



# International Study Programme in Education

Pädagogische Hochschule Kärnten  
Viktor Frankl Hochschule

University College of Teacher Education Viktor Frankl  
Klagenfurt, Austria

[www.ph-kaernten.ac.at](http://www.ph-kaernten.ac.at)



## Module Overview – Winter term

Code	Intercultural Encounter	SWS	UE	EC
PBIPFW01W	Intercultural Learning	2	30	3
PBIPFW02W	German for Incoming Students Beginner / Intermediate	1,6	24	2
PBIPFW03W	Conversation English / German	0,8	12	1
	<b>Sum</b>			<b>6</b>
	<b>Cultural Studies</b>			
PBIPFW04W	History of Carinthia / Austria	1,6	24	2
PBIPFW05W	Erasmus+	0,8	12	1
PBIPFW06W	Arts and Cultural Studies	0,8	12	1
PBIPFW19W	Intercultural Music	0,8	12	1
PBIPFW07W	Intercultural Music <b>OR</b> Physical Education <b>OR</b> Arts	0,8	12	1
	<b>Sum</b>			<b>6</b>
	<b>Educational Sciences</b>			
PBIPFW08W	Educational Systems	0,8	12	1
PBIPFW09W	Progressive Education	0,8	12	1
PBIPFW10W	Viktor Frankl in Education and Teaching	0,8	12	1
PBIPFW11W	Diversity in Education	1,6	24	2
	<b>Sum</b>			<b>5</b>
	<b>Teacher Competencies</b>			
PBIPFW12W	Science Education	1	15	2
PBIPFW13W	Digital Literacy	1	15	2
PBIPFW14W	Global Goals - Agenda 2030 for Sustainable Developments	0,8	12	1
PBIPFW15W	Mathematics - The Real International Language	0,8	12	1
PBIPFW16W	Human Being and Human Rights in Education	0,8	12	1
	<b>Sum</b>			<b>7</b>
	<b>Teaching Practice</b>			
PBIPFW17W	Teaching Practice - Primary School	2	30	3
PBIPFW18W	Teaching Practice - Secondary School	2	30	3
	<b>Sum</b>			<b>6</b>

The courses are offered each term. The code ends with W in winter and S in summer terms. The course titles are the same but the contents differ between winter and summer terms.

- UE "Unterrichtseinheiten" (number of lessons á 45 min)  
 15 UE = 1 SWS ("Semesterwochenstunden" - one lesson per week during a 15 week term)
- EC ECTS credits representing the workload

## Module Overview – Summer term

Code	Intercultural Encounter	SWS	UE	EC
PBIPFS01S	Intercultural Learning	2	30	3
PBIPFS02S	German for Incoming Students Beginner / Intermediate	1,6	24	2
PBIPFS03S	Conversation English / German	0,8	12	1
	<b>Sum</b>			<b>6</b>
	<b>Cultural Studies</b>			
PBIPFS04S	History of Carinthia / Austria	1,6	24	2
PBIPFS05S	Erasmus+	0,8	12	1
PBIPFS06S	Arts and Cultural Studies	0,8	12	1
PBIPFS19S	Intercultural Music	0,8	12	1
PBIPFS07S	Intercultural Music <b>OR</b> Physical Education <b>OR</b> Arts	0,8	12	1
	<b>Sum</b>			<b>6</b>
	<b>Educational Sciences</b>			
PBIPFS08S	Educational Systems	0,8	12	1
PBIPFS09S	Progressive Education	0,8	12	1
PBIPFS10S	Viktor Frankl in Education and Teaching	0,8	12	1
PBIPFS11S	Diversity in Education	1,6	24	2
	<b>Sum</b>			<b>5</b>
	<b>Teacher Competencies</b>			
PBIPFS12S	Science Education	1	15	2
PBIPFS13S	Digital Literacy	1	15	2
PBIPFS14S	Global Goals - Agenda 2030 for Sustainable Developments	0,8	12	1
PBIPFS15S	Mathematics - The Real International Language	0,8	12	1
PBIPFS16S	Human Being and Human Rights in Education	0,8	12	1
	<b>Sum</b>			<b>7</b>
	<b>Teaching Practice</b>			
PBIPFS17S	Teaching Practice - Primary School	2	30	3
PBIPFS18S	Teaching Practice - Secondary School	2	30	3
	<b>Sum</b>			<b>6</b>

The courses are offered each term. The code ends with W in winter and S in summer terms. The course titles are the same but the contents differ between winter and summer terms.

- UE "Unterrichtseinheiten" (number of lessons á 45 min)  
 15 UE = 1 SWS ("Semesterwochenstunden" - one lesson per week during a 15 week term)
- EC ECTS credits representing the workload

## Module “Intercultural Encounter”

Intercultural Encounter	SWS	UE	EC
Intercultural Learning	2	30	3
German for Incoming Students – Beginners / Intermediate	1,6	24	2
Conversation English / German	0,8	12	1
Sum			6

### Intercultural Learning

#### CONTENTS

- Getting to know each other using English as a foreign language on levels CEF A2 or above
- Definition of intercultural learning and culture
- Intercultural skills and awareness: intercultural gaps, cultural standards and values, intercultural shock
- Teacher identity and intercultural learning
- Teaching intercultural awareness
- Excursions: experiencing cultural diversity

#### COMPETENCIES

##### Students

- can communicate in English on levels A2 or above.
- are aware of intercultural learning models.
- can, based on their understanding and awareness of their own culture, compare cultural differences applying the model of the Intercultural Iceberg.
- develop their own teacher identity with regard to the concepts human being, nature, and spirit.
- are able to foster life skills for life-long learning (LLL).

### German for Incoming Students – Beginner

#### CONTENTS

- Alphabetization / filling-in of forms / profile
- Important phrases for everyday conversation / Basic grammar of words and phrases
- Conjugation in present, perfect, and future tenses / regular and irregular verbs
- Vocabulary for everyday communication / Internationalism
- Excursion

#### COMPETENCIES

##### Students

- can introduce themselves in speech and writing (e.g., fill in forms).
- understand and apply typical phrases used in teaching; phrase questions correctly.
- form simple phrases in speech and writing.
- use the present, perfect, and future tenses.
- use modal verbs correctly.

## German for Incoming Students – Intermediate

### CONTENTS

- Advanced grammar of sentences and words (e.g., types of subordinate clauses, subjunctive mood 1 and 2, active and passive voice, prepositions, etc.)
- Literary texts (short stories, poems, etc.)
- Phrases, proverbs, advanced vocabulary for various situations in life
- Excursion

### COMPETENCIES

#### Students

- use main clauses, form sentences, form the subjunctive 1 and 2 and use it correctly in spoken language.
- recognize and form sentences in active and passive voice.
- understand the content of texts, reproduce texts and reflect on them, express and reason their own opinion.
- understand figures of speech and use them appropriately in excursions.

## English Conversation

### CONTENTS

- Introduction – Everyday English Conversation / Using idioms and proverbs in daily speech
- Speaking spontaneously about job and career
- Confident communication in everyday life and professional situations / Storytelling as best practice
- Excursion

### COMPETENCIES

#### Students

- demonstrate effective word choice and sentence structure, grammatical competence, appropriate use of idioms for confident language skills.
- improve speaking confidence and conversation skills.
- can express own opinions and engage in discussions on a wide variety of topics.
- practice their language skills on an excursion.

## German Conversation

### CONTENTS

- Conversation in everyday situations (e.g., making a phone call, fixing a date, using German in the classroom, etc.)
- Building confident language use
- Forming indirect questions
- Arguing a cause
- Excursions, vocabulary building

### COMPETENCIES

#### Students

- can talk about a variety of topics.
- can ask indirect questions.
- can argue their positions in discussions.
- can reflect on their excursion experiences.

## Module “Cultural Studies”

Cultural Studies	SWS	UE	EC
History of Carinthia / Austria	1,6	24	2
Erasmus+	0,8	12	1
Arts and Cultural Studies	0,8	12	1
Intercultural Music <b>OR</b> Physical Education <b>OR</b> Arts	0,8	12	1
Sum			5

### History of Carinthia / Austria

#### CONTENTS

- Selected historical studies of Klagenfurt, Carinthia, and Austria
- Examples of historically significant buildings and locations illustrating the identity, culture, and values of the Carinthian people
- Cultures and cultural life of the tri-border region Austria, Italy, and Slovenia (e. g. excursions and field-trips through the region, visits to various markets ...)
- Observation of forms of communication and conduct of people in the market square
- Geographic, historical, ethnic, and cultural aspects of the region and encounter with the region´s identity / identities
- Excursion(s)

#### COMPETENCIES

##### Students

- acquire knowledge of selected historical aspects of Klagenfurt, Carinthia, and Austria.
- gain an in-depth understanding of people´s conduct through the material expression of their values and attitudes and get to know the identity / identities of the people who live and work in this region.
- explore the tri-border region, where Erasmus+ students live during their time of studies.
- get into contact with people from other cultural backgrounds, cultivate an open and appreciative form of communication across cultural boundaries.
- can name and engage with the essential socio-cultural parameters of Carinthia and Austria.
- compare their environments and conditions of life and know the cultural framework and background of the people who live in Carinthia and Austria.

### Erasmus+

#### CONTENTS

- Challenges for Erasmus students at the UCTE
- Presentation of circumstances at the place of origin
- Participation in the Erasmus+ Information day
- From individual to global values: Presentation of the historical, geographic, cultural, social, and educational situation in the country of origin
- Analysis of common grounds, similarities, and differences in the country of origin and the current Erasmus location
- Work in intercultural groups / Outdoor activities

#### COMPETENCIES

##### Students

- can reflect on their experience in a foreign country regarding social, political, and cultural heterogeneity.
- know how to minimize or reduce anxieties regarding their Erasmus+ stay.
- interact with “incoming” “outgoing” and “local” students.
- can critically analyze cultural and national stereotypes.
- can reflect on the increase of their personal, intercultural, communicative, and public speech competences based on their own set of values.

## Arts and Cultural Studies

### CONTENTS

- Exploring different works of art in relation to contemporary issues (such as globalization, migration, digitalization, etc.)
- Learning about the complexities of visual culture, art and popular culture
- Excursion/s

### COMPETENCIES

Students

- have a basic knowledge in contemporary art and popular culture as well as in visual culture.
- are able to take a critical view towards the global changes and challenges of our world.
- are open to interdisciplinary concepts of work.

## Intercultural Music

### CONTENTS

- Typical examples of Austrian classical music culture as well as the country's folkloristic music tradition (with special emphasis on Carinthia)
- Musical traditions in an international context
- Active music playing with elementary instruments and didactic methods of music-teaching
- Public performances for various audiences

### COMPETENCIES

Students

- know the most important Austrian composers, as well as folk songs, and folk dances.
- can design simple choreographic patterns for different styles of music and know how to use elementary instruments.
- can join in simple improvisations.
- experience themselves as musicians and perform at small music events.

## **Elective: Intercultural Music OR Physical Education OR Arts**

### **Option 1: Intercultural Music**

#### **CONTENTS**

- Deepening of student's knowledge in Intercultural Music
- Further examples of Austrian classical music culture as well as the country's folkloristic music tradition (with special emphasis on Carinthia)
- More about musical traditions in an international context
- Active music playing with elementary instruments and didactic methods of music-teaching
- Public performances for various audiences

#### **COMPETENCIES**

##### Students

- know the most important Austrian composers, as well as folk songs, and folk dances.
- can design simple choreographic patterns for different styles of music and know how to use elementary instruments.
- can join in simple improvisations.
- experience themselves as musicians and perform at small music events.

### **Option 2: Physical Education**

#### **CONTENTS**

- Games, Physical Education, and forms of movement to broaden social skills, physical coordination and fitness, also in outdoor activities such as (snowshoe) hiking
- International and folk dances
- Selected didactic content and practical examples from the Austrian Physical Education primary school curriculum

#### **COMPETENCIES**

##### Students

- expand their knowledge of games, Physical Education skills, and forms of movement for physical training, coordination, folkloristic dances, and cooperation in Physical Education.

### **Option 3: Arts**

#### **CONTENTS**

- Exploring different works of art in relation to contemporary issues (such as globalization, migration, digitalization, etc.)
- Learning about the complexities of visual culture, art and popular culture
- Excursion/s

#### **COMPETENCIES**

##### Students

- have a basic knowledge in contemporary art and popular culture as well as in visual culture.
- are able to take a critical view towards the global changes and challenges of our world.
- are open to interdisciplinary concepts of work.

## Module “Educational Sciences”

Education Sciences	SWS	UE	EC
Educational Systems	0,8	12	1
Progressive Education	0,8	12	1
Viktor Frankl in Education and Teaching	0,8	12	1
Diversity in Education	1,6	24	2
Sum			5

### Educational Systems

#### CONTENTS

- Overview of the Austrian educational system/school system at primary and secondary levels
- Comparison of the Austrian educational system with various other countries / Current developments in the Austrian educational system
- Visit to selected types of schools in Austria and abroad

#### COMPETENCIES

##### Students

- can speak about the parameters of the Austrian school system.
- can create a portfolio about the promotion of learning, educational standards, and the role of the teacher.
- can compare the quality of Austrian schools with those in other countries.

### Progressive Education

#### CONTENTS

- Principles and core elements of progressive education models in theory and practice
- Visit of progressive education schools in Austria and abroad
- Self-organized learning - Creation of a portfolio about the theoretical basics and documentation of the school visit

#### COMPETENCIES

##### Students

- can describe the current concepts of progressive education.
- can describe and reflect goals, norms and values constituting the Austrian education system.
- can analyze the current situation of school development in the context of progressive education.

## Viktor Frankl in Education and Teaching

### CONTENTS

- Overview of the life and work of Viktor E. Frankl and his approach based on the concepts of Freedom of Will, Will to Meaning and Meaning in Life.
- Introduction to Frankl's concept of values in the context of discovering meaning in life;
- The principle of life-long learning as an expression of the human need for constant development
- Reading and discussion of Viktor Frankl's book "Man's Search for Meaning" about his experiences as a concentration camp inmate during World War II

### COMPETENCIES

#### Students

- can name basic parameters of the biography of Viktor E. Frankl.
- know the main concepts of Viktor Frankl's Logotherapy and Existential Analysis, as well as the various highways to meaning.
- understand the concept of the "Will to Meaning" as a human potential in education.
- can explain Frankl's concept "Freedom of Will" and understand the interaction between freedom and responsibility.
- perform a literary analysis and discussion of Frankl's "Man's Search for Meaning".
- act meaning-oriented in pedagogy with the help of their knowledge about the values and meaning view of human nature developed by Viktor E. Frankl.

## Diversity in Education

### CONTENTS

- From intercultural awareness to a diversity-aware education and attitude
- Examples of approaches to diversity management in educational settings
- Diversity and multilingualism; theories, concepts, and their practical implementation in the Alps-Adriatic region

### COMPETENCIES

#### Students

- can assess and describe the current role of education in the context of international migration.
- can describe new educational perspectives in Austria in the context of migration.
- can reflect about alternative perspectives for action in the context of diversity.

## Module “Teacher Competencies”

Teacher Competencies	SWS	UE	EC
Science Education	1	15	2
Digital Literacy	1	15	2
Global Goals - Agenda 2030 for Sustainable Developments	0,8	12	1
Maths - The Real International Language	0,8	12	1
Human Being and Human Rights in Education	0,8	12	1
Sum			7

### Science Education

#### CONTENTS

- Forces
- Colours
- A journey through the inner workings of a smartphone
- Luminescence – Nature’s lights

#### COMPETENCIES

##### Students

- discuss the implementation of inquiry-based science education.
- conduct selected scientific experiments independently.
- document results from experiments appropriately (laboratory note book).
- analyse the results in the context of the general topic.
- present a selected experiment in front of the class.

### Digital Literacy

#### CONTENTS

- Possibilities of digital media in teaching – specific research, selection, and assessment of information and free educational resources
- Regulations and consequences of copyright law and use of licenses in the digital world for presentation tools and lesson-relevant materials (images, videos, graphics, audio, etc.)
- Use of digital communication and collaboration tools in teaching and for lesson planning

#### COMPETENCIES

##### Students

- can competently integrate current digital media in an educational context and critically reflect their use.
- can research, select, and use publicly available educational media.
- can use digital communication and collaboration tools for teaching.

### Global Goals - Agenda 2030 for Sustainable Developments

#### CONTENTS

- Global Goals of the UN Agenda 2030 and their ambiguity
- Agenda 2030 contents: poverty eradication, changing unsustainable and promoting sustainable patterns of consumption and production to ascertain sustainable development in all countries
- Overview of the 17 goals (169 targets)
- New teaching-approaches related to these issues

## COMPETENCIES

### Students

- think in proactive ways to address sustainability issues in the school field.
- discuss in groups possible teacher and student involvement, enhancing their ability to argue and reflect.
- develop a specific Learning Activity Plan (LAP).
- present the Learning Activity Plan.

## Mathematics - The Real International Language

### CONTENTS

- Numbers and number systems
- Simple arithmetic and different calculating methods
- Mental mathematical strategies
- Simple geometry terms and their use
- The history of algebra
- Problem solving concepts
- Number games
- Comparing maths books from different countries
- Mathematics puzzles
- Number and geometry patterns

### COMPETENCIES

### Students

- grow their mathematical understanding by enjoying a captivating and interactive course for not just, but also non-maths experts.
- share their own experiences and compare them with their colleagues to discover maths as a universal language.
- explore how mathematics developed over the centuries.
- handle very elementary mathematical concepts.
- compare how maths is taught in different school systems.
- gain a wider understanding of how mathematics is used in different countries to gain a better understanding of their international colleagues in the years ahead.

## Human Being and Human Rights in Education

### CONTENTS

- UN Charta of Human Rights
- Historical background and philosophical foundations of Human Rights
- Human Rights in Action
- The image of the human being: psychological, philosophical, and intercultural approaches
- Viktor Frankl's contribution to the understanding of the human being
- Image of man and world view
- The Global Citizen perspective

### COMPETENCIES

### Students

- gain insight into the concept of the image of the human being and its importance at the foundation of the educational practice.
- develop their understanding of the development of human rights as the fundamental concept for a sustainable future for our world and all mankind.
- understand the importance of world view and the view of the nature of the human being for the future of education.
- develop a specific Learning Activity Plan (LAP) about an aspect of the topics discussed.
- present their Learning Activity Plan (LAP).

## Module “Teaching Practice”

Teaching Practice	SWS	UE	ECTS
Primary School	2	30	3
Secondary School	2	30	3
Sum			6

### Teaching Practice – Primary School

#### CONTENTS

- School and classroom situations - Situation and factual analysis - Teaching and social contexts
- Subject-related methods of teaching; first steps into teaching, possibilities for differentiation and special support
- Design of model lessons, planning of sample lesson and use of information technology tools
- Methods of observation, analysis, as well as specific reflection of teaching methods

#### COMPETENCIES

##### Students

- can observe a lesson according to specific criteria.
- can plan and teach sequences of lessons with the support of the educational team.
- can document the learning process.
- develop the core ability to reflect systematically and continuously on a subject and its didactic dimensions, with respect to their personal subject choice.

### Teaching Practice– Secondary School

#### CONTENTS

- School and classroom situations - Situation and factual analysis - Teaching and social contexts
- Subject-related methods of teaching; first steps into teaching, possibilities for differentiation and special support
- Design of model lessons, planning of sample lesson and use of information technology tools
- Methods of observation, analysis, as well as specific reflection of teaching methods

#### COMPETENCIES

##### Students

- can observe a lesson according to specific criteria.
- can plan and teach sequences of lessons with the support of the educational team.
- can document the learning process.
- develop the core ability to reflect systematically and continuously on a subject and its didactic dimensions, respective to their personal subject choice.

## Electives

### General information

The following courses are part of the regular Bachelor Curriculum at the University College of Teacher Education Carinthia Viktor Frankl and are also open to students enrolled in the “International Study Programme”. These courses are then taught in English. Their schedule does not clash with courses in the “International Study Programme in Education”.

Incoming students can choose them as electives in two ways:

- to replace courses of the standard “International Study Programme in Teacher Education” package
- to increase the number of acquired ECTS credits beyond 30

With this course offer, the University College of Teacher Education Carinthia Viktor Frankl aims at facilitating an academic space for the encounter of regular and incoming international students.

## Electives for the winter term

### Option W1

Students can choose ONE of the following courses (they are scheduled at the same time):

Code	Intercultural Encounter	SWS	UE	EC
PB32MS04	Autochthone Sprachen im österreichischen Schulsystem (Autochthonous Languages in the Austrian School System)	2	30	3
ENG02001PA	Language Education for Specific Contexts	2	30	2,5

### Option W2

Students can choose ONE of the following courses (they are scheduled at the same time):

Code	Intercultural Encounter	SWS	UE	EC
PB12LF03	Teaching a Foreign Language at Primary Level 1	0,75	12	1
PB34LF03	Teaching a Foreign Language at Primary Level 2	0,75	12	1

### Further courses open to Incoming Students

Depending on availability enrolment is also possible in the following courses:

Code	Intercultural Encounter	SWS	UE	EC
PB71BW01	Grundlagen und Entwicklung des Bildungswesens im nationalen und internationalen Vergleich (Principles and Development of Education Systems in Austria and Abroad in Comparison)	2	30	2
PB73SU03	Raumbezogene Perspektive und Verkehrserziehung (Geographical Perspectives in Primary Education)	1,25	18	2
PB00FW31	Selbstorganisiertes Lernen in der Freinet Pädagogik (Self-organized Learning in Freinet Education)	0,75	12	1
PB13SU04	Einführung in den Sachunterricht (Introduction – General Studies in Primary School)	0,5	6	1
PB73LF02	Content and Language Integrated Learning in the Primary Classroom (CLIL)	1	15	1

## Autochthonous Languages in the Austrian School system

### CONTENTS

- Autochthonous languages and minorities in Austria and their legal status
- Historical and societal contexts of autochthonous minorities
- Forms and concepts of bi- and multilingual school systems
- Language and cultural diversity
- The European Charter for Regional or Minority Languages

### COMPETENCIES

#### Students

- know about autochthonous minorities in Austria and Europe.
- know about Austria's cultural and language diversity.
- are able to criticise the main terms in minority and migration context.
- know about the historical background of heterogeneous societies.
- can reflect their own bi- and multilingualism.
- know main concepts of bi- and multilingual school systems.

*The seminar language is German, presentations and seminar papers are in English and other languages are welcome*

## Language Education for Specific Contexts

### CONTENTS

- Definition of CLIL, Content Based Language Teaching and Immersion
- CLIL in Austrian schools - The CLIL Matrix
- Lesson planning and designing materials for CLIL
- Practical activities (activating knowledge, guiding understanding, focus on language, the four skills of language learning)
- Cultural Awareness in CLIL
- Assessment in CLIL

### COMPETENCIES

#### Students

- can understand that integrating content and language is a good thing.
- can explain the concept and benefits of CLIL.
- can explore the new role of learners, teachers and school in the context of CLIL.
- can plan, design and conduct CLIL lessons according to the European Framework for CLIL Teacher Education.
- can support subject teachers in the context of teaching a subject in a foreign language.

## Teaching a Foreign Language at Primary Level 1

### CONTENTS

- Transmission of nerve impulses, growth of neurons and neural networks
- Evolution of the human cerebral cortex
- Types of memories: explicit vs. implicit memory, short-term memory, long-term memory
- The limbic system: amygdala, hippocampus, hypothalamus
- The cerebral hemispheres and their functions
- Consequences for language learning

### COMPETENCIES

#### Students

- are familiar with the neurophysiological basis of foreign language learning.
- are able to combine the latest insights of neurosciences with the theory of brain-friendly methods.
- can identify interdisciplinary connections.
- can apply the theory to a logically structured foreign language teaching at the primary level

## Teaching a Foreign Language at Primary Level 2

### CONTENTS

- Basic grammar on level B2 (independent language use) and level C1 (specialized language skills)
- Expansion of the existing language skill
- Discussion and analysis of complex topics
- Summarization of information from various written and oral sources, giving reasons and explanations in a logical representation
- Lesson plans for the English language at a primary level

### COMPETENCIES

#### Students

- can teach the five language skills (listening, coherent and communicative speaking, reading, writing) using a variety of appropriate methods.
- can arrange foreign language teaching in such a way that pupils can learn actively and goal-driven, with each other and from each other.
- can choose linguistic elements from different contexts in a correct, comprehensible and age-appropriate way in order to enable pupils to give adequate answers.
- can design foreign language lessons in a way that pupils are enabled to discover learning strategies and language rules by themselves.
- can use the foreign language interdisciplinary.
- can apply various reflection tools and models of competence for skill development and documentation.

## Principles and Development of Education Systems in Austria and Abroad in Comparison

### CONTENTS

- National and international development of education systems in context
- Theoretical concepts in school education
- Current education policy, discussions and standards
- Participatory models in school education and their realization

### COMPETENCIES

#### Students

- are able to give an overview of educational institutions.
- can explain national and international developments of the education system.
- can discuss current models and theories of participation in school education.
- can explain theoretical concepts of inclusive teaching and discuss current educational policies
- understand educational institutions and their players as part of the social structure of society.

## Geographical Perspectives in Education

### COMPETENCIES

- Cities and landscapes, business and traffic in spatiotemporal transition
- Basics of Geography and geology
- Scope for action within global learning and environmental protection
- Tracking systems (maps, satellite imagery, GPS, et cetera)

### COMPETENCIES

#### Students

- can describe and discuss the importance of habitats / natural environments.
- can describe and explain forms of landscapes and settlements and produce adequate lesson material for pupils.
- can describe and discuss local and global relationships and their influence on human cohabitation.
- are able to understand, perceive and show how environment is formed, modified, and damaged.
- are able to develop sustainable strategies.
- can develop lesson plans for „General Studies in Primary School“.

## Self-organized Learning in Freinet Education

### CONTENTS

- Theoretical and practical basics of Freinet education
- Observation of techniques in progressive education classes
- Individual and self-organized learning
- Assessment of training outcome

### COMPETENCIES

#### Students

- can describe characteristic elements of progressive education concepts.
- can reflect on Austrian learning targets, norms and values.
- can comment on current affairs in progressive education systems.

## Introduction – General Studies in Primary School

### CONTENTS

- Introduction into selected topics of General Studies and their implementation according to curriculum requirements
- interdisciplinary learning and teaching
- Process-oriented and cross-curricular lesson planning by research, discovery, arts and crafts, language arts and projects

### COMPETENCIES

#### Students

- are able to understand the many perspectives of “General Studies in Primary School”, and to implement the curriculum.
- can implement a cross-curricular framework with other subjects.
- can establish a cross-curricular context.
- can reflect on methods and contents of “General Studies in Primary School”.

## Content and Language Integrated Learning in the Primary Classroom (CLIL)

### CONTENTS

- CLIL history and theoretical foundations
- The five Cs of CLIL
- Bloom’s taxonomy of lower and higher ordered learning skills
- Vygotsky’s zone of proximal development
- Project work creating CLIL lesson for various topics of the primary curriculum

### COMPETENCIES

#### Students

- can understand the benefits of the CLIL concept.
- understand Bloom’s taxonomy and its potential applications in the primary classroom.
- can apply CLIL principles to plan and teach CLIL lessons.

## Electives for the summer term

### Option S1

Students can choose ONE of the following courses (they are scheduled at the same time):

Code	Intercultural Encounter	SWS	UE	EC
PB22LF04	Foreign Language Teaching in the Multilingual Classroom	0,75	12	1
PB44LF03	Individualization and Differentiation in Foreign Language Teaching	1	15	1

### Further courses open to Incoming Students

Depending on availability enrolment is also possible in the following courses:

Code	Intercultural Encounter	SWS	UE	EC
PB62MS01	Slowenisch als Unterrichtssprache: Das zweisprachige Schulwesen in Kärnten (Slovene as teaching language: The bilingual school system in Kärnten/Koroška)	1	15	2
ENG02001PB	Language Education for Specific Contexts	2	30	2
PB00FW31	Selbstorganisiertes Lernen in der Freinet Pädagogik Self-organized Learning in Freinet Education	0,75	12	1
PB23SU05	Gesellschaftlich-kulturelle Perspektive Socio-cultural Perspectives in Education	0,75	12	1

## Foreign Language Teaching in the Multilingual Classroom

### CONTENTS

- General historical survey of the development of languages ("Glottogenesis")
- Intercultural learning and multilingualism in linguistically diverse classes
- Language-aware teaching in Primary School
- Common European Framework of Reference for Languages (CEFR)
- The European Language Portfolio in Primary School
- Teaching and learning a foreign language according to the "CALIFORNIA-Principle" by Daniela Elsner

### COMPETENCIES

Students

- know some important theories about the development of languages
- can talk about the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio
- can explain the concept of intercultural learning and multilingualism
- know best practice examples for sensitive language-aware teaching in Primary School
- can plan a lesson according to the "CALIFORNIA-Principle" by Daniela Elsner

## Individualization and Differentiation in Foreign Language Teaching

### CONTENTS

- learning how to learn: methods of learning
- organization of knowledge as well as its short- and long-term benefits for teachers and pupils
- skills for the digital age
- globalization and its effects
- professionalisation and personal development towards self-responsibility, cooperation and lifelong learning
- didactic concepts and the image of men in reform pedagogy

### COMPETENCIES

#### Students

- can reflect on differentiated and individualized teaching with their knowledge of educational theories.
- know the concepts of reform education and can apply specific elements of these concepts in an appropriate way.
- are aware of strategies of effective classroom management.
- can research, plan and implement lesson material according to the individual needs of the learners.
- can support, based on finding of neuro-science, the personality development of their pupils.

## Slovene as teaching language: The bilingual school system in Kärnten/Koroška

### CONTENTS

- Slovene as a regional teaching language: The bilingual school system in Kärnten/Koroška
- Concepts and models of bilingual education
- Challenges and advantages of bilingual education
- Contents and curricula for bilingual education
- Continuous education language Slovene

### COMPETENCIES

#### Students

- know the main concepts and models of bilingual education
- know the historical backgrounds of Slovene as teaching language in Kärnten/Koroška
- know the legal background and important minority laws in Austria
- are able to contextualise the topic with the European/international level

## Language Education for Specific Contexts

### CONTENTS

- Definition of CLIL, Content Based Language Teaching and Immersion
- CLIL in Austrian secondary schools - The CLIL Matrix
- Lesson planning and designing materials for CLIL
- Practical activities (activating knowledge, guiding understanding, focus on language, the four skills of language learning)
- Cultural Awareness in CLIL
- Assessment in CLIL

### COMPETENCIES

#### Students

- can understand that integrating content and language is a good thing.
- can explain the concept and benefits of CLIL.
- can explore the new role of learners, teachers and school in the context of CLIL.
- can plan, design and conduct CLIL lessons according to the European Framework for CLIL
- can support subject teachers in the context of teaching a subject in a foreign language.

## Self-organized Learning in Freinet Education

### CONTENTS

- Theoretical and practical basics of the Freinet education
- Observation of work techniques in progressive education classes
- Individual and self-organized learning
- Assessment of training success

### COMPETENCIES

Students

- can describe remarkable elements of progressive education concepts.
- can reflect on Austrian educational targets, norms and values.
- can comment on current affairs in progressive educational systems.

## Socio-cultural Perspectives in Education

### CONTENTS

- awareness for cultural and linguistic diversity
- feasts and celebrations in cultural contexts
- Relating to other people
- Cultural importance of rituals

### COMPETENCIES

Students

- understand themselves as members of global society and act responsibly.
- can motivate pupils' interest in different cultures and their values and teach a respectful attitude towards strangers.
- assess relationships of individuals to others, to the family and to peers and speak about them in an age appropriate way.