



Pädagogische Hochschule  
Kärnten

**Viktor Frankl Hochschule**

# International Study Programme in Education

Version: October 2025, revision 1.5 (18-11-2025)

---

Pädagogische Hochschule Kärnten  
Viktor Frankl Hochschule

University College of Teacher Education Viktor Frankl

Klagenfurt, Austria

[www.phk.ac.at](http://www.phk.ac.at)



## Module Overview – Winter term

Code	Intercultural Encounter	SWS	UE	EC
PBIPFW01WS	Intercultural Learning	2	30	3
PBIPFW02WS	German for Incoming Students Beginner / Intermediate	1,6	30	2
PBIPFW20WS	Conversation English (or/ and Conversation German) *	1	15	1
PBIPFW03WS	Conversation German	1	15	1
	<b>Sum</b>			<b>6</b>
	<b>Cultural Studies</b>			
PBIPFW04WS	History of Carinthia / Austria	1,6	24	2
PBIPFW05WS	Erasmus+ for Incomings	1	24	1
PBIPFW06WS	Arts and Cultural Studies	0,8	12	1
PBIPFW19WS	Intercultural Music	0,8	12	1
PBIPFW07WS	Literary Learning	0,8	12	1
	<b>Sum</b>			<b>6</b>
	<b>Educational Sciences</b>			
PBIPFW08WS	Educational Systems	0,8	12	1
PBIPFW09WS	Progressive Education	0,8	12	1
PBIPFW10WS	Viktor Frankl in Education and Teaching	1	12	1
PBIPFW11WS	Diversity in Education	1,6	24	2
	<b>Sum</b>			<b>5</b>
	<b>Teacher Competencies</b>			
PBIPFW12WS	Science Education	1	15	2
PBIPFW13WS	Digital Literacy	1	15	2
PBIPFW14WS	Education for sustainable development in schools	0,8	12	1
PBIPFW15WS	Mathematics - The Real International Language	0,8	12	1
PBIPFW16WS	Human Being and Human Rights in Education	0,8	12	1
	<b>Sum</b>			<b>7</b>
	<b>Teaching Practice</b>			
PBIPFW17WS	Teaching Practice - Primary School	2	30	3
PBIPFW18WS	Teaching Practice - Secondary School	2	30	3
	<b>Sum</b>			<b>6</b>

The courses are offered each term. The code ends with W in winter and S in summer terms.  
The course titles are the same but the contents differ between winter and summer terms.

UE “Unterrichtseinheiten” (number of lessons á 45 min)  
 15 UE = 1 SWS (“Semesterwochenstunden” - one lesson per week during a 15 week term) EC  
 ECTS credits representing the workload  
 \* it is possible to attend both courses

## Module Overview – Summer term

Code	Intercultural Encounter	SWS	UE	EC
PBIPFW01SO	Intercultural Learning	2	30	3
PBIPFW02SO	German for Incoming Students Beginner / Intermediate	1,6	30	2
PBIPFW20SO	Conversation English (or/ and Conversation German)*	1	15	1
PBIPFW03SO	Conversation German	1	15	1
	<b>Sum</b>			<b>6</b>
	<b>Cultural Studies</b>			
PBIPFW04SO	History of Carinthia / Austria	1,6	24	2
PBIPFW05SO	Erasmus+ for Incomings	1	24	1
PBIPFW06SO	Arts and Cultural Studies	0,8	12	1
PBIPFW19SO	Intercultural Music	0,8	12	1
PBIPFW07SO	Literary Learning	0,8	12	1
	<b>Sum</b>			<b>6</b>
	<b>Educational Sciences</b>			
PBIPFW08SO	Educational Systems	0,8	12	1
PBIPFW09SO	Progressive Education	0,8	12	1
PBIPFW10SO	Viktor Frankl in Education and Teaching	1	12	1
PBIPFW11SO	Diversity in Education	1,6	24	2
	<b>Sum</b>			<b>5</b>
	<b>Teacher Competencies</b>			
PBIPFW12SO	Science Education	1	15	2
PBIPFW13SO	Digital Literacy	1	15	2
PBIPFW14SO	Education for sustainable development in schools	0,8	12	1
PBIPFW15SO	Mathematics - The Real International Language	0,8	12	1
PBIPFW16SO	Human Being and Human Rights in Education	0,8	12	1
	<b>Sum</b>			<b>7</b>
	<b>Teaching Practice</b>			
PBIPFW17SO	Teaching Practice - Primary School	2	30	3
PBIPFW18SO	Teaching Practice - Secondary School	2	30	3
	<b>Sum</b>			<b>6</b>

The courses are offered each term. The code ends with W in winter and S in summer terms.  
The course titles are the same but the contents differ between winter and summer terms.

UE "Unterrichtseinheiten" (number of lessons á 45 min)  
 15 UE = 1 SWS ("Semesterwochenstunden" - one lesson per week during a 15 week term) EC  
 ECTS credits representing the workload  
 \* it is possible to attend both courses

## Module “Intercultural Encounter”

Intercultural Encounter	SWS	UE	EC
Intercultural Learning	2	30	3
German for Incoming Students – Beginners / Intermediate	1,6	24	2
Conversation English / German	0,8	12	1
Sum			6

### Intercultural Learning

#### CONTENTS

- Getting to know each other using English as a foreign language on levels CEF A2 or above
- Definition of intercultural learning and culture
- Intercultural skills and awareness: intercultural gaps, cultural standards and values, intercultural shock
- Teacher identity and intercultural learning
- Teaching intercultural awareness
- Excursions: experiencing cultural diversity

#### COMPETENCIES

##### Students

- can communicate in English on levels A2 or above.
- are aware of intercultural learning models.
- can, based on their understanding and awareness of their own culture, compare cultural differences applying the model of the Intercultural Iceberg.
- develop their own teacher identity with regard to the concepts human being, nature, and spirit.
- are able to foster life skills for life-long learning (LLL).

### German for Incoming Students – Beginner

#### CONTENTS

- Alphabetization / filling-in of forms / profile
- Important phrases for everyday conversation / Basic grammar of words and phrases
- Conjugation in present, perfect, and future tenses / regular and irregular verbs
- Vocabulary for everyday communication / Internationalism
- Excursion

#### COMPETENCIES

##### Students

- can introduce themselves in speech and writing (e.g., fill in forms).
- understand and apply typical phrases used in teaching, phrase questions correctly.
- form simple phrases in speech and writing.
- use the present, perfect, and future tenses.
- use modal verbs correctly.

## German for Incoming Students – Intermediate

### CONTENTS

- Advanced grammar of sentences and words (e.g., types of subordinate clauses, subjunctive mood 1 and 2, active and passive voice, prepositions, etc.)
- Literary texts (short stories, poems, etc.)
- Phrases, proverbs, advanced vocabulary for various situations in life
- Excursion

### COMPETENCIES

#### Students

- use main clauses, form sentences, form the subjunctive 1 and 2 and use it correctly in spoken language.
- recognize and form sentences in active and passive voice.
- understand the content of texts, reproduce texts and reflect on them, express and reason their own opinion.
- understand figures of speech and use them appropriately in excursions.

## English Conversation

### CONTENTS

- Introduction – Everyday English Conversation / Using idioms and proverbs in daily speech
- Speaking spontaneously about job and career
- Confident communication in everyday life and professional situations / Storytelling as best practice
- Excursion

### COMPETENCIES

#### Students

- demonstrate effective word choice and sentence structure, grammatical competence, appropriate use of idioms for confident language skills.
- improve speaking confidence and conversation skills.
- can express own opinions and engage in discussions on a wide variety of topics.
- practice their language skills on an excursion.

## German Conversation

### CONTENTS

- Conversation in everyday situations (e.g., making a phone call, fixing a date, using German in the classroom, etc.)
- Building confident language use
- Forming indirect questions
- Arguing a cause
- Excursions, vocabulary building

### COMPETENCIES

#### Students

- can talk about a variety of topics.
- can ask indirect questions.
- can argue their positions in discussions.
- can reflect on their excursion experiences.

## Module “Cultural Studies”

Cultural Studies	SWS	UE	EC
History of Carinthia / Austria	1,6	24	2
Erasmus+ for Incomings	1	12	1
Arts and Cultural Studies	0,8	12	1
Intercultural Music	0,8	12	1
Literary Learning	0,8	12	1
Sum			6

### History of Carinthia / Austria

#### CONTENTS

- Selected historical studies of Klagenfurt, Carinthia, and Austria
- Examples of historically significant buildings and locations illustrating the identity, culture, and values of the Carinthian people
- Cultures and cultural life of the tri-border region Austria, Italy, and Slovenia (e. g. excursions and field-trips through the region, visits to various markets ...)
- Observation of forms of communication and conduct of people in the market square
- Geographic, historical, ethnic, and cultural aspects of the region and encounter with the region's identity / identities
- Excursion(s)

#### COMPETENCIES

##### Students

- acquire knowledge of selected historical aspects of Klagenfurt, Carinthia, and Austria.
- gain an in-depth understanding of people's conduct through the material expression of their values and attitudes and get to know the identity / identities of the people who live and work in this region.
- explore the tri-border region, where Erasmus+ students live during their time of studies.
- get into contact with people from other cultural backgrounds, cultivate an open and appreciative form of communication across cultural boundaries.
- can name and engage with the essential socio-cultural parameters of Carinthia and Austria.
- compare their environments and conditions of life and know the cultural framework and background of the people who live in Carinthia and Austria.

### Erasmus+ for Incomings

#### CONTENTS

- Challenges for Erasmus students at the UCTE
- Presentation of circumstances at the place of origin
- Participation in the Erasmus+ Information day
- From individual to global values: Presentation of the historical, geographic, cultural, social, and educational situation in the country of origin
- Analysis of common grounds, similarities, and differences in the country of origin and the current Erasmus location
- Work in intercultural groups / Outdoor activities

#### COMPETENCIES

##### Students

- can reflect on their experience in a foreign country regarding social, political, and cultural heterogeneity.
- know how to minimize or reduce anxieties regarding their Erasmus+ stay.
- interact with “incoming” “outgoing” and “local” students.
- can critically analyze cultural and national stereotypes.
- can reflect on the increase of their personal, intercultural, communicative, and public speech competences based on their own set of values.

## Arts and Cultural Studies

### CONTENTS

- Exploring different works of art in relation to contemporary issues (such as globalization, migration, digitalization, etc.)
- Learning about the complexities of visual culture, art and popular culture
- Excursion/s

### COMPETENCIES

#### Students

- have a basic knowledge in contemporary art and popular culture as well as in visual culture.
- are able to take a critical view towards the global changes and challenges of our world.
- are open to interdisciplinary concepts of work.

## Intercultural Music

### CONTENTS

- Typical examples of Austrian classical music culture as well as the country's folkloristic music tradition (with special emphasis on Carinthia)
- Musical traditions in an international context
- Active music playing with elementary instruments and didactic methods of music-teaching
- Public performances for various audiences

### COMPETENCIES

#### Students

- know the most important Austrian composers, as well as folk songs, and folk dances.
- can design simple choreographic patterns for different styles of music and know how to use elementary instruments.
- can join in simple improvisations.
- experience themselves as musicians and perform at small music events.

## Literary Learning

### CONTENTS

Teaching the fundamental principles of literacy, including:

- Language across various media forms: writing, images, sound, video, and short media formats (e.g., TikTok).
- Exploring media literacy through:
  - Access to media,
  - Media usage and comprehension,
  - Media analysis and creation/production,
  - Evaluation of media contents will be explained and tested in practice applications.

### COMPETENCIES

#### Students will:

- Develop a conceptual understanding of literacy.
- Explore the diversity of media texts.
- Gain insight into the pedagogical and didactic potential of media offerings.
- Learn to create/produce media formats themselves.

## Module “Educational Sciences”

Education Sciences	SWS	UE	EC
Educational Systems	0,8	12	1
Progressive Education	0,8	12	1
Viktor Frankl in Education and Teaching	1	12	1
Diversity in Education	1,6	24	2
Sum			5

### Educational Systems

#### CONTENTS

- Overview of the Austrian educational system/school system at primary and secondary levels
- Comparison of the Austrian educational system with various other countries / Current developments in the Austrian educational system
- Visit to selected types of schools in Austria and abroad

#### COMPETENCIES

##### Students

- can speak about the parameters of the Austrian school system.
- can create a portfolio about the promotion of learning, educational standards, and the role of the teacher.
- can compare the quality of Austrian schools with those in other countries.

### Progressive Education

#### CONTENTS

- Principles and core elements of progressive education models in theory and practice
- Visit of progressive education schools in Austria and abroad
- Self-organized learning - Creation of a portfolio about the theoretical basics and documentation of the school visit

#### COMPETENCIES

##### Students

- can describe the current concepts of progressive education.
- can describe and reflect goals, norms and values constituting the Austrian education system.
- can analyze the current situation of school development in the context of progressive education.



## Viktor Frankl in Education and Teaching

### CONTENTS

- Overview of the life and work of Viktor E. Frankl and his approach based on the concepts of Freedom of Will, Will to Meaning and Meaning in Life.
- Introduction to Frankl's concept of values in the context of discovering meaning in life;
- The principle of life-long learning as an expression of the human need for constant development
- Reading and discussion of Viktor Frankl's book "Man's Search for Meaning" about his experiences as a concentration camp inmate during World War II

### COMPETENCIES

#### Students

- can name basic parameters of the biography of Viktor E. Frankl.
- know the main concepts of Viktor Frankl's Logotherapy and Existential Analysis, as well as the various highways to meaning.
- understand the concept of the "Will to Meaning" as a human potential in education.
- can explain Frankl's concept "Freedom of Will" and understand the interaction between freedom and responsibility.
- perform a literary analysis and discussion of Frankl's "Man's Search for Meaning".
- act meaning-oriented in pedagogy with the help of their knowledge about the values and meaning view of human nature developed by Viktor E. Frankl.

## Diversity in Education

### CONTENTS

- From intercultural awareness to a diversity-aware education and attitude
- Examples of approaches to diversity management in educational settings
- Diversity and multilingualism; theories, concepts, and their practical implementation in the Alps-Adriatic region

### COMPETENCIES

#### Students

- can assess and describe the current role of education in the context of international migration.
- can describe new educational perspectives in Austria in the context of migration.
- can reflect about alternative perspectives for action in the context of diversity.

## Module “Teacher Competencies”

Teacher Competencies	SWS	UE	EC
Science Education	1	15	2
Digital Literacy	1	15	2
Education for sustainable development in schools	0,8	12	1
Mathematics - The Real International Language	0,8	12	1
Human Being and Human Rights in Education	0,8	12	1
Sum			7

### Science Education

#### CONTENTS

- Forces
- Colours
- A journey through the inner workings of a smartphone
- Luminescence – Nature’s lights

#### COMPETENCIES

Students

- discuss the implementation of inquiry-based science education.
- conduct selected scientific experiments independently.
- document results from experiments appropriately (laboratory note book).
- analyse the results in the context of the general topic.
- present a selected experiment in front of the class.

### Digital Literacy

#### CONTENTS

- Possibilities of digital media in teaching – specific research, selection, and assessment of information and free educational resources
- Regulations and consequences of copyright law and use of licenses in the digital world for presentation tools and lesson-relevant materials (images, videos, graphics, audio, etc.)
- Use of digital communication and collaboration tools in teaching and for lesson planning

#### COMPETENCIES

Students

- can competently integrate current digital media in an educational context and critically reflect their use.
- can research, select, and use publicly available educational media.
- can use digital communication and collaboration tools for teaching.

### Education for sustainable development in schools

#### CONTENTS

- Global Goals of the UN Agenda 2030 and their ambiguity
- Agenda 2030 contents: poverty eradication, changing unsustainable and promoting sustainable patterns of consumption and production to ascertain sustainable development in all countries
- Overview of the 17 goals (169 targets)
- New teaching-approaches related to these issues

## COMPETENCIES

### Students

- think in proactive ways to address sustainability issues in the school field.
- discuss in groups possible teacher and student involvement, enhancing their ability to argue and reflect.
- develop a specific Learning Activity Plan (LAP).
- present the Learning Activity Plan.

## Mathematics - The Real International Language

### CONTENTS

- Numbers and number systems
- Simple arithmetic and different calculating methods
- Mental mathematical strategies
- Simple geometry terms and their use
- The history of algebra
- Problem solving concepts
- Number games
- Comparing maths books from different countries
- Mathematics puzzles
- Number and geometry patterns

### COMPETENCIES

### Students

- grow their mathematical understanding by enjoying a captivating and interactive course for not just, but also non-maths experts.
- share their own experiences and compare them with their colleagues to discover maths as a universal language.
- explore how mathematics developed over the centuries.
- handle very elementary mathematical concepts.
- compare how maths is taught in different school systems.
- gain a wider understanding of how mathematics is used in different countries to gain a better understanding of their international colleagues in the years ahead.

## Human Being and Human Rights in Education

### CONTENTS

- UN Charta of Human Rights
- Historical background and philosophical foundations of Human Rights
- Human Rights in Action
- The image of the human being: psychological, philosophical, and intercultural approaches
- Viktor Frankl's contribution to the understanding of the human being
- Image of man and world view
- The Global Citizen perspective

### COMPETENCIES

### Students

- gain insight into the concept of the image of the human being and its importance at the foundation of the educational practice.
- develop their understanding of the development of human rights as the fundamental concept for a sustainable future for our world and all mankind.
- understand the importance of world view and the view of the nature of the human being for the future of education.
- develop a specific Learning Activity Plan (LAP) about an aspect of the topics discussed.
- present their Learning Activity Plan (LAP).

## Module “Teaching Practice”

Teaching Practice	SWS	UE	ECTS
Primary School	2	30	3
Secondary School	2	30	3
Sum			6

### Teaching Practice – Primary School

#### CONTENTS

- School and classroom situations - Situation and factual analysis - Teaching and social contexts
- Subject-related methods of teaching; first steps into teaching, possibilities for differentiation and special support
- Design of model lessons, planning of sample lesson and use of information technology tools
- Methods of observation, analysis, as well as specific reflection of teaching methods

#### COMPETENCIES

##### Students

- can observe a lesson according to specific criteria.
- can plan and teach sequences of lessons with the support of the educational team.
- can document the learning process.
- develop the core ability to reflect systematically and continuously on a subject and its didactic dimensions, with respect to their personal subject choice.

### Teaching Practice– Secondary School

#### CONTENTS

- School and classroom situations - Situation and factual analysis - Teaching and social contexts
- Subject-related methods of teaching; first steps into teaching, possibilities for differentiation and special support
- Design of model lessons, planning of sample lesson and use of information technology tools
- Methods of observation, analysis, as well as specific reflection of teaching methods

#### COMPETENCIES

##### Students

- can observe a lesson according to specific criteria.
- can plan and teach sequences of lessons with the support of the educational team.
- can document the learning process.
- develop the core ability to reflect systematically and continuously on a subject and its didactic dimensions, respective to their personal subject choice.

## Electives

### General information

The following courses are part of the regular Bachelor Curriculum at the University College of Teacher Education Carinthia Viktor Frankl and are also open to students enrolled in the "International Study Programme". Their schedule should not clash with courses in the "International Study Programme in Education".

Incoming students can choose them as electives in two ways:

- to replace courses of the standard "International Study Programme in Teacher Education" package
- to increase the number of acquired ECTS credits beyond 30

With this course offer, the University College of Teacher Education Carinthia Viktor Frankl aims at facilitating an academic space for the encounter of regular and incoming international students.

### Electives for the winter term

Please note that, for scheduling reasons, courses may occasionally overlap. Since the allocation of courses is not always available in time, overlaps may occur that unfortunately cannot be identified in advance. We kindly ask for your understanding and request that you adjust your Learning Agreement at the beginning of your mobility in such cases.

#### Option W1

Code	Electiv Creativ Studies	SWS	UE	EC
PB00FW52WS	Elective Arts	0,8	12	1

#### Option W2

Code	Language Education/Teacher Competencies	SWS	UE	EC
ENG02001PB	Language Education for Specific Contexts	2	30	2,5
ENG01001PB	Focus on Language and the Learner	2	30	2,5
ENE02001PB	Teaching for Competence Across the Language Skills - English Level $\geq$ B2	2	30	2,5
BP15DE0001	(Zu)Hören und Sprechen - German Level $\geq$ B2 (Listening and speaking)	1	8	2

### Further courses open to Incoming Students

Depending on availability enrolment is also possible in the following courses:

Code	Intercultural Encounter	SWS	UE	EC
PB71BW01WS	Grundlagen und Entwicklung des Bildungswesens im nationalen und internationalen Vergleich (Principles and Development of Education Systems in Austria and Abroad in Comparison)	2	30	2
PB73SU03WS	Raumbezogene Perspektive und Verkehrserziehung (Geographical Perspectives in Primary Education)	1,25	18	2
PB73LF02WS	Content and Language Integrated Learning in the Primary Classroom (CLIL)	1	15	1
PB53WT07WS	Design und Technik (Handicraft for primary school teachers)	0,75	12	1

## Electives Arts

### CONTENTS

- Exploring different works of art in relation to contemporary issues (such as globalization, migration, digitalization, etc.)
- Learning about the complexities of visual culture, art and popular culture
- Excursion/s

### COMPETENCIES

#### Students

- have a basic knowledge in contemporary art and popular culture as well as in visual culture.
- are able to take a critical view towards the global changes and challenges of our world.
- are open to interdisciplinary concepts of work.

## Language Education for Specific Contexts

### CONTENTS

- Definition of CLIL, Content Based Language Teaching and Immersion
- CLIL in Austrian schools - The CLIL Matrix
- Lesson planning and designing materials for CLIL
- Practical activities (activating knowledge, guiding understanding, focus on language, the four skills of language learning)
- Cultural Awareness in CLIL
- Assessment in CLIL

### COMPETENCIES

#### Students

- can understand that integrating content and language is a good thing.
- can explain the concept and benefits of CLIL.
- can explore the new role of learners, teachers and school in the context of CLIL.
- can plan, design and conduct CLIL lessons according to the European Framework for CLIL Teacher Education.
- can support subject teachers in the context of teaching a subject in a foreign language.

## Focus on Language and the Learner

### CONTENTS

- Teacher- and learner-centred approaches to language education
- Social, psychological, and cognitive learning needs of language learners
- Psychological constructs relevant to language learning and teaching, including mindfulness, wellbeing, learner autonomy, and motivation
- Application of theories from learner and teacher psychology to classroom practice
- Analysis and interpretation of scientific literature in language education and learner psychology

### COMPETENCIES

#### Students

- are familiar with approaches that foster learner autonomy
- have in-depth knowledge of learner psychology and cognitive linguistics
- can read, understand, and critically evaluate scientific literature on learner and teacher psychology
- are able to transfer theoretical insights into practical pedagogical contexts
- Principles and Development of Education Systems in Austria and Abroad in Comparison

## Teaching for Competence Across the Language Skills

### CONTENTS

- General knowledge of theories and methods for language acquisition across the four skills: Reading, Writing, Listening, and Speaking
- Understanding and application of the communicative approach in language education
- Overview of current educational trends and challenges in EFL/ESL teaching at global, national, and local levels
- Knowledge and practice in competence-oriented language teaching

### COMPETENCIES

#### Students

- can understand key theories and methods of language acquisition across all four language skills
- are able to apply the communicative approach in designing and delivering language lessons
- are aware of current trends and challenges in EFL/ESL teaching and can contextualize them in their own teaching practice
- can plan and implement competence-oriented lessons that foster the development of all language skills

## (Zu)Hören und Sprechen - German Level $\geq$ B2 (Listening and speaking)

### CONTENTS

- Theoretical and didactic foundations of orality
- Analysis and discussion of current research on oral language use and teaching
- Competence-oriented approaches to developing speaking and listening skills
- Development of participatory and dialogic classroom culture
- Criteria-based assessment of oral performance
- Legal frameworks for assessing oral competencies

### COMPETENCIES

#### Students

- can outline current models of developing oral communication competence and derive related teaching implications.
- can compare, evaluate, and further develop methodological approaches for listening comprehension and speaking activities.
- can assess oral performance using clear, criteria-based evaluation methods.

## Principles and Development of Education Systems in Austria and Abroad in Comparison

### CONTENTS

- National and international development of education systems in context
- Theoretical concepts in school education
- Current education policy, discussions and standards
- Participatory models in school education and their realization

### COMPETENCIES

#### Students

- are able to give an overview of educational institutions.
- can explain national and international developments of the education system.
- can discuss current models and theories of participation in school education.
- can explain theoretical concepts of inclusive teaching and discuss current educational policies
- understand educational institutions and their players as part of the social structure of society.

## Geographical Perspectives in Education

### CONTENTS

- Cities and landscapes, business and traffic in spatiotemporal transition
- Basics of Geography and geology
- Scope for action within global learning and environmental protection
- Tracking systems (maps, satellite imagery, GPS, et cetera)

### COMPETENCIES

#### Students

- can describe and discuss the importance of habitats / natural environments.
- can describe and explain forms of landscapes and settlements and produce adequate lesson material for pupils.
- can describe and discuss local and global relationships and their influence on human cohabitation.
- are able to understand, perceive and show how environment is formed, modified, and damaged.
- are able to develop sustainable strategies.
- can develop lesson plans for „General Studies in Primary School“.

## Content and Language Integrated Learning in the Primary Classroom (CLIL)

### CONTENTS

- CLIL history and theoretical foundations
- The five Cs of CLIL
- Bloom's taxonomy of lower and higher ordered learning skills
- Vygotsky's zone of proximal development
- Project work creating CLIL lesson for various topics of the primary curriculum

### COMPETENCIES

#### Students

- can understand the benefits of the CLIL concept.
- understand Bloom's taxonomy and its potential applications in the primary classroom.
- can apply CLIL principles to plan and teach CLIL lessons.

## Handicraft for primary school teachers

### CONTENTS

- Practical problem-solving attempts in the areas of construction and housing, with a focus on design and technology
- Introduction to ergonomics in relation to construction and housing
- Integration of technical and aesthetic aspects in the design of a workpiece
- Independent creation of a workpiece.

### COMPETENCIES

#### Students

- can produce manageable and comfortably usable products in the field of construction and housing
- consider technical-functional requirements and formal-aesthetic aspects in the creation of a workpiece



## Electives for the summer term

### Option S1

Students can choose all of the following courses:

Code	Electiv Creativ Studies	SWS	UE	EC
PB00FW52SO	Elective Arts	0,8	12	1

### Option S2

Students can choose all of the following courses:

Code	Teacher Competencies	SWS	UE	EC
BPVT020004	Mathematik in der Schuleingangsphase - Mathematics in the Early Years of Primary Education - German Level $\geq$ B2	2	12	3
PB63MA0004	RVT-Mathematik: Vertiefung zu Lernstanderfassung und Förderung im Fach Mathematik 1 - RVT Mathematics: In-depth study of learning assessment and support in mathematics 1 - German Level $\geq$ B2	1	12	1
ENE02001PB	Teaching for Competence Across the Language Skills - English Level $\geq$ B2	2	30	2,5

### Further courses open to Incoming Students

Depending on availability enrolment is also possible in the following courses:

Code	Intercultural Encounter	SWS	UE	EC
PB62MS0002	Kunst, Kultur und Identität im zweisprachigen Raum Kärntens (Seminar with Excursion - Presentations can be held in English or German)	2	18	4
PB62MS0001	Slowenisch als Unterrichtssprache: Das zweisprachige Schulwesen in Kärnten (Slovene as teaching language: The bilingual school system in Kärnten/Koroška)	1	15	2
ENG02001PB	Language Education for Specific Contexts	2	30	2

## Electives Arts

### CONTENTS

- Exploring different works of art in relation to contemporary issues (such as globalization, migration, digitalization, etc.)
- Learning about the complexities of visual culture, art and popular culture
- Excursion/s

### COMPETENCIES

Students

- have a basic knowledge in contemporary art and popular culture as well as in visual culture.
- are able to take a critical view towards the global changes and challenges of our world.
- are open to interdisciplinary concepts of work.

## Mathematics in the Early Years of Primary Education

### CONTENTS

- Development of early mathematical thinking and number sense
- Learning trajectories for numbers, operations, geometry, and measurement in grades 1–2
- Children's misconceptions and strategies for mathematical problem solving
- Didactic principles and methods for teaching mathematics in the school entry phase
- Diagnostic and assessment tools for identifying pupils' mathematical understanding
- Use of manipulatives, visual models, and digital tools in early mathematics instruction
- Differentiation and inclusion in heterogeneous learning groups
- Design and reflection of mathematics lessons and learning environments

### COMPETENCIES

#### Students

- understand theories of early mathematical learning and development.
- can identify and analyze children's mathematical thinking and common learning difficulties.
- are able to plan, implement, and evaluate mathematics lessons for the school entry phase.
- can apply appropriate didactic methods and materials to foster conceptual understanding.
- reflect critically on their teaching practice and adapt it to diverse learner needs.
- appreciate the importance of early mathematics education for later learning success.

## RVT Mathematics: In-depth study of learning assessment and support in mathematics 1

### CONTENTS

- Current didactic concepts for addressing, alleviating, and considering specific learning difficulties in primary mathematics education
- Derivation of individual support measures and intervention concepts based on diagnostic assessments
- Implementation of support strategies within the classroom and in targeted support sessions
- Promotion of mathematically gifted pupils and support for children with learning difficulties
- Constructive feedback and communication of learning results
- Design of inclusive learning environments that take heterogeneous learning conditions into account

### COMPETENCIES

#### Students

- understand current didactic approaches for supporting diverse mathematical learning needs.
- can analyze diagnostic results to identify individual learning requirements.
- are able to design and implement tailored support measures based on qualitative assessments.
- can plan suitable learning opportunities for both high-achieving and low-achieving pupils in mathematics.
- are capable of organizing and managing inclusive classroom learning environments.
- reflect critically on their own teaching practices to enhance equitable mathematics learning for all pupils.

## Teaching for Competence Across the Language Skills

### CONTENTS

- General knowledge of theories and methods for language acquisition across the four skills: Reading, Writing, Listening, and Speaking
- Understanding and application of the communicative approach in language education
- Overview of current educational trends and challenges in EFL/ESL teaching at global, national, and local levels
- Knowledge and practice in competence-oriented language teaching

### COMPETENCIES

#### Students

- can understand key theories and methods of language acquisition across all four language skills
- are able to apply the communicative approach in designing and delivering language lessons
- are aware of current trends and challenges in EFL/ESL teaching and can contextualize them in their own teaching practice
- can plan and implement competence-oriented lessons that foster the development of all language skills

## Art, Culture and Identity in the Bilingual Region of Carinthia (Seminar with excursion)

### CONTENTS

- Aspects of identity reflected in art, culture, and communication within Carinthia's bilingual context
- Regional, social, and cultural forms of expression and ways of life
- Literary, artistic, musical, historical, and cultural characteristics and their impact on identity formation
- Historical conditions and current developments influencing bilingualism and culture
- Cultural influences on bilingual and multilingual education
- Cultural hegemony and its effects on language, identity, and diversity

### COMPETENCIES

#### Students

- can critically analyse the interrelation between bilingualism and identity within regional, historical, and sociopolitical frameworks.
- can identify and discuss how cultural, linguistic, and regional factors shape individual and collective identity.
- understand how cultural hegemony contributes to language shift and loss, and can evaluate its implications for education and cultural policy.
- can interpret and reflect on artistic, literary, and musical representations related to bilingualism and identity.

## Slovene as teaching language: The bilingual school system in Kärnten/Koroška

### CONTENTS

- Slovene as a regional teaching language: The bilingual school system in Kärnten/Koroška
- Concepts and models of bilingual education
- Challenges and advantages of bilingual education
- Contents and curricula for bilingual education
- Continuous education language Slovene

### COMPETENCIES

#### Students

- know the main concepts and models of bilingual education
- know the historical backgrounds of Slovene as teaching language in Kärnten/Koroška
- know the legal background and important minority laws in Austria
- are able to contextualise the topic with the European/international level

## Language Education for Specific Contexts

### CONTENTS

- Definition of CLIL, Content Based Language Teaching and Immersion
- CLIL in Austrian secondary schools - The CLIL Matrix
- Lesson planning and designing materials for CLIL
- Practical activities (activating knowledge, guiding understanding, focus on language, the four skills of language learning)
- Cultural Awareness in CLIL
- Assessment in CLIL

### COMPETENCIES

#### Students

- can understand that integrating content and language is a good thing.
- can explain the concept and benefits of CLIL.
- can explore the new role of learners, teachers and school in the context of CLIL.
- can plan, design and conduct CLIL lessons according to the European Framework for CLIL.