



# English Course Programm Primary Education

## Course Overview for Incoming Students

## General Information

The courses on this list will be offered completely in English or bilingual (German/English). 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. 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 24	<a href="#"><u>Teaching Practice (1 full day per week)</u></a>	6
BEMN IN A 16	<a href="#"><u>Mentoring Teaching Practice</u></a>	2
BEPK IN A 16	<a href="#"><u>optional: Teaching Practice (2 weeks in January)</u></a>	4
BEPK IN B 16	<a href="#"><u>optional: Teaching Practice (4 weeks in January)</u></a>	8

## Methodology

Module Number	Module Name	ECTS
GEV1 GM A 16	<a href="#"><u>Art and Design: The Fascination of Space 1</u></a>	2
MKIU GM E 16	<a href="#"><u>Teaching and Learning Music 5</u></a> ➤ <i>this course will only take place if there are at least three Incomings in this module</i>	1
ENF1 KU A 16	<a href="#"><u>English Methodology 1</u></a>	2
MKF1 PS A 16	<a href="#"><u>Music Methodology 1</u></a>	1
MKIU IN A 16	<a href="#"><u>Instrumental Instruction – Guitar or Piano</u></a> ➤ <i>please bring your own guitar</i>	1
MKGS IN A 23	Voice Instruction – Singing	
NGF1 PS A 16	<a href="#"><u>Experiments in natural science and engineering</u></a>	2
BSF1 PS A 22	<a href="#"><u>Physical Education and Sports Methodology</u></a>	2

## Interdisciplinary Studies

Module Number	Module Name	ECTS
WLBM GM C 16	<a href="#"><u>Studying abroad – stretching boundaries – teaching diversity</u></a>	2
WLCO IN A 24	<a href="#"><u>Communication: From Theory to Teaching Practice</u></a>	2
USFE GM A 16	<a href="#"><u>Research or development project: Strengthening self-(efficacy)! - But how?</u></a> ➤ <i>this course will only take place if there are at least three Incomings in this module</i>	2
NMG.I100	<a href="#"><u>Switzerland – Nature, Culture and Society (seminar and excursions, offered by PH Zurich)</u></a>	4

## Education and Schooling

Module Number	Module Name	ECTS
EZHP GM A 16	<a href="#">Special Needs Education</a>	2
MO91.03-GM	<a href="#">Practice oriented and theory based Classroom Management</a> (offered by PH Luzern)	2

## Focus Week (block course 6.10.25 - 10.10.25)

Module Number	Module Name	ECTS
WLSO GM A 16	<a href="#">Study trip to Orléans/Tours (France)</a>	3
WLKO GM A 22	<a href="#">Study trip to Kosova</a>	2
ENST PS W.H25.301	<a href="#">EN Storytelling</a> (offered by PH Schwyz)	2

## Focus Week (block course 15.12.25 - 19.12.25)

Module Number	Module Name	ECTS
WLKO GM B 22	<a href="#">Visit from Kosova – Study week in Zug</a>	3

## Additional Offers

Module Number	Module Name	ECTS
DESP IN A 22	<a href="#">Speech and Voice Training</a>	1
WLCH GM A 16	<a href="#">Choir</a>	1
DESK IN A 16	<a href="#">German Language Course</a>	2
WLCS GM A 16	<a href="#">Campus Sport activities</a>	1

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# Professional Knowledge / Professional Practice

## BEPX IN A 16: Teaching Practice

### Module description

Students will spend one full day per week (10 weeks total) in a local (International) primary 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:** Andrea Lustenberger, [andrea.lustenberger@phzg.ch](mailto:andrea.lustenberger@phzg.ch)

### 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

## GEV1 GM A 16: Art and Design: The Fascination of Space 1

**Lecturer:** Erika Wagner and Tina Mülchi, [erika.wagner@phzg.ch](mailto:erika.wagner@phzg.ch), [tina.muelchi@phzg.ch](mailto:tina.muelchi@phzg.ch)

### 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.

## MKIU GM E 16: Teaching and Learning Music 5

**Lecturer:** Helen Büchler, [helen.buechler@phzg.ch](mailto:helen.buechler@phzg.ch)

### Learning goals/competencies

Students are able to...

- lead and accompany a group with their instrument.
- give feedback to groups with a view to helping them develop their musical abilities.
- 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 practiced individually within the group with the help of the students, and then performed within the seminar group.

### Assessment

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

Students have to bring their own instrument.

➔ *This course will only take place if chosen by at least three Incoming students*

# ENF1 KU A 16: English Methodology 1

**Lecturer:** Andrea Lustenberger, [andrea.lustenberger@phzg.ch](mailto:andrea.lustenberger@phzg.ch)

## Learning goals/competencies

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.

A course booklet will be provided in the first lesson, for which you will be charged by the PH. In addition, please bring the following book to your first lesson:

Carol Read (2018), 500 Activities for the Primary Classroom, Macmillan Education, ISBN 978 1 4050 9907 3

Should your book not arrive in time, you can find a PDF version online.

## Assessment

LN 1 Logbook (written reflection)

LN 2 Oral examination on 'Classroom Language'

# MKF1 PS A 16: Music Methodology 1

**Lecturer:** Henk Geuke, [henk.geuke@phzg.ch](mailto:henk.geuke@phzg.ch)

## **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.
- have made a deliberate effort to understand the importance of singing, music-making and movement as subjects.
- 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 90 seconds and include self-reflection.

## MKIU IN A 16: Instrumental Instruction – Guitar or Piano

## MKGS IN A 23: Voice Instruction – Singing

**Lecturer:** Helen Büchler, [helen.buechler@phzg.ch](mailto:helen.buechler@phzg.ch)

### **Learning goals/competencies**

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

### **Module description**

Following an individual evaluation in singing or 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.

Students have to bring their own guitar.

## NGF1 PS A 16: Experiments in natural science and engineering

**Lecturer:** Nicole Müller

### **Learning goals/competencies**

The students can conduct a subject analysis on a technology topic from the curriculum and collect the pre-concepts from the students in an appropriate way. The students can plan/design an experiment for a lesson and embed it in a meaningful way. They can formulate learning objectives of varying complexity.

### **Module description**

This module focuses on experimentation and hands-on learning in the field of technology.

After a pedagogical input, students are given the opportunity to plan experiments on a given competence themselves or in groups and to carry them out with fellow students.

Please note: You will visit this module together with first semester students.

### **Assessment**

The assessment consists of a practical experiment that is carried out in the internship class (including the corresponding planning, subject and preconcept analysis).



# BSF1 PS A22: Physical Education and Sports Methodology

**Lecturer:** Carole Reichlin, [carole.reichlin@phzg.ch](mailto:carole.reichlin@phzg.ch)

## Learning goals/competencies

- understand how to plan movement and physical education lessons in a meaningful and goal-oriented way on the basis of the school's curriculum and guiding principles.
- know aspects of developmental psychology as well as didactic and methodological principles of teaching.
- know forms of exercise to build up the basics and prerequisites for movement on equipment and can organize these in such a way that movement-intensive lessons are created.
- know the key points of play education and know how to guide learners towards fair and intensive play.
- are able to provide learners with a broad repertoire of games from their living environment and thus guarantee optimal promotion of physical activity in the child's everyday life.
- know, understand and master selected sports motor skills content from the LP21 for elementary school.
- attain the performance level of primary school in their sports motor skills and abilities.

## Module description

Sports didactics and sports theory topics are combined with practical sports content. The focus is on pedagogical perspectives of physical education and planning principles for teaching physical education.

A variety of media for physical education are introduced and integrated into lessons.

## Assessment

Self-competence: Personal reflections on the semester content are reflected in a learning journal/learning report.

80% attendance

Professional competence: Basic sports motor skills are demonstrated.

# Interdisciplinary Studies

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

**Lecturer:** Carola Mantel, [carola.mantel@phzq.ch](mailto:carola.mantel@phzq.ch)

### Learning goals/competencies

Students are able to...

- broaden their horizon and stretch their boundaries while getting to know themselves better
- become more sensitive to diversity
- understand the connection between their experience abroad and its benefits for teaching in the context of migration and social inequalities

### Module description

A mobility stay offers great opportunities to widen your horizon, enjoy discovering, get to know yourself better and become more sensitive to diversity. In this module, we discuss these experiences outside the comfort zone, use them as learning opportunities and study knowledge about social inequalities. We also work on the link between these experiences and their benefits for teaching in the diversity context.

### Assessment

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

# WLCO IN A 24: Communication: From Theory to Teaching Practice

**Lecturer:** Olena Abramicheva, [olena.abramicheva@phzg.ch](mailto:olena.abramicheva@phzg.ch)

## Learning goals/competencies

Students...

- will learn why understanding mechanisms of communication is important for educators
- will be able to identify and deal with communicative failures in heterogeneous classrooms
- will learn communication types and codes and will be able to effectively use them in classroom management
- will develop an understanding of the multilayered structure of communicative competence and will be able to guide primary schoolers towards its acquisition
- will be aware of the communication and integration challenges refugee learners are likely to face and will be prepared to address them.

## Module description

This module will integrate the fundamentals of communication theory and diverse practices of classroom communication.

Students will be introduced to the main theories, principles and models of communication; study the components of communication and their role in the communication process; will be exposed to communication types and channels, the pragmatic and social aspects of communication; and explore the challenges and barriers to effective classroom communication in the context of refugee education.

By connecting interdisciplinary research on communication to empirical data of refugee-involving classroom practices, this module will equip future teachers with a better understanding of the multidimensional nature of communication as well as its relevance and applications in multiple learning settings.

## Assessment

80% attendance, active participation in discussion sessions, and completion of all assignments in the module.

# Research or development project: Strengthening self-(efficacy)! - But how?

**Lecturer:** Olivia Green ([olivia.green@phzg.ch](mailto:olivia.green@phzg.ch)) & Marie-Eve Cousin ([marie-eve.cousin@phzg.ch](mailto:marie-eve.cousin@phzg.ch))

## Learning goals / competencies

Students are able to...

- explain the concept of self-efficacy and how self-efficacy can be strengthened in children.
- develop an own research project or develop tools or methods to strengthen self-efficacy.
- Document their project in a summative rapport.

## Module description

The perception of one's own self-efficacy is a decisive influencing factor on mental health and general well-being. Learning also benefits from high self-efficacy expectations. This project is interested in the self-efficacy perception and promotion of children.

## Research or development project ideas

How can the self-efficacy of children with regard to their learning be strengthened in concrete terms? As a development project, one would choose a specific subject and a recurring learning activity (English: e.g. learning new words) in order to develop specific teaching strategies to promote self-efficacy (possibly even try them out) and evaluate them.

Interview studies with children would be interesting as a research project. Here, too, a specific subject with a specific learning activity would have to be selected. Interdisciplinary thinking would be at the center of both approaches.

Project groups are formed (approx. 4 students).

Step 1: Determine the state of research on the chosen topic area, build up own understanding

Step 2: Develop suitable research or development strategies

Step 3: Elaborate the research and/or development elements with the support of the lecturers and possibly specialised didacticians

Step 4: Evaluate and/or assess the results, write a corresponding report

## Assessment

Active preparation for, and participation during, the lessons is required to pass this module.

Each group documents its project in a report (approx. 15 pages).

*⇒ This course will only take place if chosen by at least three Incoming students. Since the projects starts before your arrival in Switzerland you are going to build an "Incoming-group" (Perhaps you can join an existing group, but we have to assess the situation upon your arrival and interests).*

## NMG.I100: 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

Students are expected to be present (at least 80%). 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 back to Zug costs 17,40 CHF. This needs to be paid by the student.

### ECTS

4 ECTS credits for participation in the seminars and excursions and a presentation about a certain topic

# Education and Schooling

## EZHP GM A 16: Special Needs Education

**Lecturer:** Rico Pfaffhauser, [rico.pfaffhauser@phzg.ch](mailto:rico.pfaffhauser@phzg.ch)

### Module description

The seminar gives an overview of different topics that are relevant for the integration of children with special needs in elementary school and focuses on the collaboration of the class teacher with the special education teacher, other school personal and parents. Furthermore, an overview about the historical development of special education in Switzerland will be given and discussions about the challenges of a successful integration of children with special needs will be held.

Students will work in groups and will gain knowledge in various aspects of special needs. Incoming students will have the opportunity to choose individual topics according to their needs.

### Assessment

Students will work in groups to prepare a roleplay of an assessment of a child with special needs.

## MO91.03-GM: Practice oriented and theory based Classroom Management

**Lecturer:** N.N., Module offered by PH Luzern

### Module description

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.

Competences that are targeted:

- 1) To have developed the competence to build and keep a confidential relationship with pupils.
- 2) To have developed the competence to implement a learning atmosphere that supports the pupils' learning process.
- 3) To have developed the competence of educating teenagers
- 4) To have developed the competence of reflecting on teaching

## Focus Week October (6.10.-10.10.25)

### WLSO GM A 16: Study trip to Orléans/Tours (France) – Education, culture, language as an immersive experience

**Lecturer:** Emmanuelle Olivier, [emmanuelle.olivier@phzg.ch](mailto:emmanuelle.olivier@phzg.ch)

#### **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/Tours, 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. handicap at school, autism etc.). Block C: Giving a lesson in a primary school (language lesson in English or German, presenting Switzerland or the home country in French)

#### **Requirements**

Students must have a B2 level in French and teach French in their home country.

#### **Assessment**

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

# PZG.WLKO GM A 22: Study trip to Kosova

**Lecturer:** Dr. Shpresa Jashari, [shpresa.jashari@phzg.ch](mailto:shpresa.jashari@phzg.ch)

## Learning goals/competencies

Students will:

- work on a pedagogical topic together with their Kosovar fellow students and reflect on their findings with regard to their future professional profession as teachers.
- get to know another social and pedagogical context and consider the differing (and similar) conditions of learning and teaching they have encountered. practice a nuanced approach to socially prevalent notions of normality and difference and link these reflections to their future professional practice. gain insight into transnational life-worlds and thus strengthen their competencies in understanding and dealing with migration-related diversity in school.

## Module description

The study week takes place in Kosova and is implemented in cooperation with the partner University Kadri Zeka in Gjilan. The focus of the week is the work on pedagogical research questions that will be developed jointly in preparation of the study week by the students from both universities. In Gjilan the students have the opportunity to visit educational institutions and do research on site. In the follow-up phase, the week is processed with regard to students' learnings and experiences. The students will discuss what they can take away from the joint work and the study week to benefit their professional practice as future teachers. Furthermore, they will reflect on whether and how the insight into the Kosovar context offers them a better understanding of their own positionalities, lifeworlds and national contexts. Considering the transnational ties of the Kosovar diaspora in Switzerland to Kosova, the study week can provide a long term benefit for students by fostering a deeper insight into transnational life-worlds and thus strengthening their competencies in understanding and dealing with migration-related diversity in school. The results of the joint work and reflections of students experience are presented and discussed in Zug after the study week. During the visit in Gjilan, the Kosovar students host the students from Zug in their homes, which enables an intensive personal exchange and an insight into the everyday life of the Kosovar colleagues.

PH Zug supports travelling to Kosova with 100 CHF.

There are additional meetings before and after the study trip:

- First preparation meeting: 10. June.2025, 12:00 - 12:45
- Follow-up meeting: 21. October 2025, 17:00 – 19:00

## Assessment

Presentation of research results and reflections of experiences in the follow-up meeting.



# ENST PS W.H25.301: EN Storytelling (6.10. – 9.10.)

**Lecturer:** Nadine Ehrler, [nadine.ehrler@phsz.ch](mailto:nadine.ehrler@phsz.ch)

## **Specific competencies (Bloom's taxonomy)**

### Knowledge

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.

### Application

The students...

- 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.

### Evaluation

The students...

- can complete their work assignments independently and evaluate them themselves according to criteria.
- can evaluate the pedagogical and affective effects of a story.

### Consolidation of communicative skills

The students...

- can tell a story in a manner appropriate to the target audience.
- have the linguistic means (e.g. classroom language) to carry out a storytelling sequence.

### Self-learning ability

Students...

- 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.

## **Cross-curricular aspects**

General Didactics, Interculturality, Cognitive Psychology, Motivational Psychology

### Topics and Content

- The seminar deals in detail with cultural and interlingual background knowledge (as a motivational factor for teaching at primary school).
- Students also learn language-relevant behaviour and storytelling methods and techniques.

### Interdisciplinary aims

- BNE: Bildung für nachhaltige Entwicklung (Education for sustainable learning and development)
- Cultural identities and intercultural understanding.
- Lifeskills: self-reflection, dialog and cooperation skills, dealing with diversity

## **Module format**

Seminar with project-oriented design

### **Presence and coaching**

34 instructor-led lessons with coaching and blended learning as well as self-organized elements.

### **Workload**

Attendance time: 34 hrs. Self-study: 16-26 hrs.

### **Literature**

Wright, A. (2009). Storytelling with Children (Resource Book for Teachers). Oxford. Oxford University Press.  
Ellis, G., Brewster, J. (2002). Tell it Again! The New Storytelling Handbook for Primary Teachers. Harlow: Pearson Education Limited.  
Slattery, M., & Willis, J. (2001). English for Primary Teachers. Oxford. Oxford University Press.  
Shin, J. K., & Crandall, J. (2014). Teaching Young Learners English. Boston: National Geographic Learning/Heinle.

# Focus Week December (15.12.-19.12.25)

## WLKO GM B 22: Visit from Kosova – Study week in Zug

**Lecturer:** Dr. Shpresa Jashari, [shpresa.jashari@phzg.ch](mailto:shpresa.jashari@phzg.ch)

### Learning goals/competencies

Students from Kosova and Switzerland will...

- choose and work on pedagogical topics together with relations to both contexts (Kosova and Switzerland) and reflect on their findings with regard to their future profession as teachers.
- experience and reflect on differing (and similar) conditions, possibilities and ideas about learning and teaching in both contexts and gain a new/clearer insight into their own respective positionalities, life-worlds and professional practices.
- practice communication and teamwork across possible linguistic hurdles and habitual differences (in work style etc.)

### 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 organize 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 responsible lecturer of the PH Zug supports the students from PH Zug (in a preparatory meeting) before and also during the study week and leads an evaluation sequence with all students at the end of the study week. The responsible lecturers at Kadri Zeka University organize preparatory and follow-up meetings with their students according to their needs.

Preparation meeting: 4. November 2025, 12:00-13:30

Follow-up meeting: 27. January 2026, 17:00-19:00

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

# Additional Offers

## DESP IN A 22: Speech and Voice Training

**Lecturer:** Judith Kreuz, [judith.kreuz@phzg.ch](mailto:judith.kreuz@phzg.ch)

### Learning goals/competencies

Students...

- learn to use their voice in a healthy and appropriate way,
- use their voice in such a way that they achieve their speaking goals in various school communication situations and do not tire their voice,
- learn to perform competently and train their body, voice and articulation for successful classroom management,
- acquire rhetorical skills and practice explaining, arguing and leading conversations,
- acquire elocution skills and practice telling stories, reading aloud and acting.

### Module description

Teachers are professional speakers. Therefore, it is a training goal to develop a healthy and strong voice as well as to appear competent through rhetorical skills.

In small group trainings, the personal goal of the training is first clarified. Subsequently, the already existing vocal and speaking skills are checked. Accordingly, an individual exercise programme is put together. The exercises deal with posture and body tension, healthy breathing, a resonant and healthy voice, and precise articulation. In addition, rhetorical skills are taught through various exercises, for example explaining in class or conducting conversations. If you are interested, exercises for reading a text aloud or telling a story/narrative are offered as well as basics of acting.

The module offers exercises that promote the students' own communication skills but can also be applied in lessons with the pupils. Students are supported in training their own conversation and speaking skills so that they can professionally guide communication exercises by setting an example in class.

### Assessment

100% attendance

Completion of all assignments during the stay

Active participation

## WLCH GM A 16: Choir

**Conductor:** Simone Baumann, [simone.baumann@phzg.ch](mailto:simone.baumann@phzg.ch)

### **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.

## WLCS GM A 16: 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 off-campus sport activities like Bouldering, Trampoline, Sailing or Paragliding.

	Monday	Tuesday	Wednesday	Thursday	Friday		
08:20 to 09:50		Teaching Practice  BEPX IN A 24 6 ECTS			English Methodology 1  ENF1 KU A 16 Andrea Lustenberger 2 ECTS		
10:10 to 11:40	Experiments in natural science and engineering  NGF1 PS A 16 Nicole Müller 2 ECTS			Mentoring Teaching Practice  BEMN IN A 16 10:00-12:00 Andrea Lustenberger 2 ECTS	Special Needs Education  EZHP GM A 16 Rico Pfaffhauser 2 ECTS		
11:50 to 13:20	Choir  WLCH GM A 16 Bilingual Simone Baumann		Lunch Break/sports	Lunch Break/sports	Lunch Break/sports		
13:30 to 15:00	Design: The Fascination of Space 1 GEV1 GM A 16 bilingual (27.10.-5.12.25) Erika Wagner/Tina Mülchi 2 ECTS		Alternating (both modules can be chosen):			Physical Education and Sports Methodology  BSF1 PS A22 Bilingual Carole Reichlin 2 ECTS	Switzerland – Nature, Culture and Society (seminar and excursions)  NMG.I100 4 ECTS
			Studying abroad - stretching boundaries - teaching diversity  WLBM GM C (4 dates: 24.9., 1.10., 15.10., 26.11. (last session until 16:45) Carola Mantel 2 ECTS	Communication: From Theory to Teaching Practice  WLCO IN A 24 (8 dates: 17.9., 8.10., 22.10., 29.10., 5.11., 12.11., 19.11., 3.12.) Olena Abramicheva 2 ECTS			
15:15 to 16:45		Speech and Voice Training DESP IN A 15:15 - 16:15 Judith Kreuz 1 ECTS		Practice oriented and theory based Classroom Management 15:00-17:00 PH Lucerne 2 ECTS			
16:55 to 18:25				Strengthening self-(efficacy)! - But how?  USFE GM A 16 Cousin/Green 2 ECTS	MKIU GM E 16 16:00 - 17:30 Helen Büchler 1 ECTS		

### Offers outside the regular curriculum:

#### Focus weeks

You can choose **one** of the options for each week. There are no other regular courses during these weeks.

#### Focus week 6.10.-10.10.25:

- **Study trip to Orléans** (WLSO GM A 16) (3 ECTS)
- **Study trip to Kosova** (WLKO GM A 22) (2 ECTS)
- **Storytelling (PH Schwyz)** (ENST PS W.H25.301) (2 ECTS)

#### Focus week 15.12.-19.12.25:

- **Visit from Kosova – Study week in Zug** (WLKO GM B 22) (3 ECTS)

#### Additional offers

These offers take place at individual times that you agree on with the lecturers.

- **Instrumental Instruction – Guitar or Piano** (MKIU IN A 16)
- **Voice Instruction – Singing** (MKGS IN A 23)
- **German Language Course** (DESK IN A 16)

#### On-campus Sport activities

The on-campus sport activities usually take place during the lunch break. We will provide a detailed programme for these activities.

### Please note / collisions:

- Thursday: The modules in the afternoon **collide**. Please decide which one you want to attend.
- Friday: «Physical Education and Sports Methodology» and «Music Methodology 1» **collide** with «Switzerland – Nature, Culture and Society» (seminar and excursions, offered by PH Zurich). 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.