

International Course Programme

summer term 2027

Erasmus+

INTERNATIONAL OFFICE

PÄDAGOGISCHE HOCHSCHULE SALZBURG

Stefan Zweig

Grading System

ECTS - EUROPEAN CREDIT TRANSFER SYSTEM

Regular attendance is required. Students must attend at least **75% of all classes** in order to be admitted to the examination. Active participation in class is expected. Failure to meet the attendance requirement may result in exclusion from the final assessment.

Description of the institutional grading system:

Austrian Grading Scale	Definition
1	EXCELLENT: outstanding performance
2	GOOD: above the average standard but with some errors
3	SATISFACTORY: generally sound work with a number of notable errors
4	SUFFICIENT: performance meets the minimum criteria
5	UNSATISFACTORY: some more work required before the credit can be awarded

According to the Universities Act 2005 two additional grades: "successfully completed" / "not completed" are admissible when established in the respective study programme in force.

German as a foreign language

Students with German language proficiency between A0 and B1, as defined by the Common European Framework of Reference for Languages (CEFR), are required to enroll in one of the two *Deutsch als Fremdsprache* (German as a Foreign Language) courses.

Students with no prior knowledge of German will be placed in *XX:ISP_W11 Deutsch als Fremdsprache 1+2*.
Students with proficiency levels between A1+ and B1 will be placed in *XX:ISP_W09 Deutsch als Fremdsprache 3+4*.

Languages

XX:ISP_S11 | 4 ECTS

Deutsch als Fremdsprache 1 + 2 II

Dr.in Sumeeta ***HASENBICHLER***

Content:

This is a german language course and the content is in accordance with the Common European Framework of Reference for Languages (CEFR) Language acquisition - Level A1/1. After the course the student

- ✓ can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type
- ✓ can introduce himself:herself and others and can ask and answer questions about personal details such as where he:she lives, people he:she knows
- ✓ can interact in a simple way provided the other person talks slowly and clearly and is prepared to help
- ✓ can express basic personal and family information and shopping
- ✓ can express aspects of his or her background and immediate environment
- ✓ can talk about daily life in Salzburg
- ✓ can talk leisure

Objectives:

Fundamental components, based on **level A1/1**

- ✓ be able to manage situations in daily life, for example in the supermarket, in the restaurant, etc.
- ✓ be able to manage situations in the classroom and to understand instructions, explanations and practice short dialogues
- ✓ be able to use specific terminology based on individual students' needs and classroom communication
- ✓ be able to introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives and people he/she knows
- ✓ be able to speak about their daily routine and describe their appartment
- ✓ be able to have simple conversations in everyday life such as shopping, in restaurant and understand and use familiar everyday expressions and very basic phrases
- ✓ be able to interact in a simple way provided the other person speaks slowly
- ✓ have basic knowledge about phonetics and pronunciation
- ✓ have knowledge about basic grammar topics

Teaching methods:

Working methods will involve a combination of lectures, group-work, self-study and practical exercises.
Students will work with a suitable course book and additional exercise sheets, both to be supplied by the professor. Input of grammar and vocabulary will be connected with practical communication situations and pronunciation training.

Assessment:

Grades will depend on:

- ✓ continuous attendance and participation in class as well as regular and timely completion of assignments at home
- ✓ maintaining a progressional vocabulary notebook with words and phrases learnt during lectures
- ✓ two written exams reviewing subject matter

XX:ISP_S09 | 4 ECTS

Deutsch als Fremdsprache 3 + 4 II

Dr.in Sumeeta ***HASENBICHLER***

Content:

This is a german language course and the content is in accordance with the Common European Framework of Reference for Languages (CEFR) Language acquisition – Level, from A1+, A2, B1. The course will be streamlined according to the individual language level of the participants. Starting from A1/2 until B1/2, students with different German levels will work individually and also participate in group activities. After the course the student can express information about

- ✓ basic personal and family information, shopping, local geography, employment
- ✓ aspects of his:her background, immediate environment and matters in areas of immediate need
- ✓ environment and daily life in Salzburg
- ✓ school, work, leisure

Objectives:

Fundamental components, based on **level A2**:

- ✓ be able to understand sentences and frequently used expressions related to areas of most immediate relevance
- ✓ be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
- ✓ be able to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
- ✓ acquire additional vocabulary and knowledge about their environment and daily life in Salzburg
- ✓ have knowledge about basic grammar topics, both in theory and practice
- ✓ have knowledge about phonetics and pronunciation

Additional components, based on **level B1**:

- ✓ be able to understand the standard input on familiar matters
- ✓ be able to deal with most situations while travelling
- ✓ be able to produce simple texts on topics which are familiar or of personal interest
- ✓ be able to describe experiences and events and briefly give reasons and explanations
- ✓ have knowledge about more complex grammar topics, both in theory and practice

Methods:

Working methods will involve a combination of lectures, group-work, self-study and practical exercises. Students will work with a suitable course book and additional exercise sheets, both to be supplied by the professor. Input of grammar and vocabulary will be connected with practical communication situations and pronunciation training.

Assessment:

- ✓ continuous attendance and participation in class as well as regular and timely completion of assignments at home
- ✓ maintaining a diary (Lernjournal) in which they will note down the words and phrases learnt during lectures as well as in individual assignments and reflect upon their progress
- ✓ two written exams reviewing subject matter

XX:ISP_S05 | 3 ECTS

English as a Foreign Language (approaching B2) II

*Mag.ª Birgit **PÖSCHL-HUTZINGER***

Content:

This English language course is designed to develop participants' speaking skills through interactive tasks such as presentations, group discussions, debates, role plays, simulations, and interviews. A variety of topics will be covered to help expand participants' vocabulary, and grammar lessons can also be included if desired.
Active participation and regular preparation are expected, with homework assigned for each session. Participants are required to give a presentation during the course. Progress in vocabulary range will be assessed through regular quizzes.

Teacher´s Practice

XX:ISP_S13 | 3 ECTS

Schoolplacement

*MMag.ª Birgit **KARL***

Content:

This is a very practical course and students will do an internship at local pre-primary schools, primary schools or lower secondary schools on a one-day a week basis. They will work as classroom assistants with the classroom teacher.
Please note: for pre-primary and primary schools a German level of B1 (according to CEFR) is required.

Objectives:

On successful completion of the course, the student should:

- ✓ be aware of cultural differences
- ✓ be able to work with students from different cultural backgrounds
- ✓ be able to communicate emphatically and effectively with students
- ✓ be able to reflect on their own communication
- ✓ have gained additional knowledge about their subject and of possible teaching methods
- ✓ be able to manage and lead a group/class
- ✓ be able to work in a team or group
- ✓ be able to reflect on their role within a group

XX:ISP_S04 | 1 ECTS

Instrumental Workshop – Guitar II

*Sophie **ESTERBAUER**, MA M.Mus*

Content:

This is a practical course where students learn to play the guitar. Through playing music students will experience a range of musical diversity and develop an understanding for different intercultural communication and value structures. This course is for beginners as well as for advanced learners. The institution does have guitars for rent if students do not have an own instrument.

Objectives:

On successful completion of the course, the student should:

- ✓ be able to understand basics of music theory and notation.
- ✓ be able to deal with basic melodic and rhythmical patterns.
- ✓ be able to play easy guitar pieces (with one or two voices) and simplechords (major and minor).
- ✓ be able to accompany easy songs on the guitar.
- ✓ have knowledge about the historical evolution of the guitar.
- ✓ have knowledge about the basic principles of the guitar technique.

Assessment:
An active attendance of the weekly based group-lessons is required. During the lessons students shall show their development, in musical understanding and guitar playing. Active participation and motivation are highly appreciated.

XX:ISP_S06 | 1 ECTS

Instrumental Workshop – Piano II

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Content:
This is a practical course where students learn to play the piano. Based on personal interests (accompaniment of children's songs, accompaniment of world-famous songs, playing from sheet music, improvisation to chord progressions, simple melody playing and warm-up exercises, ...) we explore the diverse possibilities of playing the piano. This course is for beginners as well as for advanced learners. Although access to pianos are limited at the institution, there are possibilities to practice during the week. Beside the interest in playing the piano, one does not need any knowledge before.

Objectives:
The aim is to deepen and expand the competence on the instrument, based on the respective interest.

XX:ISP_S12 | 1 ECTS

Voice training for teachers II

***Anita Obersteiner**, BSc*

Content:
How to make the most of my voice. The fundaments of a healthy and effectice vocal technique such as posture and breathing will be introduced and trained. An effective vocal warm-up routine will be practised with special emphasis on how to take care of the voice in order to keep it healthy. In addition the students will work on songs in various styles and from different countries. They will learn how to sing with consistent, accurate intonation and in harmony.

Objectives:
The goal of this course is to help students to become familiar with their personal instruments i.e. their voices thus gaining confidence in vocal performance; speaking or singing in the classroom.

Educational Sciences

XX:ISP_S03 | 3 ECTS

Insights into Salzburg's History II

*MMag.ª Dr.in Claudia **RESCH***

Content:
This course deals with the past and present of Salzburg, and will convey a basic understanding of the city's and province's historical developments, while also considering the broader context of Austrian and European history. By exploring the city of Salzburg and its surroundings (often on foot), topics such as religion, economy, tourism, architecture and culture, as well as war and antisemitism will be covered in this class.

Objectives:
On successful completion of the course, the student should:

- ✓ have a basic understanding of the most prominent periods in Salzburg's and Austria's history
- ✓ be able to ask questions about Salzburg's present and past, and have the ability to research the answers independently
- ✓ be able to present historical places and/or events in an adequate way
- ✓ be able to analyse and critically question historical sources, such as texts, pictures, buildings etc., and to put them into their historical context
- ✓ be able to analyse phenomena of the present, and to trace back their historical development

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XX:ISP_S18 | 2 ECTS

Hands-on science II

*OstR Prof. Josef **KRIEGSEISEN**, BEd Bak. phil. MA*

Content:
In the initial steps the focus will be on the introduction the concept of CLIL and the reactivation of knowledge in STEM (science, technology, engineering, mathematics). Then, the students will develop and try out classroom activities and hands-on experiments, for a lot of different topics, like geography, science, math, etc. and to find out how to prepare and implement experiments for classes in different ways. We will also explore the possibilities of field-trips and integrate the local point of view by organizing field trips in and around Salzburg.

Objectives:
On successful completion of the course, the student should:

- ✓ be able to develop and try out classroom activities and hands-on experiments designed for young learners.
- ✓ be able to link schoolbook knowledge with actual applications.
- ✓ be able to integrate science in the classroom environment.
- ✓ be able to use English for scientific purpose (CLIL for science).
- ✓ be able to plan a field-trip on a scientific topic.

XX:ISP_S19 | 3 ECTS

Inclusive Sports Exchange II

*Prof.^{in} Mag.^{a} Bettina **MÖSSENBÖCK***

Content:

- ✓ familiarisation and self-awareness of different types of disability (wheelchair driving techniques, blind course, …)
- ✓ moving and playing on and with equipment (psychomotor skills, movement landscapes, …)
- ✓ small games and sports games in heterogeneous learning groups
- ✓ improvement of basic motor skills (strength, endurance, …) under inclusive aspects
- ✓ disability-specific team games (eg boccia, zone football, tetra rugby, wheelchair basketball, blind goalball, …) – visits to clubs and tournaments
- ✓ inclusive outdoor exercise (winter sports, experiental education, …)

Requirements

- ✓ basic motor skills (conditional and coordinative abilities) are expected

Objectives
The students
- ✓ know didactic and methodological possibilities and necessities for successful lesson organisation in heterogeneous learning groups in various areas of movement and sport
- ✓ internalise differentiation and individualisation as a consistent principle in physical education lessons
- ✓ are familiar with exercise programmes in the area of severe multiple disabilities

Methods
- ✓ small group work on self-selected topics (presentation of country-specific inclusive movement programmes), presentation, portfolio
- ✓ practical indoor/outdoor exercise and sports units

Assessment
- ✓ active participation in the exercise programmes
- ✓ work shadowing / co-operation at sporting events
- ✓ workload: small group work and presentation
- ✓ attendance: at least 75%
- ✓ immanent examination character

XX:ISP_S22 | 3 ECTS

From Apps to AI: Modern Tools for Effective Teaching

*Mag.ª Birgit **PÖSCHL-HUTZINGER***

Content:
This seminar introduces a variety of digital tools and AI applications that can enhance teaching and learning. Participants will explore platforms and apps that support personalised learning, vocabulary retention, creativity, and collaboration. Emphasis is placed on hands-on practice—participants will experiment with tools, assess their educational value, and design interactive digital learning activities.
Participants are required to give a presentation and document their assignments in a portfolio.

By the end of the seminar, participants will be able to:
- ✓ Identify and evaluate a range of online tools suitable for language learning and teaching.
- ✓ Integrate digital tools effectively into lesson planning and classroom practice.
- ✓ Design interactive, learner-centred digital activities that support different learning styles.
- ✓ Use online platforms to enhance vocabulary learning, communication, and collaboration.
- ✓ Reflect critically on the pedagogical and motivational potential of digital tools in educational contexts.
- ✓ Develop confidence in using technology to facilitate both face-to-face and online learning environments.

Assessment:
- ✓ Active participation in class discussions and practical sessions.
- ✓ Regular completion of homework assignments and preparatory tasks.
- ✓ Delivery of a short presentation on a selected tool or teaching concept.
- ✓ Participants are required to bring a laptop or tablet to each session.

XX:ISP_S14 | 3 ECTS

English Language Teaching Across Disciplines: World Literature II

*Dr. Ali Nihat **EKEN***

Content:
English Language Teaching Across Disciplines: World Literature is a course that invites students to become part of an online learning community designed by the course instructor. In this course students go on a literary and cultural journey through a collection of narratives across the world. Through close readings, discussions,

presentations and writing tasks, the course helps students gain an understanding and appreciation of literature. By engaging critically with the texts chosen, students explore, demonstrate and discuss how authors from other countries reflect their world through their own unique, authorial and artistic modes and how their works can contribute to contemporary global cultural landscape. The course also encourages students to reflect on how studying fiction can help them as both university students and world citizens.

Required texts:
A collection of short stories (e-copies will be provided by the instructor). Students need to read 50-60 pages every week and take part in online discussions regularly.

LMS Learning Management System:
Sabanci University SU Course Plus. The course will be hosted online and run by PH Salzburg's partner university in Istanbul, Sabanci University. Students will have access to the course through the link below:
https://sucourse.sabanciuniv.edu/plus/login/index.php
(Please log in through "the guest user" option)

Weekly Programme:
The program, materials and tasks will be announced through SU Course Plus. It is therefore very important that students follow the announcements on SU Course Plus regularly and responsibly and meet the requirements of the course responsibly.

Online Office Hours:
During the course the instructor maintains virtual office hours and online meetings with his students individually or in groups. Through this option, students can bring questions or concerns to the instructor in the same way as office hours do.

Assessment:
Students can see SU Course Plus for more information about the weekly-assessed online tasks. Participation is another essential part of the assessment. In addition, students are required to submit two academic papers to complete the course. Students will be guided and supervised for academic writing.

Important note regarding registrations:
After students complete their registration for the course, they immediately need to contact the instructor to have access to the online course. The instructor's e-mail: alinihat.eken@sabanciuniv.edu

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XX:ISP_S08 | 3 ECTS

Cultural & Social Field Activities II

*MMag.ª Birgit **KARL***

Content:
This course offers the chance to discover Salzburg and its surroundings. Excursions, outdoor activities, sightseeing and visits to theaters and museums will give an insight into the Austrian culture, traditions and values. Additionally, current social issues will be discussed in class. Personal impressions and reflections will be collected and presented.

Objectives:
On successful completion for the course, the student should:

- ✓ be able to describe, discuss and compare differences between Austria and their home country
- ✓ have knowledge about cultural and social structures in Austria
- ✓ be able to arrange a presentation of cultural aspects together
- ✓ create a lesson plan on the subject Teaching Austrian Culture

Methods:
Working methods will involve a combination of group work, self-study, oral and written report, discussions and the production of visible presentations as posters and diagrams. Attendance at the scheduled meetings is compulsory.

Assessment:
Basic requirements for the award pass are that students actively participate in discussions and also show their knowledge development in the group. Moreover, they will create a portfolio (including field trip reports, comparison of student life cross the countries and a lesson plan of a teaching sequence on the subject Teaching Austrian Culture) to illustrate their progress.

XX:ISP_S29 | 2 ECTS

Teaching for a sustainable tomorrow II

Mag.ª Marion ***ROSMANN***

Content:
This course is an innovative and hands-on teacher training course designed to empower educators with the tools and knowledge needed to integrate sustainability into their classrooms. The course equips teachers to address the environmental, social, and economic dimensions of sustainability, helping to foster global citizenship and social responsibility among young learners. Throughout the semester, participants will explore how sustainability can be embedded across core subjects such as science, geography, social studies, and language arts. Emphasis will be placed on developing students' critical thinking and problem-solving skills. As the course is delivered in bi-weekly sessions, participants will complete structured assignments designed to support reflection and the practical application of sustainability concepts. These tasks will include lesson planning, classroom resource development, and reflective professional practice. Participants will compile a compiled collection of assignments that demonstrates their progress and engagement with sustainability education.

XX:ISP_S27 | 2 ECTS

Teaching in a plurilingual environment II

Mag.ª Marion ***ROSMANN***

Content:
This course provides participants with a comprehensive understanding of their identity, language development, and educational biography. As plurilingual classrooms become increasingly common in globalized societies, it is essential to foster cultural awareness and understanding within diverse educational settings. Participants will explore strategies for working effectively with students from multicultural and plurilingual backgrounds in heterogeneous groups.
The course emphasizes active learning, and participants will engage in discussions, group assignments, role plays, simulations, interviews, and vlogs to reinforce the topics covered. Delivered in bi-weekly sessions, the course includes regular assignments that encourage reflection and practical application of plurilingual teaching strategies. These assignments may involve lesson planning, developing classroom activities, reflective exercises, and multimedia projects, all compiled into a collection of assignments that demonstrates participants' learning, practical skills, and insights on teaching in plurilingual environments.

XX:ISP_S30 | 3 ECTS

Experiencing and Shaping Democracy: Practical Project Management for Future Educators II

Mag.ª Judith ***HÖFFERER***

Content:

This course introduces prospective primary and secondary school teachers to the democratic institutions of Salzburg and equips them with essential project management skills. Participants will explore the city's governance structures through interactive lectures and guided visits to key institutions, such as e.g. the City Hall, Salzburg Library, Spektrum and the waste management service.

In parallel, the course emphasizes practical project management fundamentals, including planning, resource allocation, teamwork, and evaluation. Students will develop their own teaching projects that bring democratic processes into the classroom, fostering civic engagement and active learning.

By the end of the course, participants will have hands-on experience in designing and managing educational projects that make democracy accessible and enganging for students.

XX:ISP_S38 | 3 ECTS

SalzburgStories for a common future – Exploring New Perspectives

Prof.in Mag.ª Dr.in Ingrid ***GEIER*** *| H-Prof. Dr. Florian* ***HARTMANN*** *| Prof. Dr. Richard* ***BÖHME***

Content:

The course invites students to engage with narrative and digital storytelling by developing new digital stories in connection with selected data, themes and perspectives from earlier projects. It is open to both local and international students, including those continuing from previous semesters and those joining the format for the first time. A special focus is placed on exploring new perspectives by setting recently collected material alongside past stories and, where applicable, international perspectives, without comparing them evaluatively.

Goals - competencies

- ✓ Using digital storytelling methods that include multiple perspectives
- ✓ Connecting with communities and collecting different viewpoints
- ✓ Understanding and reflecting on selected Future Skills by comparing past and present data
- ✓ Reflecting on one's own learning process and creating a new future narrative based on past material
- ✓ Developing digital design skills and presenting content for specific audiences
- ✓ Presenting social topics from multiple perspectives by bringing together different voices, contexts, and time periods
- ✓ Strengthening analytical and reflective skills through working with diverse sources of information

Proof of performance

Working methods will involve a combination of lectures, group work, discussion, self-study, presentations and study trips. Attendance at the scheduled meetings is compulsory.

Assessment criteria

- ✓ Quality and coherence of the new digital story
- ✓ Depth and clarity of the multi-perspective integration
- ✓ Depth of the Future Skills reflection
- ✓ Active participation
- ✓ Continuous collaboration
- ✓ Compliance with academic standards
- ✓ New community-based digital story
- ✓ Written reflection including a multi-perspective analysis drawing on:
  - newly gathered data
  - selected past material
  - (if applicable) international perspectives

XX:ISP_S36 | 3 ECTS

Story Power, and Belonging: Dialogue on Race and Equity in Education II

Prof.in Christine ***BAYER-BORRERO****, EDM*

Content:

This interactive course invites international teacher-education students to explore how stories reveal power, race, and belonging in education. Drawing on Race Dialogues and the Equity Literacy framework, participants examine how racialization shapes schools in different cultural contexts and how to facilitate meaningful conversations about equity and inclusion. Through storytelling, Talking Circles, and reflective dialogue, they develop awareness and practical strategies for creating learning spaces where every student belongs.

By the end of the course students will be able to:

- ✓ Examine (Self-Reflection): Critically evaluate one's own racial autobiography and "intersection onion" to understand how personal positionality influences classroom

We foster a "Brave Space" for sensitive equity topics. Respectful disagreement is welcome; inclusion begins in the seminar room. A collective effort is required to navigate discomfort and foster professional growth.

Assessment/Workload:

Interactive seminar using Talking Circles, 3-2-1 reading reflections, and a signature "Racial Autobiography" project. Focus on practical facilitation strategies to manage discomfort during critical equity conversations.
Student Workload: Total: 75h (3 ECTS)
Breakdown: 26h in-class, 15h preparatory reading, 12h for weekly 3-2-1 responses, 12h for the 3-part autobiography paper, and 10h for active participation/brave space contributions.
100pts total: Reading Responses (40), Racial Autobiography (40), Participation (20), Simple whole-number blocks.
Scale: 90-100 (1), 80-89 (2), 70-79 (3), 60-69 (4), 0-60 (5).

XX:ISP_S37 | 1 ECTS

Culinary Arts II

Dipl.-Päd.in Christina ***NUSSBAUMER,*** *MA BEd*

Content:

Course I:
Traditional Austrian cuisine; historical background; geographical influences; excursus on Austrian hospitality; the significance of tourism in Austria; regional differences from east to west; Austrian seasonal calendar; the importance of tourism for Austria's value chain; preparation of typical Austrian dishes (including vegetarian/vegan options); exemplary dishes from the federal provinces.

Course II:
Advent/Christmas celebrations: customs and regional traditions; historical background; traditional Christmas pastries; Christmas menu design: menu planning according to nutritional-physiological criteria; vegetarian/vegan interpretations; comparison of international Christmas cuisines; edible gifts.

Course III:
Health-oriented and practice-based specialization; typical cooking techniques; cooking methods and nutrient preservation; international influences on modern Austrian cuisine; meal prep and nutrient power meals for students with a focus on concentration and performance.

Learning Outcomes

Students will be able to:

- ✓ Analyze Austrian food culture and reflect on it from a cross-cultural perspective
- ✓ Present regional differences within Austria in a professionally differentiated manner
- ✓ Analyze historical and geographical factors influencing Austrian cuisine
- ✓ Prepare typical Austrian dishes professionally and evaluate them from a sensory perspective
- ✓ Apply hygienic and sustainable principles in food preparation
- ✓ Identify seasonal Austrian products and evaluate their use in the context of sustainable nutrition in international comparison
- ✓ Discuss nutrition critically in the context of identity and culture

Workload:

Creation of a reflective portfolio for in-depth academic engagement with the course content and for a differentiated cross-cultural analysis of dietary habits in Austria in relation to the respective countries of origin of the students.

Participation Requirements

- ✓ Serious interest in culinary culture, intercultural culinary exchange, and practical food preparation
- ✓ Willingness to actively engage with new culinary experiences and to reflect on them critically
- ✓ 100% attendance
- ✓ Compliance with hygiene standards
- ✓ Ability to work independently and responsibly within a group

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XX:ISP_S17 | 2 ECTS

Safe Spaces. Supporting Inclusive Education

HProf.in Uni.-Doz.in Dr.in Andrea ***BRAMBERGER***

Content:

"Safe spaces" are a precondition and an effect of efforts of inclusiveness. Safe spaces encompass practices towards egalitarian access to education and endeavors to establish equal learning opportunities for all students. The seminar discusses varieties of safe spaces and modes of establishing and maintaining them in schools, valuing diversity. In a safe space, all learning community members democratically and respectfully negotiate difference/sameness and the issues that affect them; they do that not in an arbitrary way but through modes well-founded in terms of educational theories.

XX:ISP_W28 | 1 ECTS

The Art of Perception: Perspective, Truth, and Cultural Dialogue II

Barbara ***STELZER***

Content:

This course invites students to creatively visually explore the complex interplay between perception, perspective, and personal truth (or the absence of a universal one). Through hands-on artistic practice - drawing, painting, collage and photography we'll challenge conventional ways of seeing and representing personal perspectives of the world, reflecting and fostering a deeper understanding of both the self and cultural encounters.

Core Themes and Projects

You will engage with the following themes through dynamic, practical projects:

- ✓ The Illusion of Sight: Optical Phenomena: Explore the fascinating gap between what your eyes see and how your brain interprets it. Through studies of color optical illusions and other perceptual tricks, you'll gain insight into the neurological processes that shape (and sometimes trick) visual awareness.
- ✓ Shifting Perspectives: Positive and Negative Space: Experiment with compositional inversion. By visually swapping positive and negative space, you will learn how the mind reinterprets what it sees, dramatically altering the meaning and reading of an image.
- ✓ Subjective Truth and the Visual Voice: Investigate how your individual background shapes your reality. Culture, Family, social media, and Religion all play roles in our personal truths. We'll use visual language to make your unique "personal truth" tangible.
- ✓ Cultural Dialogue: Self vs. Other: Visually juxtapose yourself in your original culture vs. the "you" within a host culture.
- ✓ How do you think people from your host culture see or perceive you as being different to how you see yourself?
- ✓ Students will create compelling comparative artworks that highlight similarities, differences, and moments of mutual understanding and/or conflict within themselves and their surroundings.

PB4:14GWPE | 2 ECTS

Geographische und wirtschaftliche Perspective | Social Studies – Geography and Economics

*Dr. Marcel **VORAGE**, M.Sc M.Ed.*

Content:

Subject-specific and didactic basic knowledge of the geographical and economic perspectives of general studies

Students

- ✓ acquire subject-specific concepts of geography and economics as part of general studies, understand how these can be taught
- ✓ develop an awareness of sustainable satisfaction of needs, taking into account planetary boundaries.
- ✓ recognize opportunities for action in the interrelationship between society, economy, politics and the environment.
- ✓ implement measures that promote trust in science, contribute to the development of democracy and promote sustainable development

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