

Courses for international students Spring semester 2024

Please note that our MO91 modules are specifically designed for exchange students at the PH Luzern (UTE Lucerne) and are therefore compulsory for all incoming students.

Subject	Course title	ECTS
<p>Swiss and European History</p>	<p>MO91.01 GM: Switzerland and Europe in the 19th and 20th century: experiences of crisis and renewal, memory cultures, and social and political movements. This course is mandatory for all incoming students.</p> <p>Aims and contents: Students...</p> <ul style="list-style-type: none"> • 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 (only for students acquiring 6 ETCS). <p>In a perspective of cultural, political and social history, the module focuses on themes of 19th and 20th century Swiss and European history. After problematising the dimensions of „time“ and „space“ it concentrates first on events, 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 turn of the century of 1900 and the early 20th century, experiences and perceptions of crisis, <i>décadence</i> and war, political and intellectual movements of renewal – especially nationalist –, and again memory culture build the main fields of interest. Fears of a nuclear war, the cultural transformations of the 1960s and 1970s, and the new politicisation of society regarding issues such as the 'Third world', questions of human rights, ethics and the environment in an increasingly entangled, globalised world are the focal points of the module's perspective on the second half of the 20th century. Throughout the module, Switzerland's relationship to „Europe“ – also to institutionalised Europe – and its positioning within Europe are thematised.</p>	<p>4 (or 6 with additional assignment)</p>
<p>Education for sustainable development</p>	<p>MO91.08 GM*: Pedagogical perspectives on global issues in the 21st century This course is mandatory for all incoming students. (*MO91.08 GM, MO91.09 GM and MO91.11 must be booked together)</p> <p>Aims and contents: What and how should children and young adults learn about global issues and sustainable development?</p>	<p>3</p>

	<p>In this seminar, we will look at challenges of teaching those issues and think about alternatives to current teaching practices. Learning for sustainability is an important key issue in the new school curriculum in Switzerland, the Lehrplan 21 which includes global issues. Hence, there are several challenges for current teaching of these topics such as lack of topicality, lack of context orientation or too much emphasis on individualization.</p> <p>We will discuss current practices and discourses from a critical perspective and present alternatives.</p> <p>Program:</p> <ul style="list-style-type: none"> • 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) 	
<p>Global Learning</p>	<p>MO91.09 GM*: Critical perspectives on global issues and sustainable development This course is mandatory for all incoming students. (*MO91.08 GM, MO91.09 GM and MO91.11 must be booked together)</p> <p>Contents: What does it mean to live in the 21st century in which globalization has become the most determining living condition and an overall systemic force? How can we help children and young people to understand the significance and influence of global actors, global interactions, and dependences for their individual lives? In this module, we will develop key content and key principles as well as introduce important critical approaches for the analysis of current issues. The module focuses on introducing how global issues and especially sustainable development can be addressed within specific subjects and regarding major issues of today's school realities. Student experiences can be found here.</p> <p>In particular, you will:</p> <ul style="list-style-type: none"> • explore concepts of global issues and sustainable development and their development in the historical perspective • familiarize yourselves with key content and critical approaches • develop understanding of how global issues and sustainable development matter in different school subjects <p>After the successful conclusion of the module, you will be able to:</p> <ul style="list-style-type: none"> • Explain what global issues and sustainable development embrace as key contents and how they matter in school subjects • Describe critical theories and how they can be used for analyzing existing contents • Explain key principles and key content and its applicability in an educational context 	<p>3</p>
<p>Education for sustainable development and global learning: exercise module</p>	<p>MO91.11 GM*: Rethinking human-nature relations This course is mandatory for all incoming students. (*MO91.08 GM, MO91.09 GM and MO91.11 must be booked together)</p> <p>Content: Drawing on, de-colonial, indigenous and new materialist thinking, as well as the latest biological findings, we will discuss how human-nature relations can be rethought in the twenty-first century. We will develop ideas on how to approach human-nature relations differently</p>	<p>3</p>

	in education. The aim is to challenge established thinking patterns and to discuss global issues such as climate change, biodiversity, and migration from alternative perspectives.	
Media Education	<p>MO91.13 GM: Digital learning This course is mandatory for all incoming students.</p> <p>Content:</p> <ul style="list-style-type: none"> • What is Digital Learning? Technical, pedagogical, and didactical models of digital teaching and digital transformation. • Specific methods and tools for the use of digital media in subject-specific and interdisciplinary teaching. • Social and legal references of learning and communication offers (CC, OER, MOOCS, ...). • Mobile learning: Basics and design. • Instructional Design: Implementation of an interactive online teaching sequence. <p>Aims:</p> <ul style="list-style-type: none"> • Students get an overview of the possibilities, opportunities, and problems of digital media in the classroom. • Students know models and perspectives for digitally supported teaching. • Students can produce digital media and learning opportunities for the classroom themselves and integrate them into a learning scenario. • Students can use digital media correctly within the framework of social and legal conditions. 	3
German	<p>MO91.05 GM: German Course for Incomings</p> <p>Contents: Students gain basic knowledge of the German language (1,5 hours per week). The course should support them to use German in their daily life while living in Switzerland. Lessons will be taught by a PH Lucerne student who will be assigned by the International Office. Level and contents will be defined individually upon request.</p>	2
Teaching Practice	<p>MO91.06 GM: School Experience</p> <p>Classroom experience in a Swiss Public School or in an International School in Central Switzerland. Taking place half a day per week, weekly.</p> <p>The school experience is being organised for every student individually by the International Office.</p>	6
Classroom Management	<p>MO91.10 GM: Practice oriented and theory-based Classroom Management (Mentoring Class) This course is mandatory if you are completing a teaching practice (school experience MO91.06 GM)!</p> <p>Contents: The module is based on the approach of the integrated classroom management consisting of preventive and reactive aspects.</p>	2

	<p>Theoretical aspects will be 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 as a concept map about their benefits from the course.</p> <p>Competences that are targeted:</p> <ul style="list-style-type: none"> • To have developed the competence to build and keep a confidential relationship with pupils. • To have developed the competence to implement a learning atmosphere that supports the pupils' learning process. • To have developed the competence of educating teenagers • To have developed the competence of reflecting on teaching 	
<p>English</p>	<p>EN91.06 GM: Being exclusive: Identity creation and interpretation Highly recommended for international students!</p> <p>The course explores the ways identity is manifested on social media, in the mass media, arts, advertising, politics, language, and literature. In the modern world, the question of identity is at the core of our lives. But what do we really know about it? What does it mean to be your “true” self? To what extent are we defined by stereotypes and why do we keep believing them? What roles do nationality, gender, race, language, and sexuality play in defining who we are? Are we free to construct our own identities or are we “created” by the mass media, politics, and the arts that surround us? How can we as teachers reflect on and explain these questions to our students?</p> <p>The course offers the participants to practice their English language skills when looking for answers to these and other identity-related questions.</p> <p>During the course, the students will be able to:</p> <ul style="list-style-type: none"> • expand their English speaking, listening, and reading as well as critical thinking skills; • enrich their English vocabulary (every class is supplied with a topical vocabulary and teaching ideas for consideration); • understand and interpret how and what identities are constructed through: the social media (e.g. Instagram, Facebook); advertising; photography, painting and architecture; literature; • discern manipulation in identity construction in the mass media and politics; • create a “teaching ideas bank”. <p>The ideas and conclusions made within the course are creatively implemented in teaching English on the example of the coursebooks “Young World” and “Open World” used for teaching English in Swiss primary and secondary schools.</p> <p>The course takes an international perspective but is supplied with illustrative material that focuses on a Swiss context.</p>	<p>2</p>
<p>English</p>	<p>EN01.01 PS: Introduction to English Methodology</p> <p>Aims and contents:</p> <p>The first module in English Methodology lays the foundation for didactical principles that will be discussed in subsequent modules. Firstly, it is important to understand the processes involved in L1 acquisition and (foreign) language learning. Resorting to this theoretical framework, students will reflect on their own language learning biography and thus become aware of their personal beliefs regarding “good” language teaching which in turn might have an impact on their future teaching. Furthermore, students get to understand the linguistic, political and economic context in which English as the first foreign language is taught and become familiar with basic documents such as the Common European Framework of Reference for Languages (2001).</p>	<p>1</p>

	<p>As the subordinate aim of teaching foreign languages in public school is to foster pupils' functional plurilingualism, it becomes clear that teachers have to make pupils aware of synergies between languages. Thus, linguistic landscapes and plurilingual methodology will round up this module providing ideas for cross-linguistic and cross-cultural activities in the English classroom.</p>	
English	<p>EN01.04 PS: Evaluating</p> <p>Aims and contents: The main emphasis of this final module is laid on reflecting, analyzing and assessing. The students reflect on their practical experiences based on the two approaches TBL and CLIL. Furthermore, they deepen their understanding of the development of the learner language and learn how to deal with specific errors and mistakes made by primary school pupils. This in-depth analysis of learners' oral and written productions forms the basis for criteria-based assessment of pupils' communicative language competence. In this module critical moments in the foreign language learning career of primary school pupils are discussed (namely the first lessons and the transition from primary to secondary school). Finally, the students connect the topics covered over the past semesters, interlink different theories and teaching approaches and evaluate their relevance for their future teaching.</p> <p>The following learning objectives reflect the requirements of this module: The students...</p> <ul style="list-style-type: none"> • can critically reflect on their teaching sequences related to TBL and CLIL. • understand the concept of interlanguage and can apply it when analyzing learners' errors and mistakes. • know how to assess and mark communicative competence of primary school learners of English. • know when and how to correct errors and give feedback. • can anticipate problems weak and strong learners might face and apply techniques to cater for different needs. • develop ideas to support continuity between primary and secondary school. • display their knowledge of Primary English Methodology connecting their knowledge of foreign language learning with different teaching techniques and approaches and learning theories. 	2
English	<p>EN01.02 S1: Cultures of the English-Speaking World</p> <p>English is a global language and a gateway to information and communication in politics, business, and culture worldwide both for private and professional life. As future teachers of English, it is essential to have a keen understanding of where English comes from and how it has evolved in the course of the past five centuries.</p> <p>Content: This module is designed to explore geographical, cultural, historical, and social phenomena associated with the cultures of the English-speaking world. It critically examines different thrusts of British expansionism (from colonialism to imperialism) and scrutinizes countries representative thereof. It investigates the importance of the English language around the world, not only in the context of globalization but also in terms of language politics. Literary and non-literary material is used for exemplifying significant moments in the history of a given country and provides venues for discussion. This module will encourage the development of communication and presentation skills, critical thinking and evaluation, and a spirit of academic inquiry.</p>	2

	<p>Aims: By the end of the module, it is anticipated that the students will be able to ...</p> <ul style="list-style-type: none"> • understand and describe the different directions of English colonialism and imperialism; • know the historical backgrounds of selected English-speaking countries; • explore and discuss literary and non-literary material and relate it to the countries in question; • demonstrate an increased capacity to analyse critically the global impact of English language and its cultures; • design possible venues for in-class activities associated with the countries of the English-speaking world 	
English	<p>EN01.03 S1: Task- and content-based language teaching</p> <p>Students acquire skills that enable them to conduct task- and content-based lessons.</p> <p>Content:</p> <ul style="list-style-type: none"> • Literature • CLIL • Task-based learning • Developing teaching material • Working with authentic material <p>Aims: Students passing this module should be able to:</p> <ul style="list-style-type: none"> • know why it is important to teach literature. • become familiar with different methods of using literature in the language classroom. • know what TBL is and understand its concept, and can apply it. • know what CLIL is and understand its concept and can apply it. 	2
English	<p>EN01.06 S1: Forms of Open Learning and Learner Autonomy</p> <p>At the end of the module, students will be able to</p> <ul style="list-style-type: none"> • create and design stimulating open learning arrangements (e.g. learning station, problem-based learning, self-organized learning). • choose and integrate tools of modern technologies. • evaluate forms of virtual and real exchange programmes and use them for the development of their learners' linguistic and intercultural competences. • stimulate language reflection and provide their learners with appropriate language learning strategies. • differentiate their teaching and shape pupils' engagement with language learning. • support the learner autonomy of their pupils. <p>The module helps the students to expand and deepen their profession-specific language competences which gives them the necessary confidence when teaching in the target language.</p>	2

	<p>Content:</p> <ul style="list-style-type: none"> • Learner autonomy and open learning arrangements • Self-organised learning / Differentiation • Modern Technologies in ELT • Virtual and real exchange 	
English	<p>EN01.10 S1: Language and the mind (Introduction to psycholinguistics)</p> <p>Aims and contents: This course investigates the relationship between language and the human mind. It aims to provide students with a broad understanding of what enables humans to acquire language. It seeks to develop the students' knowledge of the psycholinguistic factors involved in the processes of language acquisition and use. 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.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> • First language acquisition • Theories of language knowledge • Animals and human language • Language and the brain • Language deprivation and the critical period hypothesis • Child bilingualism • Second language acquisition • The reading process 	1
English	<p>EN91.01 GM: B2 Brush-up course (English language course B2)</p> <p>Important notes:</p> <ol style="list-style-type: none"> 1. Course fee: CHF 250.- The International Office of PH Luzern will reimburse half of the costs (CHF 125.-) 2. It only takes place if there are enough students attending. <p>Aims and contents: By working on receptive and productive language skills, the prerequisites for achieving language competence at level B2 according to the Common European Framework of Reference for Languages (CEFR) are created. Students consolidate their communicative (listening, reading, writing and speaking) and linguistic (grammar, vocabulary and pronunciation) language skills at level B2 and develop them further towards C1. Within this course, students consolidate their oral, linguistic, and written competencies.</p>	1
English	<p>EN91.02 GM: CAE Preparation course (English language course C1)</p> <p>Important notes:</p> <ol style="list-style-type: none"> 1. Course fee: CHF 250.- The International Office of PH Luzern will reimburse half of the costs (CHF 125.-) 2. It only takes place if there are enough students attending. 	1

	<p>Aims and contents: This CAE prep-course course is for those students who are already at the C1 level and can work intensively during the course to prepare to take the CAE exam after it. Access to videos will be given so that participants can familiarise themselves with the tasks at home ('flipped classroom'). In class we'll then have a deeper look at the tasks and do a lot of practice, using a course book for exam preparation and some additional material.</p> <p>Course requirements for participants: solid language competence at B2 to C1 level</p>	
English	<p>EN91.04 GM: English Conversation Workshop Important note: It only takes place if there are enough registrations.</p> <p>Are you looking to improve your oral language skills while expanding your vocabulary? This Language Workshop provides you with a platform for lively discussions that will help you practice and enhance your communication abilities. Dive into a world of fascinating topics covering areas such as education, culture, and social life. In this exciting language workshop, each week will be dedicated to a new theme. Together, we will explore current questions and challenges, exchange opinions, and strengthen our language skills along the way. You will have the opportunity to improve your pronunciation, enlarge your vocabulary, and refine your linguistic expression. Our course offers a friendly and supportive learning environment where you can develop your language skills.</p>	1
Physical Education (bilingual)	<p>BS01.01 PS: Physical Education Basics</p> <p>Students deal with the pedomotor action model. They are able to analyse the various factors of motor performance and recognise their interplay. They learn how to plan physical education lessons in a goal-oriented manner from a specific pedagogical point of view and know how to organise the warm-up in particular in such a way that conditional and coordinative skills are trained in a level-appropriate manner.</p> <p>In the competence area "Moving on equipment", the pupils deal with the topics of "climbing" and "daring". To this end, they try out learning arrangements that are suitable for primary school lessons.</p> <p>Educational and pedagogical values are at the centre of the "Play" competence area. Using practical examples, the pupils experience and reflect on how cooperative and fair behaviour is promoted with movement games. As part of the implementation of small games, the handling of game rules is analysed.</p>	2
Music (bilingual)	<p>MK01.04 KU: Choir-Workshop Basic German skills are necessary!</p> <p>You will learn how to implement songs to your teaching (children 4 to 8).</p> <p>The singing voice and skills in the realisation of rhythmic-melodic and formal structures are deepened and applied. The basic vocal experiences gained during the singing favours the student's own vocal development and later application when teaching at the target level.</p>	1

	Dealing with the children's voice and working on children's songs is another central aspect of building up skills. The students deal with the song design of a song appropriate to their level by singing and making music. They record both the song design and the insights gained from it as examples. The students' observations and conclusions serve as further skills development in the subject area of music.	
Music	Singing lessons or instrumental lessons (piano, guitar, others upon request) Requirement: Basic knowledge in singing or the instrument you would like to play. You have to bring along your own instrument or rent one here (costs for renting will occur).	1
Art and image (bilingual)	BG01.01 PS: "Reacting to print" "Reacting to print " triggers artistic processes. Contents: With experimental procedures such as printing and random procedures, drawing and collage, students become acquainted with a variety of approaches in the process of finding and shaping images. Accompanying the artistic work, the students document the impulses conveyed and their experiences. In the form of a biographical mapping, the memories of their own childhood and school years are represented pictorially. Aims: The students... <ul style="list-style-type: none"> • develop their own artistic questions by experimenting between chance and control, by playing with basic artistic elements and by collecting and organising • can engage in artistic processes and develop them independently. • develop the ability to perceive, observe and reflect in a differentiated way in order to form their own ideas. The artistic process includes the ability to make associations and fabulate, to engage in aesthetic research and improvisation and to anticipate what is not yet understood. 	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](#) or contact the [International Office](#).

Student experiences MO91.09 GM

Pedagogical perspectives on global issues and sustainable development: experiencing service learning and design thinking approaches

Dr. Victoria Wasner, lecturer

It is the last in a series of modules that encourage dialogue and discussions about issues related to global education such as human-nature relations, interculturality and transculturality, human rights education, postcolonial approaches, and global citizenship education, the module 'pedagogical perspectives on global issues and sustainable development' places particular emphasis on what education for global issues and sustainable development might actually look and feel like in the classroom.

To this end, pedagogical approaches are not only discussed in the seminars of this module, but they also experienced first-hand. Students are given the opportunity to take part in collaborative, creative processes of co-learning with their peers, so that they not only talk about what methodologies could look like in the classroom, but they also get to understand what it feels like. This way, certain activities and emotions may remain with them, and they could then also provide inspiration for their own teaching. Relational competencies are also important in such approaches, (Chika-James, 2020) and thus the role of the lecturer in these sessions supports this idea of being a facilitator of learning.

A particular example this semester has been the combination of service learning and design thinking approaches. Service learning is a reciprocal, community engagement pedagogy (Bandy, 2016) that fosters both personal growth and works towards achieving positive change in a specified community. Design thinking is an iterative process of creative problem-solving, and it is also ultimately a mindset and a culture (Kohls, 2019). What both approaches have in common is that they focus on identifying authentic needs and empathizing with real 'users' (pupils, teachers, community partners for example) and that global issues are translated into local, tangible, and meaningful action.

Students in the sessions were firstly taken through the Four Corners method (Berger Kaye, 2014) that challenged them with the task of identifying a global issue that they felt troubled them the most in their daily lives, devising questions about it, and considering how they would go about taking concrete action in order to be able to address these questions (figure 1). If they would have been following through with a service learning group project, they would have then mapped out the various stages of their project: *Investigation, Preparation, Action, Reflection, Demonstration*.

Following on from this, the students were then taken through some activities that belong to the first stage, *Empathise*, of a design thinking process (the most commonly known and well-referenced stages are those from Stanford University: *Empathise, Define, Ideate, Prototype, Test*, although there can be slight variations on these). In this first stage, the focus is on getting to know your 'users' and who you would be designing for.

Using their identified global issue of *reduced inequalities* (SDG 10) as a starting point, students carried out a semantic analysis of reduced inequalities in school through a 'silent brainwalking' activity (figure 2). They then imagined a 'user' in schools, for example a pupil in a certain grade, and took three photos that represented what reduced inequalities looked like for that person. These photos were then described by a student who was interviewed by peers, with a focus on open questioning, active listening, and repetition of the question *why*. As a last exercise, they then put themselves in the shoes of that user and came up with actionable problem statements beginning with *How might we?* Example questions were:

- *How might we create spaces in schools that allow for everyone to be included and not feel left out?*
- *How might we create an opportunity in schools where parent and community stakeholders can help facilitate everyone being able to go take part in school trips and excursions?*

Within the space of only a few hours, students had begun to collaboratively sense what it can feel like to bring global issues into the classroom and to take ownership of what could be done to address them. They had been thoughtful, spontaneous and creative. Let's hope that they will take some of this away with them for their own practice!

References

Bandy, J. (2016) What is service learning or community engagement? Center for Teaching, Vanderbilt University. <https://cft.vanderbilt.edu/guides-subpages/teaching-through-community-engagement/>

Berger Kaye, C. (2014) Service Learning: A Teacher's Guide. Free Spirit Publishing.

Chika-James, T. A. (2020) Facilitating service-learning through competencies associated with relational pedagogy: a personal reflection, *Higher Education Pedagogies*, 5:1, 267-293

Kohls, C. (2019) Hybrid Learning Spaces for Design Thinking. *Open Education Studies*, 1, 228 – 244