



Pädagogische Hochschule Tirol
Zukunft mit Bildung

course list

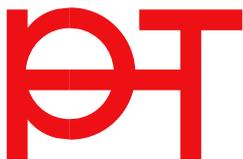
incoming students



The University College of Teacher Education Tyrol (PHT) offers special courses for international student teachers.

The courses are last one semester. It is possible to obtain a minimum of 20 ECTS. Combining lectures, seminars, workshops, school placements and excursions, the programme aims at enhancing core competences for future teachers in a multi-lingual and multi-cultural setting, working and studying in an international context and experiencing intercultural exchange.

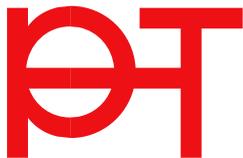
www.ph-tirol.ac.at



CORE MODULES

Students typically choose courses amounting to 20–30 ECTS per semester

Winter term				Spring term			
	Titel	ECTS	Course language		Titel	ECTS	Course language
1	Inside Austria: Language, Culture and University Life (compulsory)	6	English	1	Inside Austria: Language, Culture and University Life (compulsory)	6	English
2	The English Primary Classroom in Austria and Beyond (compulsory)	6	English	2	The English Primary Classroom in Austria and Beyond (compulsory)	6	English
3	Language Skills and Classroom Management (compulsory)	5	English	3	Language Skills and Classroom Management (compulsory)	5	English
4	Global Teaching Skills: Language, Sustainability & Creative Practice (compulsory supplementary)	10	English/German	4	Global Teaching Skills: Language, Sustainability & Creative Practice (compulsory supplementary)	6,5	English/German
5	Teaching Practice	4	English	5	Teaching Practice	3	English
6	Courses for german speaking Students (together with Inhouse Students/optional)	8	German	6	Courses for german speaking Students (together with Inhouse Students/optional)	8	German
				7	Education in Action: Innovative Primary Teaching (together with Inhouse Students/optional)	3,5	English/German



TARGET GROUP

Students from European and non-European Erasmus+ partner universities of the PHT, in-house students will participate in certain courses. Each term, a **maximum of 15 incoming** students will be accepted. Primary Teacher Education: Non-German speakers are welcome!

LANGUAGE REQUIREMENTS

All incoming students must prove their English language proficiency by submitting an **official language certificate**, proving B2-English (total of all 4 competencies of reading, writing, listening, and speaking).

Please note, that we can only accept recognized certificates, such as the OLS-Test (CEFRL-based), TOEFL, TOEIC, Aptis ESOL. Confirmations by international coordinators do not constitute a recognized certificate.

ATTENDANCE is required for the full term. No late arrivals or early departures are permitted. The academic calendar is available at <https://ph-tirol.ac.at/node/593>.

DEADLINE FOR NOMINATIONS

Oct 1st for spring term, March 1st for winter term

Students who need to apply for visa: Aug 15th / Feb 15th

DEADLINE FOR APPLICATIONS

Oct 15th for spring term, March 15th for winter term

Students who need to apply for visa: Oct 1st / March 1st

CONTACT

Pädagogische Hochschule Tirol, International Office

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Incoming Students coordinator Mag.^a Claudia Haas, studin@ph-tirol.ac.at

More information and application procedure: <https://ph-tirol.ac.at/node/594>

RECOMMENDED COURSE OF STUDY

winter term	ECTS
Inside Austria: Language, Culture and University Life	6
The English Primary Classroom in Austria and Beyond & Language Skills and Classroom Management	11
Global Teaching Skills: Language, Sustainability & Creative Practice	10
Teaching Practice	3
	30

spring term	ECTS
Inside Austria: Language, Culture and University Life	6
The English Primary Classroom in Austria and Beyond & Language Skills and Classroom Management	11
Global Teaching Skills: Language, Sustainability & Creative Practice	6,5
Teaching Practice	3
Education in Action: Innovative Primary Teaching	3,5
	30

COMPULSORY COURSES **WINTER** and **SPRING** TERM

	Module	ECTS-AP
Winter/ Spring	Inside Austria: Language, Culture and University Life	6
Language		
Englisch		
Courses		
Number	Coursename	ECTS-AP
	a) Austria – Past and Present	2,5
	b) Culinary Tradition, Innovation and Sustainability	1
	c) German Starter	2,5
Learning Outcome		
After completing the course, students will have knowledge of:		
a)...key aspects of Austrian history, geography, and cultural heritage, with a special focus on Tyrol		
b)...selected characteristics of Austrian mentality, traditions, and everyday culture		
c)...The Austrian education system in contrast to their respective countries basic German language skills, including common Austrian expressions		
Course content		
<ul style="list-style-type: none"> • Designed for Erasmus incoming students at PH Tirol • Provides a basic introduction to German, with a focus on Austrian usage • Offers insights into Austrian society and cultural characteristics of Tyrol • Supports students in adapting to academic life at an Austrian University College of Teacher Education • Helps students understand the institutional culture of Austrian higher education • Aims to enhance the academic and social exchange experience • Develops elementary language skills for everyday and academic contexts • Provides guidance on academic communication and study practices in Austria • Highlights the role of future teachers and educators within the Austrian education system 		
Course Requirement		
The type and scope of the assessment will be communicated to the students at the beginning of the semester.		

	Module	ECTS-AP
Winter/ Spring	The English Primary Classroom in Austria and Beyond	6
Language		
Englisch		
Courses		
Number	Coursename	ECTS-AP
7PB.B5SVAaS	a) Spaces for Learning and Using English	2
7PB.B5SVAbU	b) Task-Based Language Learning	2
7PB.B5SVAcS	c) Teaching English in Europe	2
Learning output		
<p>After completing the course, students will have knowledge of:</p> <p>a)...use digital media and external learning environments, in addition to analogue and classroom-based approaches, for the didactic design of primary English language teaching, and draw on learners' prerequisites to support a smooth transition from early childhood education to primary level and onwards to secondary level</p> <p>b)...identify and explain additional possibilities for task-based primary English language teaching, name national and international examples, and adapt them to their respective teaching contexts</p> <p>c)...explain the legal, structural, and curricular foundations, requirements, and conditions of primary English language teaching in Austria and selected European countries, as well as opportunities for international school partnerships, and implement these in practice</p>		
Curriculum Requirements		
<ul style="list-style-type: none"> • Familiarisation with different analogue and digital media as well as external learning environments for primary English language teaching • In-depth study of the concept of task-based teaching and learning from national and international perspectives, and application of this knowledge to the planning of a teaching project • Expansion of knowledge regarding the legal, structural, and curricular foundations, requirements, and conditions of primary English language teaching from national and international perspectives 		
Course Requirement		
The type and scope of the assessment will be communicated to the students at the beginning of the semester.		

	Module	ECTS-AP
Winter/ Spring	Language Skills and Classroom Management	5
Language		
Englisch		
Courses		
Number	Coursename	ECTS-AP
7PB.B6SVEaS	a) Developing and Assessing Skills in Primary English Language Teaching	3
7PB.B6SVEbS	b) Language Competences and Language Awareness	2
Learning Outcome		
After completing the course, students will have knowledge of:		
a)...explain and compare monolingual and multilingual language acquisition, ...describe specific aspects of transition relevant to multilingual learners and learners whose first language is not German, ...discuss and compare current research on monolingual and multilingual language acquisition and on educational transitions, including a focus on phonological awareness and other precursor skills		
b)...specify and discuss the foundations and practical applications of the plurilingualism-as-a-resource approach and develop a guideline for its implementation, ...analyse, plan, and pilot materials and tasks for teaching sequences that make use of learners' full linguistic repertoires		
Curriculum Requirements		
<ul style="list-style-type: none"> • Familiarisation with and application of methods for developing and assessing learners' communicative language competences at the Pre-A1 level • Further development of students' own English proficiency at the B2+ level, including functional language competence and communicative competence, as well as consolidation of linguistic simplification as a language model at the Pre-A1 level in primary English language teaching • Introduction to and development of the fundamentals of academic research in the context of primary (foreign) language education, including the planning and implementation of independent research projects 		
Course Requirement		
The type and scope of the assessment will be communicated to the students at the beginning of the semester.		

COMPULSORY COURSES **WINTER TERM**

	Module	ECTS-AP
Winter	Global Teaching Skills: Language, Sustainability & Creative Practice	10
Language		
Englisch		
Courses		
Number	Coursename	ECTS-AP
7PB.B3KGBcU	a) Artistic Techniques for Primary School: Application and Use	1,5
7PB.B3BGCdV	b) Education for Sustainable Development	1,5
7PB.B3BSBaU	c) Winter Sports, Ice Skating and Dancing	2
7PB.B3FEBaU	d) Language Competences II	1
7PB.B3FEBbS	e) Language and Culture through Literary Texts	2
7PB.B3TDBaU	f) Developing Models in Technology and Design	2
Learning Outcome		
After completing the course, students will have knowledge of:		
<p>a)...develop strategies for using their own creative potential and apply, implement, and reflect on artistic-creative design processes for primary education, ...establish connections between art, their own artistic practice, education, and art didactics, and transfer their theoretical knowledge and personal artistic skills and abilities to classroom practice</p> <p>b)...identify ecological, economic, and social challenges of sustainable development, ...analyse the concept of sustainable development and describe examples for primary education, taking into account learners' conceptions of sustainability, ...participate in subject-specific discourse in English</p> <p>c)...demonstrate basic techniques in alpine skiing in accordance with current curriculum guidelines, as well as in ice skating and in gymnastic and dance movement forms, ...describe the legal, safety-related, and organisational foundations for conducting ski and snow sports days</p> <p>d)...adapt their own language—regarding task instructions, lesson design, and classroom management—to the primary level, and develop and assess learners' oral and written language competences accordingly</p> <p>e)...critically select English-language texts and present and apply them effectively in teaching and learning scenarios using learner-centred didactic and methodological approaches, taking into account target languages, first languages, and knowledge of language acquisition theories</p> <p>f)...describe the competences students acquire at different school levels and identify possible fields of application, ...plan, implement, and analyse technology and design lessons based on the core competence areas of developing, producing, and reflecting within process-oriented and problem-solving teaching and learning at the primary level;</p>		
Curriculum Requirements		
<ul style="list-style-type: none"> • Teaching of subject-specific instructional methods and core competencies for cross-curricular, individualized instruction, as well as interdisciplinary mediation of aesthetic and visual content to create a holistic learning experience • Deepening one's own artistic skills through theme-based creative work and expression • Origins, theory, and practice of sustainable development • Ecological, economic, and social science approaches to describing sustainable and unsustainable development 		

OPTIONAL COURSES **WINTER TERM**

	Module	ECTS-AP
Winter	Teaching Practice (winter term)	4
Language		
Englisch		
Courses		
Number	Coursename	ECTS-AP
7PB.B3PPBaP	a) Internship	2
77PB.B3PPBcS	b) Supervised school practice	2
Learning Outcome		
After completing the course, students will have knowledge of:		
<p>a)...plan and implement teaching units in all subjects based on subject-specific didactic concepts and models, thereby enabling effective learning situations</p> <p>b)...strengthen their professional identity through methodological and relational competences and expand their planning competence,</p> <p>...create appropriate learning environments and use them purposefully</p>		
Curriculum Requirements		
<ul style="list-style-type: none"> • Analyse and apply professional teacher action and classroom language in authentic teaching situations. • Identify, design, and evaluate enabling environments for teaching and learning. • Explain and implement the structural elements of effective lesson planning and instruction. • Conduct participatory classroom observation and actively assume responsibility for selected teaching sequences. • Plan, implement, and reflect upon teaching and learning processes using appropriate pedagogical frameworks. • Analyse professional practice and learning cultures within the school context. • Critically compare lesson planning with instructional implementation and use reflection outcomes to improve teaching practice. • Formulate clear learning objectives and intended learning outcomes aligned with curricular requirements. • Independently design, conduct, and evaluate lessons in collaborative teaching teams 		
Course Requirement		
The type and scope of the assessment will be communicated to the students at the beginning of the semester.		

	Module	ECTS-AP
Winter	For German-speaking Incoming Students	8
Language		
German		
Courses		
Number	Coursename	ECTS-AP
7PB.BIBGAaV	a) Einführung in bildungswissenschaftliche Grundlagen und Primärpädagogik	2,5
7PB.B3BGCaV	b) Schule und Gesellschaft	1,5
7PB.BIDEAaV	c) Heterogenität und Diversität im Deutsch-Unterricht	1
7PB.BISUAaV	d) Grundlagen des Sachunterrichts	1,5
7PB.BIKGAaV	e) Allgemeine Grundlagen des Kunstunterrichts der Primarstufe	1,5
Learning Outcome		
After completing the course, students will have knowledge of:		
<p>a) ... die Geschichte der Schule und der Reformpädagogik beschreiben und aktuelle Bildungsfragen diskutieren, ... grundlegende Begriffe, Theorien und Konzepte zu Erziehung und Bildung skizzieren, ... die grundlegenden Theorien und Funktionen der Schule umreißen und sich im Lehrplan der Primarstufe orientieren, ... die zentralen Antinomien des Berufs der Lehrperson beschreiben,</p> <p>b) ... unterschiedliche bildungssoziologische Aspekte wie Ungleichheit identifizieren und damit einhergehende professionsbezogene Herausforderungen in pädagogischen Settings ermitteln sowie die Bedeutung multiprofessioneller Teams erkennen,</p> <p>c) ... Konzepte der Heterogenität und Diversität im Deutschunterricht erklären und in Bezug auf das Potenzial der Lernenden didaktisch-pädagogisch anwenden, ... Grundwissen über die Gestaltung von Lernumgebungen und Unterricht für heterogene Klassen für das Fach Deutsch demonstrieren,</p> <p>d) ... verschiedene Konzeptionen des Sachunterrichts erläutern, ... die sechs Kompetenzbereiche des Sachunterrichts aus dem Lehrplan benennen und charakterisieren,</p> <p>e) ... die altersgemäße bildnerische Entwicklung von Volksschulkindern unter Berücksichtigung entwicklungspsychologischer und neurowissenschaftlicher Aspekte erkennen, analysieren und diese gezielt fördern, ... Unterrichtsergebnisse unter fachdidaktischen und (elementar)pädagogischen Gesichtspunkten reflektieren und Erkenntnisse und Einsichten in künftige Lernszenarien einbeziehen;</p>		
Curriculum Requirements		
<ul style="list-style-type: none"> • Historische Entwicklung der Schule und Reformpädagogik • Aktuelle Bildungsfragen • Begriffe, Theorien und Konzepte zu Erziehung und Bildung • Theorien und Funktionen der Schule, Lehrplan inklusive Bildungsauftrag der Schule • Sozialtheoretische Aspekte • Primäre Sozialisationsinstanzen • Sozialisierung in vielfältigen Lebenswelten und Bildungspartnerschaften • Aufwachsen in mediatisierten Welten • Überblick Deutschunterricht 		

COMPULSORY COURSES **SPRING** TERM

	Module	ECTS-AP
Spring	Global Teaching Skills: Language, Sustainability & Creative Practice	6,5
Language		
Englisch		
Courses		
Number	Coursename	ECTS-AP
7PB.B4FEAcS	a) Methods, Materials and Approaches to Teaching English in Primary School	2
7PB.B4MABdS	b) Sizes, Dimensions and Fractions	1
7PB.B4MUBcU	c) Making Music in the Classroom	1
7PB.B4SUBbU	d) Nature in Science Lessons	2,5
Learning Outcome		
After completing the course, students will have knowledge of:		
<p>a) ...describe different methods, principles, materials, and approaches to English language teaching within the framework of the curriculum, and apply, design, and critically reflect on teaching and learning scenarios based on knowledge of language acquisition theories, curricular requirements, and learners' prior language knowledge, as well as assess learners' language competences</p> <p>b)...make use of characteristics of measurement domains relevant to primary education and derive implications for teaching, ...describe different models for developing measurement concepts and apply the necessary subject-specific concepts (e.g. quantity, unit, measuring, estimating, fraction, etc.) in a target group—appropriate manner</p> <p>c)...apply diverse didactic approaches to classroom music-making and use digital media to support individual and cooperative musical learning processes, ...connect curriculum areas such as singing and music-making, listening and understanding, dancing, movement, and performance with selected themes—placing special emphasis on Education for Sustainable Development—and plan these for primary education</p> <p>d)...characterise biological methods of inquiry, ...name typical conceptions held by children in early childhood and primary education about biological phenomena, ...select appropriate methods for engaging primary pupils with exemplary biological phenomena in science lessons, ...participate in subject-specific discourse in English</p>		
Curriculum Requirements		
<ul style="list-style-type: none"> • Familiarization with various methods and materials for holistic lesson design in differentiated and inclusive primary-level English teaching in accordance with curriculum requirements, as well as approaches for researching this field • Introduction to and development of methods for quality assurance and quality development in the teaching and research of primary-level English education • Primary-school-relevant domains of measurement and the associated measurement processes • Development of concepts of quantity and fractions, estimation and rounding, challenges within specific measurement domains 		

OPTIONAL COURSES **SPRING** TERM

	Module	ECTS-AP
Spring	Teaching Practice (spring term)	3
Language		
Englisch		
Courses		
Number	Coursename	ECTS-AP
7PB.B4PPCaP	a) Internship	2
7PB.B4PPCbS	b) Supervised school practice	1
Learning Outcome		
After completing the course, students will have knowledge of:		
a)... recognise heterogeneity in learner groups and develop appropriate learning opportunities, ...plan and implement interdisciplinary teaching units		
b)...recognise and reflect on the possibilities and challenges of differentiated and interdisciplinary teaching, ...evaluate teaching and respond constructively to feedback		
Curriculum Requirements		
<ul style="list-style-type: none"> • Analyse and apply professional teacher action and classroom language in authentic teaching situations. • Identify, design, and evaluate enabling environments for teaching and learning. • Explain and implement the structural elements of effective lesson planning and instruction. • Conduct participatory classroom observation and actively assume responsibility for selected teaching sequences. • Plan, implement, and reflect upon teaching and learning processes using appropriate pedagogical frameworks. • Analyse professional practice and learning cultures within the school context. • Critically compare lesson planning with instructional implementation and use reflection outcomes to improve teaching practice. • Formulate clear learning objectives and intended learning outcomes aligned with curricular requirements. • Independently design, conduct, and evaluate lessons in collaborative teaching teams 		
Course Requirement		
The type and scope of the assessment will be communicated to the students at the beginning of the semester.		

	Module	ECTS-AP
Spring	For German-speaking Incoming Students	8
Language		
German		
Courses		
Number	Coursename	ECTS-AP
7PB.B2BGBaV	a) Grundlagen des Lernens und Lehrens	2,5
7PB.B4BGDaV	b) Pädagogische Diagnostik, individuelle Förderung und Leistungsfeststellung	2,5
7PB.B2MAAbV	c) Grundlagen der Arithmetik verstehen und lehren	1
7PB.B2MABaV	d) Grundidee des Mathematiklernens	2
Learning Outcome		
After completing the course, students will have knowledge of:		
<p>a) ... grundlegende Lerntheorien beschreiben, ... die entwicklungspsychologischen Grundlagen darstellen und individuelle Entwicklungsverläufe skizzieren, ... zentrale Begriffe, Theorien und Konzepte inklusiver Bildung und gemeinsamen Lernens erläutern,</p> <p>b) ... diagnostische Verfahren beschreiben und diskutieren, ... verschiedene Formate der Leistungsfeststellung, -rückmeldung und -bewertung beschreiben und diskutieren,</p> <p>c)... fachdidaktische Theorien und Anwendungsaspekte des Zahlbegriffs zum Aufbau des Zahlenbereichs der natürlichen Zahlen für die Planung von Unterricht nutzen, ... proflektieren, über welches fachliche und fachdidaktische Wissen sie am Ende der Ausbildung verfügen müssen, um lernförderlichen Mathematikunterricht zu gestalten, ... Kardinal- und Ordinalzahlaspekt unterscheiden und die Bedeutung des Aufbaus des Zahlbegriffs bei Schüler:innen kritisch analysieren,</p> <p>d)... bedeutsame didaktische Prinzipien des Mathematikunterrichts benennen und anwenden und Erkenntnisse aktueller fachdidaktischer Forschungsansätze für den Unterricht nutzen, ... produktive Aufgabenformate im Rahmen der aktuellen Lehrplaninhalte unter Berücksichtigung des forschend-entdeckenden Lernens reflektieren und anwenden;</p>		
Curriculum Requirements		
<ul style="list-style-type: none"> • Einführung in die Lerntheorien • Grundlagen der Entwicklungspsychologie und individueller Entwicklungsverläufe • Begriffe, Theorien und Konzepte der inklusiven und gemeinsamen Bildung • Pädagogische Diagnostik und Förderung in inklusiven Settings • Leistungsfeststellung, -rückmeldung und -bewertung • Zahlverständnis und Stellenwertverständnis: Darstellung natürlicher Zahlen, Anwendungsaspekte mit besonderem Fokus auf Kardinal- und Ordinalzahlaspekt • Operationsverständnis: Grundvorstellungen zu Rechenoperationen, Rechengesetze und heuristische Strategien • Professionswissen: Zahlbegriffsentwicklung beim Kind im Übergang von elementaren Bildungseinrichtungen in den frühen Arithmetikunterricht mit Schwerpunkt auf den frühen Arithmetikunterricht auf der Primarstufe und im Übergang in die Sekundarstufe 		

	Module	ECTS-AP
Spring	Education in Action: Innovative Primary Teaching Incoming students may enroll in the following German-taught courses should they need to obtain additional ECTS credits	3,5
Language		
Englisch/German		
Courses		
Number	Coursename	ECTS-AP
7PB.B4BSBcU	a) Sports athletics and adventure	1,5
7PB.B4KGBdU	b) Kunstpädagogik in Aktion	1
7PB.B4TDBcU	c) Handycraft	1
Learning Outcome		
After completing the course, students will have knowledge of:		
<p>a)...implement methodological, social, self, and subject-specific competences in the application areas of experiencing, daring, perceiving, and creating, as well as in fundamental movement forms such as running, jumping, throwing, rolling, and gliding in early childhood and primary school age, ...implement developmentally appropriate exercises and games in the application areas of experiencing, daring, perceiving, creating, and the fundamental movement forms of running, jumping, and throwing in structured, instructive, as well as open and inclusive settings</p> <p>b)...design a creativity-promoting learning environment and initiate creative learning processes and social interventions for primary education, taking into account migration, transculturality, gender, diversity, and inclusion</p> <p>c)...plan, produce, and document a model based on a subject-specific didactic concept, ...design appropriate teaching and social forms based on a production process, considering the dimensions of disability, language, and gender for classroom implementation, and describe the corresponding competence-oriented assessment methods</p>		
Curriculum Requirements		
<ul style="list-style-type: none"> • Concepts of the Active and Healthy School • Open and closed tasks and learning activities in the different application areas • Experiencing, exploring, perceiving, creating, and engaging in fundamental movement forms such as running, jumping, throwing, rolling, and gliding • Development of inclusive teaching concepts to address diverse tasks and challenges in everyday classroom practice • Consideration of children's and adolescents' analog and digital visual everyday aesthetics and their thematic integration into teaching • Experimental exploration of surface design techniques and evaluation of the results with regard to possible instructional applications • Practical implementation of models in the sense of a process-oriented, problem-solving approach 		
Course Requirement		
The type and scope of the assessment will be communicated to the students at the beginning of the semester.		