

Courses for international students – autumn semester 2026

We are pleased to present the international course program for the upcoming autumn semester 2026.

Study programs for incoming students at the PH Lucerne are individually composed. Please do not hesitate to contact us for further assistance.

PH Lucerne and the International Office sets the following conditions for our guest students:

- Exchange students must take modules totaling **at least 18 ECTS** per semester (1 ECTS = 25-30 hours of student workload).
- We strongly recommend that exchange students take **no more than 30 ECTS** credits during their exchange semester. We cannot guarantee enrolment in courses exceeding a total of 30 ECTS credits, nor that this can be accommodated from an organizational or logistical perspective.
- A minimum of **80% physical attendance** at the lectures is required to pass a module.
- Most modules take place in small groups; it is therefore not possible to participate online.
- Any absences must be excused in advance by sending an e-mail to the relevant lecturer.
- 100% attendance at the teaching practicum (if chosen) is compulsory. Any absences will have to be made up.

Explanation course codes (Erklärung zu den Anlassnummern):

MO91.01-GM First two letters = abbreviation of the **subject**
(**MO** = mobility semester, international class / **EN** = English / **MK** = Music / **BG** = Art and Design)

EN01.04-PS Last two letters = abbreviation of the **school level**
(**GM** = general module / **KU** = kindergarden, lower primary / **PS** = primary / **S1** = secondary, possible for primary if interested)

Info zum Vorlesungsverzeichnis mit allen anderen Veranstaltungen der PH Luzern (für deutschsprachige Gaststudierende)

Viele reguläre Veranstaltungen der PH Luzern sind auch offen für deutschsprachige Gaststudierende bzw. für solche mit guten bis sehr guten Deutschkenntnissen (Empfehlung: mind. Niveau C1). Wenn sich das Modul nicht mit den obligatorischen MO91-Modulen überschneidet und freie Plätze verfügbar sind, können wir unsere Gaststudierenden dort ebenfalls einschreiben.

Vorgehen: Für die Selektion öffnet man das Verzeichnis mit der [Veranstaltungsübersicht](#) aller Kurse an der PHLU. Das neue Herbstsemester 2026 wird erst nach Mitte Juni aufgeschaltet. Die meisten Kurse vom Herbst 2025 finden jedoch auch 2026 in der gleichen Form wieder statt.

Bei Semester **PLU.2026 Herbstsemester** bzw. vor Mitte Juni PLU.2025 Herbstsemester anwählen (nicht HP!). Anschliessend weitere Selektionen wie z.B. Studiengang oder Studienbereich eingeben.

Wichtig: Bei deutschsprachigen Modulen können wir nicht immer garantieren, dass eine Notengebung möglich ist. Bei einzelnen Vorlesungen gibt es deshalb nur ein «erfüllt» bzw. «nicht erfüllt».

Part 1: Courses for international guest students (in English only)

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

Subject	Course title	ECTS
History	MO91.01-GM: From Myths to Modernity: Swiss History in Global Perspective This course is mandatory for incoming students. This module examines Swiss history from the 19th century to the present from cultural, political, and social perspectives, placing national developments in their wider global context. Alongside topics such as national myths, identity, neutrality, the World Wars, the Cold War, migration, and women's rights, the course also explores Switzerland's complex and often ambivalent relationship with the European Union. Through readings, discussions, and excursions in Lucerne, students connect historical debates with public memory and contemporary questions. The module offers a concise yet multifaceted introduction to how modern Switzerland has been shaped by both internal and external forces, and how it continues to interact with global dynamics. Content and aims: Students... • acquire thematic knowledge as well as conceptual tools and perspectives from cultural, political, and social history, enabling them to critically examine key topics in 19th- and 21st-century European and Swiss history in a global context; • learn to apply this knowledge to independently develop historical questions and to engage with differing scholarly interpretations and viewpoints; • strengthen their ability to communicate research findings clearly and effectively, both in written form and through visually presented posters created in small groups;	3
Interdisciplinary module	MO91.04-GM: Critical perspectives on frameworks for global teaching and learning This course is mandatory for all incoming students. Course MO91.04-GM must be attended with the courses PLU.MO91.05-GM. Content and aims: 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 (inter)dependencies 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 global issues, including both environmental and social challenges. The module focuses on introducing how global issues such as sustainability issues can be addressed in educational contexts. The Program will focus on: • exploring frameworks for global issues teaching and their historical development • considering critical perspectives towards education, uncovering and challenging dominant narratives and universalisms; • showing an awareness of critical theories and how they can be used for analysing existing contents; • considering global issues within the personal context and compare them with different perspectives; • explaining how global issues matter in different educational contexts and school subjects; • planning and developing teaching materials addressing global issues.	3

Interdisciplinary module	MO91.05-GM: Human-nature relations and sustainable development in an educational context This course is mandatory for all incoming students. Course MO91.05-GM must be attended with the courses PLU.MO91.04-GM. Content and aims: 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 initiate the discussion how human-nature relations can be rethought in the twenty-first century with focus on science and geography. We will develop ideas on how to approach human-nature relations in education. The aim is to challenge established thinking patterns and to discuss global issues such as e.g. resources, climate change and biodiversity from alternative perspectives. The module will focus on: • considering global issues within the personal context and compare them with different perspectives • explaining how global issues and sustainable development matter in different educational contexts and school subjects • displaying and discussing the assessment in the final session.	3
Interdisciplinary module	MO91.07-GM: Diversity, Inclusion and Equity in Schools This course is mandatory for incoming students. Content: • In the contemporary context of international migration, schools are increasingly characterized by a cultural diversity that profoundly influences the daily school life. However, studies demonstrate that ethnically minoritized students with a migration background, as well as children from disadvantaged social classes, frequently encounter challenges and possess a reduced range of educational opportunities within the school system when compared with white native-born children and those from socially privileged families. • It is imperative that (future) teachers are equipped with a comprehensive repertoire of theories, research findings and teaching methods, in order to promote diversity-sensitivity, equity, inclusion and antiracism in the school environment. • In this seminar, emphasis is placed on the integration of theoretical principles, empirical evidence and examples drawn from school practice. In addition, participants of this course will develop their self-reflection skills and their professional ethical competence. Aims: • Participants are introduced to the following key terms and concepts in educational sciences: diversity, intersectionality, equity, inclusion, acculturation, transculturalism, racism and othering, • they are encouraged to value desirable dimensions of diversity such as cultural diversity and multilingualism, given concrete examples, how to use it as a resource in the classroom, • and develop their critical awareness of inequalities regarding racism, classism and sexism, as well as other forms of discrimination, both within the school system and in the larger society.	3
Media Education	MO91.08-GM: Digital learning This course is mandatory for incoming students. Contents: • 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, ...). • Instructional Design: Implementation of an interactive online teaching sequence.	3

	Aims: • 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.	
Media Education	MO91.09-GM: Photo, Film and Video - Understanding Audiovisual Language This course is mandatory for incoming students. Content: • This seminar focuses on visual and film language, its characteristics, different uses and effects. • Students learn the basic elements of audiovisual language and produce exemplary media products adapted to their target level. • Students assess and discuss possible tasks and media products. In the case of photo productions in particular, the questions of AI use and its challenges are also addressed. Aims: • Students know elements of visual and film language and their effects. • Students will be able to use audiovisual elements in their own media productions. • Students will be able to mediate the intentions, effects and typical characteristics of audiovisual language (photo and film / video) in the classroom. • Students are familiar with multimedia forms of storytelling, can produce multimedia stories and implement them at the target level. • Students will be able to evaluate media products.	3
1.2. Teaching practice and mentoring class (optional)		
Teaching Practice	MO91.02-GM: School practicum for incomings* (optional) Classroom experience in a Swiss Public School or in an International School in Central Switzerland. Taking place half a day per week (4 lessons), weekly. *The school practicum is being organised for every student individually by the International Office, according to your already submitted wishes regarding the offer of PH Luzern.	4
Mentoring class for Teaching Practice	MO91.03-GM: Practice oriented and theory-based classroom management This course is mandatory if you are completing a teaching practice (school practicum MO91.02-GM) The mentoring class is <u>also highly recommended for students without teaching practice</u> who are interested in this topic as it is very popular among students. Content and aims: The module is based on the approach of the integrated classroom management consisting of preventive and reactive aspects. 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.	2

	Competences that are targeted: • 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	
Part 2: Selection of courses from the regular course program of the PH Luzern <i>These courses are mainly attended by local students, but open to international students.</i>		
2.1. English courses (taught in English)		
English	EN91.04-GM: English conversation workshop <i>Recommended to international students.</i> <i>The course takes place only if enough students have signed up. The decision on this will not be made until the start of the semester.</i> Speak Up! Enhance your English language skills with engaging conversations Are you eager to improve your oral English skills while expanding your vocabulary and perfecting your pronunciation? Then this English Language Workshop is perfect for you! It offers a platform for lively discussions that will help you practice and enhance your communication abilities. Dive into fascinating topics such as the science of happiness, artificial intelligence, and more. In this exciting workshop, each week will focus on a new and captivating theme. Together, we will explore current questions and challenges, exchange opinions, and continuously strengthen our English skills. Special emphasis will be placed on improving your pronunciation. This course provides a friendly and supportive learning environment where you can develop your English skills. Broaden your horizons, gain new insights, and make new friends along the way. Join us and experience how enjoyable learning English can be in a motivating and multicultural university community!	1
English	EN91.06-GM: Being exclusive: Identity creation and interpretation <i>Recommended for international students.</i> The course explores the ways identity is manifested on social media, in the mass media, arts, advertising, politics, language, and literature and is generated by AI. In the modern world, the question of identity is at the core of our lives. But what do we really know about it? Can we identify true statements from the false claims about a person in the age of AI? What does it mean to be your 'true' self? To what extent are we defined by stereotypes and why do we keep believing in 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 AI, mass media, politics, and the arts that surround us? The course invites the participants to analyze digital and analogue environments to explore identities as well as practice their English language skills when looking for answers to identity-related questions. During the course, the participants • are able to understand and interpret how and what identities are constructed in the mass media, on social media (e.g., Instagram and Facebook), in advertising, politics, painting, fashion, photography, music, architecture, language, and literature; • explore a toolbox for identity construction that involves multimodal means including AI; • discern manipulation in identity construction on social media, in the mass media, and in politics; • enrich their English vocabulary and improve their English speaking and listening skills. The course takes an international perspective but is supplied with illustrative material that focuses on a Swiss context.	2

English	EN01.02-PS: Mastering the basics (particularly suitable for primary education) Content and aims: Mastering the Basics aims at making students familiar with basic teaching techniques and teaching material for the primary English classroom. An introduction to modern language teaching approaches as well as means of supporting pupils' understanding forms the basis for in-depth exploring of key issues related to the teaching of communicative and linguistic competences. Principles for teaching listening, reading, speaking, writing as well as vocabulary, grammar, pronunciation and spelling are introduced and transferred to practical activities suitable for primary school pupils. The following learning objectives reflect the requirements of this module: The students... • are familiar with modern language teaching approaches. • can use subject-specific scaffolding techniques. • can apply several techniques for storytelling to foster communicative language competences. • can apply general principles for teaching the four skills (listening, reading, speaking, writing) including mediation and strategies. • understand basic principles for teaching pronunciation and spelling. • are aware of the importance as well as complexity of vocabulary learning and can apply theoretical core principles in teaching. • can understand the role of grammar in foreign language learning and are able to support pupils' grammatical development • display a wide repertoire of motivating learning activities to foster communicative competence.	2
English	EN01.03-PS: Exploring (particularly suitable for primary education) Content and aims: This module allows the students to explore and elaborate their practical experiences in the light of underlying theories. Students reflect on their experiences with anglophone cultures and deepen their teaching competence related to focus on culture. Furthermore, they explore and critically examine current foreign language teaching approaches such as Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL) and storytelling. Gained theoretical insights are applied to practical teaching situations. The following learning objectives reflect the requirements of this module: The students... • can apply several techniques for storytelling to foster communicative language competences. • can use stories as springboards to implement other teaching methods and approaches. • reflect on their intercultural experiences gained during their stay abroad. • develop concepts for teaching important aspects of anglophone cultures according to the objectives of the curriculum. • understand the concepts of Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL) and can discuss the rationale of these two approaches. • can critically analyze and modify course book content and activities in terms of relevance and cognitive demands. • understand the relevance of the concept of language support and can apply it in the context of TBL and CLIL. • can plan a teaching sequence based on TBL, CLIL or/and referring to cultural aims.	2
English	EN01.01-S1: Introduction to English Language Teaching (for secondary, but also highly recommended by former primary education students) This module seeks to engage students in learning about teaching English as a foreign language. It is designed to establish both students' suitability and motivation as future teachers of English.	2

	Content: • Principles of Modern Language Teaching • Methodology • The language biography • Language competence • CEFR (Common European Framework of Reference for Languages) • Open World • Receptive and productive skills • Plurilingualism • Languages in Switzerland • Linguistic Landscapes The following learning objectives reflect the requirements of this module: Students... • are familiar with the principles of English Language Teaching methodology (ELT) and • reflect on their own language learning biography, • verify their aptitude and suitability to teach English as a Foreign Language (EFL) at secondary I level, • get a clear sense of their language competence and are able to assess it, • get acquainted with basic tools (e.g. course books, curriculum, the Common European Framework of Reference for Languages CEFR), • develop their teaching skills, • improve their receptive and productive language skills, • know key concepts and approaches (e.g. competences, action and content orientation, plurilingualism), • are familiar with the language situation in Switzerland as well as with language policies in Switzerland and Europe, • get to know the core elements of studying informative and symbolic functions of linguistic signs.	
English	EN01.04-S1: Teaching Linguistic Competences (for secondary education, but also recommended for primary education students) Linguistic competences form the formal resources for meaningful language use. In school settings, these competences are mostly summarized under the terms vocabulary, grammar and pronunciation. The module aims to provide students with a broad understanding of teaching linguistic competences and with opportunities to develop a range of teaching sequences. Content: • linguistic competences and language use • Language Awareness • How to teach grammar, vocabulary/lexis, pronunciation • Teaching grammar, vocabulary/Lexis and pronunciation in primary and secondary education At the end of the module, students are expected to be able to know why it is important to teach literature. • understand the role of the linguistic competences in the language learning process. • support learners' language awareness. • understand the processes involved in grammar, vocabulary/lexis and pronunciation learning and teaching. • understand and apply the principles when teaching learners with special needs. • relate theory and research to the practice of teaching linguistic competences. • explain relevant grammar topics of the coursebook to the target group. • develop teaching sequences with a clear focus on specific linguistic competences.	2

	- critically analyze and adapt teaching material. - create motivating and stimulating teaching material. - understand the relevance of the transition between primary and secondary education - design teaching sequences built on the learners' previous knowledge from primary education.	
English	EN01.08-S1: Critical Approaches to Cultural Diversity - Lecture (for secondary education, but also possible for primary education students) Physical attendance is not required for this lecture. Therefore, <u>no grades can be given!</u> This lecture series offers students foundational insights into culture, identity, otherness, and diversity. Through critical engagement with theories and case studies, it explores how cultural differences are perceived, how intercultural relations are shaped, and which competencies support inclusive learning and teaching Aims: By the end of the module, students will be familiar with key concepts for understanding and discussing cultural diversity across contexts. Theoretical frameworks will support reflection on personal experiences and intercultural perspectives.	1
English	EN02.01-S1: Individual Specialisation and Consolidation (only for master's students, secondary education) The module 'Individual Specialization and Consolidation' in the master's programme offers students the opportunity to delve into a subject of their choice related to the teaching of English as a foreign language, based on their interests and needs. In doing so, the students deepen their knowledge and understanding of the chosen topic and create learning arrangements that diversify and enhance teaching practice. 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. Additionally, students further develop their general and profession-related language competences, aiming towards level C2 proficiency. The content of the module is interdisciplinary, catering to students with subject profiles in both English and French In this module, students: - deepen their skills (knowledge, know-how, interpersonal skills, learning skills) in relation to the topic chosen for the in-depth assignment - broaden their didactical and methodological repertoire - carry out theoretical and practical work on the chosen subject - discover and establish links between target languages (French and English, but also German and other heritage languages) and target cultures - review important concepts in preparation for the master's examinations - broaden their general and profession-specific language skills (level C1+) Aims: By the end of the module, it is anticipated that the students will be able to: - evaluate their needs during their education as future English teachers - critically analyze and evaluate current theories and research - establish connections between theoretical concepts and practical applications	2
English	EN02.02-S1: Literature in Context (for secondary education, but also possible for primary education students) Content: This literature seminar invites students to explore how literary texts engage with issues of diversity, identity, and social experience. Through close reading and discussion of selected short stories, essays, poetry, and novels, students will examine how literature reflects and shapes perspectives	2

	on race, gender, sexuality, age, disability, religion, class, migration, language, neurodiversity, and intersectionality. The course aims to foster a critical and reflective engagement with literary works, focusing on how diverse voices contribute to the cultural imagination and open spaces for dialogue about inclusion and representation. Literary analysis will be situated within historical and social contexts, encouraging students to consider the role of literature in promoting awareness of difference and in challenging stereotypes. Aims: • Upon successful completion of this seminar, students will be able to: • Analyse literary texts with attention to issues of diversity, representation, and identity • Demonstrate an informed understanding of how literature engages with social and cultural experiences • Discuss literary strategies for presenting varied perspectives and challenging stereotypes • Reflect on the role of literature in fostering inclusive and socially responsive education • Apply insights from literary analysis to their own teaching practice, particularly in promoting diversity and inclusion in the language classroom	
English	EN91.01-GM: B2 Brush-up course (English language course B2) Important notes: 1. Course fee: CHF 250.- The International Office of PH Luzern will reimburse half of the costs (CHF 125.-). 2. It will only take place if enough students attend. Content and aims: 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.	1
English	EN91.02-GM: CAE Preparation course (English language course C1) Important notes: 1. Course fee: CHF 250.- The International Office of PH Luzern will reimburse half of the costs (CHF 125.-). 2. It will only take place if enough students attend. Content and aims: 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 familiarize 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. Course requirements for participants: solid language competence at B2 to C1 level.	1
2.2. Bilingual courses (taught in German, with some basic English translation assistance)		
Art and image (bilingual – German, with basic English translation assistance)	BG01.01-PS: "Reacting to print" Content: "Reacting to print " triggers artistic processes. 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.	2

	Aims: The students... • 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 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.	
Music (German or English)	MK91.01-GM: Private instrumental or singing lessons (piano, guitar, accordion, recorder) Important note: A fee of CHF 300.- will be charged for private instrumental or singing lessons (1 semester / 12 x 25 min.) Enrolment in a private singing/instrumental module requires that you have already submitted the corresponding request. Basic knowledge in singing or the instrument you would like to play are required. You have to bring along your own instrument or rent one here (costs for renting will occur).	1
German course	MO91.99: German Course for Incomings, level A1 or A2 (higher levels are not available) Important notes: 1. Course fee: CHF 350.- (The International Office of PH Luzern will reimburse CHF 150.-) 2. The course is organized by the University of Lucerne and the number of places is limited. We can't register our incomings ourselves. 3. Self-registration will only be possible a few weeks before the semester starts and <u>can't be guaranteed</u>. Please indicate your desired level in your learning agreement. A1 is aimed at participants without prior knowledge, A2 is aimed at participants with some previous knowledge. Learning objectives: Participants can express themselves in simple sentences when their conversation partners speak slowly and clearly. They are also able to understand and use everyday and familiar expressions (e.g. information about themselves, their work or their environment).	2

Part 3:

Course offered by our partner university PH Schwyz in Goldau

This 4-day course takes place in Goldau/Schwyz and is open to international students of PH Luzern.
The train journey from Lucerne to Arth-Goldau (PH Schwyz) takes around 30 minutes.

Special block
week during
autumn
holidays,
at PH Schwyz in
Goldau

MO91.11-GM English story telling

Important note:

This 4-day course will take place as a special block week during the second autumn holiday week of PH Lucerne (5–8 October 2026, from 08:30–16:30).

Aims and contents:

The students...

- deepen their knowledge of intercultural competences, language awareness and integrative language didactics (multilingualism).
- know how storytelling can help to achieve linguistic and intercultural goals.
- learn about stories and literature (including poetry) from Anglo-Saxon culture.
- can motivate and encourage primary pupils with the help of authentic stories.
- can select suitable stories (level and age-appropriacy)
- develop activities that promote language competence and cultural awareness.
- can complete their work assignments independently and evaluate them themselves according to criteria.
- can evaluate the pedagogical and affective effects of a story.
- can evaluate their own and their fellow students' teaching sequences in a criteria-oriented manner.
- can assess and adapt their own oral storytelling according to criteria.
- give each other constructive feedback.

2

Further remarks:

Studying in Lucerne not only means profiting from small study groups, and 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 internationaloffice@phlu.ch