

Courses for international students

Autumn semester

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.</p> <p>Throughout the module, Switzerland’s relationship to Europe – also to institutionalized Europe – and its positioning within Europe are thematised.</p> <p>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 or 6</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); • the responsibility of different actors, in particular the nation states; 	<p>3</p>

	<ul style="list-style-type: none"> • 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>Sustainability</p>	<p>MO91.08 GM: Education for sustainable development</p> <p>This course is obligatory for all incoming students.</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? 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; • Sustainable Development in Africa (simulation game); • Cultural Processes in the light of ESD; • Ethics and Sustainable Development; • Conclusion (Education for Sustainable Development) 	<p>3</p>

<p>Global Learning</p>	<p>MO91.09 GM: Concepts and Competences for Teaching Global Learning</p> <p>This course is obligatory for all incoming students.</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>Objectives: 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 	<p>3</p>
<p>Exercises for Global Learning</p>	<p>MO91.11: Exercises and methodology for Global Learning and Education for Sustainable Development</p> <p>This course is obligatory for all incoming students.</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 describe personal experiences and opinions about the presented methodological aspects develop own teaching ideas based on the presented methods discuss challenges and opportunities of those methods design a teaching concept taking into consideration the principles of this methodological framework Theoretical foundations: Posthumanism as a political and moral critique</p>	<p>2</p>
<p>Mobility Learning</p>	<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. 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>	<p>2</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: 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. 	1
English	<p>EN03.01 PS Investigating</p> <p>Aims and contents: In "Investigating" students reflect on their practical experiences in the light of relevant theory. They examine a chosen aspect of teaching (English) at primary level. They use their final teaching practice to investigate their chosen field of interest using classroom research methods.</p>	1
English	<p>EN91.02 GM English language course</p> <p>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). Costs: CHF 50.-</p>	2
English	<p>EN91.04 S1 Conversation workshop</p> <p>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>	1
English	<p>EN05.03 The charm of the unfamiliar (lecture)</p> <p>Aims and contents: This lecture series is called "The Charm of the Unfamiliar" or "The Lure of the Other" and deals with English-speaking cultures as experienced abroad. Immersing oneself in a new culture brings a lot of challenges. Not only does one get acquainted with other customs (culinary habits, mannerisms, religion, education, etc.) and ways of seeing the world (collective vs. individual identity, ethnocentric vs. ethnorelative concepts, etc.) but this exposure to otherness also triggers – and hopefully so – a readjustment of one's affective, social and cultural mind-sets. In the first part of each lecture theoretical information and practical material is provided. The second part of each lecture is entirely dedicated to putting theoretical information into practice and gaining insights into the topic at hand. The students are able to elucidate key moments of their language stay and reflect upon them from both a practical and theoretical perspective.</p>	1

<p>English Didactics</p>	<p>EN01.01 S1 Introduction subject didactics 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". 	<p>1</p>
<p>English</p>	<p>EN02.02 S1 Basics of language science (seminar) Aims: The aim of this course is to acquaint students with the different domains in linguistic studies and to offer insights into their role and function in the study of languages. There is a lecture series held on Fridays and complementary seminars which lay the foundations of issues to be grappled with in the weekly sessions. Students will make connections with other languages and realise that they can all be assessed with linguistic tools. Students are able to explain the meaning of linguistics and its chief concepts. In so doing, students manage to reflect and comment on linguistic phenomena of various kinds (linguistic signs, complementary distribution, etc.) in a competent manner. Particular attention is paid to modern linguistic phenomena in the English language.</p> <p>Contents: This course is geared towards an introduction to linguistics. The different domains constituting this field are studied in this course. The aim is to gain a basic understanding of linguistics as an academic field and see how linguistics can be applied to the teaching of foreign languages and English in particular. Whilst surveying the different fields of linguistics, as many exercises as possible are attempted in order to see how linguistics can be applied concretely. The main focus of the weekly tutorial session is hence to deepen the content of the lecture series in order to sensitise students to the function, role and structure of language because, especially as future teachers of English, it is useful to know how languages are constituted and how they work. Each class includes a brief survey of the material covered in the lecture series, thus complementing it in accordance with English linguistics. Each student is expected to prepare for their classes, and raise possible questions for further investigation. In the exercises we use key concepts in general linguistics and study how they can be applied. After presenting and discussing the material at hand, concrete exercises drawn from Fromkin will be provided. "An Introduction to Language", 9th ed. is worked through individually or in groups. Discussions which ensue from the course material help students acquire deeper knowledge.</p>	<p>2</p>
<p>English</p>	<p>EN03.01 S1 Content- and activity-based orientation Aims and contents: Building on the principles of good contemporary foreign language teaching, students acquire skills that allow them to hold activity- and content-oriented lessons. They become acquainted with specific methodological approaches like TBL / approche actionelle and CLIL / EMILE and are able to apply them. The students are familiar with the curriculum and current teaching aids and can judge their quality critically. The students learn ways to differentiate in the classroom, which allow them to encourage all pupils as optimally as possible. As a supplement to teaching aids, additional materials offer an enrichment of teaching. Students are aware of didactic and authentic documents, which they can use profitably. Extensive reading supports the development of language skills and knowledge of the world. Students know of possible sources from which to select suitable materials and use them selectively. Their language skills are expanded and extended for everyday teaching.</p>	<p>1</p>
<p>English</p>	<p>EN06.01 S1 Language and Society (Introduction to Sociolinguistics) Aims: 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>2</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: 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>	
English	<p>PLU.SP34.01 GM Ways of Reading and Writing</p> <p>AIMS AND CONTENTS: This module provides an introduction to the key elements of literary analysis through the close study of some major 19th- and 20th-century Gothic short stories. The aim is to reach an understanding of the historical, cultural, and biographical contexts of shorter literary narratives in general, and of the thematic concerns and characteristics of the Gothic genre in particular. Through close readings of selected stories students will familiarize themselves with some of the major concepts of textual analysis and narratology, and learn how to compare a literary text with its film adaptation(s). The course will also provide guidelines on how to write a short critical essay in English. Authors considered include Edgar Allan Poe, Bram Stoker, Robert Louis Stevenson, Charlotte Perkins Gilman, Rudyard Kipling and Shirley Jackson.</p> <p>Taking place 2 week in October</p>	1
German	<p>MO91.05 GM: German language course</p> <p>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.</p> <p>1 semester Costs app. CHF 150</p>	2
Internship	<p>MO91.06 GM: School Experience</p> <p>Classroom experience in Swiss Public Schools and/or International Schools in Central Switzerland.</p> <p>Taking place half a day per week, weekly.</p>	4-6
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 analysed. 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: <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 </p>	2

<p>Music</p>	<p>MK02.01 Singing and directing</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, recognising defects in the children's voices by specific listening, and naming and approaching them in an appropriate way.</p>	<p>1</p>
<p>Music</p>	<p>PLU.MK04.01: Making music in a group setting, with Orff instruments</p> <p>Aims and content: By discovering and playfully exploring sound-producing materials and simple musical instruments, course participants learn how curiosity, imagination and joy can be aroused and encouraged in children. Participants learn to recognize that noises, sounds and the voice are means of nonverbal expression that can be integrated into children's picture books, stories, fairy tales, experiences, situations and settings.</p> <p>Literature and Media used in course: Script «Musizieren mit Kindern», by Manuela Röösl Scherer Mandatory reading for German speakers: "Eifach singe", Zürcher Lehrmittelverlage (instructor will procure)</p> <p>Additional resources (in German): «Musik in der Grundschule», Schott Verlag (journal) «Musik mit Kindern in Primarschule und Kindergarten», Roton Verlag (journal)</p> <p>Films and Videos: Video sequences with children</p> <p>Other media:</p> <ul style="list-style-type: none"> • Various recording media • Percussion instruments of different sizes, personal musical instruments • Other sound materials <p>Teaching and learning approaches: Work in teams Musical-artistic creations and presentations</p> <p>Instruction will be in small groups of not more than 8 participants.</p>	<p>1</p>
<p>Mathematics</p>	<p>MA05.01: Mathematics - functions and functional thinking</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 recognising 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>

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.