

Závěrečná konference Rozvoj talentů



From Strategies and Procedures to Improved Skills

3. 6. 2015, CDV, Brno Líšeňská 33a

Univ.-Prof. Dr. Thomas Macoun

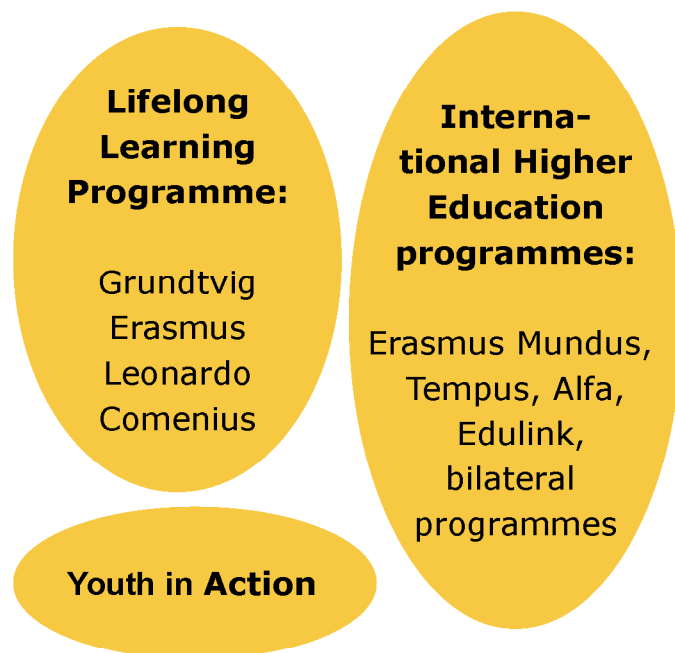


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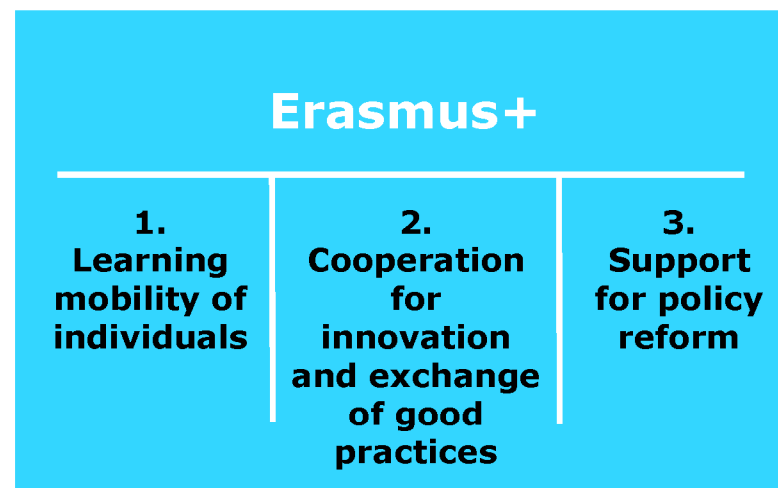
ERASMUS+

= **EuR**ocean **A**ction **S**cheme for the **M**obility of **U**niversity **S**tudents

Current Programmes



One integrated Programme



Specific Actions:

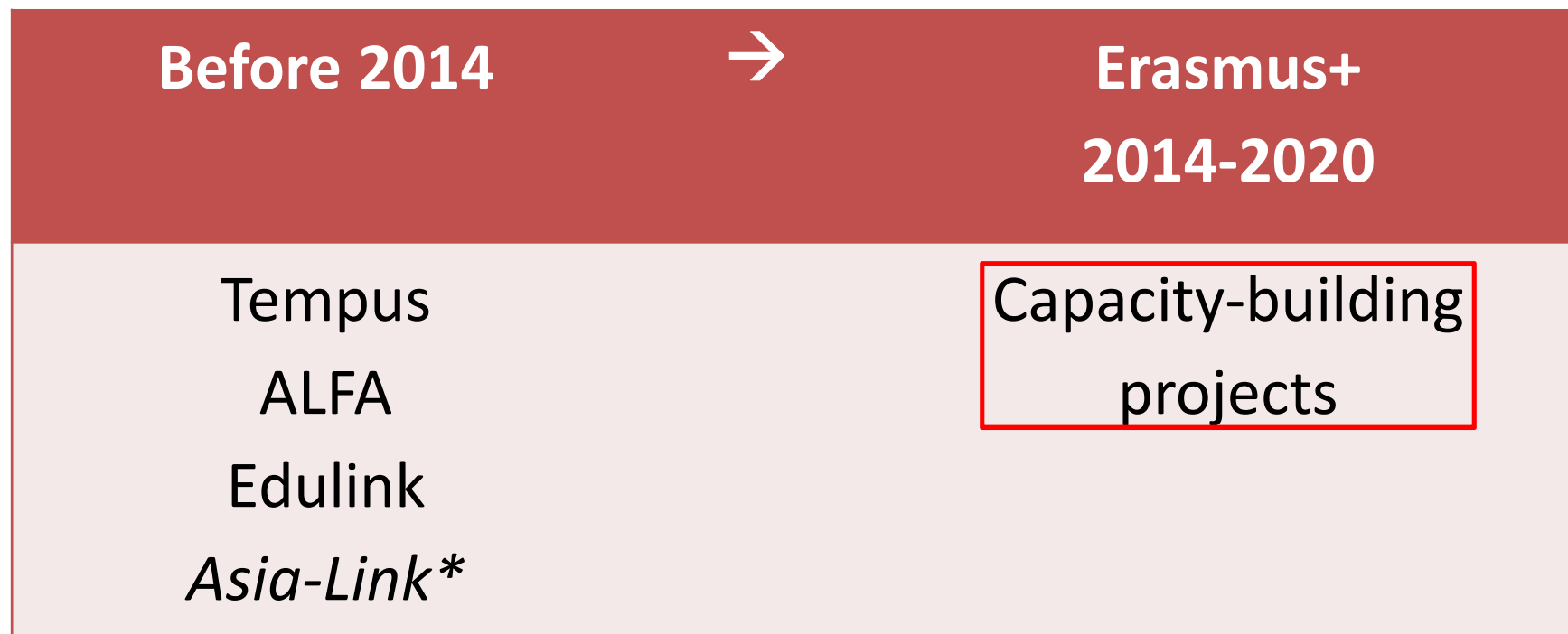
- Jean Monnet
- Sport

Education
and Culture

The EU programme for Education, Training, Youth and Sport 2014-2020

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Capacity-building: continuing the work of former programmes



Capacity-building for higher education: objectives

Build capacity and help modernise higher education institutions in Partner Countries, to ensure a structural, long-lasting impact

- Support modernisation & internationalisation
- Improve quality
- Improve the level of competences and skills
- Enhance management, governance in HEIs
- Promote people-to-people contacts, intercultural understanding
- Voluntary convergence with EU HE policy developments



The importance of goals

Goals at any level should emphasize students

- Teaching is commonly viewed as *teacher-centered*.
- But ... students must do their *own* learning; we can not do the learning for our students.
- Good teaching involves helping students actively engage with new ideas, skills, and behaviours.

Simply presenting new content is NOT “teaching”.

- *“We will design more effective courses if we focus on setting goals for what students do, rather than for the faculty member.”*

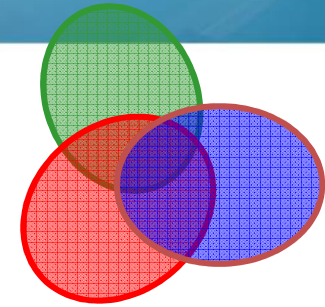
Wide range of possible goals:

memorizing terminology , complex problem solving skills, transferring ideas to new contexts, thinking like a professional / scientist, and many others

Goals are NEVER perfect but ALWAYS valuable

<http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/goals.html>

To help focus goals design, 3 domains of learning



CONCEPTS: Eg: analyze, explain, and predict the motion of objects in the world around you.

SKILLS: Cognitive/Process skills:

- Reasoning, Problem Solving, Evaluating, Critiquing...
- Compare / contrast; reflect; strategize, justify, plan ...

Technical skills:

- Computer programming, specific software, ...
- Laboratory skills, wetlab, instruments, tools, ...
- Library, research, writing, presenting, ...

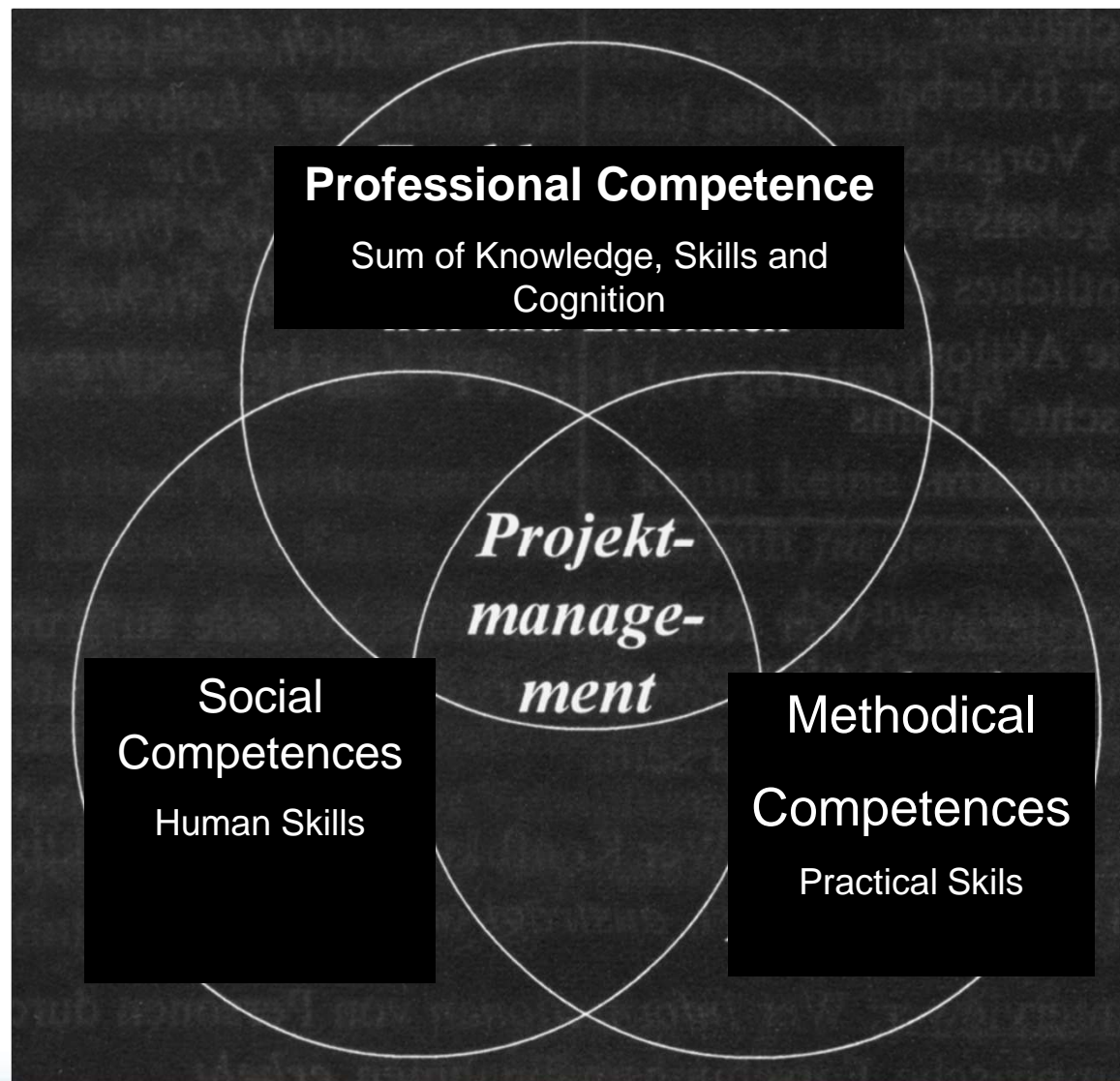
ATTITUDES: Appreciate, Enjoy, Value

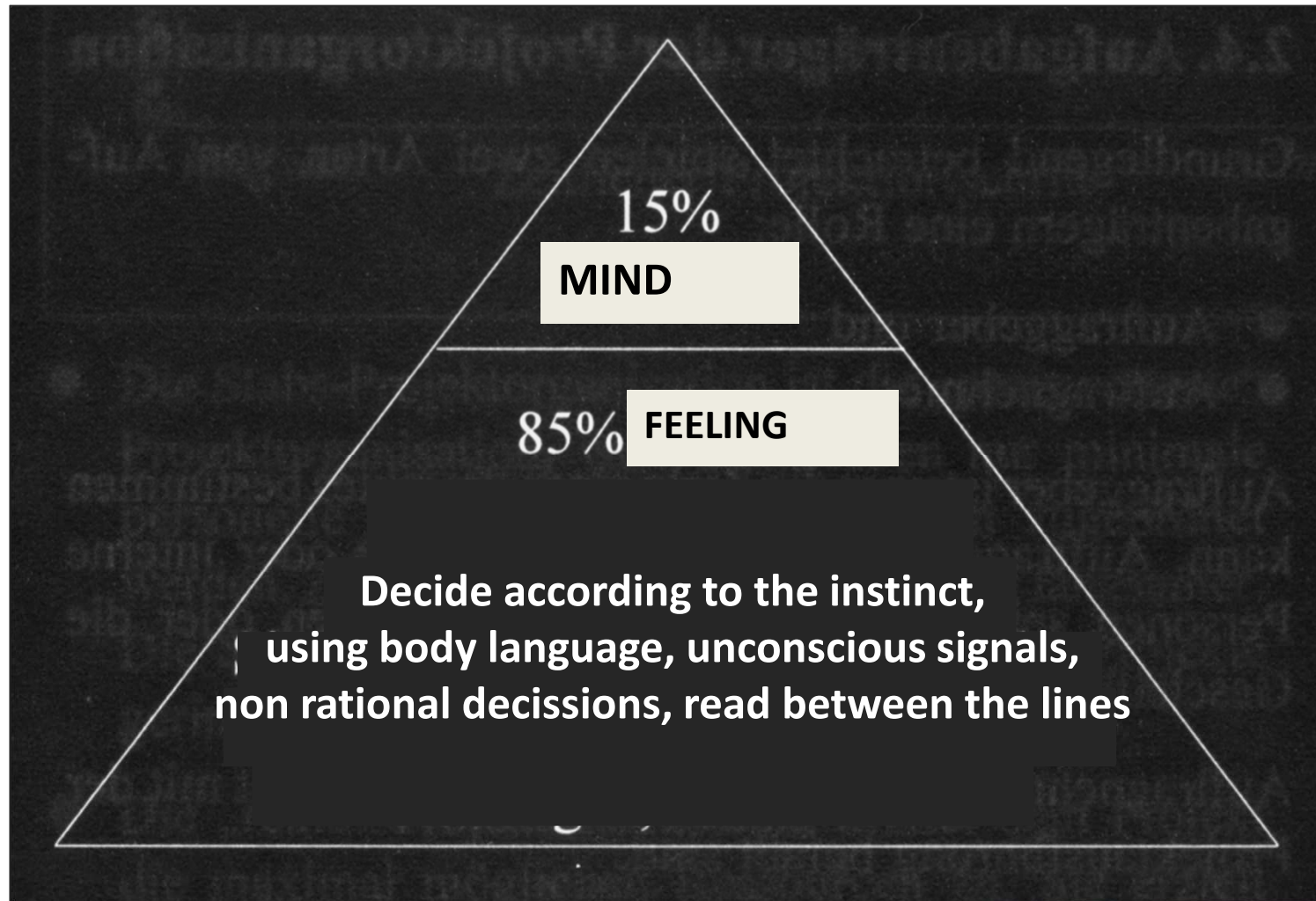
- e.g. Observe our planet from a more enthusiastic and scientifically informed perspective.

About nature of learning and doing:

- e.g. Believe that learning and doing physics is more about reasoning and making sense, not memorizing.

Project Managers skills





School Education - Main Objectives

The activities will focus on common priorities related to Europe 2020 strategy/Education & Training 2020 framework, in particular:

- Reducing early school leaving
- Improving attainment in basic skills
- Reinforcing quality in early childhood education and care

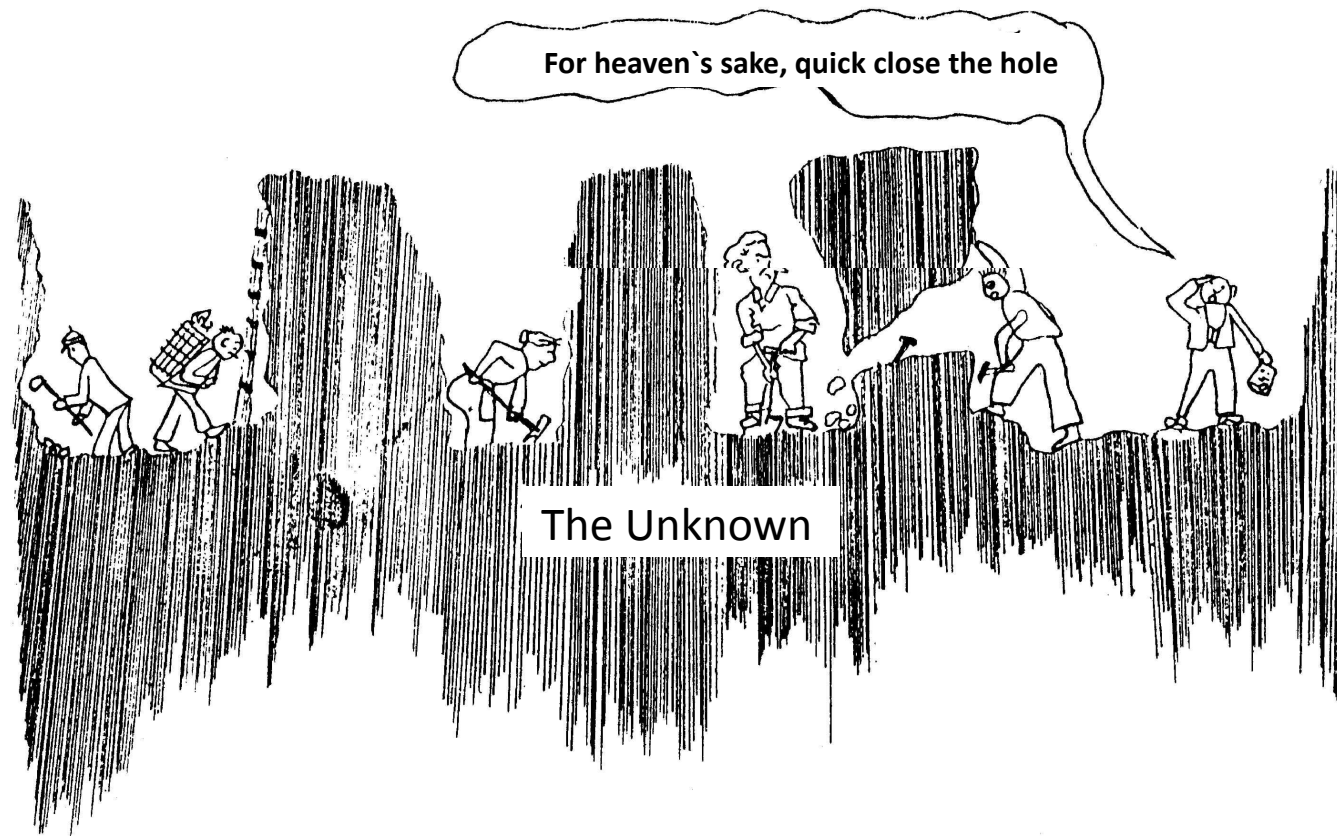
Higher Education – Main Objectives

- Increase the **skills** and **employability** of students and contribute to the competitiveness of European economy
- Improve **quality** in **teaching** and **learning**
- Implement the **Higher Education Modernisation strategy** in programme countries and raise the capacity of partner countries
- Streamline the **international dimension** in Erasmus+
- Support the **Bologna process** and **policy dialogues with strategic partner countries**



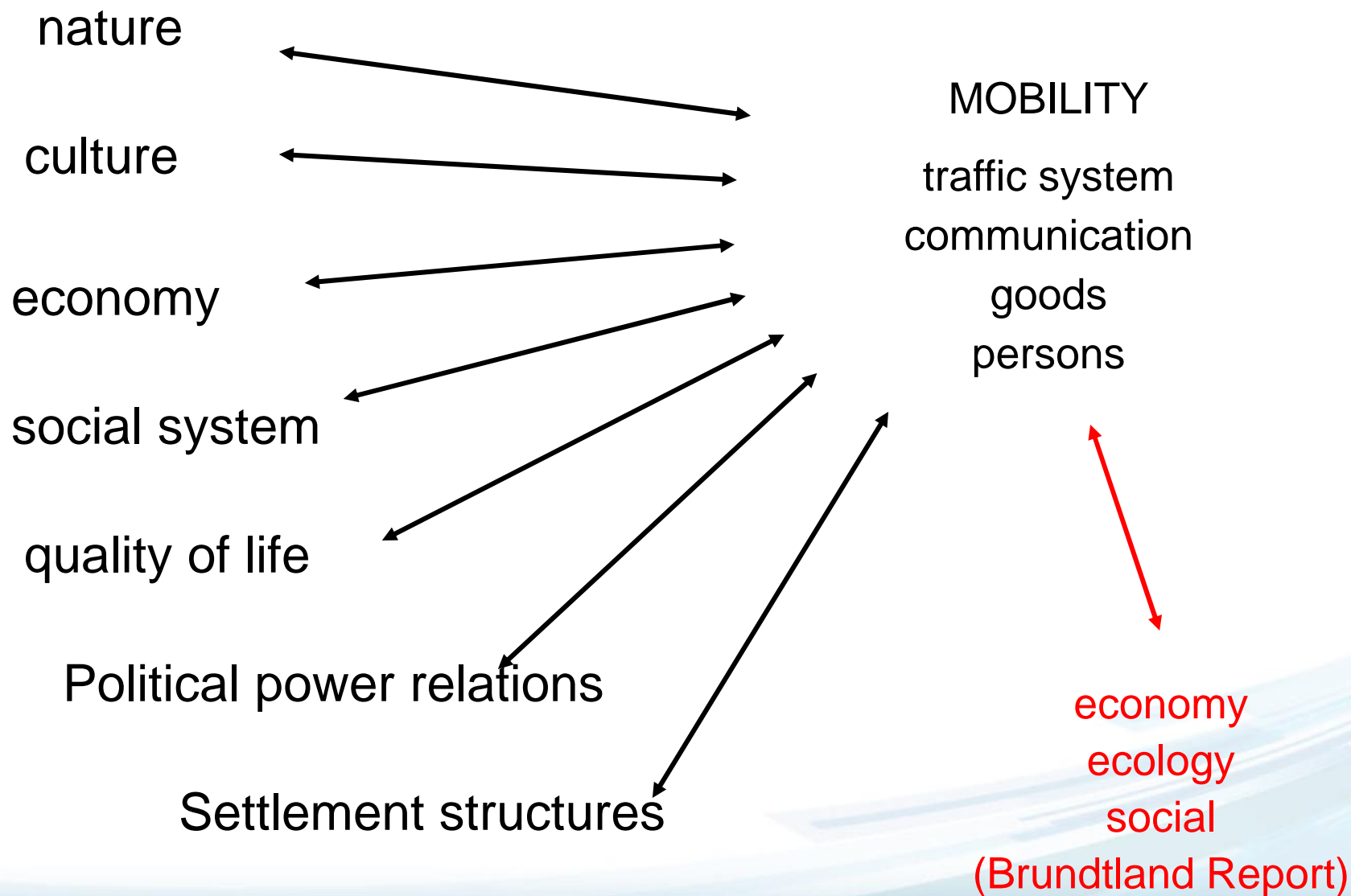
- To improve the level of **key competences and skills of young people**, including those **with fewer opportunities**, and youth workers, as well as to promote **participation in democratic life** in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity
- To foster **quality improvements in youth work**, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders
- To complement **policy reforms** at local, regional and national level and to support the development of knowledge and evidence-based youth policy as well as the **recognition of non-formal and informal learning**
- To enhance the **international dimension** of youth activities

The (Non-) Interdisziplinarität of Science



Source: Fliegenschnee M., Schelakovsky A., (1998); „Umweltpsychologie und Umweltbildung- Eine Einführung aus humanökologischer Sicht“; Facultas Universitätsverlag, Wien, ISBN 3-85076-449-4

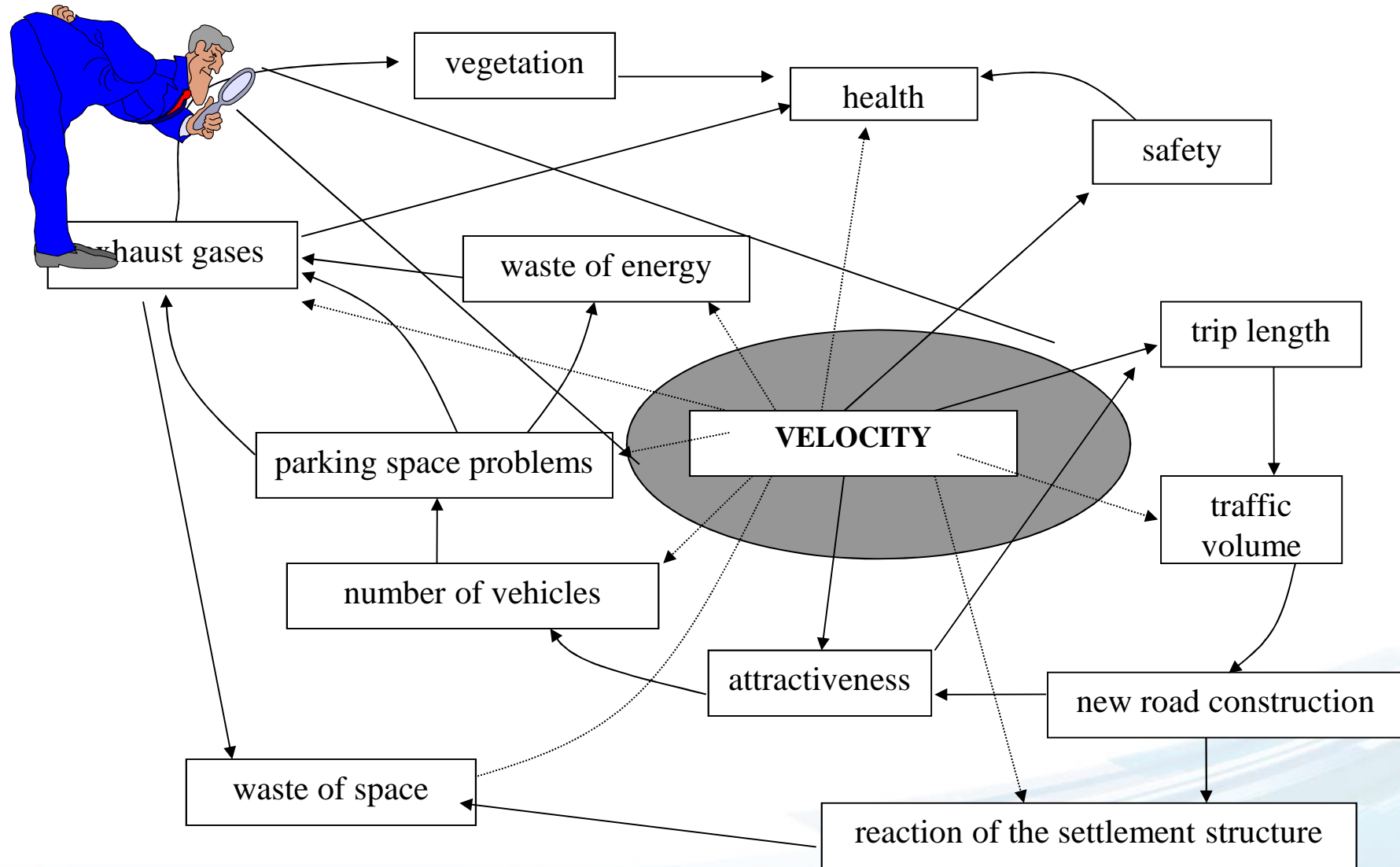
Example Mobility - The Focus of Life



Example: Mobility planning



CHOICE OF KEY- INDICATORS



DEMANDS ON EIA/ S E A

Sustainable urban development requires that a much broader perspective is taken in assessment practice, so that a wider systems perspective is addressed, considering, as far as is possible:

- Environmental, social and economic impacts collectively;
- Indirect and secondary effects (positive or negative) of developments;
- Cumulative effects of developments (e.g. combined impact of multiple projects);
- Effects whose impacts are temporally delayed (e.g. experienced by future generations);
- Effects which have a long range, transboundary or global dimensions (e.g. green house gas emission);
- Impacts by different social groups, particularly those most disadvantaged;
- Impacts on critical natural systems;
- Development alternatives which only become apparent when a wider perspective is taken (e.g. evident at the strategic but not project level)

BASIS OF SUSTAINABILITY

ANALYSING ECOLOGIC SYSTEMS THERE ARE A FEW CHARACTERISTICS GIVEN WHICH WE SHOULD OVERTAKE TO MAN-MADE SYSTEMS, LIKE

- Variety and cooperation (various solutions for similar duties)
- Maximum efficiency with a minimum of energy amount
- Self-control (control of growth by feedbacks, control of inner-executive values, self-organization, any positive causal loop will be confronted with a negative causal loop, selective fight against exponential growth)
- Recycling, closed causal loops
- Complex, long life-cycles
- High grade of information
- Network of stabilizing self-regulating interactions
- Regionalization (local and regional optimized system parts forming the whole system)

Goals/ Skills; Examples at the TU Vienna

- Support of responsible management with the tools of planning
- Identifying obstacles within the legal system for a ecologic future – oriented planning
- Teaching basic skills to differentiate essential from non-essential planning principles
- Students shall learn strenghts and weaknesses and areas of applications of methods and models to be able to assess and to choose the right methods in practice
- Teaching abilities to evaluate and assess the lot of feed-backs and side-effects of a transport system in their effects.

Weblinks, Examples

Learning

<http://europa.eu/rapid/pressReleasesAction.do?reference=IP/11/1398&format=HTML&aged=0&language=EN&guiLanguage=fr>

Learning Opportunities and Qualifications in Europe

<http://ec.europa.eu/ploteus/en/splash>

The OeAD is the Austrian agency for international mobility and cooperation in education, science and research.

<https://www.oead.at/index.php?id=3017&L=1>

<https://www.oead.at/bildungssystem>

https://www.oead.at/willkommen_in_oesterreich/bildung_forschung/das_oesterr_eichische_bildungssystem/

University of Technology, Vienna

www.tuwien.ac.at/en/tuwien_home/

www.ivv.tuwien.ac.at/

EACEA:

http://eacea.ec.europa.eu/erasmus-plus/funding_en

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