

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile <b>AUSTRIA</b>		Resources
Context – educational system	Overview	<p>Competence for legislation in education and its implementation is divided between the <b>Federation</b> (<i>Bund</i>) and the <b>States</b> (<i>Länder</i>). At States level, the competent legislative bodies are the States Parliaments (diets). Responsibility for implementation rests with the administrative bodies (<i>Ämter der Landesregierung</i>) of the 9 Austrian States.</p> <p>In specific matters enumerated in the Constitution, the Federation and the States have a shared legislative competence. The Federation enacts framework legislation, while detailed implementing legislation is laid down by the States.</p> <p>However, the Federation has overwhelming responsibility for the <b>system of education</b>, which covers virtually all areas of school organisation, the organisation of school instruction, Private Schools as well as the service, remuneration and retirement law governing teachers. These matters are all governed by federal legislation.</p> <p>The States are mainly responsible for the provision of teaching staff at Public Compulsory Schools. Moreover, they support the municipalities in the construction and maintenance of these Schools via dedicated school construction funds, which they administer. Kindergarten (nursing school) education is a responsibility of the States.</p> <p>Schools enjoy some autonomy in budgetary management and, up to a point, are free to adapt the curriculum to local needs.</p> <p>The <a href="#">Federal Ministry of Education, the Arts and Culture</a> is the supreme oversight body for <b>primary and secondary education</b> as well as for the <b>University Colleges of Teacher Education</b> (<i>Pädagogische Hochschulen</i>).</p>	<a href="https://webgate.ec.europa.eu/fpfis/mwikis/erydice/index.php?title=Countries">https://webgate.ec.europa.eu/fpfis/mwikis/erydice/index.php?title=Countries</a>
	Primary and lower secondary education	<p>In Austria, general compulsory schooling starts on 1 September following a child's sixth birthday. Compulsory schooling is generally accomplished by attending Primary School during the first four years. Primary School is to provide a common elementary education for all pupils, giving due consideration to the social integration of children with disabilities. <b>Primary School</b> (<i>Volksschule</i>) is a general compulsory school. It consists of <b>elementary school</b> (<i>Grundschule</i>) and, where required, an <b>upper stage</b>. Primary School provides a common elementary education for all pupils at elementary school level. The <b>upper stage</b> of Primary School provides a basic general education and prepares students for working life or progress to a medium- or higher-level school. However, only 15 out of Austria's approx. 3,400 Primary Schools still run an upper stage (comprising Years 5 to 8).</p> <p>The curriculum is decreed by the <a href="#">Federal Ministry for Education, the Arts and Culture</a> on the basis of the <a href="#">School Organisation Act</a> (<i>Schulorganisationsgesetz, SchOG</i>). It specifies the statutory educational tasks of the respective school type. Experts are consulted in the preparation and development of curricula.</p> <p>The following <b>areas</b> are covered by the curriculum:</p> <ul style="list-style-type: none"> <li>• General educational objective</li> <li>• Educational and teaching objectives for the individual subjects and teaching principles</li> <li>• Teaching content</li> <li>• Distribution of the content over the individual years</li> <li>• Total number of lessons and number of lessons per subject (timetable)</li> <li>• As far as required due to curricular provisions that are decided autonomously by the individual school (<i>schulautonome Lehrplanbestimmungen</i>): description of core concerns in the educational and teaching objectives, teaching principles or content</li> </ul> <p>The curriculum for Primary Schools is a <b>general framework</b>. It forms the basis for teachers to plan and teach classes independently.</p> <p>According to the primary school curriculum, children should receive a basic and well-balanced education in the <b>social, emotional, intellectual and physical</b> spheres. On the basis of pupils' individual backgrounds, primary school has to accomplish the following:</p> <ul style="list-style-type: none"> <li>• arousing and nurturing eagerness to learn, skills, interest and talents</li> <li>• strengthening and developing pupils' faith in their own abilities</li> <li>• strengthening or building social competence (responsible behaviour, team spirit, adjustment, development and acceptance of rules and norms, critical thinking)</li> <li>• improvement of language skills (communication, expression)</li> <li>• development and imparting of basic knowledge, skills, insights and attitudes with a view to the acquisition of the three Rs (including the use of modern communication and information technologies in a manner suitable for children), of a sound attitude towards and understanding of the environment, as well as a general development of artistic, musical and technical skills, motor skills and physical skills</li> <li>• gradual formation of appropriate attitudes towards learning and working (perseverance, care, accuracy, helpfulness, considerateness)</li> <li>• transition to purposeful, independent and focussed learning (from the play-oriented forms of learning in pre-school education)</li> </ul>	

**Timetable: Primary School, Years 1 to 4**

Compulsory subjects	1st	2nd	3rd	4th year	Total
Religious instruction	2	2	2	2	
Local history, geography and biology ( <i>Sachunterricht</i> )	3	3	3	3	
German, reading, writing	7	7	7	7	
Mathematics	4	4	4	4	
Music	1	1	1	1	
Arts	1	1	1	1	
Technical/textile craft	1	1	2	2	
Physical activity, sport	3	3	2	2	
<b>Compulsory exercises (<i>Verbindliche Übungen</i>) (1.)</b>					
Modern foreign language	x	x	1	1	
Road safety	x	x	x	x	
<b>Total number of lessons per week (2.)</b>	<b>20-23</b>	<b>20-23</b>	<b>22-25</b>	<b>22-25</b>	<b>90</b>
<b>Remedial instruction (3.)</b>	1	1	1	1	

The [lower secondary level](#) (years 5 to 8) comprises:

- General secondary school (*Hauptschule*);
- New secondary school (*Neue Mittelschule*);
- Lower level of academic secondary school (*Unterstufe der allgemein bildenden höheren Schule* or *AHS-Unterstufe*).

In Austria, curriculum development for all school types follows similar principles. **Working groups** made up of **teachers of a school subject** play a vital role here. Curricula are laid down by an **ordinance** of the [Federal Minister for Education, the Arts and Culture](#). Within a given framework, the [school forum](#) is entitled to adopt autonomous curricular provisions which apply to all or to individual grades / age groups. Curricula not only lay down the school subjects but also specify **educational missions** and **teaching tasks** which need to be fulfilled across all subjects.

On 30 May 2012 the curriculum of new secondary school was announced. In addition to subject curricula, which are identical to those of the lower level of AHS, the **new learning culture** is taken into account with increased orientation towards subject-related and interdisciplinary competence and potential. Separate curricula are in force for new secondary school with **focus** on music, new secondary school with focus on sports and new secondary school with focus on skiing.

Compulsory subjects	1st grade	2nd grade	3rd grade	4th grade	Total
Religious instruction	2	2	2	2	8
German	4	4	4	4	16
Modern foreign language	4	4	3	3	14
History and social studies / political education	-	2	2	2	6
Geography and economics	2	1	2	2	7
Mathematics	4	4	4	3	15
Biology and environmental studies	2	2	2	2	8
Chemistry	-	-	-	2	2

Music	2	2	2	1	7
Art	2	2	2	2	8
Technical and textile shop *)	2	2	2	2	8
Physical education and sport	4	3	3	4	14
Domestic science and nutrition	-	1	-	-	1
Compulsory exercise on career guidance	-	-	0-1x	0-1x	1x **)

Upper secondary education

The **upper secondary level** (years 9 to 13) comprises a general education branch and a vocational branch.

- General upper secondary education:
  - Pre-vocational school (*Polytechnische Schule*) (year 9);
  - Upper level of academic secondary school (*Oberstufe der allgemein bildenden höheren Schule* or *AHS-Oberstufe*) (years 9 to 12).
- Vocational upper secondary education:
  - Part-time vocational school (*Berufsschule*) – in tandem with company-based vocational training (*dual system*) (years 10 to max. 13);
  - Secondary technical and vocational schools (*Berufsbildende mittlere Schulen*) (years 9 to max. 12);
  - Colleges for higher vocational education (*Berufsbildende höhere Schulen*) (years 9 to 13).

In addition to the eight-year forms of academic secondary school there is the Oberstufenrealgymnasium (5th to 8th grade; entry after year 8). The three school types of upper-level academic secondary school (*Gymnasium*, *Realgymnasium* and *Wirtschaftskundliches Realgymnasium*) are characterised as follows:

- **Gymnasium**: In addition to Latin, Greek or a second modern foreign language is taught from grade 5 or Latin where a second modern foreign language is taught from grade 3.
- **Realgymnasium**: more mathematics; also, from the 5th grade onwards, a second modern foreign language or Latin; in addition: descriptive geometry or more biology and environmental studies, chemistry, physics (from grade 7).
- **Wirtschaftskundliches Realgymnasium**: from the 5th year onwards, a second modern foreign language or Latin; in addition: home economics and nutrition; more geography and economics, biology and environmental studies, psychology and philosophy.

For the three mentioned school types and for *Oberstufenrealgymnasium*, elective subjects totalling 6 (*Gymnasium*, *Oberstufenrealgymnasium*), 8 (*Realgymnasium*) or 10 (*Wirtschaftskundliches Realgymnasium*) weekly lessons must be selected in grades 6 to 8. Also worth mentioning is the compulsory subject informatics (2 weekly lessons in the 5th grade), which is taught in all school types. The **elective subjects** either contain educational content not included in the compulsory section (such as additional foreign languages or informatics) or they serve to deepen and extend the educational content provided in the compulsory section (such as the elective subject English to deepen and improve command of the compulsory subject English). The elective subjects are taught in smaller groups and are assessed according to the same principles as compulsory subjects.

#### The new upper level

The school year 2013/14 will see the launch of the step-by-step switchover to this new form of upper level (distribution of the syllabus over various semesters in competence modules); this new form will cover all Austrian AHS upper levels from 1 September 2017.

At the centre of the new upper level there are **individual learning support** and **remedial measures**. It promotes gradual and continual performance by students and prepares them for university-based education in a modern way.

<http://www.bmukk.gv.at/schulen/unterricht/ba/oberstufeneu.xml>

	Structure of the national education system 2012/13		<a href="https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries">https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries</a>
Media literacy in the curriculum	ML education in top level curriculum	<p>All schools are subject to the "<i>Grundsatzterlass Medienerziehung</i>" (policy decree on media education). "Media literacy is one of the integrating principles in Austrian education. It is specifically named in the media education policy decree of the Federal Ministry for Education, the Arts and Culture. As a part of media pedagogy, media education has been an educational principle since 1973. The goal of the current decree (2012) is to generate measures that critically and analytically integrate both traditional mass media and new media, particularly the Internet, into education. Pupils are expected to gain competencies in terms of using media, communication, media as an economic factor/mass media as institutions and creating media.</p> <p>However, overall, the significance of media literacy in the Austrian educational system is still relatively low. This can be explained by the lack of concrete learning objectives and the fact that the implementation of media literacy is not perceived as mandatory. There are hardly any subjects dedicated to media and information literacy – usually these topics are part of the German classes. In some cases, they are also tackled in subjects such as computer science. In addition, many educators are insecure about their own media literacy and in general, the teachers who are interested in media themselves are the ones who actually approach media literacy with their pupils. Thus it is almost impossible to find a common denominator for the level of media literacy of the pupils. It varies greatly between school types, between schools and even between classes.</p> <p>Types of schools where media education as a general didactic principle should be applied. This didactic principle alongside a number of others is part of the curricula with the aim of a general principle on a cross curricular manner and is addressed to all teachers. („Ordinance on media education") In practice this means that having media education as a general principle is far from being sufficient. It has served as a catalyst to position media literacy contents in the subjects and raise awareness on close symbiosis of general pedagogy and media. The ordinance applies to all school types.</p> <p><b>Media pedagogy</b> includes all issues concerning the pedagogical importance of media in education, leisure and work. It looks into the contents and functions of media, their forms of utilisation in these areas and their individual as well as social impact. In view of the complexity of the term, it is useful to subdivide the complex of media pedagogy as follows:</p> <p><b>Media didactics:</b> covers the functions and effects of media in teaching and learning processes. The use of audio-visual media in their role as teaching materials should be decided with due account given to the educational and</p>	<p>Charting Media and Learning in Europe 2012  <a href="http://www.medeaneet.eu/sites/default/files/MEDEAnet_Deliverable_4-2_Annual-Report-2012_0.pdf">http://www.medeaneet.eu/sites/default/files/MEDEAnet_Deliverable_4-2_Annual-Report-2012_0.pdf</a></p> <p>ORDINANCE GOVERNING THE PRINCIPLES OF MEDIA EDUCATION  <a href="http://www.mediamanual.at/en/media.php">http://www.mediamanual.at/en/media.php</a></p>

		<p>teaching task, the curriculum, and the didactic principles of the respective subject.</p> <p>Media are tools to achieve subject-specific objectives (education <i>by</i> media).</p> <p><b>Media education:</b> a type of pedagogical utilisation of the media intended to teach the critical-reflective use of all media. Where media become important for human socialisation as a means of information, entertainment, education and day-to-day organisation, they become the subject of media education – the media are the subject and object of education (education <i>on</i> media).</p> <p>Media education concerns <b>all</b> communication media and their combinations made possible by the so-called New Media. These communication media are constituent parts of all texts, regardless of the technology: the word, printed/spoken, graphics, sound, stills and moving pictures. The so-called New Media (including the Internet), being developments and combinations of the above modules, are essentially <b>technologies</b> that serve their distribution and have an effect on several social dimensions. Critical reflection on the possible effects is also included in media education.</p> <p>The potential to combine data of all kinds into gigantic information networks and to make use of these both in a working and a domestic environment, i.e. to obtain, access and process them, causes the boundaries to be blurred between individual and mass communication, between the book and newspaper markets, between entertainment and business communication. It is especially in the New Media segment that media education is confronted with new issues concerning its autonomous critical use.</p>	<p>Charting Media and Learning in Europe 2012</p> <p><a href="http://www.medeanet.eu/sites/default/files/MEDEAnet_Deliverable_4-2_Annual-Report-2012_0.pdf">http://www.medeanet.eu/sites/default/files/MEDEAnet_Deliverable_4-2_Annual-Report-2012_0.pdf</a></p>
	resources	<p>Bundesministerium für Unterricht, Kunst und Kultur (2012). <i>Media literacy in the curriculum</i>. From <a href="http://www.mediamanual.at/mediamanual/leitfaden/medienerziehung/grundsatzlerlass/">http://www.mediamanual.at/mediamanual/leitfaden/medienerziehung/grundsatzlerlass/</a>.</p> <p>E.g. Bundesministerium für Unterricht, Kunst und Kultur (2012). <i>Lehrplan der neuen Mittelschule</i>. from <a href="http://bmukk.gv.at/medienpool/22513/bgbla_2012_ii_185_anl1.pdf">http://bmukk.gv.at/medienpool/22513/bgbla_2012_ii_185_anl1.pdf</a>.</p> <p>Bundesministerium für Unterricht, Kunst und Kultur (2004). <i>Deutsch</i>. From <a href="http://www.bmukk.gv.at/medienpool/11853/lp_neu_ahs_01.pdf">http://www.bmukk.gv.at/medienpool/11853/lp_neu_ahs_01.pdf</a></p>	
	Media literacy in education from a historical view	<p>Media literacy is one of the integrating principles in Austrian education. It is specifically named in the media education policy decree of the Federal Ministry for Education, the Arts and Culture. As a part of media pedagogy, media education has been an educational principle since 1973. The goal of the current decree is to generate measures that critically and analytically integrate both the traditional mass media and the new media, particularly the Internet, into education.</p>	
	Media literacy in the curriculum – recent view	<p>Regarding <b>primary schools</b>, there are no curricular requirements in terms of ICT knowledge in primary schools - even though the sensitive use of media is also tackled in the curricula of some subjects (e.g. general studies, languages, arts...). However, the members of the "<i>IKT Grundschulexpertengruppe des BMUKK</i>" (ICT experts for primary education of the Federal ministry of Education, the Arts and Culture) recommend that children should be able to work independently with modern media. In addition they should know and be able to use common computer terms and gain experience in text processing software, Internet use and different learning software. By doing so, social discrimination (e.g. the digital divide) can be prevented</p> <p>Media literacy is a cross-curricular educational principle in all schools in Austria. In lower secondary schools, the curricula of some subjects mention the use of media explicitly – particularly in German, Music and Arts. Whereas German tends to tackle information literacy, information management and critical use of media, Music and Arts put a focus on the creation of media products. At the moment, there is no separate subject dedicated to media literacy or media education at Austrian lower secondary schools. However, some schools have decided to put a focus on media/media education within the framework of their autonomy. In most cases, these schools don't concentrate on the critical use of media but rather on working creatively with many types of media (text, pictures, audio, movies, Internet,...).</p>	

In **upper secondary schools**, media education concentrates on the concrete use of media and ICT and on creating media products (e.g. in subjects such as Music or Arts). However, some aspects of media literacy are tackled in the German language curriculum. This is the case for both general education and vocational education. For example, the curriculum for German of the upper level of academic secondary schools states the following: Media education includes preoccupation with all kinds of media. An emphasis has to be put on the significance of audiovisual media for young people, particularly concerning entertainment, information and self-discovery. In addition, the increasing importance of new media for society and the new role of print media in the overall media context have to be discussed. Pupils have to be taught media literacy in the sense of being able to use media purposefully and functionally and in the sense of being able to orient themselves in a culture which is strongly shaped by media technology.

Even though media education is mentioned as a basic educational goal, there are hardly any specific indicators to assess the pupils' level of media literacy. Even though there are many vocational schools (most of all, schools and colleges of engineering, arts and crafts) putting an emphasis on media, media literacy is not taught as a separate subject in general.

#### **Primary school:**

*Preamble:* Use of modern communication and information media in order to activate and motivate learning

*German: Critical understanding:* listening comprehension to diverse sources of information, compare language; use captions and images as information

*Arts:* Engagement with examples of popular culture, media, film, video, photography, New Media; Compare examples of popular culture; perceive and reflect manipulation in film, video, print, photographs, popular culture, computer, TV, comics, commercials

#### **Secondary school:**

*German:* contains a whole passage on media education which paraphrases in brief the main objectives of the Ordinance

Media Education is structured alongside 2 major areas:

- a) Use of media: structure information gathered from media; select, analyse, interpret information from diverse complex, conventional and electronic data; acquire skills in reading all kinds of media, hypertext...acquire competencies of orientation, strategic thinking; use media as a basis for multicultural contacts...
- b) Understand and critically judge media as a major player in culture: know and grasp similarities, differences as well as interrelations between book and other print media, film, TV, video, radio, New Media...with regard to their essence and organisation; acquire basic knowledge of the history and evolution of media; understand the impact of media on society and the individual; analyse and form critical judgement of intentions/interest immanent in media texts and products; understand and use media languages as semiotic systems; use language/media languages in a responsible way; understand and appreciate artistic expression in all media making comparisons as well as identifying interrelations.

The objective is to acquire and develop competencies in these 2 areas.

To enable students to enlarge their communication potential through learning with and about language; to understand and creatively use different media. To engage with different *media* and learn how topics/contents are structured in characteristic ways. Discuss their impact. Reflect on the impact of media, reflecting the ways we

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CURRICULA IN  
AUSTRIA  
SELECTION OF  
KEYWORDS OF  
MEDIA LITERACY  
(MEDIA EDUCATION)  
(manuscript)

	<p>appropriate media</p> <p><i>History and Citizenship:</i> Topics/themes taken out of the life worlds of the students eg. democracy, media</p> <p>Raising awareness of interrelations and relativity of sources. <i>Media</i> and their impact on politics, eg. News in media, commercials, mise-en-scene of contents in politics...</p> <p><i>Arts:</i> Convey basic experience in visual communication and access. Use and reflect media as carriers and constructions of communication</p> <p><i>Geography/Economics:</i> Raising awareness of the role of media in depicting the world; reflecting one's individual role/standing in the consumer society (Social competence)</p> <p><i>Foreign Languages:</i> Critical judgment of the media with regard to creating clichés and stereotypes (Intercultural competence)</p> <p>As media literacy is a key competence nowadays, a working group initiated by the Federal Ministry of Education, the Arts and Culture developed a cross-curricular competency model for media literacy. It defines learning goals in the following fields pupils are expected to reach after the completion of 8th grade (14 years old):</p> <ul style="list-style-type: none"> <li>• IT and society <ul style="list-style-type: none"> <li>- Significance of IT in society</li> <li>- Responsible use of ICT</li> <li>- Data protection and data security</li> <li>- History and career opportunities</li> </ul> </li> <li>• IT Systems <ul style="list-style-type: none"> <li>- Technical components and using them</li> <li>- Design and use of personal IT systems</li> <li>- Data exchange in networks</li> <li>- Human-Machine-Interaction</li> </ul> </li> <li>• Applications <ul style="list-style-type: none"> <li>- Documentation, publication, presentation</li> <li>- Calculation and visualisation</li> <li>- Research, selection and management of information</li> <li>- Communication and cooperation</li> </ul> </li> <li>• Concepts <ul style="list-style-type: none"> <li>- Presentation of information</li> <li>- Structuring of data</li> <li>- Working with algorithms</li> <li>- Coordinating and controlling processes</li> </ul> </li> </ul> <p>The curriculum (for the Hauptschule or general secondary school) considers the importance of the media in today's world already in its preamble: "Innovative technologies of information and communication and the mass media increasingly penetrate all spheres of life."</p> <p>In addition, the division into education sectors, emphasis on cross-linked and cross-disciplinary teaching and the importance of references to the "lifeworlds" offer a number of approaches to implementing media education:</p> <p>"Pursuant to Section 17 of the School Teaching Act, teaching shall be based on scientific insights as well as on the experience and capabilities that the pupils/students provide from their own life." and "Considering that all subjects are intended to have a common educational effect, teaching shall take into account the subject-specific of individual subjects and cross-disciplinary and cross-linked aspects networked with them. This corresponds to the networking and mutual complementing of disciplines and aims to help pupils/students in handling the challenges of day-to-day life."</p> <p>With regard to the educational subjects, explicit reference should be made to the fields of "language and</p>	<p>Cf. Bundesministerium für Unterricht, Kunst und Kultur (2012). <i>Kompetenzmodell „Digitale Kompetenzen – Informatische Bildung“</i>. From <a href="http://www.digikomp.at/course/category.php?id=31">http://www.digikomp.at/course/category.php?id=31</a>.</p>
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		<p>communication" and "creativity and creation":</p> <p>"In each subject, the pupils/students shall be enabled to use and extend their cognitive, emotional, social and creative capacities by and through the language – including, without limitation, image language." and "Expressing, verbally and nonverbally, ideas and emotions is an essential life form of human beings. Pupils/students shall be given opportunities to gather creative experience themselves and to associate it with cognitive insights through approaches that make use of the senses."</p> <p>General secondary school, academic secondary school (5th to 8th forms)</p> <p>The syllabus for German and Art Education (general secondary school, academic secondary school) explicitly makes reference to media education. Additional ways to approach the field are observations on the expressive values of linguistic and non-linguistic forms of expression, training in the ability to obtain information on facts for oneself and provide it to others, and role playing.</p> <p>At this occasion it should be pointed out again that media education should start out, especially and particularly in this age group, from personal media experience, observations and habits of the pupils/students, and should lead to self-reflection.</p> <p>Medium- and higher-level schools, pre-vocational school and vocational school (9th to 12th/13th forms)</p> <p>Pre-vocational schools include media education in their syllabuses for the subjects of Vocational Information and Life Guidance, German, Project Work and in subjects chosen from a compulsory group. The syllabuses in the curriculum of medium- and higher-level schools contain numerous mentions of key subjects of media education. The role and value of the media may be discussed in the various subjects, chiefly in (cross-disciplinary) project work (e.g. media as an economic factor, advertising as an economic factor, the aesthetics of advertising, the language of advertising, public relations activities as a tool for dialogue, economic and social policy functions and the role of p.r. activities, opportunities and risks of strategic p.r. activities for shaping the published and public opinion, concepts and tools of p.r. activities) for the subjects of German, Art Education and Economics. In the teaching of German, a comparative discussion of literary works and the movies made of them may indicate the possibilities and limits of the two art categories. In the teaching of History, Sociology and Contemporary History, audio-visual media may be considered in terms of their role as source material, but also in their development and impact on society. In the teaching of Psychology and Philosophy, issues of journalistic ethics, the psychology of mass communication, perception-psychological issues, or opinion-forming and manipulating processes may be discussed. In the teaching of Physics and Chemistry, the technical basis of phonography and photography, of radio and TV broadcasting and problems of communications engineering may be dealt with.</p> <p>Media knowledge in the stricter sense of the word covers that part of media education which informs about media, their development, organisation and structures. In terms of the school, it is the name given to a non-mandatory practical course held, e.g., at academic secondary schools. For more details on its contents see the relevant curricula as amended.</p>	<p>ORDINANCE GOVERNING THE PRINCIPLES OF MEDIA EDUCATION</p> <p><a href="http://www.mediamanual.at/en/media.php">http://www.mediamanual.at/en/media.php</a></p>
	Comments, annexes		
Ad Teacher profession development	<p>Danube University Krems</p> <p>Centre for Education and the Media</p> <p>The Centre for Education and the Media at the ( private) Danube University Krems offers - in cooperation with other educational institutions, post-graduate and continuing education (particularly Masters courses ). The average of four semester courses have on media education and media didactics , for e-learning and for planning the use of media have partly technical and partly educational and thematic priorities . The central concern of all is - according to its own definition, the</p>		



	<p>practical mediation, conceptual, didactic and technological knowledge . As forms of teaching practice- oriented online exercises dominate in modern PC labs and team work on a practical project.</p> <p>Education course media pedagogy of religion Pedagogical Institute of the Diocese of Linz The Academy course " media education " is aimed at people who work in the school or education , as well as teacher / inside and Media Relations Officer in school , youth work and adult education. The participants / students should be able to acquire competencies in the whole range of media landscape (radio , video , computer workshop , ...) and not only practical, but also critical contact media apart. ( Media Philosophy , media ethics , ...). Objective of the course is to enable graduates to a competent media use in schools and other educational institutions and to train them as requested to contact in terms of media.</p> <p>Institute of Education of the City of Vienna offered formed from the course media education consultants. These are to go on request to the school and opportunities for both the active media relations, as well as the show implementation of media education in the classroom (integrated approach).</p> <p>(<a href="http://www.european-mediaculture.org/Forschung-und-Lehre.411.0.html">http://www.european-mediaculture.org/Forschung-und-Lehre.411.0.html</a>)</p>	
Specialized network for media educators	<p>To support teachers in implementing media education, the Federal Ministry of Education, the Arts and Culture set up the interactive platform <a href="http://www.mediamanual.at">www.mediamanual.at</a>. It "offers pupils, students and teachers material for practical media education [and] contains basic knowledge in the form of lectures and workshops in which practical courses are offered on subjects such as film, radio, video and new media.</p> <p>Educators are also supported in their work by the quarterly journal "MEDIENIMPULSE" which is published by the Federal Ministry of Education, the Arts and Culture. It shows how (new) media is influencing the work of teachers, looks at this from a scientific point of view and also includes a lot of examples of best practice. Each issue has a principal topic (e.g. comics, computer games, cultural diversity,...). The articles are written by alternating experts following the calls for papers and are published online under a Creative Commons license thus enabling teachers to use it for their daily work easily.</p> <p>The work of <a href="#">Education Group</a> offers a large variety of services in the field of media education for educational institutions, educators, pupils and their parents including workshops, research, infrastructure or resources.</p> <p>On the other hand, Education Group is responsible for the maintenance of the approximately <a href="#">40 subject portals</a> which hold a large number of educational resources for pupils and teachers. They are managed by teachers following the principle "by educators - for educators". <a href="#">digi.komp</a> is another very important project in this context. It was initiated by the Ministry of Education to foster media literacy of pupils of lower secondary schools. In 2012, about 20 sample assignments based on the competency model for media literacy (information about this can be found below) were made available on a Moodle-platform; up to early 2013, 100 more assignments were prepared.</p>	