

KOLPING TEACHING AND LEARNING PRINCIPLES

For Blessed Priest Adolph Kolping, education and teaching/learning was a dynamic, never-ending process. People of various social abilities meet as if forming a single painting and improving and developing their identity. For Adolph Kolping, teaching and learning was the key to the development and improvement of the whole society to solve the current problems of the time.

Considering Blessed Adolph Kolping, the aim is to enable each person to develop and grow. Therefore, the meaning of the Kolping training is:

- to enable people of all ages and social, ethical, and cultural groups to improve their personal and professional skills to help them in their lives and contribute to the well-being of society;
- to strengthen people's self-confidence, strength and empowerment through education and training, so that individuals themselves can more easily overcome various life situations;
- to encourage people to take responsibility in all areas of life: personal, social, and global (environmental).

The activities and study process of the KUAS are based on ten principles of the KUAS teaching/learning¹:

1. A HUMAN BEING IS IN THE CENTRE

Whether a child, an adult, a student, a lecturer, a client, a partner, an employee, or a supervisor, every human being is a valuable asset. Everyone's needs, expectations and feelings are essential. The KUAS recognises that every person has the right and can study and learn. Therefore, the aim is to help each personality discover and choose their professional and personal path, to develop at their own pace and trajectory.

2. RIGHT TO EDUCATION FOR EVERYONE

It is recognised that every human being, regardless of material, social or physical possibilities, has the right to quality higher education. No discrimination or distinction based on aptitude or social status is accepted or accepted during the study process.

3. HOLISTIC EDUCATION

The study process aims to balance the assimilation of specific professional competencies and holistic personality development between becoming a happy person and preparing for a professional or academic career. It is an integrally organised study process, strengthening and developing personal and professional competencies from the outset. The KUAS develops total personal abilities: mental and emotional, and spiritual needs are responded to.

4. VALUE-ORIENTATION

The KUAS bases its activities on Christian values. Emphasis is placed on social commitment and a socially responsible approach to all creation. A person is a social being who bears responsibility for himself, those

¹ Based on the teaching and education concept of Prof. Wassilios E. Fthenakis, PhD and Prof. Wolfgang Schuster, PhD of Württemberg Kolping Society, the KUAS stakeholder.

around him and the environment. The KUAS is not a confessional Catholic higher education institution open to representatives of all religions. This emphasises shared values and respect for individuals of different cultures and religions.

5. OPENNESS TO DIVERSITY

Diversity in the KUAS is perceived as a value rather than just a tolerable inevitable phenomenon. Consideration shall be given to the national-cultural, socio-economic, and personality-mindedness differences of the community members.

6. CO-CONSTRUCTION TRAINING AND LEARNING

In the study process, the emphasis is not on passive knowledge transfer but the active construction of knowledge through relationships and experience. The emphasis is on cooperation between lecturers, students, administrative staff, parents, graduates, social partners, and stakeholders. In this process, everyone learns and improves while experiencing the meaning of learning. The emotional aspects of teaching (learning), the dynamics of teaching (learning) in the group, the context, and the meaning of teaching (learning) are considered necessary. As each study process is different, much attention is paid to the individualised study process, so the KUAS conducts student-oriented studies.

7. INTERACTION BETWEEN FORMAL AND NON-FORMAL TEACHING AND LEARNING

In addition to formal training, the KUAS offers non-formal teaching and learning opportunities, believing in each person's development opportunities, allowing and providing opportunities for each person to acquire new competencies and experiences.

8. TARGETED USE OF ICT

Using modern information and communication technologies (ICT), the KUAS aims to expand the learning environment, enrich learning methods, and develop the skills necessary for a modern person in terms of using ICT, information management and critical evaluation thereof. Students are offered opportunities to get involved and test the distance learning process by using the opportunities offered by modern technologies.

9. CREATING AN ENABLING TEACHING AND LEARNING ENVIRONMENT

The study process pays excellent attention to the teaching/learning environment: it is motivating, safe, adapted to individual learning, accessible to everyone's needs, adapted to socially interactive actions. In the study process, creating a suitable environment plays a multifunctional role: experiential, discovery and action, meetings, retreat/recreation, artistic. It is recognised that, to a large extent, learning does not take place through the arrangement of study programme subjects and learning materials but human relationships and the environment. Ergonomic, aesthetic, psychological, social, and informational aspects of the teaching/learning environment shall be assessed.

10. PROMOTING LIFELONG LEARNING

The KUAS develops positive attitudes towards lifelong learning and emphasises the development of learning competence. The aim is to introduce and motivate students, lecturers, administrative staff, and other persons to be interested in innovations, continuously improve in-service training, or promote a continuous process of lifelong learning.