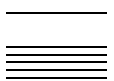


PH Zug

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). 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 16	Teaching Practice (1/2-2 days 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
MKIU GM E 16	Teaching and Learning Music 5 ➤ <i>this course will only take place if there are at least three English speaking incomings</i>	1
ENF1 PS A 16	English Methodology 1	2
MKF1 PS A 16	Music Methodology 1	1
GEF3 PS A 16	Art & Design Methodology 3	2
MKIU IN A 16	Instrumental Instruction – Guitar, Voice or Piano ➤ <i>please bring your own guitar</i>	1

Interdisciplinary Studies

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

Education and Schooling

Module Number	Module Name	ECTS
EZPI PS A 16	Person & Interaction	2
EZHP GM A 16	Special Needs Education	2
	Nature and Science / Education for sustainable development	2

Focus Week (block course 17.10.22 - 21.10.22)

Module Number	Module Name	ECTS
WLSO GM A 16	Study trip to Orléans	3
WLIP GM A 16	Intercultural Pedagogy 1	2

Focus Week (block course 19.12.22 - 23.12.22)

Module Number	Module Name	ECTS
WLKO GM B 22	Visit from Kosovo – Study week in Zug	3

Additional Offers

Module Number	Module Name	ECTS
	Speech and Voice Training	1
WLCH GM A 16	Choir	1
DESK IN A 16	German Language Course	2
WLCS GM A 16	Campus Sport activities	1

Contact

Judith Kreuz
Mobility Coordinator Incomings
Room 216 or 312
Phone +41 41 727 12 90

incoming@phzg.ch

Patrick Pfeuffer
Head of International Office
Room 216
Phone +41 41 727 12 78

patrick.pfeuffer@phzg.ch
international@phzg.ch

University of Teacher Education Zug
Zugerbergstrasse 3
6300 Zug
Switzerland

Version March 2022

Professional Knowledge / Professional Practice

BEPX IN A 16: Teaching Practice

Module description

Students will spend a minimum of a half day up to 4 half days 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, olivia.green@phzq.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

MKIU GM E 16: Teaching and Learning Music 5

Lecturer: Helen Büchler, 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 English speaking Incomings*

ENF1 PS A 16: English Methodology 1

Lecturer: Olivia Green, olivia.green@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.

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'

MKF1 PS A 16: Music Methodology 1

Lecturer: Henk Geuke, 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.

GEF3 PS A 16: Art & Design Methodology 3

Lecturer: Silvia Moos und Sabine Zenger, silvia.moos@phzg.ch, sabine.zenger@phzg.ch

Learning goals/competencies

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, helen.buechler@phzg.ch

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.

Students have to bring their own guitar.

Interdisciplinary Studies

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

Lecturer: Carola Mantel, carola.mantel@phzq.ch

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.

USFE GM A 16: Research and Development Project 1: Storytelling and Oral Communication in Classroom

Lecturer: Judith Kreuz, judith.kreuz@phzg.ch

Learning goals/competencies

Students...

- research and understand scientific literature on the acquisition of narrative competence
- develop their own exercises to promote narrative competence of pupils
- try out these exercises in class and/or in the seminar
- receive feedback (via video analysis) from fellow students
- conduct two qualitative interviews each with pupils or teachers
- write an empirical paper
- participate in the planning of a storytelling festival in spring semester 2023

Module description

In the project, theoretical and practical basics of narrative competence are developed. In addition, the students try out free storytelling by means of various exercises (also in teaching practice in school) and reflect on their experiences by means of feedback. In addition, they will gather their own empirical findings on narrative development through qualitative interviews. The aim of the seminar is also to plan a storytelling festival (spring semester 23).

In addition, 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

A kick-off seminar will already take place in June 22, which the incoming students will not be able to attend. Instead, they will receive a separate preparatory task.

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)

Education and Schooling

EZPI PS A 16: Person & Interaction

Lecturer: Martina Wey, martina.vey@phzg.ch

Learning goals/competencies

Students ...

- can explain various concepts and theories of personality and social psychology and are able to critically question them.
- establish superordinate connections between different subject areas.
- can analyse contents from different theoretical perspectives.
- can highlight the significance of psychological topics being discussed for school and teaching.
- expand their competencies as a teacher.

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.

EZHP GM A 16: Special Needs Education

Lecturer: Rico Pfaffhauser, 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. Incoming students can do the same or agree with the lecturer on a different task that fits their needs.

General inputs will be in German but students will be supported individually in their group work in English.

Nature and Science / Education for sustainable development

Lecturer: Simone Michel Hamdeen, simone.michel@phzg.ch

Module description

PH Zug will be able to offer a tailor-made module for incoming students that will integrate the individual needs and interests of our incoming students. The precise content will be developed and updated in the next months. Possible options so far:

Science:

- research-distinguishing didactic situations (Haus der kleinen Forscher)
- introduction in didactic material of the learning book NaTech (especially useful for italian or french or german speaking persons)
- senses and optical illusions as base for inquiring mindset and scientific thinking
- didactic task for an extracurricular venue, hike on industrial trail or visiting a science center

Education for sustainable development (ESD):

- Getting to know the national competence center for education for sustainable development.
- Methods and examples of ESD-lessons for primary school; discussion about suitable topics for ESD-based lessons.
- Connection to other topics like energy on Primary level.

Focus Week October (17.10.-21.10.22)

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

Lecturer: Emmanuelle Olivier, emanuelle.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, 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.

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

WLIP GM A 16: Intercultural Pedagogy 1

Lecturer: Marcus Büzberger, marcus.buezberger@phzg.ch

Learning goals/competencies

Students will...

- gain insight into the diverse lifestyles, backgrounds, expectations and strategies of people with a migration background
- 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. 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.

Meetings with experts may be in German but translation will be provided.

Focus Week December (19.12.-23.12.22)

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

Lecturer: Marcus Büzberger, marcus.buezberger@phzg.ch

Learning goals/competencies

Students from Kosovo and Switzerland 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.
- reduce any stereotypes they might have through encounters in Kosovo and reflect on what they have experienced with regard to a constructive approach to migration-related diversity at school.
- become more aware of their own and other people's views and values and reflect on how to meaningfully deal with possible differences.

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 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.

Preparation meeting: November 7, 2022, 12:00-13:30.

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

Additional Offers

Speech and Voice Training

Lecturer: Judith Kreuz, judith.kreuz@phzq.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 an individual training, 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

Remarks

The training takes place individually (1:1).

The dates are agreed individually with the lecturer.

WLCH GM A 16: Choir

Conductor: Eva Widmer, eva.widmer@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 16 4 CP (times will be organised individually)	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)	Teaching Practice* BEPX IN A 16 4 CP (times will be organised individually)	Special Needs Education EZHP GM A 16 2CP bilingual		
10:10 to 11:40					Music Methodology 1 MKF1 PS A 16 1 CP bilingual		
11:50 to 13:20	Lunch Break/sports	BEPX IN A 16 4 CP (times will be organised individually)	Lunch Break/sports	Lunch Break/sports	Choir WLCH GM A 16 1 CP bilingual		
13:30 to 15:00		BEPX IN A 16 4 CP (times will be organised individually)	Studying abroad - stretching boundaries - teaching diversity WLBGM GM C 2 CP 5 dates during the semester: Tbd.	Mentoring Teaching Practice BEMN IN A 16 2 CP	Art & Design Methodology 3 GEF3 PS A 16 (2 nd half of semester) 2 CP bilingual	English Methodology 1 ENF1 PS A 16 (1 st half of semester) 2 CP	Switzerland – Nature, Culture and Society (seminar and excursions) 4-6 CP
15.15 to 16.45			Person & Interaction EZPI PS A 16 2 CP			Teaching and Learning Music 5	
16:55 to 18:25				Research and Development Project 1: Oral Communication in Classroom USFE GM A 16 2 CP	MKIU GM E 16 1 CP time: 16.00 – 17.30		

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 17.10.-21.10.22:

- Study trip to Orléans
- Intercultural Pedagogy 1

Focus week 19.12.-23.12.22:

- Visit from Kosovo – Study week in Zug

Individual lectures for Incomings and additional offers

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

- Nature and Science / Education for sustainable development
- MKIU IN A 16: Instrumental Instruction – Guitar, Voice or Piano
- Speech and Voice Training
- DESK IN A 16: German Language Course

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.

1st half of semester: 12.9. – 30.10.2022
2nd half of semester: 31.10. – 18.12.2022

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.

*possibly an additional Teaching Practice will take place on Monday or Wednesday or Thursday