

Course Catalogue English 2025/26 Pädagogische Hochschule NÖ

Course No.	Course Title	Description	Targets	Content	ECTS-AP	Lecturer
392PPA7C01	Kinder mit unterschiedlichen Erstsprachen und Kulturen lernen Deutsch  <i>Children with different first languages and cultures learn German</i>	Deutsch als Unterrichtssprache - Sprachen verbinden Menschen  <i>German as the language of instruction - Languages bring people together</i>	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.	<ul style="list-style-type: none"> <li>• Planning and implementing language-sensitive lessons</li> <li>• Perception and sensorimotor learning</li> <li>• Approaches to written language acquisition based on learner biographies</li> <li>• Language portraits and biographies</li> <li>• Designing social relationships and learning processes in language-focused lessons</li> <li>• Didactic models for implicit learning of written language structures</li> <li>• Didactic models for intercultural work with parents, focusing on children's needs</li> </ul>	5	Capatu
392PPA4A05	Kinder lernen digital  <i>Children learn digitally</i>	Lehren und Lernen mit digitalen Medien, Gestaltung digitaler Lernräume  <i>Teaching and learning with digital media, design of digital learning spaces</i>	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.	<ul style="list-style-type: none"> <li>• Digital living, teaching, and learning</li> <li>• Technology ethics, media education, critical literacy</li> <li>• Creating digital materials: Design, modification, and publication for classrooms</li> <li>• Rights of use and copyright</li> <li>• Importance of media accessibility for knowledge society and inclusive learning</li> <li>• Utilizing learning platforms for teaching</li> <li>• Planning, implementing, and evaluating teaching with digital media</li> </ul>	5	Fikisz
			Basic knowledge of anthropological, sport-motor and sport-didactic areas	<ul style="list-style-type: none"> <li>• Didactics of sports using "small games" as an example</li> <li>• Safe movement on equipment and floors</li> </ul>	5	

Course Catalogue English 2025/26 Pädagogische Hochschule NÖ

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392PPA3A11	Kinder erleben Bewegung  <i>Children experience movement</i>	Grundlagen sportpädagogischen Handelns  <i>Fundamentals of sports education</i>	is taught. The focus is on personal experience and the linking of 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.	<ul style="list-style-type: none"> <li>Organizational frameworks and forms</li> <li>Anthropological basis of movement education</li> <li>Planning and teaching strategies for diverse groups</li> <li>CLIL strategies for English classroom communication</li> <li>Legal foundations in sports education</li> <li>Curriculum structure and objectives</li> <li>Sports methodology and didactics based on current research</li> <li>Awareness of leisure behaviour, ecology, and economics</li> </ul>		Raab/ Ostermann
392PPA7C07	Kinder lesen für die Zukunft  <i>Children read for the future</i>	Lesedidaktik im mehrsprachigen Kontext  <i>Reading didactics in a multilingual context</i>	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.	<ul style="list-style-type: none"> <li>Reading didactics in multilingual contexts, developing advanced reading skills</li> <li>Promoting awareness of linguistic and cultural diversity in Austria, Europe, and globally</li> <li>Understanding the link between languages, cultures, and identities for participation in democratic, multilingual societies</li> <li>Reading diagnostics for systematic reading promotion</li> <li>Applying reading strategies to enhance comprehension</li> <li>Creative and intermedia approaches to reading</li> <li>Didactic methods and practical implementation for language- and gender-sensitive reading lessons</li> <li>Using extracurricular settings as primary venues for reading experiences, promoting social participation and motivation</li> </ul>	5	Sippl Carmen

Course Catalogue English 2025/26 Pädagogische Hochschule NÖ

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392PPA1G15	Kinder lernen Fachsprachen kennen  <b>Children learn subject-specific language</b>	Alltagssprache, Bildungssprache, Fachsprache im Sachunterricht  <b>Everyday language, educational language, specialised language in subject lessons</b>	Language is the key to subject teaching: children at primary level 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.	<ul style="list-style-type: none"> <li>• Language-sensitive teaching in subject lessons: Methods for differentiated language support</li> <li>• Principles of language-sensitive teaching based on current research</li> <li>• 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)</li> <li>• Awareness of different language registers and tolerance for errors in (specialized) language acquisition</li> <li>• Diagnostic principles for planning, implementing, and evaluating language-sensitive subject teaching</li> <li>• Conceptual understanding of inter- and transculturality in the context of diversity and multilingualism</li> <li>• Didactic models for cooperative learning, self-directed learning, project-based teaching, and continuous language education scenarios</li> </ul>	5	Sipl Carmen
392PPA1A09	Kinder erleben die Natur  <b>Children experience nature</b>	Lernbereich Natur  <b>Learning area nature</b>	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	<ul style="list-style-type: none"> <li>• Substances and their changes</li> <li>• Forces and their effects</li> <li>• Basics of optics</li> <li>• Energy and matter</li> <li>• The human body (functions, interactions of body parts and organs, senses, metabolism, sexuality)</li> <li>• Health (promotion and maintenance of physical and mental health, responding to illness and accidents, first aid)</li> <li>• Animals and plants (evolution, biodiversity, identification and classification of native and non-native species, anatomy, reproduction, growth, development, uses)</li> </ul>	5	Sperk Sabine

Course Catalogue English 2025/26 Pädagogische Hochschule NÖ

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			acquire design skills in the sense of the conceptual change model.	<ul style="list-style-type: none"> <li>Didactic principles and introduction to biological, physical, chemical, and technical methods in primary school contexts</li> </ul>		
392PPA7A25	<p>Kinder lernen die Fremdsprache Englisch</p> <p><b>English as a Foreign Language in Primary Education - Foundations</b></p>	<p>Kulturtechniken</p> <p><b>Cultural techniques</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>Linguistic fundamentals and methodological–didactic approaches for communicative and activity-oriented foreign language teaching</li> <li>Backward learning design and skill-oriented development of receptive, productive, and dynamic skills in English lessons</li> <li>Formative feedback and learning supportive scaffolding in the English classroom</li> <li>Analysis, adaptation, and development of teaching and learning materials in English lessons</li> <li>Methodological–didactic and linguistic foundations of content-integrative English teaching</li> <li>English as a Foreign Language as a means of professional communication</li> </ul>	5	Sperk, Vlasitz
392PPA8A19	<p>Kinder sprechen mit (Grundlagen der Mündlichkeit)</p> <p><b>Children can communicate with each other (Basics of orality)</b></p>	<p>Sozialer Frieden</p> <p><b>Social harmony</b></p>	<p>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</p>	<ul style="list-style-type: none"> <li>Listening, speaking and communication as language action skills in the language of instruction and in English as a Foreign Language</li> <li>Language reception (listening), language production (speaking) and communication as their interplay</li> <li>Conversational culture in classroom communication, rhetoric and stylistic devices</li> <li>Importance of auditory perception, auditory attention and phonological awareness as the basis for linguistic performance</li> <li>Didactics of listening comprehension and didactic strategies for dealing with inhibiting factors in the area of speech development</li> </ul>	5	Krebs Michael

Course Catalogue English 2025/26 Pädagogische Hochschule NÖ

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			at the forefront of the considerations as focussed support.	<ul style="list-style-type: none"> <li>• Oral communication in all its facets: conversational impulses, occasions for conversation, forms of conversation and conversational intentions</li> <li>• Living democracy - class parliament, class council</li> <li>• Philosophizing with children as a cognitive and social development opportunity</li> <li>• Oral communication in all its facets: impulses for dialogue, occasions for dialogue, forms of dialogue and intentions for dialogue</li> <li>• Living democracy: class parliament, class council</li> <li>• Philosophizing with children as a cognitive and social development opportunity</li> </ul>		
392PPA6W0 7	Kindern Schule erlebbar machen 1  <b>Bringing school to life for children 1</b>	Schulische Erfahrungsräume erweitern 1  <b>Expanding school experience 1</b>	Elective course: Independent planning, implementing and presenting of a project in the context of specific challenges and, if necessary, at an external venue.		5	Apfler
391MA37A1 1	Kinder wollen fachlich begleitet werden 2  <b>Children want to be supported by subject-specific guidance 2</b>	Wissenschaftliche Vertiefung fachdidaktischer Inhalte (Mathematik)  <b>Scientific consolidation of subject-specific didactic content (maths)</b>	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.	<ul style="list-style-type: none"> <li>• Expanding theoretical knowledge</li> <li>• Discussing specialised literature</li> <li>• In-depth analysis and discussion of current research topics (mathematics)</li> <li>• Argumentative discussion of current research results and didactic contributions (mathematics)</li> <li>• Discussion of the relevance of current research for teaching</li> <li>• Implementation of specialised literature in concrete didactic planning</li> <li>• Reflective analysis of selected areas of mathematics</li> <li>• 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</li> </ul>	5	Apfler

Course Catalogue English 2025/26 Pädagogische Hochschule NÖ

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392PPA7A29	Kinder erkennen mathematische Zusammenhänge <b>Children identify mathematical concepts</b>	Fachdidaktische Vertiefung in Mathematik  <b>Subject-related didactic specialisation in mathematics</b>	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.	<ul style="list-style-type: none"> <li>• Networking of numerics and geometry</li> <li>• Measurements of length, area and space as well as time, hollow and mass measurements and currency</li> <li>• Working out the perimeter, area, surface area and volume of geometric figures</li> <li>• Initial mathematical lessons</li> <li>• Factual tasks (text comprehension, modelling process, solution strategies)</li> <li>• Learning and discovery environments in maths for all pupils</li> <li>• Feedback conducive to learning and special subject-related summative and formative performance assessment in maths</li> <li>• 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</li> </ul>	5	Apfler
391LAB0201	Auswerten von wissenschaftlichen Daten <b>Analysing scientific data</b>	Research workshop	Quantitative and qualitative methods of data analysis	<ul style="list-style-type: none"> <li>• Basic concepts of quantitative research, preparing and analysing quantitative data using SPSS and interpreting and presenting the results appropriately.</li> <li>• Identifying methodological principles in applications and explaining the advantages and disadvantages of selected analytical approaches.</li> <li>• Applying theoretical knowledge in practice models for qualitative data analysis.</li> <li>• Applying their practical knowledge of data analysis in qualitative research in an exemplary manner.</li> </ul>	1	Kamper

Course Catalogue English 2025/26 Pädagogische Hochschule NÖ

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391LAB0202	Dokumentation + Präsentation von wissenschaftlichen Daten <b>Documentation + presentation of scientific data</b>	Research workshop	Documentation, presentation and discussion of quantitative and qualitative data	<ul style="list-style-type: none"> <li>• Documentation and presentation of qualitative and quantitative data</li> <li>• Review of analysis methods, labeling figures/tables, interpretation of results</li> <li>• Content analysis and other qualitative methods (Grounded Theory, Documentary Method)</li> <li>• Structure, formal requirements, and assessment of scientific papers</li> <li>• Presentation of scientific data (including defense)</li> <li>• In-depth theory-based text analysis in hermeneutic research and presentation of non-empirical findings</li> </ul>	1	Kamper
393QUA0201	Bildung und Entwicklung 1 <b>Education and Child Development 1</b>	Pedagogical foundations	To understand and reflect on the historical and systematic foundations of educational theory and educational research, Comparing key findings and objectives of developmental psychology. Comparing the educational, psychological, sociological and, if applicable, religious-psychological foundations of learning and teaching.	<ul style="list-style-type: none"> <li>• Historical and systematic foundations of educational theory and educational research</li> <li>• Individual, developmental and, where applicable, religious psychological foundations of education and learning</li> <li>• Educational, psychological and sociological foundations of learning and teaching</li> </ul>	5	Kamper
396MIB0301	Wissen über Religionen, interreligiöses Verständnis und Dialog <b>Understanding of religions, interreligious understanding and forms of intercultural dialogue</b>		Acquiring knowledge about different religions in order to develop more understanding for people with a migration biography.	<ul style="list-style-type: none"> <li>• Basic knowledge of interreligious dialogue (world religions, theory of interreligious dialogue: ideographic, generalising and initiating function).</li> <li>• Attitudes, (religious) orientations, religious self-image (values and practice) of migrants of different origins and diverse backgrounds and the majority population in a multicultural society.</li> <li>• Introduction to the basics of Islam, its relationship to other religious communities in Lower Austria and Austria.</li> </ul>	5	Kamper

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				<ul style="list-style-type: none"> <li>• Everyday religion and social practice in everyday school life (traditions).</li> <li>• Interreligious knowledge to promote identity and understanding.</li> </ul>		
392PPA2A23	<p>Kinder entdecken Gestaltungsräume – Technik und Design (ästhetische Gestaltungsräume)</p> <p><b>Children discover design spaces - technology and design (aesthetic design spaces)</b></p>	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.	<ul style="list-style-type: none"> <li>• Teaching foundational didactics for competency-based instruction in Arts and Crafts (Austrian curriculum)</li> <li>• Focus on aesthetic education and artistic-technical learning experiences</li> <li>• Engagement with materials, safety regulations, machine use, and maintenance</li> <li>• Development of questions, solutions, and production processes, reflecting on outcomes</li> <li>• Ability to conduct interdisciplinary projects and collaborate with external partners at remote locations</li> <li>• Linguistic and methodological skills for integrated arts and English teaching</li> </ul>	5	Heidenwolf
392PPA5A32	<p>Kinder erleben Lernen in Gemeinschaft, Lernen im Horizont von Deutsch als Zweitsprache, Inklusiver Didaktik und Kommunikation</p> <p><b>Children experience learning in a community, learning in the context of German as a second language, inclusive didactics and communication</b></p>	Learning workshop	Knowledge of inclusive didactics, empirical research, and their implications for inclusive teaching is crucial for working in heterogeneous, linguistically diverse classrooms. Collaborative, interdisciplinary approaches to content are developed, tested in project-based development spaces, and refined with expert input.	<ul style="list-style-type: none"> <li>• Theoretical framework: Inclusive didactics models</li> <li>• Scientific foundation: Research findings on heterogeneous group teaching</li> <li>• Institutional framework: Legal conditions for inclusion (e.g., language support, speech therapy, DaZ)</li> <li>• Biographical learning: First and second language acquisition scenarios</li> <li>• Real-life experiences: Linguistic development in school and family</li> <li>• Continuous language development: Communication support, role models, cooperative learning</li> <li>• Cooperative development: Work methods, learning materials, reciprocal learning, professional communities</li> <li>• Multi-perspective planning: Co-planning and co-teaching interdisciplinary settings (math, languages, environmental studies)</li> </ul>	5	Stadlmayr oder Camber

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392PPA7A29	Kinder erkennen mathematische Zusammenhänge, Fachdidaktische Vertiefung in Mathematik <b><i>Children recognise mathematical relationships, Specialist didactic consolidation in mathematics</i></b>	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.	<ul style="list-style-type: none"> <li>• Integration of numeracy and geometry</li> <li>• Length, area, volume, time, mass, and currency measures</li> <li>• Calculation of perimeter, area, surface area, and volume</li> <li>• Early math education</li> <li>• Word problems (text comprehension, modeling, solution strategies)</li> <li>• Learning and discovery environments in math for all students</li> <li>• Supportive feedback and subject-specific formative and summative assessment</li> <li>• Action-oriented strategies in interdisciplinary math teaching for rational thinking and practical application in an international context</li> </ul>	5	Sperk oder Apfler