

Decree of the Curriculum Committee of the School of Education / Faculty of Teacher Education from 16 March 2018, approved by decision of the Senate on 30 April 2018:

Based on §25 par. 1 no. 10 of the Universities' Act 2002, BGBl. I No. 120/2002 in the current version and §38 of the "Study Law Regulations" part of the statutes, as re-announced in the University of Innsbruck Bulletin of 3 February 2006, Issue 16, No. 90 in the current version, the following is decreed:

Curriculum for the
Continuing Education Programme in
German as a Foreign Language/German as a Second Language
at the University of Innsbruck

§ 1 Qualification Profile

- (1) Graduates of the Continuing Education Programme in German as a Foreign Language/German as a Second Language, which builds on the basic course, are thanks to the specialist and social skills acquired, qualified for working in the following fields:
 - a. in the field of teaching and planning of teaching of German as a Foreign Language and German as a Second Language, as well as the development, design and evaluation of target-group specific supportive measures;
 - b. in the training, further and continuing education of teachers of German as a Foreign Language and German as a Second Language;
 - c. in the fields of language teaching and learning research as well as in many practical activity fields as specialists for German as a Foreign Language and German as a Second Language to develop suitable, modern foreign language teaching and learning concepts in multilingual contexts;
- (2) Graduates have distinguished subject-specific skills in the following areas:
 - a. analysis and reflection of teaching,
 - b. feedback and correction,
 - c. language acquisition and multilingualism in teaching languages and subject-specific matters
 - d. bilingualism and multilingualism,
 - e. literature as cultural activity
 - f. migration and communication,
 - g. teaching and learning methods in the context of special needs
- (3) Graduates are able to design their lessons corresponding to the needs of the target group and to find solutions to problems in a scientifically sound way and based on theory and methods.
- (4) They are also able to critically reflect on scientifically based knowledge, skills, methods and theories and to apply them in their future professions based on research and related to practice.

- (5) Graduates are able to communicate and promote lifelong language learning, learner autonomy and language and cultural transfer in transcultural societies, to place the learners in the centre of the lessons and to communicate the teaching targets in a clear and distinct way.

§ 2 Scope and Duration

The continuing education programme covers 120 ECTS-Credits, the first 60 ECTS-Credits of which are covered in the German as a Foreign Language/Second Language Basic Course or in an equivalent specific education for German as a Foreign Language/German as a Second Language.

One ECTS-Credit corresponds to a work load of 25 hours. The continuing education programme is offered part-time and has a duration of six semesters.

§ 3 Admission

- (1) Persons may be admitted to the continuing education programme:
1. who have passed the German as a Foreign Language/German as a Second Language continuing education programme (basic course) or an equivalent specific education and
 2. who have successfully passed one of the following study programmes at a post-secondary educational institution home or abroad amounting to at least 180 ECTS-Credits:
 - a. study programme of German Philology or a modern foreign language,
 - b. Bachelor's Secondary School Teacher Accreditation Programme I – New Secondary Schools at a Pedagogical University, or a Bachelor's Secondary School Teacher Programme (General Education) at a University in the subjects of German or a modern foreign language,

The programme director decides on the equivalence of a specific education based on §3 para. (1).

- (2) Persons, who have been admitted to the continuing education programme and who have paid their fee are to be admitted as non-degree students to the University of Innsbruck by the rectorate.
- (3) A maximum of 20 participants are admitted to the continuing education programme.

§ 4 Types of Courses

Courses with continuous performance assessment::

1. **Lectures with practical elements** (VU) focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course.
2. **Seminars** (SE) provide in-depth treatment of scientific topics through students' presentations and discussion thereof.
3. **Practical training courses** (PR) provide practical experience with concrete scientific tasks, complementing occupational and academic training.

§ 5 Compulsory Modules

- (1) The following 60 ECTS-Credits are acquired within the scope of the German as a Foreign Language/German as a Second Language - Basic Course continuing education programme (Curriculum published in the University of Innsbruck Bulletin of 26 November 2007, Issue 8, No. 66 in the currently valid version):

		h	ECTS-Credits
1.	Compulsory Module: Methodic-Didactic Fundamentals	3.5	7.5
2.	Compulsory Module: Linguistic Fundamentals	3.0	7.5
3.	Compulsory Module: Methodic-Didactic Skills I	6.0	12.5
4.	Compulsory Module: Cultural Skills	3.5	7.5
5.	Compulsory Module: German as a Second Language and Multilingualism	2.5	5.0
6.	Compulsory Module: Methodic-Didactic Skills II	6.5	12.5
7.	Final Thesis	-	7.5
	Total	25	60

- (2) Moreover, the following compulsory modules covering 40 ECTS-Credits must be passed:

1.	Compulsory Module: Teaching Skills	h	ECTS-Credits
a.	VU Lesson Analysis and Reflection <ul style="list-style-type: none"> • reflecting, evaluating and developing lessons • reflecting on one's own teaching behaviour, methods of activity research • conception and development of appropriate types of work importance of exchange and advice by colleagues 	2	4
b.	SE Feedback and Correction Evaluation of learner performances and adequate feedback/adequate correction <ul style="list-style-type: none"> • correction: written and verbal • correcting techniques in face-to-face teaching and types of feedback in <i>blended-/distance learning</i> formats • assessment of language level and importance of observation charts • consequences of the knowledge about language acquisition, diagnosis skills • testing and evaluating of receptive performances 	2	6
	Total	4	10
	Objective: Graduates are able to develop teaching settings in consideration of the multilingualism of the learners, to reflect on them and evaluate them. They are able to critically reflect on their teaching and to evaluate performances in a feedback-orientated way. They also have knowledge of the methods for further developing their teaching and evaluation skills.		
	Prerequisites: none		

2.	Compulsory Module: Research in Language Acquisition and Multilingualism	h	ECTS-Credits
a.	VU Acquisition of Language and Bilingualism in Language in the Classroom Teaching-relevant aspects of language acquisition theories, language acquisition in linguistically heterogeneous contexts (e.g. German as first and second language in the same class) <ul style="list-style-type: none"> • stages of language acquisition and consequences for teaching • role of learning strategies and techniques, language awareness as teaching concept language acquisition and subject-specific learning, e.g. CLIL (Content and Language Integrated Learning) and CLILiG (Content and Language Integrated Learning in German)	2	4
b.	SE Bi- and Multilingualism Language acquisition of bi- and multilingual learners <ul style="list-style-type: none"> • specific needs of different groups of language learners • starting situation and developmental stages of language acquisition (growing-up bilingual, simultaneous and sequential development of bi- or multilingualism) • early language learning (kindergarten, primary school) • learning and age (in consideration of learning in older age) • relevant research methods and their application 	2	6
	Total	4	10
	Objective: Graduates understand theories of language acquisition and their consequences for teaching and know about learning variables and other factors that influence language acquisition. They know factors that have an influence of the development of bi- or multilingualism, as well as teaching and learning strategies that promote this development in lessons. Graduates acquire a basic understanding of research methods and their application.		
	Prerequisites: none		

3.	Compulsory Module: Language and Culture	h	ECTS-Credits
a.	SE Literature as Cultural Action Literature and imparting of literature in language lessons <ul style="list-style-type: none"> • selecting and preparing aesthetic texts for language lessons • understanding and interpreting texts from other cultures • working methods and projects for imparting literature • development of literary and cultural competence 	2	6
b.	VU Migration and Communication Consequences of linguistic and cultural heterogeneity for teaching German as a Foreign Language/German as a Second Language <ul style="list-style-type: none"> • resource orientation in and with cultural heterogeneous groups (e.g. work with language biographies) • awareness raising, changing perspectives, conflict resolution • pragma- and sociolinguistic aspects of verbal and nonverbal communication • gender-specific aspects of communication in migration contexts 	2	4
	Total	4	10

	<p>Objective: Graduates are able to reflect on the role of language and (trans)cultural phenomena in migration and integration as well as for foreign language teaching. They know processes of understanding a foreign culture and are able to apply pragma- and sociolinguistic research results in their German as a Foreign Language/German as a Second Language lessons. They know about the importance of aesthetic texts and recognize the cultural patterns of interpretation imparted with them, are able to reflect on them and negotiate interpretation processes.</p>
	<p>Prerequisites: none</p>

4.	Compulsory Module: Course Design	h	ECTS-Credits
a.	<p>VU Teaching Methods in the Context of Specific Needs Planning, implementing and evaluating objectives for German as a Foreign Language/German as a Second Language lessons or supporting measures resp. in different fields of action in a competence-orientated way; evaluating materials and working techniques</p> <ul style="list-style-type: none"> • differentiation within class in teaching (e.g. with regards to different first languages, competence levels, age groups) • lessons in small groups and one-to-one teaching • teaching and learner support in <i>blended-/distance-learning-</i> formats • support for learners in digital self-learning courses 	2	2.5
b.	<p>PR Planning a Project (1 h, 5 ECTS-Credits)</p> <ul style="list-style-type: none"> • planning a project (e.g. course or promoting measures in cooperation with an educational institution) with reflected report on it <p>or</p> <p>Internship (5 ECTS-Credits)</p> <ul style="list-style-type: none"> • practical experience amounting to 100 hours in a resp. educational institution: observation, planning, conducting and reflecting on lessons incl. reflected report 		5
	Total	2	7.5
	<p>Objective: Graduates have advanced and expanded their understanding of teaching and learning methods for German as a Foreign Language/German as a Second Language teaching. They are able to design target-group orientated, learner-centred language lessons in a foreign- or target-language environment in a competence-orientated way. They are able to implement a planned project into practice and to reflect on their experience based on research in a report.</p>		
	<p>Prerequisites: none</p>		

5.	Compulsory Module: Master's Thesis	h	ECTS-Credits
	SE Planning and Performing Independent Research Support for the Master's Thesis <ul style="list-style-type: none"> • developing of research questions • research methods and examination instruments 	2	2.5
	Total	2	2.5
	Objective: Graduates have expanded their linguistic or literary/cultural-didactic knowledge and can apply it in a targeted way. They are able to critically reflect on subject-specific research and to independently apply theories and methods for a research project.		
	Prerequisites: none		

§ 6 Master's Thesis

- (1) A Master's Thesis amounting to 20 ECTS-Credits must be written within the continuing education programme.
- (2) The Master's Thesis is a scientific piece of work that proves the ability to work on a scientific topic in the field of German as a Foreign Language/German as a Second Language independently and in a justifiable way in terms of content and methodology.
- (3) The topic of the Master's Thesis must be selected from one or several compulsory modules listed in §5. The students are entitled to propose a theme for their Master's Thesis or to select one of a number of suggestions.
- (4) The thesis is supervised by subject-specific qualified lecturers of the continuous education programme. The graduates have to propose a supervisor from the available programme lecturers to the programme director as well as the theme selected in accordance with the resp. lecturer. This proposal can be made to the programme director at the end of the first semester at the earliest. The suggestion is deemed to have been accepted if the director of the continuous education programme expressly accepts it or does not veto it within a month.

§ 7 Examination Regulations

- (1) A module is completed by successfully passing all of its courses. Courses with continuous performance assessment are evaluated by written and/or oral contributions and/or practical performances of the participants. The evaluation criteria are announced before the start of the course by the course lecturer.
- (2) The Master's Thesis is evaluated by the supervisor.

§ 8 Academic Degree

Graduates of the Continuing Education Programme in "German as a Foreign Language/German as a Second Language" receive, after having positively passed all prescribed examinations and the positive evaluation of their Master's Thesis, the academic degree of "Master of Arts", abbreviated "MA".

§ 9 Coming into force

This curriculum comes into force one month after its announcement.