 2023** on your A5 Portal.