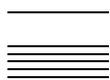


PH Zug

Course Overview
English Course Programme
Primary Education
for Incoming Students



General Information

The courses on this list will be offered completely in English or bilingual (German/English). Regular students will attend these courses as well. The modules in yellow are **mandatory**. The **green** module is offered by PH Zurich.

We reserve the right to make changes.

Professional Knowledge / Professional Practice

Module Number	Module Name	ECTS
BEPX IN A 16	Teaching Practice (1/2-1 day per week)	4
BEMN IN A 16	Mentoring Teaching Practice	2
BEPK IN A 16	optional: Teaching Practice (2 weeks in January)	4
BEPK IN B 16	optional: Teaching Practice (4 weeks in January)	8

Methodology

Module Number	Module Name	ECTS
PZG.NGV1 GM A 16	Education in Science and Social Studies: On the Road @humanities 1	2
PZG.GEV1 GM A 16	Design: The Fascination of Space 1	2
PZG.MKIU GM E 16	Teaching and Learning Music 5	1
PZG.MKF1 PS A 16	Music Methodology 1	1
PZG.ENF1 PS A 16	English Methodology 1	2
PZG.GEF3 PS A 16	Art & Design Methodology 3	2
MKIU IN A 16	Instrumental Instruction – Guitar, Voice or Piano	1

Interdisciplinary Studies

Module Number	Module Name	ECTS
PZG.WLBM GM C 16	Studying abroad - stretching boundaries - teaching diversity	2
PZG.USFE GM A 16	Research and Development Project 1: Oral Communication in Different School Settings	2
MUA720	Switzerland – Nature, Culture and Society (seminar and excursions, offered by PH Zurich)	4-6

Focus Week (block course 7.10.19 - 11.10.19)

Module Number	Module Name	ECTS
PZG.WLSO GM A 16	Study trip to Orléans	3
PZG.WLBB GM A 16	Blackbox Balkan - Study trip to Kosovo	3

Focus Week (block course 16.12.19 - 20.12.19)

Module Number	Module Name	ECTS
PZG.WLIP GM B 16	Intercultural Pedagogy 2	2
PZG.WLBS GM A 16	Blackbox Switzerland	2

Education and Schooling

Module Number	Module Name	ECTS
PZG.EZV1 GM B 16	School and Family 1	2
PZG.EZPI PS A 16	Person & Interaction	2

Additional Offers

Module Number	Module Name	ECTS
PZG.WLCH GM A 16	Choir	1
DESK IN A 16	German Language Course	2
PZG.WLCS GM A 16	On-campus Sport activities	1

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Professional Knowledge / Professional Practice

BEPX IN A 16: Teaching Practice

Module description

Students will spend a minimum of a half day per week (10 weeks total) in a local primary or secondary school, where they will undertake the planning and teaching of a minimum of two weekly lessons, and additionally have the opportunity to observe other teachers' teaching. They will receive weekly coaching and feedback from the class teacher, and at least one observation visit from their PH Zug mentor per semester. Teaching, coaching and feedback will take place in English. Feedback and assessment will be based on previously-agreed assessment criteria.

BEMN IN A 16: Mentoring Teaching Practice

Mentor: Olivia Green

Module description

Students will be allocated a personal PH Zug mentor, who based on individual needs, will provide support, pedagogical input and practice tasks connected to the weekly teaching practice. Students will have 15 hours of tutoring, which they are free to divide between coaching, input and practice tasks. These sessions will take place one-to-one, or in small tutor groups.

Assessment

Active preparation for, and participation during, these tutorials is required to pass this module.

BEPK IN A/B 16: Teaching Practice (2 or 4 weeks in January)

Module description

Students are able to continue their teaching practice in a 2-, or 4-week block after the end of the semester. During this block of teaching practice, students will be responsible for the preparation and teaching of the great majority of subjects/lessons for the entire 2, or 4 weeks, respectively.

Students will receive daily coaching and feedback from the class teacher, and at least one observation visit from their PH Zug mentor. Teaching, coaching and feedback will take place in English. Feedback and assessment will be based on previously-agreed assessment criteria.

Methodology

PZG.NGV1 GM A 16: Education in Science and Social Studies: On the Road @humanities 1

Lecturer: Hildegard Brühwiler

Module description

This module aims to provide students and teachers with the skills and knowledge necessary for their long-term understanding of Education in Science and Social Studies as a subject.

During the Autumn Semester 2018, module participants will design and reflect on mini projects for numerous extra-curricular educational settings, for which they will plan and create their own content.

Students plan and develop a curriculum-based project for teaching Education in Science and Social Studies that considers and includes concepts relating to education for sustainable development.

PZG.GEV1 GM A 16: Design: The Fascination of Space 1

Lecturer: Silvia Moos and Sandra Ulloni

Module description

The Textiles in Design and Art module places an equally strong focus on the subjects of Visual Design and of Technical and Textile Design. This combination enables students to perceive and examine the similarities and differences between these subjects with respect to the role that textiles play in design and art as well as in a cultural and day-to-day context. Furthermore, students will learn how to integrate photographic and cinematic dimensions into their works by focusing on composition and expression as captured in the images they produce. Students will have ample opportunity to apply the design principles at the target level by creating body wraps, clothing and costumes, and by discovering ways of presenting them.

PZG.MKIU GM E 16: Teaching and Learning Music 5

Lecturer: Helen Büchler

Learning goals/competencies

Students are able to lead and accompany a group with their instrument.

Students are able to give feedback to groups with a view to helping them develop their musical abilities.

Students are able to compose arrangements for particular levels by including the range of available instruments and body percussion effects.

Module description

By working in small groups, students will compose small arrangements and songs for particular levels with the guidance of the instructor. These will then be practised individually within the group with the help of the students, and then performed within the seminar group.

Assessment

Submission of the sheet music with the accompaniment (A4 landscape/Musescore).

Presentation of the group work, whereby each student conducts and accompanies a song with his or her instrument.

PZG.MKF1 PS A 16: Music Methodology 1

Lecturer: Henk Geuke

Learning goals/competencies

Students are aware of all facets of music in the context of schools and are able to understand its effect on others.

Students have made a deliberate effort to understand the importance of singing, music-making and movement as subjects.

Students understand the effects of their voice and can perform the songs, rhymes and raps they selected.

Module description

In addition to exploring the role of music in school, students are encouraged to actively integrate music into their lessons. Furthermore, they are able to identify the competencies they still need to develop by the end of their studies. A strong emphasis is placed on using the voice in the classroom and on selecting songs that are appropriate for the ages from kindergarten to the end of sixth grade.

Assessment

A short video documenting an individually selected music sequence that demonstrates singing, music-making or movement. The sequence should last not more than five minutes and include self-reflection.

PZG.ENF1 PS A 16: English Methodology 1

Lecturer: Olivia Green

Learning goals/competencies

The students:

- reflect on and develop an awareness of their beliefs and attitudes towards foreign language learning and teaching
- are able to analyse and understand the relevance of the theory of foreign language learning and teaching to the practice in the primary classroom
- gain an insight into the language skills and associated teaching methodologies
- gain an overview of language learning theory
- gain an overview of specific problem areas in the foreign language classroom, including heterogeneity, and the use of English as the classroom language
- understand the Central European Framework as a tool for language ability assessment
- are familiar with the key learning goals of the Kanton Zug English Curriculum and the current teaching materials (including their approach)
- have the required English language ability (minimum B2) and English classroom language to address different classroom situations when teaching English.

Module description

This module introduces the student to the concepts of foreign language learning and teaching by considering the students' own attitudes and experience, as well as the relevant theory and its application to the classroom. There is further focus on the student's individual English language ability, and practice of basic teacher classroom language.

Please buy the following book and bring to the first lesson. Bucher Balmer in Zug have organised enough stock for all students:

Carol Read (2014), 500 Activities for the Primary Classroom, Macmillan Education

ISBN 978 1 4050 9907 3

A 'Skript' will also be provided in the first lesson, for which you will be charged by the PH.

Assessment

LN 1 Logbook (written reflection)

LN 2 Oral examination on 'Classroom Language'

PZG.GEF3 PS A 16: Art & Design Methodology 3

Lecturer: Silvia Moos und Gabriela Rüschi

Learning goals/competencies

The students:

- understand and can identify the various phases of the design process and are able to draw parallels with the work of designers.
- are able to use teaching methods relating to the design process and apply them when planning and developing products.
- will learn more about woodworking in a specific context and with a clear focus.
- will gain additional knowledge and skills in woodworking and can apply them in a particular setting.
- are able to document and explain processes and products convincingly to others and thus visualise the learning experience.

Module description

The Design Process module focuses primarily on technical design, whereby students complete a number of short assignments in which they explore the respective theories and gain a thorough understanding of design and its processes in the context of woodworking.

Students will document their own design processes as part of the assessment and to learn more about the teaching methods for the specific subject.

Assessment

Attendance

Students will develop a product for a construction or interior design project that addresses the needs of children at the level in question.

Students will be required to provide documentation of their own design process.

MKIU IN A 16: Instrumental Instruction – Guitar, Voice or Piano

Lecturer: Helen Büchler

Learning goals/competencies

Students understand the basics of song accompaniment and are able to apply them in a range of settings.

Module description

Following an individual evaluation in instrumental instruction, students pursue their personal goals in this area by focusing on song accompaniment for their future field of work. Besides learning about the principles of song accompaniment, they will discover ways of developing their repertoire.

Assessment

Play and sing two prepared accompaniments (this assessment takes place during a class lesson at the end of the semester). Students whose singing abilities fail to meet the assessment criteria can still pass the module if they can demonstrate a convincing command of their instrument. The prerequisites can be adjusted individually if students have prior knowledge of a certain field.

Interdisciplinary Studies

PZG.WLBM GM C 16: Studying abroad - stretching boundaries - teaching diversity

Lecturer: Carola Mantel

Learning goals/competencies

Students are able to:

- reflect on their own experience in dealing with social diversity and thus train their ability to observe themselves
- establish a link between such self-observations and the professionally relevant competences for dealing with diversity, as when working with children with a migration background
- apply these competences to case examples

Module description

A mobility stay offers strong potential for learning about social diversity in a sensitive and competent manner. Here, the ability to observe oneself and others without making snap value judgements is a key prerequisite. Not succumbing to this tendency makes it easier to avoid stereotyping and instead expand one's own horizons, perceive the world from a broader perspective, and acknowledge "otherness" without having to compromise one's "ownness."

Thus the personal experience gained during a mobility stay – be it in connection with school work or extra-curricular activities – is the starting point for developing the professional competences needed for managing social diversity. To this end, students will actively exchange ideas, do sensitisation exercises and discuss the theoretical side of their experience by linking their understanding of "otherness" with the competencies that teachers need when dealing with social diversity.

Assessment

100% attendance, completion of all assignments during the stay.

PZG.USFE GM A 16: Research and Development Project 1:

Oral Communication in Different School Settings

Lecturer: Eva Göksel and Judith Kreuz

Learning goals/competencies

Students will reflect on the following skills and competences and on their ability to evaluate and develop them further in a professional context:

- Applying a research method (conversation analysis) to a pre-existing data set (videos)
- Carrying out research interviews
- Posture / breathing / (strength) voice
- Presenting / performing convincingly
- Argumentation / public speaking

Module description

Large-scale research projects that examine students' oral interactions can provide a variety of insights into children's communicative behaviour through the analysis of authentic video material. Often, however, the investigation of the video material stops at the "research". In this R & D module we take the next step by asking what the research findings can contribute to best practice: How can oral competences be differentiated and scaffolded and which exercises are suitable for this? (It is also necessary to take LP 21, the Swiss national curriculum, into account). How can teachers support their students to enable them to become "speaking professionals" – bearing in mind that teaching communication skills also requires the teacher to have a certain amount of knowhow. For this reason, the module also focuses on developing the participants' communication skills, as well as tips and tricks that can be used in class. The teaching profession poses a range of challenges when it comes to using the voice, speaking and performing in front of a group: Teachers tell stories, offer explanations, lead discussions, meet with parents, present themselves and their projects professionally during parent evenings, and explain their thoughts to colleagues at school.

This research and development project enables students to apply current research methods to an existing data set to answer a research question relevant to their best practice, as well as to evaluate and improve the use of their voice and the ability to speak and present in front of others, and to coach peers.

Project Description

The Centre for Oral Communication will provide participants with a set of video data depicting various forms of classroom interaction. These include small group discussions («Robinson-Crusoe»), forms of cooperative learning, class council meetings and Drama in Education lessons. These data will be analysed using conversation analysis. In addition, qualitative interviews with teachers and / or subject experts will be conducted to compliment the data analysis. From the results of the two complimentary investigations, possible consequences for best practice will be derived, such as: What is "competent" interaction and how can a teacher judge this? What kind of support do the students have and what kind of support do they need from the teacher? How can good tasks be set and evaluated? In groups of three, students will write a research paper of 20 pages based on current theories in the field and on qualitative interviews.

MUA720: Switzerland – nature, culture and society (seminar and excursions, offered by PH Zurich)

The module takes place every Friday afternoon at PH Zurich. Mode: 2 hours tutorial or excursions according to the programme.

Learning goals/competencies

Acquaintance and knowledge about the host country Switzerland in different areas: Geography, History, Politics, Economy, Education, Language, Literature and Culture

Module description

This module provides an overview of Switzerland in its diversity. The students will present and discuss geographical, historical, social and cultural topics in seminars, on various excursions and on self-study basis. (Detailed course out-line will be handed out in the first session.)

Examination

- Presentation of one topic (to be chosen from the list of topics) plus handout
- Team work: Organisation of excursions
- Option: Written assignment on one topic to be handed in until the end of the semester (2 extra ECTS)

Students are expected to be present. If students wish to obtain ECTS credits they have to hand in a proof of achievement and help organising the excursions in small groups.

Contribution to the costs

A contribution to the excursions of CHF 40 (to be paid in the first session). All other costs for train rides and entrance fees will be subsidised by the PHZH International Office/PH Zug International Office. With the offered half fare card, the train ticket to Zurich and retour to Zug costs 17,40 CHF. This needs to be paid by the student.

ECTS

4 ECTS credits without written assignment.

6 ECTS including written assignment (12-15 pages)

Focus Week October (7.10.-11.10.19)

PZG.WLSO GM A 16: Study trip to Orléans – Education, culture, language as an immersive experience

Lecturer: Emmanuelle Olivier

Learning goals/competencies

Students will:

- experience different teaching styles which they will analyse according to the specific pedagogical or cultural context. They will prepare a lesson in the host country
- choose an educational topic in which they will research and meet experts in their working field. They will deepen their knowledge and exchange their experiences within the group and describe these experiences in their final report.
- take part in a didactical course at the host institution and will compare the principles with their own background
- experience useful didactical resources
- experience a different school system and will analyse these differences
- get in an exchange with teachers of the host country and will increase the development of intercultural competencies
- experience the region of Orléans with its history and geography (Jeanne d'Arc, castle visit, life in the middle ages)
- develop their communication skills in French in general and as a teaching language

Module description

In partnership with the University of Orléans, students will experience one week of intercultural, pedagogical and language exchange in Orléans, France. They will experience a different school system and will observe different teaching methods. Students will get a broader view about French language and culture which will improve their own teaching in the future. The visit is structured in three blocks: Block A: Visit of a didactical course. Block B: Deepening the knowledge about a specific topic and meeting experts in the field (e.g. hospital school, autism etc.). Block C: Giving a lesson in a primary school (in English or French, presenting Switzerland or the home country)

There are additional meetings before and after the study trip.

Assessment

Presentation of the intercultural experience and the research after the study trip

PZG.WLBB GM A 16: Blackbox Balkan - Study trip to Kosovo

Lecturer: Marcus Büzberger

Learning goals/competencies

Students will:

- choose a pedagogical topic which they will work on in different cultural settings (Kosovo, Macedonia, Switzerland) in a multicultural team. They will reflect their experiences with the perspective on becoming a teacher.
- reflect on stereotypes through personal contacts in Kosovo and Macedonia and productive ways of dealing with diverse classrooms.
- reflect on what is seen as “normal” in different contexts and how this affects professional teaching

Module description

In partnership with the University of Gjilan in Kosovo students will stay one week in this region. The focus will be on pedagogical topics that students from both institutions will develop together before the visit. The preparation will be through online communication. During the week they will exchange in person. Students will get an insight into schools and other teaching institutions in Kosovo. They will reflect on their personal and professional experiences after the stay and present results of their research to improve their competencies.

There are additional meetings before and after the study trip.

Assessment

Presentation of the intercultural experience and the research after the study trip

Focus Week December (16.12.-20.12.19)

PZG.WLIP GM B 16: Intercultural Pedagogy 2

Lecturer: Marcus Büzberger

Learning goals/competencies

Students will:

- gain insight into the diverse lifestyles, backgrounds, expectations and strategies of people with a migration background
- be able to discern a range of verbal and non-verbal communication styles and demonstrate appropriate ways of applying them
- become more aware of their own and others' values and ideas and develop options for dealing with differences
- further develop attitudes to foster open-mindedness
- reflect on the contents of the block week and their experience from their encounters and discussions with a view to broadening their options for applying them in their personal and professional life
- be able to identify cultural mediation and counselling services for migrants and teachers

Module description

How do people who were migrants or refugees integrate into Swiss society? What goals and dreams do they have? What expectations do they have of schools, and how can we as teachers meet these expectations? These and similar questions occupy much of our work during the block week, in which we primarily focus on personal encounters and discussions with people with a migration background. This provides us with insights into their experience and ways of living. The diversity of the migration phenomenon is acknowledged by including a variety of regions of origin, beliefs and reasons for migration (short- and long-term labour migration, escape and asylum) in the form of examples. Although these encounters can also take place at the University of Teacher Education, they are primarily held off campus and include visits to an asylum centre, a mosque and a meeting point for migrants. This means paying special attention to asking questions and listening openly, to verbal and non-verbal communication, and to understanding one's own and others' values. The findings from the encounters are then analysed to identify personal and professional options for taking action, for example when working with the children's parents. Students also learn about cultural mediation and counselling services. The block week is roughly divided into three phases: (i) basics of the Swiss migration society and intercultural communication; (ii) examples of encounters and discussions; (iii) reflections on experiences during the block week.

PZG.WLBS GM A 16: Blackbox Switzerland

Lecturer: Marcus Büzberger / Marco Wenger

Learning goals/competencies

Students from Kosovo and Switzerland will:

- work in a multicultural team on self-chosen pedagogical questions in relation to different contexts (Kosovo, Switzerland) and reflect on their findings regarding their future work as teachers
- break down any stereotypes through encounters and reflect on what they have experienced in relation to a constructive approach to migration-related diversity in teaching
- perceive their own and others' ideas of values and normality and think about their effects on professional action as teachers

Module description

Students of the PH Zug receive Kosovar students of the partner university Kadri Zeka for a study week in Switzerland. The focus of the study week is on working together on pedagogical issues, which are jointly developed by students from the two universities. In the initial phase, cooperation will take place online. During the study week in Switzerland, the cooperation becomes concrete. Students are given the opportunity to visit educational institutions and conduct research on site. The results of the joint work will be presented at the end of the study week. The roles for the study week are defined as follows: PH Zug students organise school visits and other relevant visits and contacts that are necessary to deal with the questions they have chosen. They are supported by the responsible lecturer of the PH Zug. PH Zug students also enable students to enjoy home stays. The students from Kosovo organise meetings with their relatives and acquaintances living in Switzerland. The responsible lecturer of the PH Zug leads an evaluation sequence with all students at the end of the study week, as well as a preparatory meeting with the students of the PH Zug. The responsible lecturers at Kadri Zeka University organise preparatory and follow-up meetings with their students according to their needs.

It is ideal to combine this module with the module “Blackbox Balkan”.

Preparation meeting: 4.11.2019, 17:00-18:00, room 028

This module is limited to 15 students from PH Zug and 15 students from University Kadri Zeka in Gjilan, Kosovo.

Education and Schooling

PZG.EZV1 GM B 16: School and Family 1

Lecturer: Marie-Eve Cousin Hausheer

Module description

These advanced modules enable students to learn more about children's families and backgrounds with respect to learning and lifestyles by studying not only how the school affects the family but also how the surrounding family influences the school. Here, the following aspects are of key importance: What facilitates cooperation and communication between the school and the parents? What do children say about the school when at home? What challenges do they face? How do parents perceive school and teachers, and how do teachers experience working with parents? How does the school influence family life (e.g. homework) and the extracurricular activities of children?

PZG.EZPI PS A 16: Person & Interaction

Lecturer: Martina Wey

Module description

The module provides an overview of the important topics of personality and social psychology by focusing on individuals' concept of self, self-esteem, self-efficacy and self-regulation, as well as on the underlying theories of emotions and motivation. The module places strong emphasis on how social influence, power, biases, and various communication models can shape the processes of social interaction. These topics are discussed with regard to their significance for the school and teaching, and are developed further in various ways during a seminar.

Additional Offers

PZG.WLCH GM A 16: Choir

Conductor: Eva Widmer

Module description

Participation in the choir of PH Zug. The choir performs at special events every semester and is open to all students and staff.

DESK IN A 16: German Language Course

Module description

This German language course is offered specifically for incoming students. It is offered by a student of the PH Zug who is specialized in German as a foreign language. Times are flexible in the schedule but will sum up to 90 minutes per week.

PZG.WLCS GM A 16: On-campus sport activities

Module description

It is possible to take part in the on-campus sport activities. Most of the offers are free of charge and usually take place during the lunch break. You can choose from Pilates, Football, Hockey, Hip Hop/Street Dance, Volleyball, Yoga, Fitness in our gym and other activities like Bouldering, Trampoline, Sailing or Paragliding.

	Monday	Tuesday	Wednesday	Thursday	Friday	
08:20 to 09:50	Teaching Practice BEPX IN A 16 4 CP (times will be organised individually)	Teaching Practice BEPX IN A 16 4 CP (times will be organised individually)	On the Road @humanities 1	Teaching Practice BEPX IN A 16 4 CP (times will be organised individually)	Music Methodology 1 PZG.MKF1 PS A 16 1 CP	
10:10 to 11:40			PZG.NGV1 GM A 16 (second half of semester) 2 CP bilingual		School and Family 1 PZG.EZV1 GM B 16 2 CP	
11:50 to 13:20	Choir PZG.WLCH GM A 16 1 CP bilingual	Lunch Break/sports	Lunch Break/sports		Lunch Break/sports	
13:30 to 15:00	Design: The Fascination of Space 1 (half a semester) PZG.GEV1 GM A 16 2 CP bilingual		Mentoring Teaching Practice BEMN IN A 16 2 CP	Teaching and Learning Music 5 PZG.MKIU GM E 16 1 CP time: 14.15 – 15.45 or 16.00 – 17.30		Art & Design Methodology 3 PZG.GEF3 PS A 16 (half a semester) 2 CP bilingual
15.15 to 16.45		Person & Interaction PZG.EZPI PS A 16 2 CP	Studying abroad - stretching boundaries - teaching diversity WLBM GM C 2 CP 5 dates during the semester: Monday (!): 9.9., 16.9., 10.10-11.40 Wednesday: 25.9., 4.12., 11.12.	Switzerland – Nature, Culture and Society (seminar and excursions) 4-6 CP		
16:55 to 18:25			Research and Development Project 1: Professionalising Public Speaking PZG.USFE GM A 16 2 CP bilingual			

Please note :

- On Friday afternoon, the module «Switzerland – Nature, Culture and Society (seminar and excursions, offered by PH Zurich)» collides with the modules «Art & Design Methodology 3» and «English Methodology 1» (each half of the semester). Please decide which you want to attend.
- Bilingual modules have a certain amount of German language but most of the work will take place individually or in small groups with English as the working language. All relevant materials will be available in English.
- The block courses «Intercultural Pedagogy 2» and «Blackbox Switzerland» take place from 16.12.2019 – 20.12.2019. There are no other regular courses during that week.
- The study trips to Orléans and Kosovo take place from 7.10.2019 – 11.10.2019. You can choose one of these offers. There are no other regular courses during that week.
- The modules «MKIU IN A 16: Instrumental Instruction – Guitar, Voice or Piano» take place at individual times that you agree on with the lecturers.
- The dates for the German Course DESK IN A 16 are not fix yet and can also take place at individual times that you agree on with the student lecturers.
- The on-campus sport activities usually take place during the lunch break.