

1.	Module Code	pbx110
2.	Module Title	Teaching and Learning at Primary School from an international perspective
3.	Module Coordinator	Prof. Dr. Frederike Bartels
4.	Teaching Staff	International Teaching staff
5.	<p>Competences</p> <p>“Knowledge and Understanding”</p> <p>“Skills”</p>	<p>The Modul is part of the two-week International Summer School of Teacher Education. In the module, international and local students from the University of Vechta collaborate and acquire knowledge of basic educational and organizational issues and tasks in primary schools from an international and / or comparative perspective, and they develop a professional self-image as a global citizen with a view to their role as teachers.</p> <p><u>After completing the module students have acquired</u></p> <ul style="list-style-type: none"> • broad and integrated <i>knowledge</i> of selected pedagogical and organizational basic questions and tasks of primary schooling from an international and / or comparative perspective • <i>broad knowledge</i> and <i>understanding</i> of concepts on diversity, inclusive education, social justice and tolerance at primary school, • <i>critical understanding</i> on theories on, principles of, and methods of international and comparative education in primary school, • the ability to <i>deepen</i> the knowledge acquired • broad <i>knowledge</i> of how to develop the professional self-image as a teacher in a globalized world. <p><u>Students are able to</u></p> <ul style="list-style-type: none"> • <i>apply</i> their knowledge and understanding of pedagogical and/or organizational concepts of at least one selected aspect of primary school practice from a global, international and/or comparative perspective • <i>apply</i> their (technical) language skills through the professional exchange in the English language of instruction. • <i>develop</i> and <i>refine</i> solutions and arguments for creating an inclusive, fair and diverse elementary school practice. • <i>collect, evaluate, and interpret</i> relevant information on aspects of organizational and pedagogical concepts of primary school teaching and student learning in a globalized world • <i>independently</i> devise processes of further learning and developing a professional self-image that adequately reflects

		<p>the mission of primary schooling, based on a scientific and research-oriented attitude</p> <ul style="list-style-type: none"> • phrase and <i>defend</i> subject-based positions and solutions for problems and present findings appropriately with fellow students • assume responsibility in a <i>team</i>
6.	Content	<p>Teachers all over the world face the challenge of multicultural, multi-ethnic and multi-linguistic classrooms. Teachers need to be prepared to meet the needs of children from diverse backgrounds. The course provides an international perspective on teaching and learning on education systems, focusing on primary school teaching and learning. It illustrates a comprehensive overview of theories, concepts and methods of international, comparative, inclusive and global education. The course allows a critical evaluation on organizational structures, professional competences and teaching and learning methods that facilitates or hinders learning processes. The aim is to give students practical, research and application-oriented insights into pedagogical and organizational tasks in primary school practice and to give them a differentiated understanding of just, peaceful and tolerant concepts as a condition for successful, sustainable learning. The module offers course content selected from an international perspective (depending on the lecturer), varying every semester from the following topics:</p> <ul style="list-style-type: none"> • Inclusive education • Organizational Structure/School Development • Multilingual Classrooms • Global Citizenship Education • Science and Technology at Primary Schools • History and Geography of Primary Schools <p>The assessment consists of a portfolio that the learners develop independently in a self-directed and in a collaborative process with the other students. Learning activities are initiated and accompanied by the teachers (accompanied self-study).</p>
7.	Selected Literature	REFERENCES ARE GIVEN IN THE SPECIFIC COURSES.
8.	Courses (hours per week)	<p>pbx110.1 Teaching and learning from an international perspective – Basics (seminar) (2 SWS)</p> <p>pbx110.2 Course I (seminar) (1 SWS)</p> <p>pbx110.3 Course II (1 SWS) (seminar) (2 SWS¹)</p>

¹ SWS (Semesterwochenstunden): contact hours per week

Module Description: Bachelor- and Masterlevel

9.	Required Prerequisites <i>according to examination regulations</i>	none
10.	Recommended Prerequisites	English Level B
11.	Rotation Schedule	annual
12.	Offered in (Winter/Summer Semester)/ Recommended Semester of Study	summer semester/ 4. semester The module is part of the two-week summer school of Teacher Education and is offered in a block (August)
13.	Form of Assessment <i>according to examination regulations</i>	Portfolio or Project Report
14.	Workload	contact hours: 60 overall workload: 180
		self-study: 120 credit points: 6 CP
15.	Applicability of Module	Elective course (Profilierungsbereich) Bachelor and Master levels
16.	Further Information (e.g., registration, maximum number of participants)	<p>Expected participation limit for 30 participants, including the participants from international partner universities. The actual participation limit is set for each semester by the committee responsible for deciding on the course offerings.</p> <p>If events with a limited number of participants are offered, students in the Master of Education programs have priority.</p> <p>As per Section 3 subsection 3 of the Examination Regulations of the cross-curricular field of studies, students have no claim to the provision of certain offers or a regular repetition of modules.</p>