Courses for international students

Spring semester

Subject	Course (Title) / module	ECTS
Swiss and European History	**MO91.01GM: Switzerland and Europe from the 19th to the 21st century: experiences of crisis and renewal, memory cultures, and social and political movements.** **This course is obligatory for all incoming students.** Aims and contents: Students… • acquire specific thematic knowledge as well as concepts and perspectives of cultural, political and social history to critically assess themes of European and Swiss 19th and 20th century history; • are able to apply this knowledge to the independent development of thematic issues and critically discuss different perspectives; • are able to comprehensively communicate the results of their research both in written papers and in a more visualised form – in posters elaborated in small groups; • gain experience in preparing and writing a research paper in history. In a perspective of cultural, political and social history, the module focuses on themes of 19th and 20th century Swiss and European history. After problematizing the dimensions of "time" and "space" it concentrates first on events and their perceptions and the development of political, but also religious movements in the revolutionary contexts of the early 19th century. It then focuses on the often controversial construction of national identities and especially on the role of memory culture. Regarding the early 20th century, experiences and perceptions of crisis, decadence and war, political and intellectual movements of renewal – especially nationalist –, and again memory culture build the main fields of interest. The module's perspective on the second half of the 20th century focuses on the fears of a nuclear war, the cultural transformations of the 1960s and 1970s, and the new politicization of society regarding issues such as the "Third world", questions on human rights, ethics and the environment in an increasingly entangled, globalized world. Throughout the module, Switzerland's relationship to Europe – also to institutionalized Europe – and its positioning within Europe are thematised. An excursion on **"Switzerland at the turn of the 20th century: between ambivalences of modernity and the Great War"** will be organised in the framework of the seminar.	**4 (6 with add. Assign-ment)**
Human Rights	**MO91.04 GM: Human Rights Education in Theory and Practice** **This course is obligatory for all incoming students.** Aims and contents: The module "Human Rights Education in Theory and Practice" is based on the three principles of human rights education, learning about, through and for human rights. Additionally, the module allows the students to access the topic of human rights by learning about them in the context of human rights education. Guided by these principles, the module aims to convey the following skills to its participants: The participants know and understand (learning about human rights): • the principles of human rights and children's rights, that is to say: universality, indivisibility, participation and inclusion, equality and non-discrimination, freedom from all forms of violence, child development and child welfare; • international human rights standards and their development (international and regional instruments); • the responsibility of different actors, in particular the nation states;	**3**

	• the causes of human rights violations; • current human rights issues and those working for human rights. The participants display (learning through human rights): • respect for themselves and for others; • an active interest in human rights and justice; • an openness to reflection and learning in order to develop human rights-compliant behaviour; • empathy for people who suffer human rights violations; • a commitment to preserve and protect human rights; • motivation to cooperate with other people and together advocate human rights. The participants are able to (learning through human rights): • analyse events and processes from a human rights perspective; • identify human rights violations and their causes and effects; • procure, analyse and use reliable information on human rights; • implement human rights principles in their own personal environment (e.g. interpersonal conflict); • actively promote human rights; • demand and defend human rights by legal and non-violent means. The content of the module is based on the above-mentioned educational objectives and outcomes. The content of the module is divided into the following thematic areas: Basics: • what are human rights? What are children's rights? • the universal declaration of human rights and its contents; • the most important human rights conventions (e.g. Convention for the Rights of the Child, …); • the different dimensions of human rights; • international human rights law. Historical background: • early historical attempts to implement human rights (overview); • the development and institutionalization of human rights since 1945	
Sustainability	**MO91.08 GM: Teaching and learning for sustainable development in the 21st century** **This course is obligatory for all incoming students.** Aims and contents: Learning for sustainability is an important key issue in the new school curriculum in Switzerland: the Lehrplan 21. The debate on climate change is probably the most famous thematic focus within the discourse about sustainability but there are others of course. What are these issues and how are they treated with regard to children and young adults? What are the newest trends and resources in learning for sustainability and what does research contribute to practitioners in schools? In this seminar, we will work with simulation games and innovative tools and look at examples of long-term impacts in social, economic and environmental domains. Program: • Lead-in; • Political education in the light of ESD; • Transformative learning in Ethiopia; • Sustainable Development in Africa (simulation game); • Cultural Processes in the light of ESD; • Ethics and Sustainable Development; • Conclusion (Education for Sustainable Development)	**3**

Global Learning	**MO91.09 GM: Pedagogical perspectives on global issues in the 21st century** **This course is obligatory for all incoming students.** Content: Understanding globalization processes and dealing with global challenges requires specific skills. Which concepts help us to analyze such processes and to encourage classroom debates? What competences do we want to develop? To answer these questions, you • explore concepts such as Global Learning, Education for Sustainable Development and Human Rights Education • examine critical discourses regarding these concepts • introduce alternatives from the so called Global South perspective • further develop your own competences and analyze concrete examples of teaching units Objectives: Students are able to • Describe the principles and aims of teaching Global Learning, Human Rights Education and Education for Sustainable Development • Explain commonalities and differences of the presented concepts • Critically analyze these concepts and discuss alternatives • Examine and apply the concept of cultural relativism to diversify perspectives and identify limits and critical aspects of the concept • Critically reflect on different curricular contents and teaching material by referring to Global South perspectives • Describe problems of power relations in the classroom and discuss possibilities of dealing with it	**3**
Exercises for Global Learning	**MO91.11: Teaching and learning in the 21st century - Exercises and methodology** **This course is obligatory for all incoming students.** Content: Two modules are the theoretical and conceptual basis for this exercise module: "Concepts and Competences for Teaching Global Learning" and "Education for Sustainable Development – Trends, Resources, Research". In both modules, teaching and learning for 21st century global challenges are discussed. The present module complements the contents and principles that were the focus of the other two modules by introducing methodological approaches. The main objective is to exercise pedagogical practice in the field. Students are able to describe personal experiences and opinions about the presented methodological aspects develop own teaching ideas based on the presented methods discuss challenges and opportunities of those methods design a teaching concept taking into consideration the principles of this methodological framework Theoretical foundations: Posthumanism as a political and moral critique	**3**
Mobility Learning	**MO91.12: Mobility Learning and Professional Identity Development** Content: While studying somewhere else or teaching in another school students gain additional subject knowledge, learn about new teaching methods and they critically reflect their working methods as teachers. Nevertheless students will also improve intercultural competencies and will go through a personal development process. But a big part of what students are learning during their mobility stay is unpredictable. This course should enable the students to make this unpredictable learning visible and productive by learning through specific experiences and situations which can lead to a mutation of perspectives on a certain aspect. This mutation has an influence on the professional identity as future teachers. This unpredictable learning processes provide so called "**Hidden" knowledge**, which **is supposed to transform the professional identity of the individual insofar** as the student should express what a certain experience means for his/her professional identity. Objectives: • Mobility students gain theoretical knowledge of assemblage theories and socio-material learning.	**2**

	• They will be introduced into the adequate scientific qualitative methodologies (diary method and narrative essay) to document their learning processes. • They are able to document and analyze specific challenges, which occur while being on mobility aiming at turning learning into mutation or other forms of productive transformation. • They manage to make things visible, which they were not able to notice before. • As a result, the professional identity shows an expected mutation and other forms of transformation. They promote the experiences into their professional environment.	
English	**EN03.02 S1: Linguistic competences (vocabulary, grammar, pronunciation)** Aims and contents: Linguistic tools (grammar, vocabulary, and pronunciation) are essential components for the development of language skills. The students are aware of the importance and significance of linguistic competencies and are able to integrate them into their teaching usefully and appropriately by means of the curriculum, teaching material and additional materials. Students expand and deepen their job-specific language skills, giving them the necessary feeling of security while teaching in the target language.	1
English	**EN04.01 S1: Cultures of the English speaking world** Aims and contents: Students will have an overview of the historical, geographical and cultural realities of selected countries in the Anglophone world. The confrontation with literary and factual texts allows a deeper understanding of country- and culture-specific phenomena. Students know the different directions of expansion of English colonialism and imperialism and are able to date them. They are aware of the meaning and scope of the supremacy of England in the world (British Commonwealth) and reflect on the importance of English in the context of globalization. Students deal with literary and factual texts which thematize specific characteristics of the historical and cultural context of each country.	2

English	**EN01.02 S1: Introduction to subject science**
	Aims and contents:
	This module is an introduction to the specialised science of English and promotes language skills in reading, listening and speaking at level B2 (according to CEFR) and higher.
	• Students acquire specific scientific expertise in the field of reading and analysis of factual texts and shorter literary texts. They have the necessary and adequate linguistic resources and can apply them correctly.
	• By addressing target texts, students gain an understanding of the interaction of cultural phenomena.
	• Students acquire relevant basic skills and know methods of professional scientific work. Students can present a professional scientific topic adequately in the target language.
	• This module consolidates and extends the language skills of students through:
	  - reading authentic texts in English with specific tasks (reading skills);
	  - listening comprehension (listening skills);
	  - analysis, exercises and discussions in groups and in plenary (speaking skills);
	• Systematic expansion and consolidation of vocabulary.
		2

English	**EN03.02 PS: Evaluating** Aims and contents: Students understand how to analyse and evaluate the data collected in the previous teaching practice using appropriate methods based on small-scale classroom research. Students are able to moderate the discussion of the results of their classroom research in a colloquium. Students are able to communicate the results of their research clearly and succinctly in the target language in writing. The second main content area of the module covers the evaluation and assessment of English learner language. Students understand subject-specific theoretical aspects of evaluating language learning processes and are also trained to assess and mark oral and written products of primary learners.	2
English	**EN02.02 PS: Exploring** Aims and contents: Students will explore and elaborate as well as examine critically in-depth theories of second language teaching methodology including language acquisition theories and current second language teaching approaches. Students extend and deepen their understanding of the communicative skills and linguistic competences needed to foster communicative competence and how	2

	these can be best taught. This includes learning concepts and the acquisition of tools for coping with mixed ability learner groups as well as the integration of plurilingual methodology aspects. The theory of learner language is applied in the analysis of learners' errors and mistakes in language productions.	
English	**EN02.03 S1: Language and the mind (Introduction to psycholinguistics)** Aims: Students have a basic knowledge of the lecture "Language and the Mind" and know important areas and issues in the field of Anglistics and psycholinguistics. Students gain a deeper understanding, especially for the nature of human language and the psycholinguistic processes and stages in language acquisition. Students are able to receive complex factual texts in the target language critically and to deepen its covered concepts and theories in practice. By means of lecture attendance, reading, exercises and discussions the students expand their receptive and productive English language skills at level B2 / C1 or higher according to CEFR. Contents: The major topics covered include: The Origins of Language Knowledge; Animals and Language; First Language Acquisition; Second Language Acquisition; Language and the Brain; Psycholinguistics of reading; and more.	1
English	**EN03.04 S1: Advanced ways of learning** Aims and contents: Learning the target language as authentically as possible supports an effective, motivating and sustainable learning. Students know ways to introduce their lessons and are able to create inspiring learning environments. The use of modern technologies provides this support. Students are able to assess their capability and use this in the classroom effectively. They know forms of virtual and real exchanges and can use them for the development of the language and intercultural skills of their pupils. The students know the importance of independent learning for the development of language skills and can support the autonomy of the learner in regard to sustainable foreign language learning. Reflection on language and language learning supports the understanding of language(s) and awareness of their own learning. PH-Students can encourage pupils to reflect on their language process and provide them with language learning strategies. The students have a language competence, which enables them to carry out instruction in the target language fluently and eloquently.	2
English	**EN05.05 English Language course B2** **Liable to pay costs!** CHF 250, The International Office of PH Luzern will reimburse half of the course costs (CHF 125). It only takes place, if there are enough students attending. Aims and contents: This language course is suitable for learners who want to achieve a B2 level based on the European reference frame. The course prepares students for completing the First Certificate in English (FCE). The course does not include the FCE exam participation. Students have to organize it on their own. Within this course, students consolidate their oral, linguistic and written competencies in line with the requirements for level B2.	2
English	**EN05.06 English Language course C1** **Liable to pay costs!** CHF 250, The International Office of PH Luzern will reimburse half of the course costs (CHF 125).). It only takes place, if there are enough students attending. Aims and contents: This language course is suitable for learners who want to achieve a C1 level based on the European reference frame. The course prepares students for completing the Certificate of Advanced English (CAE). The course does not include the CAE exam participation. Students have to organize it on their own. Within this course, students consolidate their oral, linguistic and written competencies in line with the requirements for level C1.	2
English	**EN09.01 English Conversation Workshop** It **only takes place, if there are enough registrations.** Aims and contents: Students widen their vocabulary and consolidate their grammar skills through specific exercises and discussions. The discussions are focused on actual social and cultural subjects.	1

German	**MO91.05 GM: German Course for Incomings** Students gain basic knowledge of the German language. The course should support them to use German in their daily life while living in Switzerland. Lessons will be taught by PH Luzern students. Level and contents will be defined individually upon request. **1 semester Costs app. CHF 150**	**2**
Internship	**MO91.06 GM: School Practicum for Incomings** Classroom experience in Swiss Public Schools and/or International Schools in Central Switzerland. Taking place half a day per week, weekly.	**6**
Mentoring Class	**MO91.10 GM: Practice oriented and theory-based Classroom Management (Mentoring Class)** Contents: The module is based on the approach of the integrated classroom management consisting of preventive and reactive aspects. Theoretical aspects are closely linked to practice. Topics such as how to build a strong class community, how to build confidential professional relationship with pupils, how to create a good learning atmosphere, how to cope with conflicts, disruptions or even mobbing are discussed and analysed. The participants have to produce an individual learning diary about their benefits from the course. Aims: - To have developed the competence to build and keep a confidential relationship with pupils - To have developed the competence of educating teenagers - To have developed the competence of reflecting on teaching Methods: - Theoretical inputs - Individual studies - Ideas to share from the classroom will be presented and discussed - An individual learning diary is to be produced and to be presented	**2**
Visual Arts	**BG01.01: Artistic plays and experiments (visual arts)** Students are able to - Experience a variety of working techniques and understand how to apply them to their everyday life teaching - Understand that kids are investigators, explorers, observers and actively - Work with rough drafts - Work independently on an Arts-journal to keep track of your own learning process - Reflect and improve work and working methods (bilingual course)	**2**
Physical Education	**BS03.02 PS: Athletics and Dance** Aims and contents: The students… - are able to design competence-oriented and motivating teaching lessons - in the areas of "running, jumping, throwing" and "representing and dancing". - know the competence levels in the competence areas of "running, jumping, throwing" and "representing and dancing" and are able to design age-appropriate teaching lessons. - know the technical fundamental points of the elements "quick running", "jumping into the distance and air" and "throwing". - are able to apply formative and summative evaluation forms in the areas of "running, jumping, throwing", and "representing and dancing". - know level-appropriate methodological approaches in terms of mediating and encouraging skills in the areas of "representing and dancing".	**2**

	• are able to utilise music as a learning supportive media. • are able to create a curriculum-related annual plan for physical education. (bilingual course)	
Humanity and Social Sciences in Early Childhood Education	**NM01.02 KU: From the Questionability of the World to Doing Philosophy with Children** Content: "Philosophy with children" supports the exploration of basic questions of life and meaning. This is an important reference point for a multi-perspective NMG (nature, human and society) lesson and promotes the development of cognitive and communicative competences in children. Students learn to plan and lead philosophical discussions with 4 to 8 year old children. They know reasons, objectives and different methods for philosophising with children. Exemplary topics: luck; identity: who am I?; basic experiences (f.e. feelings). These aspects are linked to ethical questions and selected topics (such as conflicts) and the introduction of ESD (Education for Sustainable Development). Theories: Philosophy with children (from 4 to 8 year old) Ethical learning in school Education for sustainable development Aims: The students… • can explain the meaning of philosophical and ethical questions and discussions in children's lives. • can plan lessons for philosophizing with 4 to 8 year old children on the basis of didactic principles as well as suitable methods and materials. • deepen their own reflection, conversation and method skills for teaching and can apply them in practical exercises on the basis of exemplary topics. • know what ethics is and know stage-specific approaches to ethical learning in school. • can explain the meaning and purpose of ESD (Education for Sustainable Development) using concrete examples. Certificate of achievement: The students work out in groups of two a detailed didactic analysis including a questionnaire on a core philosophical question that is derived from the story of a picture book. On this basis, a lesson sequence for 4 to 8 year old children is planned. (bilingual course)	**2**

Remarks International Office PH Lucerne:

- 1 ECTS = 30 hours of student workload
- Study programs for incoming students at the PH Lucerne are individually composed. Please do not hesitate to contact us for further assistance.

Studying in Lucerne not only means profiting from small study groups, from a close and individualized mentoring and coaching system for practical classroom experience but also getting in touch with Swiss students in joint courses. In addition, you can explore the breathtaking nature of the Swiss Alps, Lake Lucerne as well as a small town offering many cultural and other leisure activities. For more information visit our website at www.phlu.ch or contact internationaloffice@phlu.ch.