

Course Catalogue

Autumn Semester 2026

(Week 36 – Week 7)

Description of the Courses taught in English and Bilingual at Thurgau University of Teacher Education (PHTG)

Teaching Placement

No code | Autumn Semester | 5 Credits

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 | Autumn Semester | 2 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

Sports Games

1534 | Autumn Semester | 1 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 run 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)

Understanding, Initiating, and Facilitating Play Activities – in the context of P.E.

5337 | Autumn Semester | 2 Credits

Content

- Fundamentals of Sports Methodology
- Sport-specific skills and pedagogical knowledge in the three areas of competence: 'Running, Jumping, Throwing', 'Performance and Dance' and 'Gliding, Rolling, Skating'
- Dimensions of assessment and observation grids

By the end of the module, students

- understand the basics of ball game development and can apply them in lessons.
- are familiar with various teaching methods
- are familiar with suitable examples of how to implement these methods in all major team sports.

Art & Creativity Teaching

Teaching Visual Arts Workshop I

1027 | 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 | 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 according to given criteria.
- experience the interplay of colour, form, light and space.
- know and use painting and printing techniques.

Picture in Motion

1266 | 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 | Autumn Semester | 2 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.

Methodology for Teaching English I (for secondary level)

1399 | 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 should:

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

Contemporary approaches in teaching English

1248 | 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 should:

- 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

English Language Course (online) Level B2+/C1

No code | Level B2+ | Autumn Semester | 1.5 credit

No code | Level C1 | Autumn Semester | 1.5 credit

- 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.

Course «Switzerland – Nature, Culture and Society»

PHZH | 5455.00.E.90.630 | 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: Acquaintance and knowledge about the host country Switzerland in different areas: Geography, History, Politics, Economy, Education, Language, Literature and Culture

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

Module Descriptions Spring Semester 2027

(Week 8 – Week 27)

Description of the Courses taught in English and Bilingual at Thurgau University of Teacher Education (PHTG)

Mandatory Foundation Package

Heterogeneity and Integration

1071 | 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.

Doing Philosophy for Children

1104 | 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.

Applied Research Skills in Education

2793 | Spring Semester | 3 credits

Contents

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

No code | 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!

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

2160 | Spring Semester | 1 credits

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.

Teaching Placement

No code | Autumn Semester | 5 Credits

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

Active Schools - implementing movement-based projects (pre-/primary school focus)

1227 | Spring Semester | 2 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

Ball-based Sports

2162 | Spring Semester | 1 Credits

Content

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

By the end of the module, students

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

School sports activities with focus on endurance (inline/ice skating, cycling, climbing)

2794 | Spring Semester | 2 Credits

Content

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

By the end of the module, students

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

Motor development (pre-school focus)

5318 | Spring Semester | 2 Credits

Content

- Fundamentals of teaching P.E.
- Sport-specific skills and pedagogical knowledge in the competence area 'Exercise on apparatus'
- In-depth examination of the topic of movement landscapes, including safety aspects
- Microteaching situations

By the end of the module, students

- understand the development of motor skills
- understand 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

Intensive Week “Winter Camp in the Swiss Alps” (week 7)

1270 | 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 (weather/environment)
- are able to put their own needs aside

Art & Creativity Teaching and Learning

Teaching Visual Arts Workshop I

1027 | 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 | 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 for Visual Arts

1123 | 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.

Other Electives

The History and Philosophy of Mathematics

5462 | Spring Semester | 1.5 credits

Content

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

By the end of the course, students will

- clarify different ideas about the nature of mathematics
- Gain insight into the art education of the respective target level through the interaction of didactic knowledge and practical experience gained in the courses.
- know how different concepts from school mathematics developed
- know about the biography of important human beings from different times and cultures and their contribution to mathematics
- are able to relate history and culture to mathematics curriculum and teaching materials

Intensive Art Week: Narrative and Image - Storytelling and crafts

1054 | 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.

Arrangements

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.

Language Teaching and Learning

Central Aspects of Multilingualism

1247 | 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 to Young Learners (for primary school level)

1111 | 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.

Methodology for Teaching English II (for secondary school level)

1461 | 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

No code | Level B2+ | Spring Semester | 1.5 credit

No code | Level C1 | Spring Semester | 1.5 credit

- 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.