

Courses for international students

Autumn semester 2023

Subject	Course (Title) / module	ECTS
<p>Swiss and European History</p>	<p>MO91.01GM: Switzerland and Europe from the 19th to the 21st century: experiences of crisis and renewal, memory cultures, and social and political movements.</p> <p>This course is obligatory 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. <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 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.</p>	<p>4 (6 with additional Assignment)</p>
<p>Human Rights</p>	<p>MO91.04 GM: Human Rights Education in Theory and Practice</p> <p>This course is obligatory for all incoming students.</p> <p>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.</p> <p>Guided by these principles, the module aims to convey the following skills to its participants: The participants know and understand (learning about human rights):</p> <ul style="list-style-type: none"> 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); 	<p>3</p>

	<ul style="list-style-type: none"> • the responsibility of different actors, in particular the nation states; • the causes of human rights violations; • current human rights issues and those working for human rights. <p>The participants display (learning through human rights):</p> <ul style="list-style-type: none"> • 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. <p>The participants are able to (learning through human rights):</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <p>Basics:</p> <ul style="list-style-type: none"> • 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. <p>Historical background:</p> <ul style="list-style-type: none"> • early historical attempts to implement human rights (overview); • the development and institutionalization of human rights since 1945 	
<p>Global Issues and Sustainability</p>	<p>MO91.08 GM: Pedagogical perspectives on global issues and sustainable development</p> <p>This course is obligatory for all incoming students (MO91.08 GM, MO91.09 GM and MO91.11 have to be booked together).</p> <p>Aims and contents:</p> <p>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?</p> <p>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.</p> <p>Program:</p> <ul style="list-style-type: none"> • Lead-in; • Political education in the light of ESD; • Transformative learning in Ethiopia; 	<p>3</p>

	<ul style="list-style-type: none"> • Sustainable Development in Africa (simulation game); • Cultural Processes in the light of ESD; • Ethics and Sustainable Development; • Conclusion (Education for Sustainable Development) 	
Global Learning	<p>MO91.09 GM: Critical perspective on global issues and sustainable development</p> <p>This course is obligatory for all incoming students (MO91.08 GM, MO91.09 GM and MO91.11 have to be booked together).</p> <p>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</p> <ul style="list-style-type: none"> • 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 <p>Students are able to</p> <ul style="list-style-type: none"> • 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
Rethinking human-nature relations	<p>PLU.MO91.11 Rethinking human-nature relations</p> <p>This course is obligatory for all incoming students (MO91.08 GM, MO91.09 GM and MO91.11 have to be booked together).</p> <p>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.</p> <p>Students are able to</p> <p>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</p> <p>Theoretical foundations: Posthumanism as a political and moral critique</p>	3
Mobility Learning (not confirmed yet!)	<p>MO91.12: Mobility Learning and Professional Identity Development</p> <p>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.</p>	2

	<p>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.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Mobility students gain theoretical knowledge of assemblage theories and socio-material learning. • 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	<p>EN01.01 PS Mastering the basics</p> <p>Aims and contents: Classroom language, scaffolding, 4 skills, pronunciation, spelling, storytelling, rough planning. 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. It enables students:</p> <ul style="list-style-type: none"> • to reflect on their own language learning biography; • to get an overview of teaching methods with particular attention to current methods; • to get acquainted with teaching material used in primary schools in Central Switzerland; • to get a clear sense of their language competence and be able to assess it; • to become familiar with institutional services helping them improve their language competence. 	2
English	<p>EN01.01 PS Exploring</p> <p>Aims and contents:</p> <p>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.</p> <p>Students extend and deepen their understanding of the communicative skills and linguistic competences needed to foster communicative competence and how 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.</p>	2
English	<p>EN01.01-S1 ELT 1: Introduction to English Language Teaching</p> <p>Aims and contents: 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. It enables students:</p> <ul style="list-style-type: none"> • to reflect on their own language learning biography; • to get a clear sense of their language competence and be able to assess it; • to become familiar with institutional services helping them improve their language competence; • to get an overview of different teaching dimensions and methods; • to get acquainted with teaching material used in secondary schools in Central Switzerland; to become familiar with “The English Classroom” 	2

English	<p>EN01.04-S1 ELT3: Teaching Linguistic Competences</p> <p>Linguistic means (grammar, vocabulary, pronunciation) are indispensable components for the construction of language skills. Students are aware of the importance and value of linguistic competences. They know the theoretical basics and models for acquiring language skills. You can make sense of grammar and vocabulary with the help of the syllabus, the teaching aids and additional materials and integrate them appropriately into the classroom. You can explain grammatical topics and vocabulary and the planning acquisition of language resources.</p> <p>The students expand and deepen their job-specific language skills, which they acquire when teaching in the target language to give them the necessary security.</p>	2
English	<p>EN01.08-S1 ELS 3a: Critical Approaches to Cultural Diversity (Lecture)</p> <p>Content</p> <p>This lecture series introduces several perspectives on culture, diversity and identity. How people perceive these realities shapes how they understand the world and, by extension, intercultural relations. This lecture also presents the competences needed for intercultural learning understood as an educational approach that leads to social transformation. Stereotypes, prejudices, discrimination, forms of otherness, notions of normalcy are analysed as the main challenges for intercultural societies and bring into focus ways of seeing and experiencing the world as language users and global citizens.</p>	1
English	<p>EN07.01 S1 In-depth didactics 1</p> <p>Aims and content</p> <p>The in-depth offers in the Master's program offer the opportunity to set didactic priorities and to deepen topics based on interests and needs. In this way, the students build up a personal profile as an English teacher. The thematic offer includes more complex learning arrangements, which enable an increasingly diverse and stimulating teaching practice.</p> <p>The offers are interdisciplinary for students with a subject profile in English.</p> <p>As part of the specialization modules, the students also expand their general and job-specific language skills towards C2.</p> <p>Possible thematic specializations:</p> <ul style="list-style-type: none"> • Focus on content • Focus on Cultures: Cultural learning in English lessons, literature • Focus on Language and Language Awareness 	2
English	<p>EN06.01 S1 Language and Society (Introduction to Sociolinguistics)</p> <p>Aims:</p> <p>This module aims to provide students with an introduction to sociolinguistics, i.e. the study of the relationship between language and society. By the end of the course, students have acquired a sound knowledge of the key fields, concepts, and methods of sociolinguistics. They have gained a deeper understanding of the social functions of language and the ways that it is used to convey social meaning. In short, they are able to explain why we communicate differently in different social contexts.</p> <p>Students are capable of applying appropriate linguistic terminology and study skills (research, evaluation, documentation, etc.) to the critical examination of a sociolinguistic topic. They are able to appropriately summarise their research in the form of a clear and well-written handout and formulate questions to generate a discussion in class.</p> <p>Students have the opportunity to expand their oral and written skills through an in-depth study of scholarly texts.</p> <p>Contents:</p> <p>The major topics covered include: Language and Social Class (social class dialects and accents, Standard English and Received Pronunciation); Language and Ethnic Group (ethnic dialects and African American Vernacular English); Language and Gender; Language and Context (register, style, diglossia and code-switching); Language and Nation (societal multilingualism, minority languages and language death); Language and Geography (regional dialects and dialect discrimination and death).</p>	2

<p>English</p>	<p>EN08.01 S1 Literature in context: In-depth studies CONTENT AND AIMS This course is concerned with some of the major events, figures and movements in African American history and culture, from the days of slavery to the present. It explores how the cultural identity of black Americans has been shaped by centuries of discrimination, marginalization and racism. The aim is to develop the students' knowledge and understanding of how this experience has been negotiated by intellectuals, writers and musicians through the critical study of a range of literary texts by African Americans (stories, essays, speeches, poetry and lyrics) in their historical and social contexts. Topics covered include: • Slavery and slave narratives. • Segregation and racism in early 20th-century America. • The New Negro: Writings of the Harlem Renaissance. • African American voices from blues to jazz and beyond. • The African-American Civil Rights Struggle. • Black Lives Matter: The issue of race today.</p>	<p>2</p>
<p>English</p>	<p>EN91.01 GM English language course B2 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. The students consolidate their communicative (listening, reading, writing and speaking) and linguistic (grammar, vocabulary and pronunciation) language skills at level B2 and expand them towards C1. Costs: CHF 250.-</p>	<p>1</p>
<p>English didactics</p>	<p>EN91.02 GM English language course C1 Aims and contents: The English language course creates the preconditions for achieving language proficiency level C1 - according to the Common European Framework for Languages (CEFR) – by working on receptive and productive language skills. Students expand their communicative (listening, reading, writing and speaking) and linguistic (grammar, vocabulary and pronunciation) language skills and prepare themselves for the international language certificate at C1 level (for example, CAE, IELTS Academic).</p>	<p>1</p>
<p>English</p>	<p>EN91.04 GM Conversation workshop Aims and contents: Students expand their vocabulary and strengthen grammatical structures through targeted exercises and moderated discussions in the target language. The module offers students the opportunity to form views on selected topics of culture and society and express their opinions within the group at levels C1 / C2.</p>	<p>1</p>
<p>German</p>	<p>MO91.05 GM: German language course 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 350.-</p>	<p>2</p>
<p>Internship</p>	<p>MO91.06 GM: School Experience Classroom experience in Swiss Public Schools and/or International Schools in Central Switzerland. Taking place half a day per week, weekly during the whole semester (except for school holidays).</p>	<p>6</p>

Classroom Management	<p>MO91.10 GM: Practice oriented and theory-based Classroom Management (Mentoring Class)</p> <p>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 analyzed. The participants have to produce an individual learning diary about their benefits from the course.</p> <p>Aims: 1) To have developed the competence to build and keep a confidential relationship with pupils 2) To have developed the competence of educating teenagers 3) To have developed the competence of reflecting on teaching</p> <p>Methods:</p> <ul style="list-style-type: none"> • 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
Music	<p>MK02.01 Singing and directing (bilingual)</p> <p>Aims and contents: The students learn to treat their speaking and singing voice appropriately; to use their voice in class consciously as an instrument; how to guide children in singing and lead them to a musical experience by using a convenient basic technique in conducting as well as singing many different songs appropriate for the target group, recognizing defects in the children's voices by specific listening, and naming and approaching them in an appropriate way.</p>	1
Music	<p>MK01.21 Mixed choir (bilingual)</p>	1
Music	<p>Individual instrumental lessons (piano, guitar)</p>	1
Music	<p>MK01.03 Making music in groups</p> <p>By discovering and playfully exploring sound material and Orff instruments, students learn how to stimulate and arouse children's curiosity, imagination and joy. Target level-appropriate songs are accompanied and arranged with Orff instruments. Noises, sounds and voice are recognized as non-verbal means of expression and used in picture books, stories, fairy tales, experiences, situations and moods.</p>	1
Digital media	<p>MI04.01 Audiovisual communication</p> <p>Goals:</p> <ul style="list-style-type: none"> • The students can convey and use the intention, effect and typical characteristics of audiovisual language (image, sound and film/video) in the classroom. • The students reflect on the intention and the effect of the various image, sound and film elements. • The students know multimedia forms of storytelling. You can produce multimedia forms of storytelling yourself and implement them with learners of the target level. <p>Content:</p> <ul style="list-style-type: none"> • This seminar focuses on the justified interpretation, description and effect of audiovisual media and their multimedia and transmediality as well as possible implementations in media productions with the learners of the target level. • Classic journalistic forms and storytelling models are considered in the context of the expanded possibilities of digital media. 	2

<p>Mathematics</p>	<p>MA05.01: Mathematics - functions and functional thinking (bilingual)</p> <p>Aims: Teacher students get to know why the concept of function is both a fundamental idea of mathematics and a cornerstone in the secondary school curriculum. They learn that the reduction of functions to equations is not enough when it comes to conceptual understanding. It is therefore of paramount importance that students enrich their own understanding of functions as well as find ways of recognizing and developing functional thinking in the classroom.</p> <p>Contents: The course sets out to sketch how the concept of function has evolved over time and presents the general notion of a function as a conceptual tool for building specific "relations" between associated numbers or quantities. Particular attention is given to ways of representing functions, as visualizing abstract concepts is an important didactical/pedagogical means in the learning process. We also look at a general model of how (mathematical) concepts are acquired, and ask in what ways dynamic tools like GeoGebra can further such learning in the classroom. Content-specific studies, as regards subject matter, include didactic analyses of direct and inverse proportionality, linear functions and optimization, as well as exponential growth and decay. The concept of function has a multitude of applications in societies whose development is driven by technological advancement. Modelling, i. e. representing and describing a situation in mathematical terms, is a necessary ingredient in understanding such applications and is therefore closely examined during the course.</p>	<p>2</p>
<p>Sports</p>	<p>BS01.01 Basics of exercise and sport (bilingual)</p> <p>In the "basics of exercise and sport" module, the students deal with the pedamotor action model. You can analyze the various factors of motor performance and recognize how they interact. You will learn how to plan physical education lessons from a specific pedagogical perspective and know how to organize the warm-up in such a way that conditional and coordinative skills are trained according to the level.</p> <p>In the "moving on devices" competence area, students deal with the topics of "climbing" and "risk". To do this, they try out learning arrangements that include mediation that is suitable for primary schools.</p> <p>In the "playing" competence area, the focus is on educational and pedagogical values. Using practical examples, the students experience and reflect on how cooperative and fair behavior is promoted with movement games. In the course of managing small games, the handling of game rules is analyzed.</p> <p>The module prepares the students for the following fields of activity:</p> <p>Shaping and leading a class community, Promoting and accompanying the personality development of the individual pupils, Providing learning opportunities</p> <p>The professional competencies are developed with a professional focus: Lesson planning skills, Competence to design a competence-oriented, understanding-oriented and motivating lesson</p> <p>The students understand and know the essential didactic basics for the subject movement and sport: They are familiar with selected content from the competence areas "Playing" and "Moving on devices" and can demonstrate the corresponding movement elements. They have a repertoire of level-specific movement, combat and ball games, can guide them and adapt them to the situation. They can plan a sports lesson and design suitable warm-ups. They can design physical education lessons from the pedagogical perspectives of risk and impression in such a way that the pupils are encouraged in their risk competence and body awareness. They understand the Pädamotor action model and can show the motor development of the child using movement situations in physical education and explain the interaction of various factors for movement performance (e.g. climbing). They develop an awareness of the diversity of a class in physical education and build a positive attitude in dealing with diversity.</p>	<p>2</p>
<p>Sports</p>	<p>BS01.02 Run, jump, throw and play (bilingual)</p> <p>Acquiring and applying skill-oriented approaches to competition.</p> <p>a) Goals</p> <ul style="list-style-type: none"> - The students improve their skills in the athletic disciplines. - The students learn the basic methodological principles of athletics 	<p>2</p>

	<ul style="list-style-type: none"> - The students can carry out error analyzes at the level of rough form in all disciplines of running, jumping and throwing and initiate appropriate corrective measures - In a practical sequence, the students experience the organization of a major event from the perspective of participants or helpers. <p>b) procedure</p> <ul style="list-style-type: none"> - The students independently prepare to participate in a competition or as a referee with personal training sequences or theoretical sequences 	
Sports	<p>BS01.02 Apparatus Gymnastics</p> <p>Objectives of the module:</p> <ul style="list-style-type: none"> • The students can prepare and carry out a sport-specific warm-up • The students understand structural and technical models of apparatus gymnastics and can derive methodological consequences for the lesson • The students can use various auxiliary and safety techniques in apparatus gymnastics • The students know the structures of various elements in apparatus gymnastics and can apply and organize them themselves • The students improve their personal skills in the field of apparatus gymnastics 	2
English & Arts	<p>EN91.06 Being exclusive: Identity creation and interpretation</p> <p>Aims and contents</p> <p>The first part of the module is dedicated to multimodal construction of identity. The students learn about ways of identity construction and interpretation in painting and photography, architecture and design, music and theatre, films, literature, and the mass media from an international perspective, but also with a focus on a Swiss context. This part of the module includes one outdoor class.</p> <p>The second part of the module focuses on means of identity construction in different types of discourse. The students learn to use various discourse strategies and tactics in different settings (e.g., social context and classroom), to detect manipulative strategies and tactics used for identity construction in political and mass media discourses.</p> <p>The module ends with a case study of a teacher identity construction which the students conduct based on the discussions within the course.</p> <p>All in all, this module aims to provide the students with practical inputs on identity construction by means of different semiotic systems with reference to theory.</p>	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.