

## Course description

### Intensive Week „Children’s Sports“ (week 40)

#### Content

- Organisation of sports and movement-oriented events and group activities
- Methodological aspects of teaching basic forms of movement, e.g. throwing, catching and balancing
- practical experience outdoors and indoors
- Teaching physical education in a child-oriented way (target age 5-10 years, transferable to other age groups)

By the end of the module, students will...

- expand their repertoire of appropriate forms of indoor and outdoor games and exercises at different school levels.
- expand their skills in class management and group leadership

### Swimming (teaching school swimming or rescue swimming)

Content: Improvement of personal skills in swimming, methodology and didactics in child-oriented swimming lessons, planning and organisation, safety. The course can be completed with a theoretical and practical examination which counts towards the aqua-school.ch diploma from swimsports.ch.

By the end of the module, students will...

- know the basics about teaching water sports (e.g. physical properties of water, dealing with fear)
- acquire and optimise basic swimming skills and techniques
- get to know other swimming sports such as high diving, diving, water polo
- can ensure safety in and around water
- can plan and organise swimming lessons

This course is based on the contents of the training scheme “aqua-school.ch” by swimpsports.ch. Aqua-school.ch is a comprehensive additional training course for swimming lessons in schools that is recognised in the world of swimming. The course meets the quality standards of swimpsports.ch. Those who complete this with a passed theoretical and practical examination (optional), a valid SLRG-Brevet Plus Pool as well as a valid BLS-AED-SRC certificate and can prove the corresponding practical training (5 lessons) receive the aqua-school.ch qualification diploma from swimpsports.ch.



## **Ball Games**

### Content

- different ball games and sports, badminton
- Develop tactical sports skills
- Acquire technical skills
- Deepen knowledge of the rules of the sports

By the end of the module, students I...

- can apply group and individual tactical skills in floorball
- can demonstrate technical skills in badminton
- can recall in-depth sport knowledge (tactics, technique and rules)

## **Leadership and Organisation in Sports**

### Content

- Planning and implementation of sports or physical activity events
- Project management: theory and application
- Teamwork: roles and tasks within a team

By the end of the module, students will...

- plan, implement and evaluate movement-related projects
- select contents of sports events in a goal-oriented manner
- know the basics of project management
- develop a topic and research question

## **Teaching Visual Arts Workshop I**

Content Fundamental encounters with visual art and design:

- Basics of visual communication
- Representational and experimental drawing, painting, collaging
- Mixing techniques
- Colour, colour orders and contrasts

By the end of the module, students will...

- expand their experience and knowledge in dealing with means and methods of design.
- get to know ways and means of creating pictures.
- reflect on the results with regard to their artistic quality and their process of creation.

## **Teaching Visual Arts Workshop II**

Content Representational and abstract painting

- Painting materials and techniques
- Colour effects
- Classical and experimental printing techniques

By the end of the module, students will...

- develop representational and non-representational painting techniques according to given criteria.
- experience the interplay of colour, form, light and space.
- know and use painting and printing techniques.

### **Intercultural music project**

A self-study project in which students choose two songs from their home country, one traditional folk song typical of the country and a more contemporary song that young people in their country enjoy singing and listening to.

The songs are presented and taught to one or more Swiss classmates (if possible, including instrumental accompaniment) and a smartphone video is created of their "performance".

The video is then analysed and presented along with the lyrics of the songs as well as their cultural and historical context.

Students need to also learn about three songs from Switzerland – ideally in different national languages of Switzerland German/Dialect, Italian/Romansh, and/or French). The songs are then presented, if possible, including instrumental accompaniment.

### **Innovative EFL teaching approaches**

Content            Differentiation and language support for Students with learning difficulties.

- Development of a repertoire of learning materials and teaching methods.
- Focus on classic children's and youth literature.
- Media-supported teaching in the foreign language classroom.
- Assessment of productive and receptive skills.

By the end of the module, students will...

- Acquire in-depth knowledge of selected practical and theoretical approaches to foreign language instruction.
- Gain insights into the functional use of media in language learning.
- Create practical support materials relevant to teaching.
- Deepen their knowledge of Anglo-Saxon literature and culture.
- Diagnose and assess the language proficiency of students using case studies.
- Apply acquired knowledge to contemporary foreign language instruction.
- Delve into a self-selected topic.
- Critically engage with scholarly references and exemplary implementations.
- Reflect on and evaluate key aspects of their teaching practice.

### **Off to the outdoors: An interdisciplinary outdoor education course**

Content            Experiencing nature and the environment as a workspace, learning and development space. Going outdoors is meant to break the boundaries of the classroom and allow for freedom of movement. In this context, subject-specific and interdisciplinary teaching takes place in various settings, encompassing the subject areas of science, social studies, mathematics and physical education. The immediate surroundings of the PHTG campus play a crucial role in this course (campus outdoor facilities, forest, lake).

## Foundations of Foreign Language Teaching

**Content** This module provides students with a practical introduction to modern foreign language instruction. It establishes the political, subject-specific, methodological, and practical foundations for subsequent modules.

- My own foreign language learning experience and my role as a foreign language teacher.
- Teaching materials as tools for foreign language instruction.
- Political factors influencing my teaching.
- Theories of foreign language learning in the classroom that are relevant to my students' learning.
- Vocabulary and grammar as subjects of study in competency-based foreign language instruction.
- Multilingualism as a teaching and learning principle in foreign language instruction.
- Opportunities and challenges in the transition from primary to secondary education.
- Principles of a modern assessment culture.
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By the end of the module, students will...

- Understand the significance of their language use as foreign language teachers in the classroom.
- Be familiar with the language policy context of competency-based instruction.
- Be able to place current teaching methods in a historical context and be acquainted with modern methodological approaches.
- Have a basic understanding of language acquisition theories and the peculiarities of foreign language learning in the classroom.
- Understand vocabulary and grammar as learning subjects in competency-based foreign language instruction and be able to transfer their content into competencies.
- Be knowledgeable about assessment principles in modern foreign language instruction.
- Be familiar with common reference literature in foreign language didactics and cite it correctly.
- Be capable of understanding research results, contextualizing their significance, and presenting the findings clearly.

## Teaching Visual Arts

**Content**

- Visual techniques and art-oriented methods.
- Visual inspirations and themes from: Landscape and Nature, Object and Space, Culture and Identity.
- Images in the context of school and education.

By the end of the course, students will...

- Be familiar with artistic materials, techniques, and visual means relevant to the target level and apply them in their own practical artistic processes.
- Gain insight into the art education of the respective target level through the interaction of didactic knowledge and practical experience gained in the courses.

## **Methodology for Teaching English 1 (For secondary level)**

### Content

- Planning Lessons
- Learner Autonomy and Learner Training (Strategies in Language Learning)
- Teaching Vocabulary
- Teaching Grammar
- Choosing and Assessing Learning Materials
- A plurilingual and intercultural approach to language teaching (European Language Portfolio)
- Project Proposal / Formulation of Well Formed Task Descriptions
- Technology Assisted Language Learning

This course, run from a humanistic and student-centred perspective, is designed to empower trainee teachers by developing their skills and confidence in facilitating the learning of English as a second language. Students will reflect on key aspects of language learning in a lower secondary school context; they will develop and improve their teaching practice, informing it with theory, to become the best teachers they can be.

By the end of the course students should:

- be able to professionally plan different kinds of lessons focusing on different aspects of language acquisition and language skills development.
- be able to create and assess meaningful units of learning in which aims, activities and assessment are well aligned.
- be able to assess learning materials and choose those best suited to their learners individual needs, interests and strengths.
- be able to select suitable alternatives for efficient and lasting learning from a wide range of methodological options available to them (including technology).
- be able to reflect upon their own learning and empower themselves by cultivating an attitude and practices supportive of their continual personal and professional development.

### **English Language Courses Levels B2+/C1**

- introduction to PHTG internal C1 level exam
- revision and extension of grammar and vocabulary
- listening and reading skills
- writing skills with a focus on writing letters and reports
- speaking skills with a focus on speaking individually and interview skills

By the end of the module, students will...

- become familiar with the different components of the internal exam and appropriate exam strategies.
- develop and activate a wider range of vocabulary.
- improve accuracy in grammar.
- apply all four language skills at C1 level.
- develop awareness of levels of formality in English.

## **Advanced English for Teacher / A content-based language course**

### Content

- Enhancing one's language proficiency toward C2 level with a focus on communicative competencies (oral and written production).
- Reviewing and deepening complex grammatical structures and expanding vocabulary.
- Exploring the profession-specific language competency profile for foreign language teachers and typical language activities in English instruction.
- Developing intercultural (communication) competencies.
- Expanding knowledge about the target language area and different varieties of the English language.

By the end of the module, students will...

- Apply the English language at a C1-C2 level.
- Attain a high level of proficiency in written and oral expression to effectively support learning processes.
- Practice their language skills by reflecting on and discussing school-relevant topics and current texts related to the target language area, thus integrating content and language learning.
- Be familiar with the five professionally relevant language-related fields of action from the profession-specific language competency profile for foreign language teachers and the associated language competencies.
- Practice and expand their language skills in preparation for their professional life as English teachers, using profession-relevant communication-oriented language tasks.
- Strengthen their intercultural (communication) competencies.
- Learn new and exciting things about the English language and the Anglophone world.

### **Course «Switzerland – Nature, Culture and Society» Incl. excursions; offered by the PH Zurich, travel costs involved**

Content: This module provides an overview of Switzerland in its diversity and takes place at Zurich University of Teacher Education. The students will present and discuss geographical, historical, social and cultural topics in seminars based on various excursions and on self-study basis.

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

The course takes place every Friday afternoon (lectures or excursions)  
Students are expected to help with the organization of the excursions.

**Costs: 290 CHF**

## **Applied Research Skills in Education**

### Contents

Based on the topic of self-efficacy, we will develop and carry out a research project. The module will focus on a critical examination of theories as well as on the collection and evaluation of quantitative data. A short introduction into qualitative methods will also be provided.

Aims: The students will:

- develop their abilities to understand and analyse theories in the field of education (relevant for Portfolio work, the theoretical parts of an empirical study or a literature-based work).
- become familiar with the main steps of an exemplary research project by developing a research question and choosing the appropriate research methods for their question.
- collect and evaluate data (under guidance) in order to develop a knowledge of quantitative and qualitative data collection methods.

## **Doing Philosophy for Children**

### Content

- Learning and applying methods and thought patterns of philosophy to fundamental questions about life.
- Didactics of facilitating philosophical discussions with children on topics related to anthropology, ethics, philosophy of language, and religion, including practical exercises and testing of teaching materials.

The students will be able to...

- Think and argue independently, critically, and logically.
- Encourage children to wonder and ask questions.
- Stimulate and guide reflective and exploratory thinking.
- Initiate and moderate opinion-forming conversations.

## **An Eye on Switzerland - a compact and fun introduction to Switzerland for visiting students**

### Content

- Switzerland – Myth&Reality
- Swiss education system
- Swiss cooking workshop
- Swisscovery Project

### Course objectives

- To learn about different aspects of your host country.
- To compare socio-cultural aspects of Switzerland with your home culture.
- To discover and explore Switzerland by making an inquiry about a historical, political, natural, cultural, linguistic or social topic of your choice.
- The course assessment contains an inquiry-based project.

## **Heterogeneity and Integration**

### Content

- Heterogeneous and diverse living environments of children and adolescents: general overview and clarification of terms.
- Exploration of diversity related to culture, learning prerequisites, social background, and gender, along with the associated demands of feminist, intercultural, and special education.
- Concepts for dealing with heterogeneity, considering the historical development leading to the current debate on integration in both intercultural and special education fields.
- Current school models addressing gender issues, age diversity, intercultural school development, or the integration of individuals with developmental disabilities and special talents.

### The students will...

- Understand how diversity, norms, and heterogeneity are currently discussed in pedagogy and special education.
- Gain an overview of cultural, developmental, performance-related, gender-specific, and sociocultural diversity.
- Transition away from the concept of the "homogeneous class" and develop sensitivity to differences and heterogeneity.
- Reflect on their own biases and attitudes.
- Expand their scope of action through the examination of specific case studies.

## **Central Aspects of Multilingualism**

### Content

- Multilingualism between Myth and Reality.
- Heritage language, multilingual identities, and translanguaging.
- Aspects of multilingualism in English language instruction.
- Overview of the history and development of the English language.
- Multilingualism and language diversity in Switzerland.
- Organization and impact of (inter)national exchange projects.
- English language instruction as a promoter of multilingualism and intercultural learning.
- Multilingualism and sustainable development.

### By the end of the course, students will...

- Recognize the potential of English language instruction in promoting multilingualism and intercultural competence.
- Consider multilingualism from various perspectives.
- Understand the role of heritage languages in building successful multilingualism and their significance for the identity development of children with migrant backgrounds.
- Be familiar with key aspects of multilingualism didactics and how to implement them in English language instruction.
- Acquire knowledge about the history and unique features of the English language.
- Reflect on the backgrounds and significance of language diversity in Switzerland.
- Learn about resources for promoting exchange projects and develop their own ideas.
- Gain examples and explore possibilities for implementing various aspects of multilingualism in English language instruction.



## **Methodology for Teaching English to Young Learners (For primary school level)**

### Content

- Receptive and productive competences
- Competency-based assessment
- Language in focus
- Teaching material: elements and structure
- Language of instruction

By the end of the module, students will...

- know the connection between the curriculum and the implementation in the teaching material.
- get to know the teaching material systematically.
- can give teaching assignments in such a way that the class can participate.
- can plan a lesson sequence independently and in a goal-oriented way.
- can use evaluation tools to support learning.
- can give support-oriented feedback and assess competence-oriented.
- are able to develop their professional analysis and diagnosis skills.

## **Methodology for Teaching English 2 (For secondary school level)**

### Content

- English Curriculum.
- Developing Skills: Teaching Listening, Reading, Speaking, Writing.
- Cooperative Learning in English Instruction.
- Diagnosis and Promotion of Oral Student Performance.
- Independent Design of a Complex Competency Task.

By the end of the module, students will...

- Possess the competence to effectively teach English and critically reflect on their teaching.
- Be familiar with assessment methods in English instruction and be able to apply them.
- Know how to implement the current English curriculum.
- Be capable of using the new English teaching material, Open World, in a targeted manner in line with the curriculum.
- Be able to diagnose oral student performance and initiate appropriate support measures.

## **Intensive Week: Experimental history (An applied history project, incl. Excursions)**

### Content

- Designing instructional units based on (pre)historical experiments from the Stone Age to the Middle Ages (optionally incorporating more recent periods).
- Learning and experimenting with simple techniques that are applicable in schools, such as spear-throwing, archery, fire-making, metal casting, jewelry making, and more.
- Production and processing of metal, bone, wood, linen/wool, as well as food preparation (cooking).
- Incorporating interdisciplinary aspects related to geography, technology (including chemical-physical elements), and nature (forests & animals).
- Education for sustainable development in history education.

By the end of the course, students will...

- Be able to design competency-oriented instructional units (using historical/interdisciplinary learning as an example).
- Be capable of creating experiential and motivating hands-on instruction.
- Can personally demonstrate historical techniques and convey them to learners.

## **History and Culture of Mathematics for Teachers**

Content      Teaching mathematics with reference to its history and cultural influences provides a view of mathematics as an active and vivid field that is still developing. In this course, you will encounter different chapters and episodes of mathematics and the humans involved from around the world.

By the end of the course students will

- clarify different ideas about the nature of mathematics
- know how different concepts from school mathematics developed
- know about the biography of important human beings from different times and cultures, their contribution to mathematics
- be able to relate history and culture to mathematics curriculum and teaching materials

### **Intensive Week: "Dance improvisation & choreography"**

#### **Objectives**

- The students get to know choreographic/scenic work; searching for and finding ideas; enjoyment of movement.
- The Students find and invent new movements and learn about design tools for movement choreography and dance theatre
- The Students invent images and scenes through movement and create a joint performance

#### **Content**

- Exercises for flexibility, coordination, centring, relaxation, body and spatial awareness, presence,
- movement patterns, sense of rhythm, etc.
- We work with guided improvisation structures
- We play with chance, with everyday movements, and experiment with rules we set ourselves
- We work in group, partner and individual work phases
- We move to selected pieces of music and experiment with unusual combinations
- You are invited to bring in your own movement forms / techniques from your personal background
- For inspiration, we study videos of professional artists from the fields of dance (theatre), performance
- We develop a joint final performance
- Possibly visit a cultural (evening) event during the week (if suitable offer available)

### **Intensive Week: Narrative and Image**

**A hands-on arts project week in cooperation with the University of Winchester, UK**

[Link to PDF](#)