PH TG
Pädagogische Hochschule
Thurgau

Prorektorat Ausbildung
International Office

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Incoming Students Advisor

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Autumn Semester 2026

(Week 36 – Week 7)

Teaching Placement

5450.00.E.90.630 | Autumn Semester | 5 Credits

International and / or Swiss public school, 3 weeks

Placements typically last three weeks. Depending on their linguistic background, PHTG offers the following placement options for international exchange students:

Students whose first language is German or who have a competence level above C1 will be integrated into regular school placements at a level of their choice and paired with PHTG students according to their background and needs in the best possible way.

All other exchange students undertake a placement in either a private English-medium international school, observing and teaching their subject specialisms, or in a Swiss primary or secondary school, where they support and deliver English language instruction across various grade levels.

Physical Education

Leadership and Organisation in Sports I
1225.02.E.98.630 | Autumn Semester | 3 Credits

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

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

Performance and Dance
4362.00.E.03.280 | Autumn Semester | 2 Credits

Content
– Expanding the repertoire of movements across various dance styles, fitness-based dance forms and movement sequences
– Rhythm training and body awareness
– Teaching methods: performance and dance
– Didactic approaches to fostering creativity and expressiveness
– Development and presentation of choreographies

By the end of the module, students will
– expand their personal repertoire of movement across various dance styles.
– are able to apply different methods of teaching movement sequences.
– are able to compose step sequences and vary them using the parameters of space, time and energy.
– are able to recognise the structure of music and develop their own movement sequences to accompany it.
– are familiar with the stages of the choreographic process and are able to initiate and support these stages, as well as present the choreography they have developed.
– plan teaching projects in the field of performing arts and dance, incorporating appropriate practical applications and competence-based assessment.
– are able to perform and teach a sequence of movement skills.

Understanding, Initiating and Facilitating Motor Development
5408.00.E.16.280 | Autumn Semester | 2 Credits

Content
- Fundamentals of Sports Pedagogy
- Sport-specific skills and subject-specific pedagogical knowledge in the competence area ‘Exercise on Equipment’
- In-depth examination of the topic of movement landscapes, including safety aspects
- Microteaching situations

Declarative knowledge (understanding subject-specific knowledge and pedagogical knowledge)

By the end of the module, students
- understand the development of motor skills
- are familiar with the psychomotor concept of the ‘movement landscape’
- understand the importance of basic movements as the foundation for developing skills
- understand the principles of competence-based physical education and have knowledge of lesson planning
- understand the principles of inclusive physical education

Procedural knowledge (applying subject-specific knowledge and pedagogical knowledge)

By the end of the module, students
- re able to manage their own skill acquisition
- Develop a reflective approach to learning movement based on their own experiences
- Are able to plan movement landscapes competently
- Promote children’s motor development and teach them sporting content
- Understand the heterogeneity of children and apply measures for differentiation/individualisation in physical education
- Are able to incorporate movement into their everyday teaching
- Are able to interpret and guide observations of motor skills

Metacognitive knowledge (justifying and evaluating action-guiding knowledge)

By the end of the module, students
- are able to reflect on and optimise their own skill acquisition
- are able to adopt a position on the topic of ‘inclusive sport’ and defend it on a scientific basis.
- Beliefs and attitudes (developing professional ethical competence)

Art & Creativity

Teaching Visual Arts Workshop I
1027.02.E.02.27 | Autumn Semester | 1.5 Credits
Workshops I and II must be attended together

Content
Fundamentals of visual art and design:
– Basics of visual communication
– Representational and experimental drawing, painting, collaging
– Mixing techniques
– Colour, colour orders and contrasts

By the end of the module, students will
– expand their experience and knowledge in dealing with means and methods of design.
– get to know ways and means of creating pictures.
– reflect on the results with regard to their artistic quality and their process of creation.

Teaching Visual Arts Workshop II
1028.01.E.02.273 | Autumn Semester | 1.5 Credits
Workshops I and II must be attended together

Content
Representational and abstract painting
– Painting materials and techniques
– Colour effects
– Classical and experimental printing techniques

By the end of the module, students will
– develop representational and non-representational painting techniques acc. to given criteria.
– experience the interplay of colour, form, light and space.
– know and use painting and printing techniques.

Picture in Motion
1266.01.E.42.273 | Autumn Semester | 2 Credits

Content
– Pre-shaping the film, digital drawing apps, Stop-motion film technique

By the end of the module, students will
– learn about the principles of moving images and put them into practice through practical exercises.
– learn about simple animation programmes and use them on computers and tablets.
– are familiar with suitable examples and ways of using analogue and digital media in the classroom.

Language Teaching and Learning

Foundations of Foreign Language Teaching
1110.01.E.90.212 | Autumn Semester | 1,5 Credits

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

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

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

Contemporary approaches in teaching English
1248.02.E.90.212 | Autumn Semester | 2 Credits

Content
– Testing and Assessment
– Activity-, Content-, and task-based foreign language teaching
– Video, image, story
– Literature for children and teenagers
– Drama-based methods in the EFL classroom
– Promoting spontaneous talk
– AI in English language teaching

By the end of the course students will
– know how to integrate formative assessment in their English teaching
– create their own evaluation criteria to assess the four skills
– focus on CLIL, TBL, immersion etc. according to their own interests and needs

– improve their storytelling techniques
– design tasks that include videos, images and stories
– explore the potential of drama as a valuable method in ELT
– develop activities and methods for fostering spontaneous interaction in the ELT classroom
consider benefits and challenges of AI in English language teaching and learning

Methodology for Teaching English I (for secondary level)

1399.01.E.03.212 | Autumn Semester | 5 Credits

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

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

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

Profession-related Language Competence English

1603.00.E.03.212 | Autumn Semester | 2 credits

Content
– Improving one’s own language proficiency towards C2 level, with a focus on communicative skills (oral and written production).
– Expanding vocabulary and revising key grammatical structures.
– Exploring the profession-specific language proficiency profile for foreign language teachers and typical language uses in English lessons.
– Using the teacher’s language consciously and correctly.
– Intercultural (communication) skills.
– Advanced knowledge of the target language area and different varieties of the English language.

By the end of the module, students will
– use the English language at a C1–C2 level.
– develop a high degree of confidence in written and spoken expression, enabling them to support learning processes effectively.
– practise their language skills by reflecting on and discussing school-related topics and current texts about the target language region, thereby combining content-based and language-based learning.
– are familiar with the five profession-relevant language-related areas of practice from the profession-specific language competence profile for foreign language teachers and the associated linguistic competences.
– practise and expand their linguistic skills with a view to their day-to-day work as English teachers, using profession-relevant, communication-oriented language tasks.
– strengthen their intercultural (communication) skills.
– learn new and fascinating things about English as the target language and the English-speaking world.

English Language Course (online) Level B2+/C1

No code | Level B2+ | Autumn Semester | 1,5 Credits
No code | Level C1 | Autumn Semester | 1,5 Credits

Content
– revision and extension of grammar and vocabulary
– listening and reading skills
– writing skills (different text types)
– speaking skills with a focus on speaking individually and interview skills

By the end of the module, students will
– become familiar with the different components of the Cambridge CAE exam and appropriate exam strategies.
– develop and activate a wider range of vocabulary.
– improve accuracy in grammar.
– apply all four language skills at B2+/C1 level.

University of Konstanz

German Course «Go Konstanz»
UNI KN | No Code | Autumn Semester | 6 Credits
4 weeks in September offered by the University of Konstanz

Intensive four-week German course
Intensive four-week German course Experienced language lecturers teach approximately 15 students per class at the following levels: Elementary, intermediate and advanced levels (A1-C1).

British and American Studies Literature OR Linguistics Course
UNI KN | No Code | Autumn Semester | 6 credits

Different courses are offered on a weekly basis according to the academic calendar of UKN. The specific course will be selected on-site based on students' interests and their PHTG timetable.
University of Konstanz Course Offer

German language course(s)
Uni KN | No Code | Autumn Semester | 4-8 credits

Different levels and courses offered on a weekly basis according to the academic calendar of UKN. The specific course(s) will be selected on-site based on students' level (placement test) and their PHTG timetable.
University of Konstanz Course Offer

Zürich University of Teacher Education

Course «Switzerland – Nature, Culture and Society»
PHZH | No Code | Autumn Semester | 4 Credits
Incl. excursions; offered by the PH Zurich, 290 CHF travel costs involved

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

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

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

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Spring Semester 2027
(Week 7 – Week 27)

Mandatory Foundation Package
for all international students

Doing Philosophy at School
1104.01.E.90.120 | Spring Semester | 2 Credits

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

By the end of the module, students will be able to
– Think and argue independently, critically, and logically.
– Encourage children to wonder and ask questions.
– Stimulate and guide reflective and exploratory thinking.
– Initiate and moderate opinion-forming conversations.
– The course assessment contains an inquiry-based project.

An Eye on Switzerland - a compact and fun introduction to Switzerland for visiting students
2160.00.E.90.231 | Spring Semester | 1 Credit

Content
– Switzerland – Myth and Reality
– Swiss education system
– Swiss political system and direct democracy
– The importance of living in a border region and across borders.
– Inquiry-based “Swisscovery Project”

Course objectives
– To learn about different aspects of your host country.
– To compare socio-cultural aspects of Switzerland with your home culture.
- To discover and explore Switzerland by making an inquiry about a historical, political, natural, cultural, linguistic or social topic of the students’ choice.

Applied Research Skills in Education

2793.00.E.02.430 | Spring Semester | 3 Credits

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

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

Intensive Week: Intercultural Communication (week 7)

4244.00.E.06.410 | Spring Semester | 2 Credits

Intercultural communication takes place when people from different cultural backgrounds enter into dialogue with each other. Teachers in particular often work in a multicultural and multilingual environment and are therefore confronted with culturally different ideas of good communication and language barriers.

How do our own and foreign culture-specific values and norms influence our communication?
What do we need to be aware of when communicating in a multicultural and multilingual environment and how we overcome linguistic and cultural barriers?

Practical intercultural communication and understanding will be the focus of this week when you will hear about many practical education-specific examples and work together with Swiss students and students from different cultural backgrounds.

The week also comprises social activities (e.g. Swiss cooking workshop) and excursions during which students can continue practising their (newly acquired) intercultural communication skills!

Inclusion and Diversity
4364.01.E.02.110 | Spring Semester | 2 credits

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

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

Teaching Placement
5450.00.E.90.630 | Spring Semester | 5 Credits

International and / or Swiss public school, 3 weeks

Placements typically last three weeks. Depending on their linguistic background, PHTG offers the following placement options for international exchange students:

Students whose first language is German or who have a competence level above C1 will be integrated into regular school placements at a level of their choice and paired with PHTG students according to their background and needs in the best possible way.

All other exchange students undertake a placement in either a private English-medium international school, observing and teaching their subject specialisms, or in a Swiss primary or secondary school, where they support and deliver English language instruction across various grade levels.

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Physical Education

Active Schools – implementing movement-based projects (pre-/primary school focus)
1227.03.E.92.630 | Spring Semester | 2 Credits

Content
– Physical activity in everyday school life

By the end of the module, students will
– are able to incorporate movement sequences into everyday school life
– understand movement in everyday school life as a potential resource for shaping the school day
– are familiar with the current academic discourse in the field of learning and movement

Intensive Week “Winter Camp in the Swiss Alps” (week 7)
1270.01.E.92.630 | Spring Semester | 2 Credits

Cost: 350 CHF – accommodation, food, equipment rental, ski pass included
Subject to availability and only **for students who are not beginners.**

Content
– Acquisition of methodological and didactic knowledge
– Development of personal snow sports skills
– Leading a group in outdoor environments
– Principles, structure and guidelines of J+S
– Relevant aspects of related disciplines

By the end of the module, students will
– have improved their own snowboard or skiing skills
– are able to plan, conduct and evaluate snow sports lessons
– are able to teach and supervise schoolchildren during a camp week
– are able to take responsibility for a group, even under challenging conditions (weat-her/environment)
– are able to put their own needs aside

Water safety and rescue swimming for school - Pool & Lake
1530.05.E.92.630 | Spring Semester | 2 Credits

This course can only be chosen by students who fulfill the following entry requirements:
- ability to swim 200m in under 5 minutes
- ability to swim 300m in a lake in a maximum of 10 minutes, including at least 1 minute on your back.

Content
– Teaching safely in aquatic environments.
– These day courses extend water safety training from supervised swimming pools to unsupervised pools and still open waters (lakes, ponds).
– On these day courses, participants can complete the following modules: Brevet Plus Pool, BLS-AED (= First aid and resuscitation) certificate and/or Lake module. The BLS-AED certificate is a compulsory requirement for obtaining the Brevet Plus Pool.

– The Brevet Basis Pool is a prerequisite for both one-day courses.
– Students on the Sek 1 degree programme must also complete the BLS-AED certificate if they choose the Lake module.
– 1 ECTS credit for one or both completed one-day courses.

By the end of the module, students
– are aware of the risks associated with swimming pools and/or lakes act appropriately in the context of drowning prevention.
– are able to plan an activity in a swimming pool and/or lake, with or without a lifeguard present, and supervise a group.
– are able to rescue a person from a water emergency whilst ensuring their own safety.
– have a basic theoretical understanding of emergency life-saving measures and can apply this knowledge correctly.

Sports Games
1534.00.E.03.280.26FS.01 | Spring Semester | 2 Credits

Content
– Handball, volleyball and basketball
– Developing tactical understanding of the different sports
– Acquiring/developing technical skills
– Deepening knowledge of the rules of the sports in question
– Testing and applying teaching approaches for team sports
– Learning about, organising and applying different tournament formats

By the end of the module, students
– are familiar with the core model of tactics in team sports and the four key teaching approaches for team sports (TGfU, GAG, the staircase model and the methodological game series), and can illustrate these using examples
– are familiar with various tournament formats and can plan and organise a tournament.
– are able to apply group and individual tactical skills in handball and basketball
– are able to demonstrate technical skills in volleyball
– are able to draw on in-depth sport-specific knowledge (tactics, technique and rules)

School Sport Programmes with focus on endurance (e.g. inline/ice skating, cycling, climbing)
2794.01.E.03.280 | Spring Semester | 2 Credits

Content
– Practical sports specialisations in selected areas of physical activity
– Linking Swiss sports promotion programmes with the educational objectives of school sport
– Planning school sports programmes and physical education lessons

By the end of the module, students
- are familiar with the range of voluntary school sport on offer and can link it to existing structures in school and in organised sport programmes
- acquire practical knowledge in a range of sports offered in voluntary school sport (e.g. racket sports / ice skating / bouldering / inline skating / cycling)
- can plan and manage learning processes (working with a personal learning journal)

Art & Creativity Teaching and Learning

Teaching Visual Arts Workshop I
1027.02.E.02.273 | Spring Semester | 1.5 Credits
Workshops I and II must be attended together

Content
Fundamental encounters with visual art and design:
– Basics of visual communication
– Representational and experimental drawing, painting, collaging
– Mixing techniques
– Colour, colour orders and contrasts

By the end of the module, students will
– expand their experience and knowledge in dealing with means and methods of design.
– get to know ways and means of creating pictures.
– reflect on the results with regard to their artistic quality and their process of creation.

Teaching Visual Arts Workshop II
1028.01.E.02.273 | Spring Semester | 1.5 Credits
Workshops I and II must be attended together

Content
Fundamentals of visual art and design:
– Basics of visual communication
– Representational and experimental drawing, painting, collaging
– Mixing techniques
– Colour, colour orders and contrasts

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

Teaching Visual Arts
1123.01.E.02.273 | Spring Semester | 1.5 credits

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

By the end of the course, students will

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

Language Teaching and Learning

Methodology for Teaching English to Young Learners (for primary school level)
1111.01.E.02.212 | Spring Semester | 1.5 Credits

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

By the end of the module, students will
– know the connection between the curriculum and the implementation in the teaching material.
– get to know the teaching material systematically.
– can give teaching assignments in such a way that the class can participate.
– can plan a lesson sequence independently and in a goal-oriented way.
– can use evaluation tools to support learning.

Central Aspects of Multilingualism
1247.01.E.02.212 | Spring Semester | 2 credits

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

By the end of the course, students will
– Recognize the potential of English language instruction in promoting multilingualism and intercultural competence.
– Consider multilingualism from various perspectives.
– Understand the role of heritage languages in building successful multilingualism and their significance for the identity development of children with migrant backgrounds.
– Be familiar with key aspects of multilingualism didactics and how to implement them in English language instruction.
– Acquire knowledge about the history and unique features of the English language.

– Reflect on the backgrounds and significance of language diversity in Switzerland.
– Learn about resources for promoting exchange projects and develop their own ideas.
– Gain examples and explore possibilities for implementing various aspects of multilingualism in English language instruction.

Methodology for Teaching English II (for secondary school level)
1461.01.E.03.212 | Spring Semester | 3 credits

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

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

English Language Courses Levels B2+/C1
2014.02.E.90.630 | Level B2+ | Spring Semester | 1.5 Credits
2015.01.E.90.630 | Level C1 | Spring Semester | 1.5 credits

Content
– revision and extension of grammar and vocabulary
– listening and reading skills
– writing skills (different text types)
– speaking skills with a focus on speaking individually and interview skills

By the end of the module, students will
– become familiar with the different components of the Cambridge CAE exam and appropriate exam strategies.
– develop and activate a wider range of vocabulary.
– improve accuracy in grammar.
– apply all four language skills at C1 level.

Other Electives

Intensive Art Week: 4-day workshop

Only one course can be chosen.

Option A:
"Narrative and Image" - Storytelling and crafts
1054.01.E.02.290 | Spring Semester | 1 Credit

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

Content
Share stories and make meaning from images taken from a wonderful wordless picture book through the construction of moving pictures and automata. You will explore the work of Aaron Becker and work together to tell the story of a little girl who constructs her tale through a red pencil.

Structure
The sessions will involve exploring wordless picture books by the author Aaron Becker and learning construction skills to make the still images come to life to show to tell the story that you see to each other – This will lead to a final story telling.

Option B:
"Body Stories" – Dancing, Improvisation and choreography
1054.01.E.02.290 | Spring Semester | 1 Credit

Content
You will move to selected pieces of music and experiment with materials. Find and invent new movements and learn compositional tools for movement, choreography and dance theatre. You will also get to know dances from different countries. Together we invent images and scenes through movement and create a final performance. You are invited to contribute your own movement forms/techniques from your personal background. The focus is on the joy of movement.

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University of Konstanz

British and American Studies Literature OR Linguistics Course
UNI KN | No Code | Autumn Semester | 6 credits

Different courses are offered on a weekly basis according to the academic calendar of UKN. The specific course will be selected on-site based on students' interests and their PHTG timetable.
University of Konstanz Course Offer

German language course(s)
Uni KN | No Code | Autumn Semester | 4-8 credits

Different levels and courses offered on a weekly basis according to the academic calendar of UKN. The specific course(s) will be selected on-site based on students' level (placement test) and their PHTG timetable.
University of Konstanz Course Offer