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Course No.	Course Title	Description	Targets	Content	ECTS-AP	Lecturer
392PPA7C01	Kinder mit unterschiedlichen Erstsprachen und Kulturen lernen Deutsch ***Children with different first languages and cultures learn German***	***German as the language of instruction - Languages bring people together***	Teaching standardised German language is the key task of teachers. A didactic approach that is orientated towards learning starting points and integrates all sensory areas of perception for a linguistically and culturally hetero-generous student body is at the centre of this. Cooperative forms of learning support the implicit learning of written language structures and take individual learner biographies into account. A language-sensitive approach is important, in which all pupils feel welcome and individually challenged and supported.	• Planning and implementing language-sensitive lessons • Perception and sensorimotor learning • Approaches to written language acquisition based on learner biographies • Language portraits and biographies • Designing social relationships and learning processes in language-focused lessons • Didactic models for implicit learning of written language structures • Didactic models for intercultural work with parents, focusing on children's needs	5	Capatu
392PPA4A05	Kinder lernen digital ***Children learn digitally***	***Teaching and learning with digital media, design of digital learning spaces***	Students qualify in the field of digital teaching and learning and the design of digital learning spaces. Teaching and learning are changing fundamentally from the perspective of the leading media transformation. The objectives of this course are to identify the social upheavals caused by digitalisation, to examine them theoretically and to transfer them into teaching practice. This includes the planning, preparation, design and evaluation of lessons using digital media.	• Digital living, teaching, and learning • Technology ethics, media education, critical literacy • Creating digital materials: Design, modification, and publication for classrooms • Rights of use and copyright • Importance of media accessibility for knowledge society and inclusive learning • Utilizing learning platforms for teaching • Planning, implementing, and evaluating teaching with digital media	5	Fikisz
			Basic knowledge of anthropological, sport-motor and sport-didactic areas is taught. The focus is on personal experience and the linking of	• Didactics of sports using "small games" as an example • Safe movement on equipment and floors • Organizational frameworks and forms • Anthropological basis of movement education	5	Raab/ Oster-mann

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392PPA3A11 - PA2 SE02	Kinder erleben Bewegung ***Children experience movement***	***Fundamentals of sports education***	knowledge, ability and willingness to be utilised for professional use in movement and sport-oriented fields of action. The ecological and economic dimensions of leisure behaviour are recognised and related to the children's living environment.	• Planning and teaching strategies for diverse groups • CLIL strategies for English classroom communication • Legal foundations in sports education • Curriculum structure and objectives • Sports methodology and didactics based on current research • Awareness of leisure behaviour, ecology, and economics		
392PPA7C07	Kinder lesen für die Zukunft ***Children read for the future***	***Reading didactics in a multilingual context***	Students deepen their basic knowledge of reading and reading didactics in a multilingual context. They develop a deeper understanding of Austria's linguistic and cultural diversity in a globalised world, the connection between languages, cultures and identities and their significance for democratic, multilingual and diverse societies. Based on reading diagnostics, they examine and design materials for differentiated reading lessons. The focus is on individualised reading promotion, the development of reading comprehension through the efficient use of reading strategies and the strengthening of reading motivation. Students test a variety of didactic and methodological concepts for text- and media-specific reading in interdisciplinary lessons to develop advanced reading skills, including extracurricular learning centres.	• Reading didactics in multilingual contexts, developing advanced reading skills • Promoting awareness of linguistic and cultural diversity in Austria, Europe, and globally • Understanding the link between languages, cultures, and identities for participation in democratic, multilingual societies • Reading diagnostics for systematic reading promotion • Applying reading strategies to enhance comprehension • Creative and intermedia approaches to reading • Didactic methods and practical implementation for language- and gender-sensitive reading lessons • Using extracurricular settings as primary venues for reading experiences, promoting social participation and motivation	5	Sippl Carmen
			Language is the key to subject teaching: children at primary level	• Language-sensitive teaching in subject lessons: Methods for differentiated language support	5	Sippl Carmen

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392PPA1G15	Kinder lernen Fachsprachen kennen ***Children learn subject-specific language***	***Everyday language, educational language, specialised language in subject lessons***	move from everyday language to educational language and specialised language. In language-sensitive subject lessons, classroom discussions, tasks and texts are designed and accompanied by language aids in such a way that all pupils, regardless of their linguistic, cultural or social background, can discover and deepen subject knowledge for themselves. The principles of language-sensitive teaching and basic knowledge of first and second language acquisition form the basis for the methodologically diverse design of language-sensitive learning environments.	• Principles of language-sensitive teaching based on current research • Understanding children's first and second language acquisition processes (L1, L2, German as a second language, German as a foreign language, English as a bridging language) • Awareness of different language registers and tolerance for errors in (specialized) language acquisition • Diagnostic principles for planning, implementing, and evaluating language-sensitive subject teaching • Conceptual understanding of inter- and transculturality in the context of diversity and multilingualism • Didactic models for cooperative learning, self-directed learning, project-based teaching, and continuous language education scenarios		
392PPA1A09	Kinder erleben die Natur ***Children experience nature***	***Learning area nature***	Perceiving natural phenomena and developing resilient ideas and concepts are the goals of science teaching. This course teaches the scientific and didactic basics of the related disciplines of biology, physics, chemistry and technology to be able to accompany and guide pupils in their exploration and discussion of basic questions of the relationship between humans and nature. Students link subject-specific didactic research results with their own practical school experience in order to acquire design skills in the sense of the conceptual change model.	• Substances and their changes • Forces and their effects • Basics of optics • Energy and matter • The human body (functions, interactions of body parts and organs, senses, metabolism, sexuality) • Health (promotion and maintenance of physical and mental health, responding to illness and accidents, first aid) • Animals and plants (evolution, biodiversity, identification and classification of native and non-native species, anatomy, reproduction, growth, development, uses) • Didactic principles and introduction to biological, physical, chemical, and technical methods in primary school contexts	5	Sperk Sabine

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392PPA7A25	Kinder lernen die Fremdsprache Englisch ***English as a Foreign Language in Primary Education - Foundations***	**Cultural techniques**	In order to enable pupils to develop basic linguistic communicative competences in English as a living foreign language, teachers must create realistic, child-appropriate and cognitively stimulating situations that enable the development of language skills from pre-A1 to A1. To do this, they must master the necessary linguistic tools, be familiar with age-appropriate language learning strategies and methodological-didactic strategies for joyful and content-integrative foreign language teaching and be able to apply these based on linguistic principles.	• Linguistic fundamentals and methodological–didactic approaches for communicative and activity -oriented foreign language teaching • Backward learning design and skill-oriented development of receptive, productive, and dynamic skills in English lessons • Formative feedback and learning supportive scaffolding in the English classroom • Analysis, adaptation, and development of teaching and learning materials in English lessons • Methodological–didactic and linguistic foundations of content-integrative English teaching • English as a Foreign Language as a means of professional communication	5	Sperk, Vlasitz
392PPA8A19	Kinder sprechen mit (Grundlagen der Mündlichkeit) ***Children can communicate with each other (Basics of orality)***	***Social harmony***	This course focuses on orality as the basis of an appropriate and appreciative culture of dialogue in classroom communication in all subjects and beyond for a social life. The academic and didactic foundations of oral communication are taught, and special attention is paid to learning at school and social behaviour. Methodological suggestions and concrete support for the individual acquisition of skills by children at different starting levels are at the forefront of the considerations as focussed support.	• Listening, speaking and communication as language action skills in the language of instruction and in English as a Forein Language • Language reception (listening), language production (speaking) and communication as their interplay • Conversational culture in classroom communication, rhetoric and stylistic devices • Importance of auditory perception, auditory attention and phonological awareness as the basis for linguistic performance • Didactics of listening comprehension and didactic strategies for dealing with inhibiting factors in the area of speech development • Oral communication in all its facets: conversational impulses, occasions for conversation, forms of conversation and conversational intentions • Living democracy - class parliament, class council	5	Krebs Michael

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				• Philosophizing with children as a cognitive and social development opportunity • Oral communication in all its facets: impulses for dialogue, occasions for dialogue, forms of dialogue and intentions for dialogue • Living democracy: class parliament, class council • Philosophizing with children as a cognitive and social development opportunity		
392PPA6W07	Kindern Schule erlebbar machen 1 ***Bringing school to life for children 1***	***Expanding school experience 1***	This course introduces practical strategies for effective classroom management, focusing on preventing and responding to challenging behavior. Students learn to foster a supportive learning environment through communication, structure, and differentiated approaches. Key areas include motivation, inclusive teaching, professional reflection, and managing classroom dynamics, including conflict and special needs.	The course covers key aspects of classroom management, including teacher-student and peer relationships, instructional strategies such as active learning and discussion, managing diversity, assessment practices, behavioral expectations, and strategies to enhance student motivation and engagement.	5	Becirovic
392PPA8W08	Kindern Schule erlebbar machen 2 ***Bringing school to life for children 2***	***Expanding school experience 2***	This course provides future teachers with practical tools for managing classroom behavior and fostering positive learning environments. Emphasis is placed on first impressions, communication strategies, and proactive approaches to discipline. Students will learn to support diverse learners, reflect on their teaching practices, and apply a range of techniques to promote motivation, inclusion, and classroom harmony.	Course topics include key elements of classroom management such as teacher-student and peer relationships, teacher role modeling, active learning, inclusive teaching, assessment practices, behavioral expectations, and strategies to boost student motivation and engagement.		Becirovic

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391MA4MA14	Kindern mit Anwendungsforschung dienen[1]	Begleitung zur Masterarbeit	This module guides students in developing their master's thesis in educational sciences or subject didactics. Workshops focus on refining research design, academic writing, and preparation for the thesis defense.	Writing Workshop: Support for the thesis writing process in small groups, with a focus on academic writing skills, text structure, and the use of literature and conventions. Research Workshop: Methodological reflection and discussion of research steps, ethics, and project development in small groups.		Becirovic
391MA3MA08	Kinder profitieren von Forschung[2]	Methodologie und Methoden bildungs- und fachwissenschaftlicher Forschung	Graduates are familiar with key research approaches and methods in education and didactics. They can critically engage with data and texts, evaluate research ethically, apply quality criteria, and plan and present research projects in a professional context.	Research approaches and methods in education and didactics; data collection and analysis; research ethics and integrity; quality criteria; structure of practice-oriented research projects		Becirovic
391MA37A11	Kinder wollen fachlich begleitet werden 2 ***Children want to be supported by subject-specific guidance 2***	***Scientific consolidation of subject-specific didactic content (maths)***	The aim of this course is to expand and deepen didactic expertise in mathematics. Students deal with current research results and didactic contributions, take a well-founded position in research controversies and use specialised literature for an in-depth, differentiated implementation in their own lessons.	• Expanding theoretical knowledge • Discussing specialised literature • In-depth analysis and discussion of current research topics (mathematics) • Argumentative discussion of current research results and didactic contributions (mathematics) • Discussion of the relevance of current research for teaching • Implementation of specialised literature in concrete didactic planning • Reflective analysis of selected areas of mathematics • Expansion of the professional field of action in selected sub-areas under the aspect of optimised support and promotion of learners in all subjects in heterogeneous learning groups	5	Apfler

[1] In der Planung vermerkt – noch nicht fix
[2] In der Planung vermerkt – noch nicht fix

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392PPA7A29	Kinder erkennen mathematische Zusammenhänge ***Children identify mathematical concepts***	Fachdidaktische Vertiefung in Mathematik ***Subject-related didactic specialisation in mathematics***	Recognising the connections between numerics and geometry, using the possible links for didactic implementation. Dealing with the requirements of beginners' lessons, expanding the didactic repertoire for deducing and converting quantities. familiarise themselves with methods for working on factual tasks and create their own subject-linking learning products. Expanding their skills in realising their own learning environments. Recognising learning processes and evaluating performance in a criteria-oriented way.	• Networking of numerics and geometry • Measurements of length, area and space as well as time, hollow and mass measurements and currency • Working out the perimeter, area, surface area and volume of geometric figures • Initial mathematical lessons • Factual tasks (text comprehension, modelling process, solution strategies) • Learning and discovery environments in maths for all pupils • Feedback conducive to learning and special subject-related summative and formative performance assessment in maths • Action-orientated strategies and activities in content-integrated mathematics lessons to initiate rational thinking processes and to understand the practical usability of mathematics in an international context	5	Apfler
391LAB0201 Partially in English	Auswerten von wissenschaftlichen Daten ***Analysing scientific data***	Research workshop	Quantitative and qualitative methods of data analysis	• Basic concepts of quantitative research, preparing and analysing quantitative data using SPSS and interpreting and presenting the results appropriately. • Identifying methodological principles in applications and explaining the advantages and disadvantages of selected analytical approaches. • Applying theoretical knowledge in practice models for qualitative data analysis. • Applying their practical knowledge of data analysis in qualitative research in an exemplary manner.	1	Kamper
391LAB0202 Partially in English	Dokumentation + Präsentation von wissenschaftlichen Daten	Research workshop	Documentation, presentation and discussion of quantitative and qualitative data	• Documentation and presentation of qualitative and quantitative data • Review of analysis methods, labeling figures/tables, interpretation of results • Content analysis and other qualitative methods (Grounded Theory, Documentary Method)	1	Kamper

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	Documentation + presentation of scientific data			• Structure, formal requirements, and assessment of scientific papers • Presentation of scientific data (including defense) • In-depth theory-based text analysis in hermeneutic research and presentation of non-empirical findings		
392PPA2A23	Kinder entdecken Gestaltungsräume – Technik und Design (ästhetische Gestaltungsräume) ***Children discover design spaces - technology and design (aesthetic design spaces)***	Learning workshop	Competency-based teaching concepts in Arts and Crafts engage students with contemporary materials and media, connecting to their real-life experiences. They promote a learner-oriented approach, fostering creativity and supporting its execution. The concepts also encourage reflection on socio-cultural, economic, and personal decisions related to consumption, material choices, and resource management.	• Teaching foundational didactics for competency-based instruction in Arts and Crafts (Austrian curriculum) • Focus on aesthetic education and artistic-technical learning experiences • Engagement with materials, safety regulations, machine use, and maintenance • Development of questions, solutions, and production processes, reflecting on outcomes • Ability to conduct interdisciplinary projects and collaborate with external partners at remote locations • Linguistic and methodological skills for integrated arts and English teaching	5	Heidenwolf
392PPA7A29	Kinder erkennen mathematische Zusammenhänge, Fachdidaktische Vertiefung in Mathematik ***Children recognise mathematical relationships, Specialist didactic consolidation in mathematics***	Seminar	Students understand the connection between numeracy and geometry and apply these links in teaching. They explore the requirements of early education, expand their didactic repertoire for deriving and converting measurements, and learn methods for solving word problems and creating interdisciplinary learning products. They enhance their skills in designing learning environments, recognizing learning processes, and evaluating performance based on criteria.	• Integration of numeracy and geometry • Length, area, volume, time, mass, and currency measures • Calculation of perimeter, area, surface area, and volume • Early math education • Word problems (text comprehension, modeling, solution strategies) • Learning and discovery environments in math for all students • Supportive feedback and subject-specific formative and summative assessment • Action-oriented strategies in interdisciplinary math teaching for rational thinking and practical application in an international context	5	Sperk oder Apfler