ECTS Information
Certificate Programme Digital Humanism

Certificate Programme Digital Humanism: Part 1

Course title	**Introduction to Digital Humanism**
Type of course	T+
Course level	NQR level 7
Teaching units	4
Lecturer/s	Dr. Mag. Alexander Schmölz, Bakk; Pia-Zoe Hahne, BA MSc;
Course learning outcomes	After successfully completing this course, students will be able to • Participants know the basics of humanism and ethics in the digital age • Participants have knowledge about the principle of digital humanism and practical implementation.
Course format	Face-to-face & distance learning, synchronous & asynchronous
Course contenct	– basics of humanism and ethics in the digital age – principle of digital humanism, such as setting value and boundaries, co-creativity and multimodal literacy – -good practises and examples from public administration, business and education,
Recommended literature	Nida-Rümelin, J., Staudacher, K. (2024). Philosophical Foundations of Digital Humanism. In: Werthner, H., et al. Introduction to Digital Humanism. Springer, Cham. https://doi.org/10.1007/978-3-031-45304-5_2 Schmoelz, Alexander. 2020. "Die Conditio Humana Im Digitalen Zeitalter. Zur Grundlegung Des Digitalen Humanismus Und Des Wiener Manifests." *MedienPädagogik. Zeitschrift Für Theorie Und Praxis Der Medienbildung*, no. 20, 208–34. https://doi.org/10.21240/mpaed/00/2020.11.13.X. Schmoelz, Alexander. (2023). Digital Humanism, Progressive Neoliberalism and the European Digital Governance System for Vocational and Adult Education. Journal of Adult and Continuing Education, https://doi.org/10.1177/14779714231161449
Teaching and learning methods	Presentations, discussions, Pre-Reading
Type of assessment	-
Language of instruction	English

ECTS Information
Certificate Programme Digital Humanism

Certificate Programme Digital Humanism: Part 2

Course title	**Co-Creativity**
Type of course	T+
Course level	NQR level 7
Teaching units	4
Lecturer/s	Dr. Mag. Alexander Schmölz, Bakk.
Course learning outcomes	After successfully completing this course, students will be able to - Participants understand how co-creativity is a central human condition in the digital age - Participants are able to understand and practice the process of co-creativity.
Course format	Face-to-face & distance learning, synchronous & asynchronous
Course content	- Relevance of Co-Creativity in Digital Humanism - Theory and practice of co-creativity - Co-creative process involving engaged action, co-creative flow, novelty, ethics etc. - Good Practises and Examples from education and business
Recommended literature	Schmoelz, A. (2017). On Co-Creativity in Playful Classroom Activities.*Creativity. Theories – Research - Applications*,*4*(1), 25–64. https://doi.org/10.1515/ctra-2017-0002 Schmoelz, A. (2018). Enabling co-creativity through digital storytelling in education.*Thinking Skills and Creativity*,*28*, 1–13. https://doi.org/10.1016/j.tsc.2018.02.002 Schmoelz, A. (2019).Creative Works.In Maria Ranieri, Benjamin Thevenin, & Gianna Cappello (Hrsg.),*The International Encyclopedia of Media Literacy* (S. 1–9). Wiley-Blackwell.
Teaching and learning methods	Presentations, discussions, pre-reading
Type of assessment	-
Language of instruction	English

ECTS Information
Certificate Programme Digital Humanism

Certificate Programme Digital Humanism: Part 3

Course title	Humanization and alienation of work processes
Type of course	T+
Course level	NQR level 7
Teaching units	8
Lecturer/s	Pia-Zoe Hahne, BA MSc; Dr. Mag. Alexander Schmölz, Bakk.
Course learning outcomes	After successful completion of this course, students will be able to: 1. distinguish between visible and invisible work on the basis of three central characteristics in practical examples. 2. explain the advantages and disadvantages of current working models in the AI industry and define a humanistic counter-concept. 3. define the concept of alienated work and specify it using examples in the digital world of work.
Course format	Face-to-face & distance learning, synchronous & asynchronous
Course content	1. Historical Positioning of the Concepts of Work and Alienation 2. Definition of invisible work & mechanisms of invisible work within the AI industry 3. Working conditions and the dehumanization of work through new technologies using the example of data labellers 4. Opportunities for more humane working conditions in a digital world and practical examples
Recommended literature	Fuchs, C. (2022). *Digital humanism: A philosophy for 21st century digital society*. Emerald Publishing Limited. Hahne, Pia-Zoe. 2025. "Invisible Labour: Who Keeps the Algorithm Running?" *Philosophy and Theory of Artificial Intelligence*, in Print. Katzian, W., & Klocker, S. (2023). Gute Arbeit im digitalen Zeitalter. In G. Krause (Ed.), *Die Praxis des Digitalen Humanismus* (pp. 19–27). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-42946-1_2 Krause, G. (Ed.). (2023). *Die Praxis des Digitalen Humanismus: Welchen Beitrag Unternehmen dazu leisten und wie sie davon profitieren können*. Springer Vieweg. Moore, P. V. (2021). AI Trainers: Who is the Smart Worker Today? In J. Woodcock & P. V. Moore (Eds.), *Augmented exploitation: artificial intelligence, automation and work* (pp. 13-29). Pluto Press. Schmoelz, A., Hahne, P., Klocker, S. & Katzian, W. (2025). KI in der Arbeitswelt: Der Mensch im Spannungsfeld von Entfremdung und digitalem Humanismus. In Print.
Teaching and learning methods	Presentations, discussions, pre-reading
Type of assessment	-
Language of instruction	English

ECTS Information
Certificate Programme Digital Humanism

Certificate Programme Digital Humanism: Part 4

Course title	Trust and Artificial Intelligence (AI)
Type of course	T+
Course level	NQR level 7
Teaching units	8
Lecturer/s	Pia-Zoe Hahne, BA MSc;
Course learning outcomes	After successful completion of this course, students will be able to: 1. Critically define the concepts of trust and trustworthiness in relation to human and non-human connections. 2. To name principles of trustworthy AI development and to evaluate them on the basis of ethical questions.
Course format	Face-to-face & distance learning, synchronous & asynchronous
Course content	1. (Philosophical) Conceptualizations of trust and trustworthiness with reference to the conflict between trust as self-interest and trust as accepted vulnerability/risk 2. The advantages and disadvantages of "trustworthy AI development" in terms of assertiveness and significance and the associated advantages of a humanistic concept of trust in relation to AI 3. Political guidelines for the development of trustworthy AI (EU AI Act, OECD guidelines) as well as guidelines for companies on the ethical use of AI
Recommended literature	Ammanath, B. (2022). Trustworthy AI: A business guide for navigating trust and ethics in AI (First edition). Wiley. Hahne, P. & Schmoelz, A. (2025). Understanding the Humanist Notion of Trust in the Age of Generative AI. Digital Humanism – Interdisciplinary Science and Research Conference Proceedings. Stamboliev, E., & Christiaens, T. (2024). How empty is Trustworthy AI? A discourse analysis of the Ethics Guidelines of Trustworthy AI. Critical Policy Studies, 1–18. https://doi.org/10.1080/19460171.2024.2315431
Teaching and learning methods	Presentations, discussions, pre-reading
Type of assessment	-
Language of instruction	English

ECTS credits awarded upon successful completion of the final examination
(multiple choice test): **3**