

**Note:**

The following curriculum is a consolidated version. It is legally non-binding and for informational purposes only.

The legally binding versions are found in the University of Innsbruck Bulletins (in German).

**Original version** published in the University of Innsbruck Bulletin of 13 September 2001, Issue 68, No. 831

**Modification** published in the University of Innsbruck Bulletin of 21 August 2002, Issue 63, No. 543

**Discontinuation** of the Secondary School Teacher Accreditation Programme for the subjects psychology, philosophy and Greek, published in the University of Innsbruck Bulletin of 23 February 2006, Issue 18, No. 102

**Modification** published in the University of Innsbruck Bulletin of 6 August 2008, Issue 50, No. 336

**Modification** published in the University of Innsbruck Bulletin of 8 June 2011, Issue 26, No. 467

## **Consolidated version from October 1 2014**

### **Curriculum for the Secondary School Teacher Accreditation Programme at the Faculty of Humanities at the University of Innsbruck**

#### **Section One**

##### **§ A 1 Scope**

The curriculum governs the Secondary School Teacher Accreditation Programme for the subjects of the Faculty of Humanities, University of Innsbruck.

##### **§ A 2 Contents of the Curriculum**

The curriculum is divided into six sections:

Section Two provides information on the legal basis and dates of effect for the curriculum.

Section Three contains organizational and administrative regulations concerning dates and deadlines, admissions, etc.

Section Four covers the general structure of the Secondary School Teacher Accreditation Programme (structure, duration, study programme parts, graduation).

Section Five covers, for all disciplines, the general part (theoretical and practical teaching) of the Secondary Teacher Accreditation Programme, applicable for all combinations of teaching subjects. This section contains general information on qualification profiles and regulations on subjects, semester hours, courses and examinations.

Section Six covers, subject-specifically, the specific parts (didactics and training in the selected subjects) of the Secondary School Teacher Accreditation Programme. This section contains specific qualification profiles and regulations on subjects, semester hours, courses and examinations.

## **Section Two**

### **§ A 3 Legal Basis**

The curriculum is decreed on the basis of the University Studies Act (UniStG), Federal Law BGBl. (Federal Law Gazette) No. 48/1997.

### **§ A 4 Implementation**

- (1) The curriculum is effective as of 1 October following publication of the curriculum in the University of Innsbruck Bulletin.
- (2) It is applicable to all students beginning a Secondary School Teacher Accreditation Programme from this date.
- (3) According to § 80 para. 2 of the University Studies Law, the previous laws, regulations and curriculum, as per the versions of 31 July 1997, apply to all regular degree students who began their study programme before the present curriculum became effective. Once the present curriculum has come into effect, they are entitled to complete all unfinished parts of the study programme according to the previous curriculum, as long as completion of these parts does not exceed the legally defined duration of study plus one semester. If a study programme part ("Studienabschnitt") is not completed within the prescribed time, the student is required to follow the new curriculum. Furthermore, students may voluntarily choose to switch to the new curriculum at any time.
- (4) The curriculum published in the University of Innsbruck Bulletin of 8 June 2011, Issue 26, No. 467, is effective as of 1 October 2011 and, with the exception of § A 9a, applies to all students.
- (5) § A 9a, published in the University of Innsbruck Bulletin of 8 June 2011, Issue 26, No. 467, is effective as of 1 October 2011 and is applicable to all students starting the study programme as of winter semester 2011/2012.
- (6) § A 9a, published in the University of Innsbruck Bulletin of 8 June 2011, Issue 26, No. 467, ceases to be effective after 30 September 2014.

## **Section Three**

### **§ A 5 Course Types**

- (1) Unless otherwise specified by additional provisions of this curriculum, courses are of the following types:
  - a) Lectures (VO 'Vorlesung') treat, in lecture format, the primary topic and/or special areas as well as the methods and schools of thought in the subject; students, however, are given the opportunity to participate actively.
  - b) Lectures with practical emphasis (VU 'Vorlesungen mit Übungscharakter') are for the systematic acquisition, application and in-depth treatment of scientific content. They include practical components and offer guidance on the independent acquisition of knowledge and self-study.
  - c) Introductory seminars (PS 'Proseminare') are the precursors to seminars. They discuss the fundamentals of scientific work, introduce the literature and treat examples of the issues of the respective field through presentations, discussions and case studies.
  - d) Practical courses (UE 'Übungen') serve to convey scientific skills and/or the application of scientific knowledge and methods. Lecturers play an essential role in the preparation, structuring and guidance of a practical course.

- e) Seminars (SE) focus on detailed scientific discussions. Participants are expected to make oral and/or written contributions.
  - f) Project seminars (PO) are courses for joint elaboration of a goal-oriented project. They are characterised by being mainly practice-oriented. The contributions of single students become part of the overall result, but assessment takes place individually by taking into account the individual student's part in the project.
  - g) Working groups (AG) are used for joint tests of practical skills, practical application of scientific knowledge and methods or joint work on concrete questions. Lecturers play an essential part in guiding and instructing.
  - h) Conversation classes (KO) used for consolidation of opinions, research approaches, theories or research subjects via reception and discourse.
  - i) Review courses (RE) cover all the relevant topics for the exams and deal with difficult questions. Students' preferences concerning specific contents are to be considered where possible.
  - j) Excursions (EX) are used to illustrate and consolidate the subject in situ.
  - k) Practical training courses (PR) aim at supplementing a preparatory vocational and scientific education.
  - l) Orientation courses (SL) aim to provide the students with an outline of essential elements of the study programme and its further structure; they also aim to provide students with a solid basis on which to make personal decisions concerning their choice of study programme. Attendance is mandatory. Orientation courses take place on the basis of a single examination at the end of the course.
- (2) The courses lit. b) to k) are assessed via continuous assessment of student performance.
  - (3) The study commission issues regulations concerning mandatory attendance in courses with continuing performance assessment.

#### **§ A 6 Admission to courses**

- (1) In courses with a limited number of participants, places are allocated based on mandatory registration at the respective department.  
Registration periods are announced accordingly (notice, course catalogue, Campusinfo).
- (2) Pedagogical training  
Applications for courses in pedagogical training have to be submitted at the Department of Teacher Training and Schools Research.
- (3) School teaching practice
  - a) Applications for school teaching practice courses are to be submitted, according to preferred teaching internship, to the responsible Regional or Municipal Education Authority, which allocates school internships in their area. In this context, students' preferences are to be considered where possible, and there is to no unreasonable inconvenience for students caused by the teaching internship.
  - b) Applications for teaching internships in South Tyrol are accepted at the Department of Teacher Training and Schools Research.
- (4) All applications are binding. In case the course cannot be attended, the application must explicitly be cancelled.

### **§ A 7 Limitation of the number of participants**

- (1) Provided that further regulations of the present curriculum do not determine otherwise, in courses with continuing performance assessment the number of participants is limited to 20.
- (2) In courses with a limited number of participants, degree students are to take precedence over non-degree students and students of other School Teacher Accreditation Programmes. Furthermore, course places are allocated according to the order of registration, students' performances in previous courses and examinations, and the number of semesters already completed.

With the creation of parallel courses the possibility of attending appropriate courses for students is to be provided where possible.

Students who cannot be accepted in a course due to limited place are to be waitlisted and have priority in the next registration deadline in order to prevent a prolongation of their studies.

### **§ A 8 Cooperation between school and university related to school teaching practice**

Cooperation between school and university in the school teaching practice according to University Law Appendix 1 Z 3.6 is regulated in the Appendix of section five.

## **Section four**

### **§ A 9 Duration of study period and parts of the study programme**

- (1) The Secondary School Teacher Accreditation Programme takes nine semesters and is divided into two parts.
- (2) The first part of the programme takes four semesters; the second part takes five semesters.

### **§ A 9a [expired according to § A 4 para 6]**

### **§ A 10 Structure of the study programme**

- (1) The Secondary School Teacher Accreditation Programme includes one general and two subject-specific parts.
- (2) The general part consists of the pedagogical training and school teaching practice and is the same for all teaching subjects.
- (3) The subject-specific parts consist of subject-didactic and subject-related education in the selected teaching subjects.
- (4) For admission to the Secondary School Teacher Accreditation Programme, students have to select two teaching subjects.

The following teaching subjects may be chosen: German; English; French; History, Social Studies and Political Education; Greek; Italian; Latin; Movement and Sports; Psychology and Philosophy; Russian; Spanish.

These teaching subjects can be combined among each other or with further subjects taking into account the regulations of the University Law, Appendix 1, Z 3.5.

- (5) According to § 4 (1 and 2) University Entrance Qualification Decree 1998, BGBl. II (Federal Law Gazette) No. 44/1998, amended by Federal Law BGBl. II (Federal Law Gazette) No. 63/1999 for the Secondary School Teacher Accreditation Programme of the teaching subjects German; English; French; History, Social Studies and Political Education; Greek; Italian; Russian; and Spanish graduates of secondary schools without the compulsory subject Latin and working students with entrance examination, a supplementary examination in Latin is required before taking the first diploma examination.

The supplementary examination in Latin is not required if Latin was successfully attended after the eighth grade at a secondary school with a minimum of 12 hours per week.

- (6) If two subjects from different groups of teaching subjects mentioned in the University Law, Appendix 1, Z 3.2 are chosen, students have to give notice, until the registration to diploma examinations, which curricula they follow relating the general part of the study programme.

### **§ A 11 Number of semester hours**

- (1) Every teaching subject, except Movement and Sports, of the Secondary School Teacher Accreditation Programme comprises a total of 72 semester hours of compulsory courses and elective courses and school teaching practice of 12 weeks (corresponding to 120 hours = 8 semester hours).
- (2) The Secondary School Teacher Accreditation Programme of the teaching subject Movement and Sports comprises a total of 108 semester hours of compulsory courses and elective courses and school teaching practice of 12 weeks (corresponding to 120 hours = 8 semester hours).
- (3) The pedagogical and subject-didactic training comprises, regardless of school teaching practice, 25% of the total number of hours of a Secondary School Teacher Accreditation Programme in the selected teaching subject.
- (4) The precise number of hours of pedagogical training and school teaching practice are regulated in section five, and in section six the subject-specific and subject-didactic training.
- (5) In addition to course-dependent study work, a certain amount of self-study outside course hours will be required (reading, exam preparation, writing papers, etc.), resulting in the total study workload, which may not exceed a full-time job workload in order to allow an student of average talent to graduate within the regular duration of study.

### **§ A 12 Completion of studies**

- (1) The first part of the study programme is completed with the first diploma examination, the second part of the study programme with the second diploma examination.
- (2) Graduates of the Secondary School Teacher Accreditation Programme are awarded the academic degree of Magistra or Magister. The additional title of this degree results from the subject of which the diploma thesis was written, i.e. for subjects in Humanities and Social Sciences “Magistra/Magister of Philosophy” and for the subject Movement and Sports “Magistra/Magister of Natural Sciences”.

## Section five

### § A 13 General qualification profile

#### (1) Principles of the Secondary School Teacher Accreditation Programme

The objective of the Secondary School Teacher Accreditation Programme is preparatory vocational and scientific education for secondary school teaching in terms of subject-related, subject-didactic, pedagogical and teaching matters.

A scientifically sound basic education provides graduates with the necessary competences in order to work in their future vocational fields in a flexible and professional manner.

With content-related and methodical pluralism in the Secondary School Teacher Accreditation Programme, personal initiative and self-organization, critical awareness, cooperation and teamwork as well as commitment are encouraged.

#### (2) Jobs and careers for graduates of a Secondary School Teacher Accreditation Programme

Graduates of the programme are qualified to work as teachers at secondary schools, in particular, but also in other fields of education and training. Thus, they have the competence to work in various social, historical, cultural, political, juridical and economic fields of a school and educational system and its institutions.

The profession of a teacher is a pedagogical profession: Teachers are experts in fostering personal development processes, arranging learning situations, accompanying learning processes, and assessing learning outcomes.

#### (3) Competences

The profession of a teacher requires a large variety of competences. Teacher training at university provides the basis for acquiring these competences, which need to be accompanied by critical questioning and experience and by lifelong learning. The acquisition of these competences occurs in all subject-specific, subject-didactic, pedagogical and teaching courses, while coordinated and differentiated emphasis and concentration occurs through further courses.

##### a) Subject-specific and didactic competences

- Professional competence: in particular, curriculum-oriented professional knowledge in detail and in general within the selected teaching subjects.
- Interdisciplinary competence: interdisciplinary in terms of content as well as complementary, especially in using information and communication technologies as well as new media in teaching.
- Conceptual competence: comprehension of fundamental pedagogical concepts (such as Systematic Pedagogy, Gestalt Pedagogy, Psychodrama in Teaching and Learning, etc.) in terms of values and views in order to integrate them into appropriate teaching methods.
- Planning competence: planning diverse and effective teaching methods in terms of different target levels (knowledge, application, person-centeredness, and focus on social aspects) and the curriculum.
- Conveyance competence: capability to develop and apply complex didactic settings for the education of pupils and adults in consideration of the current level of knowledge, personal and social learning; capability to structure lively presentations considering the current state of media and presentation techniques; knowledge of a wide range of subject-didactic and general educational teaching methods and their specificity; capability to include and apply these methods in a target-oriented and focused way.
- Moderation competence and skills: capability to moderate discussions and decision-making processes in various forms, to encourage and structure communication processes

between people and classes, teams and large group events in a methodically flexible way; ability for empathy and personal resonance in discussion moderation.

- Evaluation competence: determine, document and evaluate learning progress; knowledge of different evaluation systems and approaches with critical reflection in terms of performance and significance; self-reflection and critical self-awareness regarding personal influence to performance evaluation as well as awareness of the personal implication of evaluations.
- Research-based learning competence: discovery learning, learning by experimentation, learning by the formation of hypotheses and problem-solving, learning by a change of action and reflection; capability to increase pupils' awareness with intriguing exercises, to assist pupils' self-reviews of their learning outcomes.

b) Social and personal competences

- Team-working and group competence: willingness to accept, enhance and respect democratic structures; willingness and ability to cooperate and group integrity; social and intercultural awareness; assertiveness and ability to delegate.
- Assisting personal development processes: interest in the lives of young people; ability to appreciate others regardless of their performance and adaptability; empathic acceptance of emotions and values; ability to authentically relate to pupils in the teacher's role; capability to recognize mental problems in young people and help to find a solution.
- Communication and conflict resolution competence: ability to react to different situations and conflicts with pupils, colleagues and parents in a flexible and process-appropriate manner; capability to reflect on own interventions based on theoretical understanding.
- Language competence: capability for written and oral expression; language awareness; subject-internal (experts) and subject-external (non-specialists) communication; developing material depending on situation and recipient.
- Personal competences, such as the ability to develop personal motivation, personal presentation and controlled self-expression, independence, self-control, decision-making ability and creativity, innovation and imagination, ability to balance composure and commitment, persistence and will power, willingness to engage in continuing training.
- Frustration tolerance and self-esteem, critical self-awareness, responsibility and maturity, preventing the development of personal expectations that are too high, , taking preventive care of one's mental well-being.
- Value orientation, such as acceptance of the plurality of values when arguing one's own values
- Analytical abilities, such as recognizing patterns, logical thinking, the capacity to reflect, distinguishing between the relevant and irrelevant
- Synthetic abilities, such as structured thinking (developing plans and structures), contextual thinking (thinking in specific contexts), networking and interdisciplinary thinking (thinking beyond one's own field of expertise), critical thinking (ability to judge), problem-solving thinking (thinking beyond familiar routines with a broader view).

c) Organisational and systemic competences

- Capability to understand one's own behavior in the context of the school system and to contribute to its development; knowledge of methods and instruments for the development of the school and teaching based on their mutual interaction.
- Capability to understand the school as a learning organization and to understand differences of opinion, conflicts and contradictions as a chance for growth and development in order to enable pupils to meet current and future challenges in a productive manner.

- Intervention competence: capability to recognize situation-dependant need for action (act immediately or postpone?); to select from a repertoire of opportunities of action and reflect on the interventions conducted based on theoretical interpretive patterns; considering alternative types of intervention.
- Administration competence: capability to implement administrative tasks within the organization independently and in teams.
- Decision competence: capability to make decisions within the complex organisational structure of the school, taking the people concerned into account and advocating the implementation of decisions.
- Leadership competence: capability to accept leadership tasks, to create an effective relationship between people and to reflect on mutual objectives.
- Evaluation competence: willingness and capability to evaluate one's own activities (self-evaluation), to accept evaluation of one's own performance in the context of school and teaching (external evaluation), and to reflect critically on the objectives and criteria of the evaluation process (meta-evaluation).
- Fundamental knowledge of the legal and institutional conditions for the occupational field.

#### **§ A 14 Teaching subjects and number of hours**

- (1) The pedagogical training of the Secondary School Teacher Accreditation Programme comprises 8 semester hours per teaching subject, i.e. 16 semester hours in total, and consists of three parts:
  - a) The introductory phase comprises four semester hours of compulsory courses.
  - b) The education phase comprises ten semester hours, i.e. six semester hours of compulsory courses and one elective course with four semester hours.
  - c) The final phase comprises two semester hours of compulsory courses.
- (2) School teaching practice in the Secondary School Teacher Accreditation Programme comprises 12 weeks with 120 hours (= 8 semester hours) per teaching subject, i.e. 240 hours (= 16 semester hours), and consists of five parts:
  - a) The Introductory Practical Training comprises two semester hours.
  - b) The Basic Practical Training comprises four semester hours.
  - c) The Special Practical Training practice 1 comprises four semester hours.
  - d) The Special Practical Training practice 2 comprises four semester hours.
  - e) The Final Practical Training comprises two semester hours.

#### **§ A 15 Courses**

- (1) The courses of the introductory phase are:
  - a) Orientation Semester, SL 2, [ECTS: 2], Maximum number of participants: 20.  
 Under the cooperative direction of a university teacher and an AHS-/BMHS (general/vocational secondary school) teacher.  
 Contents: occupational profile; professional reality; teaching methods; innovative learning concepts; acquiring fundamentals of planning, implementing teaching plans, teaching observation and data acquisition (interview, questionnaire, etc.) in preparation for the Introductory Practical Training.



b) Introductory Practical Training (2 semester hours = h)

Contents: change of perspective from the role of a pupil to the role of a teacher; class and teaching observations; training exercises in lesson sequences with a total of 3 teaching units; project work

Type: two-hour course, during the university semester break, practical course in groups of max. 5 students supervised by a (general/vocational secondary school) teacher at the school

Prerequisites: successful completion of the Orientation Semester

c) Reflection Unit (2 h)

Contents: Information about the Secondary School Teacher Accreditation Programme; presentation and discussion of projects; method reflection; rhetoric and presentation; self-critical assessment of the occupational aptitude for the teaching profession

Type: two-hour course, in the summer semester, in groups of max. 20 students under the co-operative direction of a university teacher or an AHS-/BMHS (general/vocational secondary school) teacher

Prerequisites: successful completion of the Introductory Practical Training

(2) The courses of the education phase are:

a) Basics of learning and teaching (2 h)

Contents: knowledge of the complexity of learning processes, incorporating findings of brain research and applied development psychology; experiencing the effectiveness of different learning theories, including their pedagogical concepts and coping with their effects; interrelated learning and teaching; learning in individuals and organizations; consequences for teaching practice and school development

Type: two-hour course, large group sessions with max. 40 students

Prerequisites: successful completion of the introductory phase

b) Basic Competences 1 (2 h)

Contents: development of communication theory models and their application in teaching practice examples; development of process-oriented intervention strategies; basic information on performance evaluation and its problematic issues with practical application in an evaluation project; extension of the repertoire of methods with special focus on simulation and role play techniques

Type: two-hour course with a high degree of student responsibility for implementation and evaluation, in groups of max. 20 students

Prerequisites: successful completion of Basics of learning and teaching

c) Basic Competences 2 (2 h)

Contents: Acquiring competences for teaching observation and planning, giving and taking feedback, moderation and analysis of examples

Type: two-hour course with a process-oriented and interactive focus, in groups of max. 12 students, prior to or simultaneous participation in Basic Practical Training

Prerequisites: successful completion of Basic Competences 1

d) Basic Practical Training (4 h)

Prerequisites: for the pedagogical training: successful completion or simultaneous participation of Basic Competences 2; for the subject didactic training: successful completion of the courses mentioned in the special parts of the curriculum with a total of three to four h, guaranteeing a basic introduction to subject didactics into the topics "objectives and contents of

the curriculum”, “planning and preparation of lessons”, “models, techniques and social forms of teaching”, “teaching and methods”, “media” and “performance evaluation” according to the selected teaching subjects.

Type: four-hour practical course with high demands on students’ independence and self-organization, especially in pedagogical terms, organized in two parts under the cooperative direction of a university teacher and an AHS-/BMHS (general/vocational secondary school) teacher

University-related part

30 hours, subject-specific groups of max. 12 students, preparatory and accompanying school-related part

Contents: practical preparation, accompaniment and documentation of the school-related part; implementation of teaching simulations and real teaching at a school; analysis and theory-based reflection of teaching simulations and real teaching and moderation of discourse analysis; project planning of Special Practical Trainings

School-related part

30 hours, non-subject-specific groups of max. 4 students, supervised by a (general/vocational secondary school) teacher at the school

Contents: class and teaching observations; independent teaching of min. 5 teaching units; project planning for Special Practical Trainings

e) Special Practical Training 1 and Special Practical Training 2 (4 h each)

Prerequisites: successful completion of Basic Practical Training

Type: four-hour practical course each per teaching subject and high demands on students’ independence and self-organization, especially in subject-didactic and subject-specific areas, two parts

University-related parts

15 hours each per Special Practical Training, in groups of max. 12 students, accompanying the school-related parts

Contents: accompaniment and documentation of the school-related part; exchange of experience; teaching analysis; preparation and monitoring of project work

School-related parts

45 hours each per Special Practical Training, in subject-specific groups of max. 4 students, supervised by a (general/vocational secondary school) teacher at the school

Contents: class and teaching observations; preparation, implementation and review of short exercises and independent teaching of min. 10 teaching units; participation in various school events; writing a project paper, including a personal and a subject-related issue

(3) The courses of the final phase are:

a) Final Assessment Course (2 h)

Contents: consolidation and evaluation of learning steps within important fields of competence, such as process-oriented intervention in conflict situations, implementation of methods in practical situations, reflection on own learning steps according to theoretical linking patterns, etc.

Type: two-hour course with elements of assessment centre, portfolio, individual and/or group presentations, in groups of max. 12 students, prior to or simultaneous participation in Final Practical Training

Prerequisites: successful completion of Special Practical Training 1 and 2

b) Final Practical Training (2 h)

Contents: consolidation and evaluation of action competence and management of different performance requirements within school-related practical situations in pedagogical, subject-didactic and subject-related terms; theory-based reflection and documentation of own interventions and their impacts within the system

Type: two-hour practical course of max. 4 students, under the cooperative direction of a university teacher and an AHS-/BMHS (general/vocational secondary school) teacher at the school

Prerequisites: successful completion or simultaneous participation of the Final Assessment Course

(4) The elective course modules consist of thematic courses and comprise 4 semester hours, each focusing on a particular theme.

For the elective course modules, the following themes can be chosen.

a) Research Workshop School Development

Instruction and participation in teaching preparation, implementation and evaluation of school development and assistance projects; dealing with basic research questions; development and presentation of project results

b) School – economy/society/internationality

Knowledge of school in the context of historical, economic and international relations; dealing with current issues; extracurricular institutions; European dimensions in school and teaching

c) Pedagogical concepts

Knowledge of the basic pedagogical concepts, such as Systematic Pedagogy, Gestalt Pedagogy, Psychodrama in Teaching and Learning, personal pedagogy, dance education, etc., with their values and views; techniques and methods of these concepts for the transfer of knowledge, skills and attitudes, as well as the development of interpersonal interests and social learning

d) Counselling

Counselling roles in teaching (class, pupils, parents, colleagues, etc.); supervision in different settings (team, group, individual supervision, peer counselling, coaching); common features and differentiation of pedagogical training and therapeutic counselling

e) Adult/further education

Working out structural differences between adult education and school education based on current education opportunities and education providers; knowledge and critical reflection of different approaches of adult and further education in terms of life-long learning; practice-oriented elaboration of methods for adult education; practical experiences with class and teaching observations or participation in relevant events

f) Information and communication technology

Transfer of school-oriented practical IT and media knowledge and skills; examination of social changes in terms of the electronic revolution and reflection of possibilities and dangers of new media in teaching

g) Forms of extracurricular support in education

Private tutoring, remedial teaching, learning support by parents; elaboration of structural differences between curricular and extracurricular settings of learning deficits; problems of intensive education and individual diagnostics; practice-oriented elaboration of methods of special education support; practical experiences with class and teaching observations or participation at relevant institutions

h) Gender-sensitive learning and teaching

Gaining insights into co-educative and gender-specific and gender-sensitive teaching and learning forms; advantages and disadvantages of these approaches for both genders; transfer of methods in terms of gender-specific and gender-sensitive teaching as well as theme-centred planning in interdisciplinary and disciplinary teaching as a space for learners testing new roles, and unfamiliar behaviour and communication for both genders; experience of how to include gender-specific perspectives and reflect on stereotypes with teaching contents

i) Advanced training of teaching subjects

Advanced training of the teaching subjects dealt with in the pedagogical training and school teaching practice with further relevant courses

(5) Pedagogy internship outside of the school setting

In addition to the school teaching practice, students have to demonstrate successful completion of pedagogy activities outside of the school setting comprising min. 30 hours until the final study phase.

Prerequisites: reflective documentation demonstrating connections between the special requirements of the selected practice field and working conditions at school and in future activities as a teacher

### **§ A 16 General examination regulations**

(1) Course examinations

a) Courses with continuing performance assessment

The evaluation of courses with continuing performance assessment is based on regular participation and performance. The evaluation on the basis of one single examination at the end of the course is not permitted. Successful completion of courses with continuing performance assessment is only guaranteed if more than half of the scheduled written and/or oral exams are evaluated with a passing grade, but lack of an essential examination task can lead to an unsatisfactory evaluation.

In case of unsatisfactory assessment, the entire course has to be repeated.

The course lecturer defines the time from which attendance of a course with continuing performance assessment is to be assessed as an examination attempt and all deadlines for performance evaluation (e.g. deadline for written work).

b) Lectures

Performance evaluation of lectures is based on a written and/or oral exam at the end of the semester or by the end of the second semester following the lecture.

Examination dates are to be set at the beginning, the middle or the end of every semester.

(2) Advance participation in examinations/courses

For the subjects of the second part of studies, courses may already be taken during the first part of studies when all courses of the first part of studies in the corresponding examination subject have been successfully completed. This does not apply for seminars.

(3) First diploma examination

- a) The first diploma examination completes the first part of studies. It consists of the subjects “pedagogical training” and “school teaching practice” and the subject-specific examination subjects defined in section six.
- b) In the subjects of pedagogical training and school teaching practice, the first diploma examination is held in the form of course examinations. In addition to the course examinations, at the beginning their studies students have to create a portfolio for the completion of studies in order to collect and document learning experiences and stages of training. The portfolio is to be provided as part of the first diploma examination.
- c) The subject pedagogical training consists of the courses orientation semester, reflection unit, Basics of learning and teaching, and Basic Competences 1. They are to be evaluated according to the five-level grading system.
- d) The school teaching practice consists of the course Introductory Practical Training. It is evaluated according to the two-level grading system.
- e) The allocation of subject-specific examination subjects is specified in section six.
- f) The cumulative assessment of the first diploma examination is based on the regulations of § 45, para. 3 of the University Act (UniStG).

(4) Diploma thesis

- a) The topic of the diploma thesis is to be taken from a pedagogical, subject-didactic and/or subject-specific subject described in this curriculum.
- b) In any case, the topic and the thesis are to indicate a clear and current connection to school or teaching.
- c) The regulations of § 61 University Act (UniStG) are to be followed.
- d) The topic and evaluation of the diploma thesis are to be indicated on the second diploma examination certificate.

(5) Second diploma examination

- a) The second diploma examination completes the second part of studies. It consists of the subjects “pedagogical training “ and “school teaching practice” and the subject-specific examination subjects of the two teaching subjects defined in section six. It is taken in two parts.
- b) In the subjects of the pedagogical training and school teaching practice, the first part of the second diploma examination is taken in the form of course examinations.
  1. The subject pedagogical training consists of the following courses: Basic Competences 2, elective course modules and final units. They are evaluated according to the five-level grading system.
  2. In addition to the course examinations, students are to continue the portfolio started in the first part of studies.
  3. The school teaching practice consists of the courses Basic Practical Training, Special Practical Training 1, Special Practical Training 2, and Final Practical Training. They are evaluated according to the two-level grading system.
  4. The allocation of subject-specific examination subjects is specified in section six
  5. The summative assessment of the first part of the second diploma examination is based on the regulations of § 45 para. 3 of the University Act (UniStG).

- c) The second part of the second diploma examination is held in the form of a 90-minute oral comprehensive examination in front of an examination board.
1. Registration for the second part of the second diploma examination requires the successful evaluation of the diploma thesis.
  2. The second part of the second diploma examination features an integrative examination. In this examination, examinees have to provide exemplary proof of successful acquisition of competences specified in the qualification profiles in both teaching subjects, based on a prior agreed topic with the examiner, with clear reference to school or teaching from possible examination subjects and with consideration of the final course of the pedagogical training, the portfolio and the diploma thesis.
  3. The examination board of the second part of the second diploma examination is to be made up of min. one examiner for both the scientific discipline and/or subject didactics of both teaching subjects as well as for pedagogics (lecturer of the final course if possible) and/or school teaching practice.
- (6) For the recognition of studies taken at Pedagogical Academies or Religion-Educational Academies (University Law Appendix 1 Z 3.8), the study committee issues regulations concerning the decision of the chairperson.

#### **§ A 17 ECTS-Credits**

- (1) The diploma thesis corresponds to 30 ECTS-Credits.
- (2) The courses of the pedagogical training equal 20 ECTS-Credits allocated as follows:
 

a) Orientation Semester	2
b) Reflection Unit	2
c) Basics of Learning and Teaching	2
d) Basic Competences 1	3
e) Basic Competences 2	3
f) Final Unit	4
g) Elective Course Module	4
- (3) The courses of the School Teaching Practice equal 20 ECTS-Credits allocated as follows:
 

a) Introductory Practical Training	2
b) Basic Practical Training	5
c) Special Practical Training 1	5
d) Special Practical Training 2	5
e) Final Practical Training	3
- (4) The subject-specific and subject-didactic courses amount to 100 ECTS-Credits per teaching subject each. Their allocation is specified in section six.

#### **Appendix**

The Provincial School Boards of Tyrol and Vorarlberg is to receive a preview of the probable number of teaching internships needed in the following academic or school year in due time by the Department of Teacher Training and Schools Research.

According to these data, the Provincial School Boards of Tyrol and Vorarlberg ensure the availability of an adequate number of teaching internships and supervising teachers.

The Provincial School Boards of Tyrol and Vorarlberg is to provide a coordinator as a contact person in every school with available teaching internships and supervising teachers.

The coordinator is to be responsible for the organization of school-related parts of the school teaching training at the school and their coordination with the university-related parts of school teaching training courses, in cooperation with the Department of Teacher Training and Schools Research and provincial school authorities.

The protection and development of cooperation is to be guaranteed with a contact group between university and provincial school authorities, which is to meet at least once per semester. The group is to be responsible for the concrete organization, further development and evaluation of the school teaching practice studies offered.

### **Section six**

Section six contains the special parts (subject-didactic and subject-specific education) of the Secondary Teacher Accreditation Programme of the following selectable teaching subjects:

- German (D)
- English (E)
- French, Italian, Spanish (F-I-S)
- History, Social Studies and Political Education (GSP)
- Greek (G)
- Latin (L)
- Movement and Sports (LE)
- Psychology and Philosophy (PP)
- Russian (R).

## GERMAN

### § D 1 Specific qualification profile

- (1) The objective of the Secondary School Teacher Accreditation Programme German is to provide vocational and scientific training for a teaching career at secondary schools. It comprises the acquisition of subject-specific and subject-didactic knowledge and competences.
- (2) The subject areas of scientific examination for the Secondary School Teacher Accreditation Programme German are
  - German language and literature past and present and its teaching at school, and
  - associated cultural, social and anthropological symbolic processes – in particular related to school
  - connections between language and literature and youth learners, adolescent speakers, listeners and writers.

Language and literature in their current and historical developments, aesthetic, pragmatic, and anthropological dimensions are understood as comprehensive cultural issues helping to recognize, understand and shape our living environment and promote the reflection of social, cultural and anthropological symbolic processes with regard to future developments. Therefore, in addition to knowledge of historical and systematic aspects of language and literature, the examination of media, their structures, mechanisms and development options, and basic studies and characteristics of oral and written communication as well as the acquisition of necessary oral and written linguistic competence are part of the programme.

The acquisition of subject-didactic competences is not only reserved to subject-specific courses. Especially in courses of the second part of studies, subject didactic issues are covered in addition to the subject-specific examination of the respective topic (excluding only elective subjects). Furthermore, it seems reasonable to examine the connections between specialized knowledge and subject didactics in the examinations.

Social, political and intercultural possibilities and perspectives of dealing with language and literature are also considered in the programme in order to perceive cultural diversity and mobility as a chance and a challenge.

On the basis of solid professional competence, the training qualifies graduates to meet the requirements of educational and teaching tasks as well as methodical-didactic requirements in order to adapt teaching to age-specific requirements of pupils and to the living circumstances of adolescents as well as to various educational objectives of schools.

The ability to convey knowledge critically, productively and appropriately in the school environment is the primary requirement (as well as the willingness to pursue further education). During the study programme, the basis for this is to be established and further developed, specifically through

- training logical-analytical and synthetic thinking based on the language or text materials under investigation
- training problem-oriented and networked thinking
- developing and sharpening evaluation competence
- knowledge of different theoretical-methodical approaches
- creative implementation of concepts
- exemplary learning
- transfer of knowledge and competences to new challenges



- development of transdisciplinary thinking
- independent research
- necessary synthesis of the results in a text
- didactically appropriate presentation *in front of* learners (in terms of knowledge transfer and moderation)
- training the adoption of perspectives (i.e. the ability to empathize with the recipient)
- training the capacity for teamwork with cooperative forms of work.

Although the Secondary School Teacher Accreditation Programme German serves to provide scientific vocational teaching preparation for secondary schools, graduates acquire competences and knowledge beyond the vocational field of school teaching, which are important for all areas of cultural life, such as the field of adult education.

### § D 2 Structure, contents, scope and duration of the study programme

First part of the study programme (32 semester hours = h)

Language Practice (4 h)	German Linguistics (10 h)	German Medieval Studies (2 h)	Modern German Literature (8 h)	Didactics (6 h)
Linguistic Competence (AG2)	Behaviour Linguistics: Comprehension, Speech, Writing, Reading (VU2)		Introduction to Literature Studies (PS2)	
German Studies as a Scientific Discipline: Introduction to the German Studies Programme (SL1) Fundamentals of Philological and Cultural Studies (VO1)				
Communication Competence (VU2)	Linguistics at School I (VU2) Language of the Pupils: Language System and Language Use (VU4) Language Behaviour of Pupils (AG2)	Language History as Cultural History (PS2)	Text Analysis and Interpretation (PS2) History of Literature and Literary Life in Present Times I (VO2+PS2)	Overview of German Lessons: Introduction to Methodology and Didactics of German Lessons (VU2) Language Didactics (AG2) Reading and Literature Didactics (AG2)

Second part of the study programme (24 semester hours = h)

Language Practice (2 h)	German Linguistics (6 h)	German Medieval Studies (4 h)	Modern German Literature Studies (6 h)	Didactics (4 h)
Speech Training (AG1) Voice Training (AG1)	Psycholinguistics: Development of Lin- guistic Skills (VU2) Linguistics at School II (VU2)	Overview of German Medieval Literature (VO2) Reading and Interpre- tation (SE2)	History of Literature and Literary Life in Present Times II (VO2+SE2)	Text Production and Text Correction (AG2)
	Language Didactics <i>or</i> Communication Behaviour / Commu- nication Linguistics <i>or</i> Sociolinguistics / Variety Linguistics <i>or</i> Psycholinguistics / Behavioural Linguis- tics <i>or</i> Stylistics (SE2)		History of Literature and Literary Life in Present Times III <i>or</i> Literary Criticism, Literary Transmission and Media <i>or</i> Litera- ture and other Arts / Intermediality (VO2 <i>or</i> SE2)	Language Didactics <i>or</i> Reading and Liter- ature Didactics <i>or</i> Writing Didactics <i>or</i> Oral Communication Didactics <i>or</i> Media Didactics <i>or</i> Grading and Evaluation <i>or</i> Intercultural Learning Processes / German as a Foreign Lan- guage/Second Lan- guage (AG2)
<b>(New) Media</b> (VO/VU/SE/AG/EX2)				

- (1) The Secondary School Teacher Accreditation Programme German comprises the following examination subjects: Language Practice, German Linguistics, German Medieval Studies, Modern German Literature Studies, Didactics, German Philology as Scientific Discipline and (New) Media. These examination subjects are covered by the listed courses in each section (e.g. Linguistic Skills, Linguistics at School I, History of Language and History and Grammar).
- (2) The Secondary School Teacher Accreditation Programme German takes 9 semesters with 72 semester hours, from which 8 semester hours are allocated to the pedagogical training and 64 semester hours to the subject-specific and subject-didactic training. 8 semester hours are free electives.
- (3) The Secondary School Teacher Accreditation Programme German is divided into two parts.
- (4) The first part treats basic studies and introduces the fundamentals of the study programme and the theoretical-methodical and content-related requirements of the teaching subject. It comprises (apart from the pedagogical courses) 32 semester hours and takes four semesters.
- (5) The second part serves to expand and advance the scientific vocational preparation. It comprises (apart from the pedagogical courses) 24 semester hours and takes five semesters.
- (6) First part of studies

The first part of studies comprises the following compulsory courses, with the number of hours given:

- a) Introduction to German Language and Literature Studies, 8 semester hours:

AG 2 Linguistic Competence [ECTS 4]

*General improvement of language skills with knowledge of the correct linguistic usage, orthography norms, syntax and vocabulary; command of basic techniques of text production and reception.*

## VU 2 Behaviour Linguistics: Comprehension, Speech, Writing, Reading [ECTS 4]

*This course provides background knowledge of the principal forms of German lessons. It provides insight into the “mechanics” of cognitive processes controlling linguistic activity. In order to realize these learning objectives, linguistic and language psychological basic knowledge must be acquired. Further objectives of the course are therefore:*

*Overview of areas of German linguistics (vocabulary, syntax, etc.) and dealing with the units used to describe linguistic phenomena of the examination subjects.*

## PS 2 Introduction to Literature Studies [ECTS 4]

*Overview of subject area and scope of literature studies based on literary theory and systematic issues; acquisition of literary fundamentals; practicing methods of analysis and interpretation of literary texts illustrated by different literary genres.*

## German Studies as a Scientific Discipline [ECTS 5]:

### Introduction to the German Studies Programme (SL 1) [ECTS 2.5] Fundamentals of Philological and Cultural Studies (VO 1) [ECTS 2.5]

*Students gain insight into organizational, social and cultural contexts of German studies as a scientific discipline. Furthermore, they get to know national and regional institutions of public life that deal with language and/or literature (e.g. language counselling services, Duden Editorial Office, Association for the German Language, databases, academies, scientific and literary societies, archives, research centres, libraries, writers' associations, literary and cultural prizes, literary supplements in newspapers, Departments of German Studies, discussion lists on the Internet). The course also provides insight into the conditions of the information society (including university academic activities) as well as relations between language and knowledge and literature and experience. Moreover, students become acquainted with scientific tools (introductions, manuals, lexica, dictionaries, bibliographies, presentations, journals and newspapers, databases) and acquire basic knowledge of work techniques for German studies.*

## b) Language Practice: 2 semester hours

### AG 2 Communication Competence [ECTS 3]

*The course aims to improve general communication skills, i.e. the competence to communicate in recipient-oriented fashion. Through the adoption of perspectives and the ability to empathize with the partner, the creation of successful communication processes is learned. Students practice taking different roles of communication in order to prepare for occupational forms of speech (moderation of discussions within the context of school, negotiations, counselling pupils and parents, introduction and presentation of speakers).*

## c) German Linguistics: 8 semester hours

### VU 2 Linguistics at School I [ECTS 4]

*Overview of selected subdisciplines and issues of German Linguistics relevant to the school: grammar and vocabulary (e.g. passive voice, loanwords, personal names, and etymology), rhetoric and argumentation, variety linguistics (e.g. media language, advertising language, and oral communication), language history (in terms of text type and social history) as well as language reflection and language criticism. Solidifying knowledge by practicing on concrete texts enables students to scientifically describe and critically evaluate linguistic phenomena with which pupils are confronted.*

### VU 4 Language of the Pupils: Language System and Language Use [ECTS 8]

*The course enables students to describe and understand linguistic (oral and written) products of pupils. For this description, basic knowledge of spelling, grammar, semantics and text and communication linguistics are needed (= language-systematic aspect). In order to understand the linguistic performance of adolescents, students need to be able to*

*recognize standard performance and deviations from standard performance, age-specific and individual features of an expression or text (= aspect of language use). This knowledge is to be obtained from working with texts from pupils.*

Successful completion of the courses “Linguistics at School I” and “Language of the Pupils: Language System and Language Use” is required for admission to the course “Language Behaviour of Pupils”.

#### AG 2 Language Behaviour of Pupils [ECTS 4]

*Review course to consolidate the basic knowledge teachers need in their educational interactions. Summary and repetition of all relevant issues from the courses of the first part of studies. The unifying viewpoint features a behavioural linguistics point of view: What do pupils do when they talk or write, how do they do this, and what problems do they encounter? The extent of the pupils' knowledge of norms is to be understood as the main indicator for an observer to draw (justifiable) conclusions regarding the knowledge and cognitive processes of pupils.*

#### d) German Medieval Studies: 2 semester hours

##### PS 2 Language History as Cultural History [ECTS 4]

*Contemporary linguistic circumstances are regarded in terms of historical references. In this context, the historical conditions of language are compared with each other, and linguistic phenomena are discussed (morphology, phonology and syntax of the older German language, and insight into the structure and historical development of German vocabulary, considering the interaction between language change and social development). Emphasis is placed on awareness of the changeability of language forms, contents and functions and demonstrating correlations between a linguistic community and its communication needs and the respective state of the language. The course aims to promote a better understanding of contemporary linguistic processes and the willingness to discuss questions concerning the origins, nature and functions of language by demonstrating possibilities and necessities of historically oriented language teaching and didactic implementation of medieval research.*

#### e) Modern German Literature Studies: 6 semester hours

##### PS 2 Text Analysis and Interpretation [ECTS 4]

*Use of methods for analysing and interpreting literary texts based on a systematic or historically oriented selection of text examples from different literary genres; training the capability to reflect on hermeneutical and semiotic processes and to independently treat literary texts through application of theoretical and methodical approaches.*

##### VO 2 / PS 2 History of Literature and Literary Life in Present Times I [ECTS 2+4]

*Overview of historical literary relations in the German-speaking world with regard to (inter)cultural, social and historical correlations; canonization processes and mechanisms of literary evaluation; ability to independently interpret German literary texts according to scientific principles, considering (inter)cultural, social, and historical correlations.*

*Successful completion of the course “Introduction to Literature Studies” is required to attend the course “Text Analysis and Interpretation”. Successful completion of this course is required to attend the course “History of Literature and Literary Life in Present Times” (PS 2).*

The lecture “Survey of German Literature (1500-1848)” is mandatory for the examination subject.

Within the examination subject Modern German Literature Studies, for the central parts of literature for German lessons, one course of contemporary literature and another

course from the field of child and youth literature are to be chosen in the first part of studies, depending on the courses offered.

f) Subject Didactics: 6 semester hours

The following courses are prerequisites for the Basic Practical Training (§ A15 section two lit. d). They impart basics of subject didactics in the areas “objectives and contents of the curriculum”, “planning and preparation of lessons”, “models, techniques and social forms of teaching”, “teaching and methods”, “media” and “performance evaluation”.

It is recommended to take other subject didactic courses from the second during the first part of studies in preparation for school teaching practice. VU 2 Overview of German Lessons: Introduction to Methodology and Didactics of German Lessons [ECTS 2]

*Objectives, tasks and sub-areas of German lessons. Networking of the sub-areas and development of interdisciplinary competences (e.g. comprehension and translation of foreign-language texts, oral and written presentations in other subjects). Acquiring knowledge about the methods and forms of learning and teaching – related to the transfer of language and reading competences, e.g. open learning, behaviour in terms of key qualifications transfer, special forms of exercise, general and special long-term and short-term planning, implementation and evaluation of German lessons, content management and handling of the curriculum, etc.*

AG 2 Language Didactics [ECTS 4]

*Special objectives, tasks and sub-areas of native language teaching. Issues of importance and evaluation. Issues of teachability and learnability of language skills, objectives and limits (excessive demand), overview of exercise forms and age-specific competence standards. Issues and problems of performance assessment. Use of new media regarding text (partial) competences (dealing with spelling, grammar, correction and summary programs). Oral and written forms of presentation. Handling motivation problems.*

AG 2 Reading and Literature Didactics [ECTS 4]

*Handling of age and type-specific tasks of reading education in German lessons and promotion of reading by the school (e.g. school libraries, competitions, stage plays); role of literary and non-literary texts and linking reading with other parts of German lessons; issues of reading and literature socialization (literature as an educator) and significance of reading in media diversity.*

(7) Second part of studies

The second part of studies comprises the following compulsory courses, with the numbers of hours given

a) German Linguistics: 6 semester hours

The courses in the field of German Linguistics are based on a behavioural linguistic perspective, i.e. above all they inquire how people, especially pupils, behave in the medium of language.

VU 2 Psycholinguistics: Development of Language Skills/Problems and Possibilities of Promoting Linguistic Competence [ECTS 2]

a. *Reconstructing the level and the stages of development of linguistic knowledge and ability (passive and active) between the ages of 10 and 18 years. The course offers an overview of the stage of historical development of linguistic competence relevant to secondary school pupils.*

b. *Describing age-specific and age-untypical as well as individually different linguistic behaviour with linguistic terms. Exemplary behaviour and product analysis transfer experiences in dealing with (linguistic) pupil performances of different levels. A kind of diagnostic linguistics is to be achieved.*

- c. *At the same time, there is knowledge acquisition about which forms and principles of exercise respond to which problems and linguistic challenges.*

#### VU 2 Linguistics at School II [ECTS 2]

*Consolidation and expansion of knowledge of selected subdisciplines and issues of German linguistics relevant to the school (see first part of studies); acquisition of detailed knowledge (increased scientific demands); scientific description and explanation of different linguistic strategies (e.g. humour with language, assessing with language, language as an expression of individual and social identity, formulaic language use).*

#### SE 2 from one of the seminars (1-5) of Linguistics (see below) [ECTS 4]

*The seminar is intended as an introduction to the technique of writing a major scientific work (= diploma thesis). It imparts competences in the following fields: material and literature research, techniques of the development, management and utilisation of large amounts of knowledge illustrated by the development and realization of school-relevant issues, e.g. reference to pupil behaviour models or models of school interaction.*

##### 1. Language Didactics

*Language teaching is intended to promote the linguistic skills of pupils and their ability to reflect on language and to use language critically and interpretatively. In order to achieve these goals, German teachers need to be able to recognize, comment and appropriately evaluate the linguistic performances of their pupils, so as to integrate correction as a promoting feature of the teaching and learning process.*

*Learners are to be able to use linguistic and didactic knowledge in order to appropriately comprehend the targets and recommendations of the curriculum and textbooks and to plan language teaching in consideration of individual, creative, age-based possibilities of the pupils as well as the type of school.*

##### 2. Communication Behaviour / Communication Linguistics

*Objectives: Methodical knowledge of the documentation and analysis of discussions, the acquisition of dialogue structure knowledge (discussion level, sequence, phase, segmentation) and knowledge of aspects of conversations (formulation strategies, conducting conversations, relationship work, conflicts and procedure), overview of types of discussion (private and public discussions, e.g. teacher-pupil dialogue) and special communications of children and young people (conversation in class, at school, in youth groups, in the media).*

##### 3. Sociolinguistics / Variety Linguistics

a. *Knowledge of sociolinguistic features and aspects of language and speech. Learners are to know and understand specific topics and issues of this discipline – in contrast to the issues of system and psycholinguistics, for example.*

b. *Insight into social conditions and mechanisms which are constituted by linguistic behaviour: On the one hand, with language behaviour (Who speaks for what purpose with whom?) each individual can achieve acceptance or rejection, affiliation or exclusion, success or failure, power or weakness in society. On the other hand, social and cultural order can be constituted or changed by language standardization measures (Keywords: exclusion or integration, promotion or disadvantage of special social groups). The course aims to enable learners to understand that, why, and in which ways language is an effective social instrument for each individual but also a primary socio-political designing and regulatory instrument.*

c. *Variety linguistics: Students are to comprehend expressions and texts as elements of a complex linguistic reality whose characteristics vary according to medium, function, areal distribution, language group, age, gender, interaction type and situation. Partial languages of German are dealt with in detail: e.g. media language,*

*advertising language, Internet communication, dialects, youth language, and female/male language. Students are qualified to scientifically describe and explain linguistic features of texts from different varieties relevant to pupils, led by the research question of communicative interaction and its participants.*

#### 4. Psycholinguistics / Behavioural Linguistics

*Behaviour, cognition, and language are the main issues of behaviour and psycholinguistic analysis. Comprehension of their functioning and correlation is intended. With orientation towards linguistic activities, the language-using human being is put into the centre of attention. (In past linguistics the human being was almost only treated adjunct to the language system.) With the integration of behaviour theories and psycholinguistics, linguistics should model human behaviour, allowing students to answer practical questions, for example: How can I talk/write effectively? Can everyone write or is it a question of talent? Why do loanwords have a stylistic additional value for many speakers/writers? Relevance for school: The answers to these questions are part of the standard knowledge of teachers.*

#### 5. Stylistics

*Different pupils' performances vary widely in terms of stylistics. Learners are to be able to address and assess these differences, not only in terms of standards regarding correctness but also appropriateness. They are to comprehend expressions and texts as independent solutions to a variety of basic linguistic problems. Learners are to be able to conduct analyses of entire texts and expressions in order to relate the language-systematic with the individual. As individuality on the "higher" levels of language (e.g. organization of text and expression) offers the most scope, the analysis (and evaluation) of whole texts is to be the main focus..*

#### b) German Medieval Studies: 4 semester hours

##### VO 2 Overview of Older German Literature [ECTS 4]

*Based on the knowledge of literary life in medieval times and the early Modern Age, interest is to be awakened for a process and its consequences up until the present: the introduction of textualisation in all areas of life, reflection analysis of the medium of language (keyword: standardization), and the change of production and distribution conditions create communication models that become a basis of language and literary development in the German-speaking world for centuries. Parallels to the present media change are evident.*

##### SE 2 Reading and Interpretation [ECTS 4]

*Differentiated analysis, in terms of form and content, of the texts of medieval classic literature or special prose of high and late Middle-Ages and of the early Modern Age lead to an awareness of time-bound production, transmission and reception of literature. Reflection on the model character of the epoch, which can be traced to the present, in order to recognize connections between political processes, social development and cultural change in literature and language.*

#### c) Modern German Literature Studies: 6 semester hours

##### VO 2 /SE 2 History of Literature and Literary Life in Present Times II [ECTS 2 (=VO) + 4 (=SE)]

*Insight into literary historical relations in the German-speaking world with regard to (inter)cultural, social, and historical correlations; comprehension of canonization processes and mechanisms of literary assessment; enhancement of the required professional capability to interpret independently and according to scientific principles German literature texts with consideration of (inter)cultural, social, and historical correlations;*

If no course from the field of child and youth literature was completed in the first part of studies, this field is to be considered in the second part of studies, depending on the courses offered.

One advanced course from one of the topics of Modern German Literature Studies listed below (1–3): [ECTS 2 for VO or 4 for SE]

1. History of Literature and Literary Life in Present Times II

*Insight into literary historical relations in the German-speaking world with regard to (inter)cultural, social, and historical correlations; comprehension of canonization processes and mechanisms of literary assessment; enhancement of the professional capability to interpret German literature texts independently and according to scientific principles with considerations of (inter)cultural, social, and historical correlations;*

2. Literary Criticism, Literary Transmission and Media

*Knowledge of the forms of literary criticism, transmission of literature in the media and reception of literature to be able to impart aspects of the current literary scene in German lessons*

3. Literature and other Arts / Intermediality

*Ability to view the correlation between literatures and other arts (or disciplines) in interdisciplinary fashion in order to prepare students for the interdisciplinary task of contemporary literature lessons.*

d) Language Practice: Speaking and Presentation Techniques: 2 semester hours

AG 1 Speech Training [ECTS 1]

*Speech behaviour in monologue and dialogue communication in the classroom.*

AG 1 Voice Training [ECTS 1]

*Acquisition of voice awareness and voice control. Training of speech tempo, breathing and pronunciation. Learning speaking techniques serves as preparation for vocational speaking situations.*

e) Media

One two-hour course (VO/VU/SE/AG/EX) from the examination subject (New) Media [ECTS 2]

*Future teachers acquire basic knowledge of the medialization of language and literature; of the function of texts in media, the influence of audio-visual media on the status of literature and books, of the forms and procedure of literary film and the historical and present reception situation of written documents as well as the relevance of media changes (writing, print, audiovisualization, digitization). Relevance for school: Insight into the medial living environment of children and adolescents critical occupation with the medial offers for these groups (e.g. Internet communication or “Children and Advertising”). The technical training aims at the transfer of orientation knowledge (e.g. computer programmes for school, the computer as a writing instrument).*

f) Subject Didactics: 4 semester hours

AG 2 Text Production and Text Correction [ECTS 2]

*Correction and evaluation of written performances of pupils. Gaining experience in dealing with different textualization perspectives: pupil vs. teacher perspective, producer vs. reader perspective. Issues of error detection, evaluation and correction. Editing of texts regarding appropriateness standards. Exercises for the production of texts regarding*



*school topics and product comparison between texts from pupils and students and adults. Psychological-behavioural and psycholinguistic interpretation of the similarities and differences between texts from pupils and students and adults. (Basis of the interpretation: the preceding courses in the field of German linguistics.)*

A further two-hour course (AG/VO/VU/SE/EX) of the following topics of subject didactics has to be chosen: [ECTS 2]

1. Language Didactics
2. Reading and Literature Didactics
3. Writing Didactics
4. Oral Communication Didactics
5. Methods Didactics (also interdisciplinary)
6. Media Didactics
7. Grading and Evaluation
8. Intercultural Learning Processes / German as a Foreign Language/Second Language

*Examination and/or specialization: topics are special subject didactic questions and issues of the examination subjects mentioned.*

### **§ D 3 Free Electives**

- (1) Free electives with a total of 8 [ECTS 8] semester hours have to be completed. They provide enhancement and consolidation of the special training. The selection of courses from the following examination subjects with a total of min. two semester hours each is recommended:

Courses of the Secondary School Teacher Accreditation Programme German and German Philology, especially from the examination subjects Literary Transmission and Literary Criticism or Feminist Literature.

Courses of other (national) literature or world literature

(New) Media

Creative Writing

Communication and Presentation Techniques

German as a Foreign Language/Second Language and Intercultural Learning

Civic Studies

Feminist Cultural Studies

Communication Technologies

- (2) Educational objectives can be found in the respective curricula and parts of studies

### **§ D 4 Subject-specific supplements of examination regulations**

- (1) For possible determination of contextual requirements for the participation of courses with continuing performance assessment (e.g. reading of certain works), the study committee can define regulations.

- (2) Material and reading list

As a basis for examination subjects, a material and reading list can be provided, this is thus a part of the examination material.

(3) Subject examinations

In subject examinations, students complete an entire examination subject instead of the provided course examinations in an oral or written exam. The material of this exam is oriented towards content and scope of courses in this subject. As a basis of agreement, a (compulsory) material and reading list can be announced. The examinations are to refer to the material and reading lists determined.

(4) Special forms of the completion of studies and courses:

Upon application to the chairperson of the study committee, students can replace parts of the study programme by distance learning units or other forms of flexible learning. On request of the course lecturer, the Dean of Studies can approve complete or partial use of flexible learning in a course.

(5) First diploma examination

Examination subjects of the first diploma examination are mentioned in § D 2.

(6) Second diploma examination

Examination subjects of the first part of the second diploma examination are mentioned in § D 2.

(7) Diploma thesis

The topic of the diploma thesis has to be taken from an examination subject that is part of the curriculum of the second part of the study programme.

## ENGLISH

### § E 1 Definition of examination subjects

The examination subjects of the study programme are:

- Language Skills and Awareness
- Linguistics and Culture
- English Literature and Culture
- American Literature and Culture
- Subject Didactics

### § E 2 Specific qualification profile

In a globalized world at the beginning of a new millennium, the English language plays a central role. In many countries, English is not only the native, second or first foreign language, but it is also the main means of communication in science and research, in politics, international trade, popular culture, tourism, and new information media.

The objective of the Secondary School Teacher Accreditation Programme English is the scientific vocational preparation for secondary school teaching and extracurricular education in subject-specific, subject didactic and interdisciplinary terms. With this study programme, future English teachers are able to act in competent and flexible terms and to feel confident in their profession. In addition to constructive and critical dealing with solid professional knowledge, they acquire relevant knowledge and competences in the field of teaching and extracurricular education, in particular practice-related skills and cultural and intercultural competences. Based on a wide range of the competences of teachers in terms of the general qualification profile of the secondary school teacher accreditation programme, the subject-specific training covers, in addition to professional competence, the following skills: ability to reflect, understanding of interdisciplinary and intercultural thinking, flexibility, coordination and motivation skills, and creative management of learning processes in foreign language teaching. In this context, teachers have advising, coordinating and evaluating capabilities. Future teachers are to be able to apply the knowledge they have acquired during their studies in their profession in such a way as the learners are able to communicate in situation-specific, age-appropriate and level-specific fashion in the foreign language, following the guidelines of the respective school curricula. Finally, students establish a wide repertoire of methods in order to constructively structure their English lessons and to reflect on them critically.

#### Language Skills and Awareness

The study programme in the subject Language Usage offers the development of communicative, social, academic, and strategic skills and competences in English as well as the acquisition of qualifications that enable students to continuously develop their language competences and to flexibly react to new challenges.

As competent action in the classroom is only possible with good command of the native language, intensive language training for the teaching subject English plays a major role within the secondary school teacher accreditation programme. In this context, language training is not only limited to special courses but is also taken into consideration in other examination subjects.

The courses from the subject Language Usage feature not only linguistic but also didactic and methodical models; this includes diverse demonstration of appropriate methods of language teaching.

Focal points for teaching, beyond a sovereign receptive and productive command of the written and spoken English language, are the training of study skills and presentation skills, the use of new tech-

nologies, grammatical description of English, awareness of continuous language change, examination of the New Englishes, basic strategies of translation as well as error analysis.

In terms of a communicative orientation of language teaching, students gain insight into the structures of English as well as a theoretical understanding of language practice and the prerequisites for successful communication.

### Linguistics and Culture

The study of linguistics offers a deeper understanding of the structures and development of the English language. In this context, language is understood as a reflection of cultural and regional development in the English-speaking world (New Englishes) and also independent language development of native and foreign languages.

Thus, the following learning objectives are determined:

- Acquaintance with linguistic theories and description methods as well as the capability to apply them in selected areas of the English language.
- Basic knowledge of the branches of synchronic linguistics: phonology, morphology, lexicology, syntax, semantics, pragmatics etc.
- Acquaintance with basic principles and selected theories of language acquisition and multilingualism as well as the fundamentals of psycholinguistics.
- Fundamental knowledge of the development of English language with all its forms, from Old English to *lingua franca* in the beginning of the 21<sup>st</sup> century.
- Knowledge of exemplarily selected and systematically collected fields of application of English linguistics, for example in the field of regional, gender or class specific varieties of English, the difference between oral and written language use and the relevant prerequisites of human communication.
- Knowledge of significant differences between selected manifestations of English as well as prerequisites of their origin and development.

The learning objectives of English Linguistics are an integral part of an overall understanding of the cultural phenomenon language in its variety and forms.

For future teachers, linguistic studies especially aim at transferring teaching relevant knowledge to the functioning of the English language with all its forms. Moreover, students are exposed to the appropriate terminology that enables them to describe language phenomena such as learner language or interlanguage.

In this context, especially the transfer of differentiated knowledge of the varieties of English is considered in order to prevent the single-sided direction to a regionally or socially valid language standard (e.g. British English and American English).

Special consideration is given to the close relation between some fields of applied linguistics (e.g. language acquisition, language and learning research, discourse analysis, stylistics, and sociolinguistics) on the one side, and the field of language use on the other side. This relation is also taken into account with courses describing contemporary English (e.g. Contemporary Grammar). In addition to descriptive grammar, pedagogical grammar can be found which – in cooperation with subject didactics and language use – enables students to teach appropriately in terms of the level of performance and age.

## English Literature and Culture

Anglophone literature and culture (with the exception of the USA), including literature and culture theory, postcolonial and intercultural studies (interculturality, transculturality, multiculturalism), English comparative studies.

The study of *English Literature and Culture* offers a deeper understanding of the development of English and postcolonial literature and culture, their interdependency and specifics. The respective literatures are understood as products of their specific socio-cultural and historical contexts and also as parts of international developments. According to the diversity of Anglophone culture, cultural fields are considered by exemplary and focused examination (in contemporary, historical, comparative and interdisciplinary terms) with systems constitutive in terms of meaning, such as language, art, literature, media, pop and everyday culture as well as with categories such as identity, ethnicity, generation, gender and class affiliation.

The study of *English Literature and Culture* for future teachers aims at a critical examination with texts of different types of texts (including film, essays, print media, advertising etc.) with all its implications. This is mainly achieved in courses with an introduction to English and postcolonial literature and culture. Moreover, in the course of the secondary school teacher accreditation programme, students obtain an overview of English and postcolonial literary history and cultural development in order to acquire knowledge of the development and characteristics of literary genres and cultural phenomena. Thus, they are enabled to assess the level of difficulty, age-appropriateness, as well as linguistic, i.e. stylistic and esthetical quality, and the objective productivity of texts as well as the importance of literary and cultural phenomena. Additionally, with the study of English and postcolonial literature and culture, future teachers obtain insight into foreign cultures together with their intellectual, social and political interrelations.

Furthermore, the study of *English Literature and Culture* is designed to convey open-mindedness and tolerance to future teachers in order to plan lessons in terms of modern foreign language teaching. The analysis of different Anglophone literatures and cultures, especially with the multicultural societies of the present and their phenomena, is necessary for raising intercultural awareness in the context of target language countries as well as in the context of one's own culture.

## American Literature and Culture

The subject *American Literature and Culture*, closely based on the Anglo-American subject of American Studies, deals with North-American literature and culture, taking especially into account the interaction with the rest of the world in contemporary and historical terms. *American Studies* developed in America in the 1930s, and they mainly dealt with the analysis of literature and history. Over time, the subject went beyond the reliance on traditional philology and historical research when extending the field to philosophy, art or the analysis of social institutions and the media was started. Today *American Studies* is focused on social anthropological and semiotic analysis of the entire living of the multicultural American society, and deals with such diverse systems constitutive in terms of meaning, such as film, music, advertising and graffiti. In order to take this into account, *American Literature and Culture* features the two equal subjects literature and culture which however can never be seen as totally separate as meanwhile courses in these subjects similarity deal with issues of social class, gender, ethnicity and identity.

Future teachers are to be able to deal with and analysis literary and other cultural science texts and types of texts in terms of form and content. In this context, especially the approach to old and new media has to be considered with regard to later teaching preparation. The critical examination of pop and high culture, national and regional phenomena as well as dominant and marginalized discourses enables to discover the diversity and complexity of American society and its thinking. With an exemplary approach regarding the selection of subjects and methods, future teachers are capable to acquire not only the fundamentals of the subject but also to independently elaborate teaching material upon graduation.

The knowledge of main literature and culture theories is intended to raise awareness of the problems concerning the origin, content and form, importance and effect of literary and cultural science relevant texts and phenomena. The interdisciplinary orientation of the subject has therefore significant benefits for later interdisciplinary teaching.

The examination of multicultural societies of the present sharpens a critical awareness of the foreign and our own culture and promotes intercultural competence in order to be able to teach open-mindedness and tolerance in their future professions.

### Subject Didactics

The subject didactic training within the Secondary School Teacher Accreditation Programme in English enables students to critically, constructively and creatively plan English lessons according to the latest knowledge of language acquisition research, educational psychology, language teaching research and foreign language didactics.

As future English teachers, students acquire knowledge of traditional and alternative methods of foreign language teaching, in particular regarding the four basic skills of listening, speaking, reading, and writing, their interdependence as well as the resulting complex skills of “communicative and intercultural competence”. The planning and implementation of teaching lessons and the resulting formulation of learning objectives (according to the curricula of AHS and BMHS general/vocational secondary schools) or the objectives of extracurricular educational institutions) represents another objective, apart from the critical examination of traditional and new media as well as the knowledge regarding evaluation and assessment. In addition to these general didactic principles regarding English teaching, general communication principles and resulting learning and communication strategies are imparted. The courses of methodology and didactics of English teaching, in particular, take the following fields into account: innovative methods in foreign language teaching; information and communication technologies in foreign language teaching; English for specific purposes/as a working language; didactics of regional and cultural studies; literature didactics; influence of linguistic theories on foreign language teaching; analysis and implementation of teaching materials.

In addition, students gain experience with motivational, psychological and psycholinguistic factors of foreign language learning and acquisition in order to consider essential differences in native and foreign language acquisition and to implement foreign language teaching age appropriately. This also includes knowledge of different types of learners and resulting differentiated activities, tasks, exercises as well as knowledge of the effect of learning groups and group-dynamical interaction for foreign language teaching.

### § E 3 Number of hours

Total hours:	72
Thereof 25% for education (8) and subject didactics (10)	18
Special training (including subject didactics):	64

From these 64 hours 56 semester hours are allocated to compulsory subjects and 8 semester hours to free electives.

1 <sup>st</sup> part of studies (33)	
Language Skills and Awareness:	12
Linguistics and Culture:	6
English Literature and Culture:	6
American Literature and Culture:	6
Subject Didactics:	3
2 <sup>nd</sup> part of studies (23)	
Language Skills and Awareness:	4
Linguistics and Culture:	4
English Literature and Culture:	4
American Literature and Culture:	4
Subject Didactics:	7

Free electives can be chosen from all courses offered by acknowledged Austrian and non-Austrian universities. For free electives with a total of 8 semester hours, the following recommendations are valid:

2 semester hours: conversation class for students writing the diploma thesis in the teaching subject English.

6 or 8 semester hours from all courses of the field of study English and American Studies and/or from the following fields:

- Academic Research Skills and Techniques
- Media (Film, TV, Video, Internet)
- Computer-Aided Learning and Teaching
- Materials Production (newspaper, film, video)
- Organizing Language/Cultural Projects

#### **§ E 4 Structure of examination subjects and courses**

(1) Language Skills and Awareness (16 semester hours = h)

a) 1<sup>st</sup> part of studies

UE 2 Induction	ECTS 3
CAT Placement Test; self-study-skills; using language resources; vocabulary development	
SL 2 Listening/Speaking I	ECTS 1.5
Listening and analysis; identifying/producing sounds and patterns; performing in various situations	
UE 2 Language Awareness I (Analysis)	ECTS 3
Grammar revision: accuracy (tense/aspect; determiners; adjective-adverb; word order; conditionals, modals)	
UE 2 Skills II (Reading/Writing)	ECTS 3

- Various types of texts (narrative, descriptive, argumentative); minimal texts; summaries
- UE 2 Language Awareness II (Interlanguage) ECTS 3
- English-German; vocabulary work; parallel texts; specific translation tasks; summaries
- PS 2 Language Awareness III (Analysis) ECTS 3
- Grammar: appropriateness (linguistic situation)
- b) 2<sup>nd</sup> part of studies
- UE 2 Skills III/LA (Listening/Speaking/Reading/Writing) ECTS 3
- Real-time processing; conversation, negotiation, presentation; literary/linguistic text analysis (style, register); texts for specific purposes (letters of application, CVs, complaints etc.)
- UE 2 Language Awareness IV/LA (Contrastive Analysis/Error Analysis) ECTS 3
- German-English/English-German; identifying and correcting students' errors
- (2) Linguistics and Culture (10 h)
- a) 1<sup>st</sup> part of studies
- VO/VU 2 Introduction to Language and Linguistics ECTS 3
- This course provides basic skills in language and linguistics (general characteristics of human language, phonetics and phonology, morphology, semantics, syntax, pragmatics) with particular regard to the needs of future English teachers. This implies, among other things, psychology of foreign language learning, phonetic description of the Austrian accent in English, comparative semantics and grammar of English and German as well as fundamentals of English and German language history.
- PS 2 ECTS 3
- The proseminar imparts basic knowledge of linguistic work based on specific issues relevant to foreign language teaching. In this context, search and dealing with relevant literature has to be practised. Students learn to deal with subjects in the form of group work, discussions, oral presentations (including different presentation techniques) and written work. With regard to future Team-Teaching, students learn to elaborate and present subjects in pairs or in small groups.
- Prerequisites: passing the examination "Introduction to Language and Linguistics".
- VO/VU 1 English Phonetics and Phonology ECTS 3
- The course English Phonetics and Phonology deals with practical aspects relevant to school teaching (e.g. speech sound production, transcription exercises) as well as theoretical aspects (e.g. basic rules of phonology and prosody). Particular consideration is given to special problems that Austrian learners feature in terms of the pronunciation of English (single sounds, intonation patterns).
- VO 1 Applied Linguistics (Survey) ECTS 1.5
- In the form of an introduction, this lecture provides an overview of one or several selected branches of applied linguistics, especially taking account of a future teaching profession of the students.
- Relevant branches are for example: language acquisition, language and learning research, psycholinguistics, special languages, contrastive linguistics, sociolinguistics, pragmatics, textual linguistics, variety linguistics.



b) 2<sup>nd</sup> part of studies

SE 2/PO 2

ECTS 3

The qualifications acquired in the proseminar and the other courses of the 1<sup>st</sup> part of studies are expanded and deepened based on specific linguistic issues, also with regard to specialised fields supervised by teachers and a possible diploma thesis in the subject Linguistics and Culture.

VO 2 (with reading list)

ECTS 4

The lecture provides overviews and/or consolidation of specific branches of the subject which are also important for future teachers. In this context, it is important not to impart only detailed knowledge but to demonstrate connected thinking and interdisciplinary aspects.

(3) English Literature and Culture (10 h)

a) 1<sup>st</sup> part of studies

VO/VU 1 Foundation Literature I

ECTS 1.5

Comprehension and critical analysis of literary and other relevant texts of the Anglophone world (with the exception of the USA); introduction to terminological and methodical instruments; interpretation of texts; introduction to techniques of scientific work (“academic study skills”, “writing and presentation skills”). The acquisition of these qualifications is most relevant to future teachers in terms of dealing with texts at school.

Students receive a course-related “Core-Reading-List” which, together with the special reading list, forms the lecture examination in the 2<sup>nd</sup> part of studies.

VO/VU 1 Foundation Culture I

ECTS 1.5

The introduction to historical, social and political development of Great Britain, the Empire and the Commonwealth countries and their institutions; development of awareness of topics such as British and other multicultural everyday cultures as well as intercultural communication, centre-periphery, nationalities, current and social discourses in the media. Special relevance for future teachers features the development of a reflected and critical understanding of Great Britain’s present and past (esp. colonialism and post colonialism) and the enhancement of intercultural understanding in the context of target language countries as well as one’s own culture.

VO/VU 1 Foundation Literature II

ECTS 1.5

Knowledge of the main developments of English and postcolonial literature based on the reading and analysis of selected texts (reading list); knowledge of the developments and characteristics of the epochs and literary genres; comprehension of historical-literary phenomena and texts including cultural, social and political aspects which are particularly relevant to teachers.

VO/VU1 Foundation Culture II

ECTS 1.5

Exemplary and focused examination (in contemporary, historical, comparative, interdisciplinary terms) with systems such as media, pop and everyday cultures as well as with categories such as identity (in national, cultural and social terms) ethnicity, generation, gender, and class ; increase of theoretical and critical comprehension of British and postcolonial cultures as well as own culture, and promotion of intercultural competence by dealing with different cultures and multicultural societies of the present and their phenomena.

PS 2

ECTS 3

Elaboration of a thematic, regional, genre and epoch-specific focus related to school (e.g. papers in specialised fields); consolidation and application of scientific basic knowledge

and skills acquired in the “foundation courses”; writing a paper according to literary/cultural science criteria. Practice of oral presentation and discussion of issues in groups.

Prerequisites: successful completion of the “Foundation courses”, 2<sup>nd</sup> year of studies.

b) 2<sup>nd</sup> part of studies

VO 2 (with reading list)

ECTS 4

Focus on thematic, regional, author, genre or epoch-specific terms of literature/cultural science (with special reading list). Introduction and/or examination of specific fields, methods and doctrines of the subject taking account of cultural, social, political, psychological and philosophical phenomena. It does not only aim to transfer knowledge but in particular to increase the awareness in terms of methods and issues which future teachers need in order to effectively use and critically evaluate all types of texts for teaching purposes.

SE /PO 2

ECTS 3

Consolidation of qualifications acquired in the “Foundation courses” and in the proseminar enables a sound examination with texts and issues in terms of literature and cultural studies whereas importance is attached to independent assumptions and critical questioning, elaboration of individual results. Perfection of oral and written presentation skills is also particularly important for school.

(4) American Literature and Culture (10 h)

a) 1<sup>st</sup> part of studies

VO 2/VU 2 Introduction to American Literature and Culture

ECTS 3

This lecture gives future teachers an introduction to basic aspects of American Literature and Culture. It provides insight into literature and culture (political institutions, history, everyday life, entertainment, art, film, new media, literary developments and genres etc.) and features a starting point and prerequisite for the proseminars. After successful completion of the lecture, future teachers are able to teach students a basic understanding of North America.

Students receive a course-related “Core-Reading-List” which, together with the special reading list, forms the lecture examination in the 2<sup>nd</sup> part of studies.

PS 2 American Literature

ECTS 3

This proseminar gives future teachers the possibility to apply and deepen their general knowledge from the introductory lecture by working with different texts and genres (prose, lyrics, drama, and film). Subsequently, they are able to teach their pupils how to deal with literary texts and their relation to German literature for example. The contributions of the students can be made in the form of presentations, discussion, projects and written assignments.

PS 2 American Culture

ECTS 3

This proseminar enables future teachers to apply and deepen their general knowledge from the introductory lecture by working with different texts and media forms (film, journalism, advertising, essays, art, music, computer, etc.). After successful completion of this course, they are able to teach their pupils how to deal with different forms of other cultures and to compare with one’s own culture. The contributions of the students can be made in form of presentations, discussion, projects and written assignments.

b) 2<sup>nd</sup> part of studies

VO 2 (with reading list)

ECTS 4

This lecture – either on American Literature or Culture – is held on an advanced level and therefore deals with special aspects of the subject. It is important that future teachers possess more knowledge than they directly pass on to their pupils, and comprehensively understand literary and sociocultural trends and concepts such as globalization or multiculturalism. With a reading list, future teachers deepen their individual interests and demonstrate their general knowledge of the subject.

SE 2/PO 2

ECTS 3

These courses – either on American Literature or Culture – enable future teachers to engage in subjects of their special interest (and which they possibly want to cover in their diploma thesis). Additionally, students are to present and develop their own ideas in order to deal with a subject independently and critically.

(5) Subject Didactics (10 h)

a) 1<sup>st</sup> part of studies

The following courses are admission requirements for the Basic Practical Training (§ A15 Para. 2 lit. d). They provide a basic subject didactic introduction to the subjects “objectives and contents of the curriculum”, “planning and preparation of lessons”, “models, techniques and social forms of teaching”, “teaching and methods”, “media” and “performance evaluation”.

Bringing forward other subject didactic courses from the second to the first part of studies is recommended in preparation for the school teaching practice courses.

3 h (PS 2/VO 2/VU 2 + UE 1/PS 1/KO 1/AG 1)

Introduction to Didactics of Foreign Language Teaching (2 h)

ECTS 4

Own language learning biography (students recognizing themselves as multilingual speakers and teachers)

Language acquisition theories (native and foreign language acquisition, foreign language acquisition, acquisition of multilingualism, in particular cognitive, psycholinguistic and developmental psychological approaches)

Foreign language teaching from a historical and methodical perspective (history of foreign language teaching, grammar translation method, direct method, audio-lingual and visual method, communicative approach, communicative-cognitive approach, action and process-oriented approach)

Language skills and integrative skills, sociocultural and motivational factors and attitudes (including intercultural competences)

Teaching planning and implementation, curriculum (AHS and BMHS general/vocational secondary schools)

Media (including school books)

Communication and learning strategies, learner autonomy (teaching and learning to learn)

Performance evaluation

Complementary functions in terms of foreign language learning

Language-Specific Workshop: Introduction to English Language Teaching (1 h) ECTS 1.5

The content of this preparatory course is determined by the contents of the introduction to the didactics of foreign language teaching and is practically referred to the foreign language English.

This preparatory subject-specific course is to be held by lecturers of the departments concerned and oriented and attached, in terms of time, to the thematic units of introduction to the didactics of foreign language teaching.

b) 2<sup>nd</sup> part of studies

4 h (VO/VU/PS/UE/PS/AG/KO) from the following areas: ECTS 6

Innovative approaches to foreign language teaching/learning

Information and communication technology in language teaching

Teaching English for specific purposes

Methodology of teaching literature and culture

Linguistics and foreign language teaching

Teaching materials analysis and development

The courses are to be completed, according to the range of courses offered, either in the form of one-hour or two-hour courses.

3 h (VO/VU/PS/UE/PS/AG/KO)

Evaluation (Testing and Assessment) (1 h) ECTS 1.5

Performance tests (which type of examination for which skills? Test forms, communicative testing)

Assessment criteria (written and oral production, receptive skills, error analysis, correction instructions, legally prescribed grading criteria)

Alternative forms of assessment (verbal assessment)

Qualitative feedback

“Matura” school-leaving certificate (written and oral in AHS and BMHS general/vocational secondary schools)

Qualification tests (international certificates)

Self-evaluation (autonomous learning, improvement strategies for one’s own learning performance, portfolio, feedback to the teacher)

Final unit (reflection of subject didactics and training, self-evaluation and evaluation by others of course/s)

Testing, Assessment, Evaluation and Error Analysis (2 h) ECTS 3

The content of this preparatory course is determined by the contents of the general course “Evaluation (Testing and Assessment)” and is practically referred to the foreign language English.

This preparatory subject-specific course is to be held by lecturers of the departments concerned and oriented and attached, in terms of time, to the thematic units of the general course “Evaluation (Testing and Assessment)”.

### **§ E 5 Subject-specific supplements to the examination regulations**

(1) Language

All examinations, with the exception of examinations from free electives and individual language comprehensive course examinations, are held in English or multilingual (if necessary in independent courses). Examinations from free electives can also be carried out in English or multilingual.

The diploma thesis has to be written in English.

(2) Courses

a) Courses with a limited number of participants

In courses with continuing performance assessment – this includes all courses with the exception of VO, VU and RE – the number of participants is limited.

The limitation regulations concerning the number of participants determined under § A 7 are applied.

In justified cases these numbers may also fall below.

For excursions these numbers may also be exceeded.

For courses with a limited number of participants, registration is required.

b) Course examinations

1. Courses with continuing performance assessment

Courses with continuing performance assessment are assessed via participation and required (or voluntary) written and/or oral performance, not via one single (written or oral) conduct of examination, but absence of an important examination performance can lead to negative assessment.

In case of unsatisfactory assessment, the entire course has to be repeated.

The submission deadline for written papers is to be determined by the course lecturer.

Within the scope of practical courses (UE) from the subject Language Usage, attendance of the midterm test or participation in other appropriate midterm performance reviews are considered as examination attempts.

2. Lectures

For lectures oral and/or oral written examinations are to be taken.

Examination dates are to be arranged at the beginning, in the middle, and at the end of each semester.

(3) Stay abroad

In accordance with the teaching subject English, a stay abroad in an English-speaking country of min. six months is indispensable. Students are therefore recommended to include a stay abroad in the course of their studies. If students cannot provide confirmation of a stay abroad, they have to attend a compulsory excursion in an English-speaking country, depending on the organizational possibilities of the Departments of English and American Studies.

In this context, it is especially referred to the appropriate programmes of the European Union.

(4) Diploma examinations

a) First diploma examination

The first diploma examination is to be taken

1. with successful participation of required courses with continuing performance assessment and by course examinations covering the subject matter of the required or offered courses within the scope of hours for the respective subject or

2. with subject examinations based on personal arrangement with the examiner with appropriate teaching qualification whereas the scope and contents of this subject examination(s) has to be comparable with the courses that are thereby replaced (the appropriate number of hours are to be indicated on the examination certificate) or

3. with a comprehensive examination in front of an examination board covering all examination subjects of the first part of studies.
4. A combination of the types of examinations mentioned above is also possible. Examinations on independent courses can also be replaced by subject examinations, and in case of a possible comprehensive examination, already taken courses and subject examinations are to be considered. In that case, the subject of the comprehensive examination is limited to the part of the examination material which was not yet achieved by courses or subject examinations.

For regulations concerning re-examinations see § 58 (1) University Act (UniStG) (repetition of successfully passed examinations) and § 58 (2) – (4) University Act (UniStG) (repetition of failed examinations).

b) Second diploma examination

The second diploma examination is to be taken in two parts.

The first part of the second diploma examination is to be taken

1. with successful participation of required courses with continuing performance assessment and by course examinations covering the subject matter of the required or offered courses within the scope of hours for the respective subject or
2. With subject examinations based on personal arrangement with the examiner with appropriate teaching qualification whereas the scope and contents of this subject examination(s) has to be comparable with the courses that are thereby replaced (the appropriate number of hours is to be indicated on the examination certificate)
3. with a comprehensive examination in front of an examination board covering all examination subjects of the second part of studies.
4. A combination of the types of examinations mentioned above is also possible. Examinations on independent courses can also be replaced by subject examinations, and in case of a possible comprehensive examination, already taken courses and subject examinations are to be considered. In that case, the subject of the comprehensive examination is limited to the part of the examination material which was not yet achieved by courses or subject examinations.

The second part of the second diploma examination is taken as specified in the general examination regulations (§ A16 (5) c).

(5) Diploma thesis

ECTS 30

The diploma thesis is to be written on a subject-scientific, subject didactic or pedagogical subject which can be found in the subjects of this curriculum.

The diploma thesis has to be written in English whereas also Language Competence features an important assessment criterion.

Students may suggest a subject after successful completion of a seminar from the courses offered in the study programme.

## FRENCH, ITALIAN, SPANISH

### § F-I-S 1 Preliminary remarks and definitions of terms

- (1) The term language in the designation of the courses from the subject “Language Usage” stands for the respective language to use – French, Italian or Spanish.
- (2) The courses for each Secondary School Teacher Accreditation Programme are to be chosen from the course offer of the respective individual language. The allocation of courses determined in the course catalogue of the University of Innsbruck concerning French, Italian and Spanish and to all Romance studies is to be considered.
- (3) Courses from the subjects *Language Usage* and *Regional and Cultural Studies* of the Department of Translation Studies, which are also mentioned in the courses of Romance studies, are regarded as credited course without further exam.
- (4) Other courses offered at the University of Innsbruck are subject to an approval procedure according to § 59 Para 1) University Act (UniStG) – where credits are not generally regulated by study committee decision (announcement via announcement on the study committee’s notice board) or by quotation in the respective sections of the course offer of the Department of Romance Studies.
- (5) In order to successfully graduate language studies, an internship abroad is considered to be necessary. Students are strongly recommended to spend at least 6 months abroad. In this context, it is especially referred to mobility programmes of the European Union.
- (6) For all courses, with the exception of the type VO lecture, the maximum number of participants is limited to 20.

### § F-I-S 2 Specific qualification profile

The objective of the Secondary School Teacher Accreditation Programme French, Italian, and Spanish at the University of Innsbruck is the vocational preparation for secondary school teaching in subject-specific, didactic and pedagogical competences. The content of this study programme results from the curriculum requirements of general and vocational secondary schools, and from the research areas of the respective disciplines.

The general pedagogical competences required for the teaching profession are stated in the general part of the qualification profile.

- (1) Principles of the Secondary School Teacher Accreditation Programme from foreign language studies:
  - a) The objective of the Secondary School Teacher Accreditation Programme French / Italian / Spanish is the scientific vocational preparation for secondary school teaching and extracurricular education in subject-specific, subject-didactic and interdisciplinary terms. With this study programme, future foreign language teachers are made able to act competent, flexible and to feel confident in their profession. In addition to constructive and critical dealing with solid professional knowledge, they acquire relevant knowledge and competences in the field of teaching and extracurricular education, in particular practice-related skills and cultural and intercultural competences. Based on a wide range of the competences of teachers in terms of the general qualification profile of the secondary school teacher accreditation programme, the subject-specific training covers, in addition to professional competence, the following skills: ability to reflect, understanding of interdisciplinary and intercultural thinking, flexibility, coordination and motivation skills, and creative management of learning processes in foreign language teaching. In this context, teachers have advising, coordinating and evaluating capabilities. Future teachers are to be able to apply the knowledge they have acquired during their studies in in their profession in such a way as the learners are able to communi-

cate situation-specific, age-appropriate and level-specific in the foreign language (first, second, third foreign language, elective compulsory subject, school-autonomous compulsory course, voluntary tutorial, etc.), whereas the guidelines of the respective curriculum are to be considered in the school sector. Finally, students establish a wide repertoire of methods in order to constructively, critically, and creatively structure their teaching lessons.

- b) The primary subject-specific qualification of a language teacher is the teaching of the foreign language, which implies profound active and passive oral and written knowledge of the language to be taught in situation-specific terms. From this, the knowledge to be acquired in the subjects “Language Usage” and “Linguistics and Language Reflection” can be derived.
- c) Linguistic studies aims at transferring future teachers’ relevant knowledge of the functioning of language in terms of a theoretical background to appropriately plan and implement teaching subjects, to evaluate and chose teaching aids and methods in terms of accuracy.
- d) Literary Studies and text-analytical training offers future teachers a solid basis in order to adequately meet the educational and teaching tasks according to the curricula for secondary schools, in particular knowledge transfer of “knowledge of selected areas of Culture and Society of France / Italy / Spain and the other countries of the respective language area, including its literature”. This includes the capability to select teaching literature in terms of level and performance as well as the competence to transfer reading strategies and analysis methods to pupils appropriately.

## (2) Language Usage

A basic objective of the examination subject Language Usage is to promote the highest possible level of active and passive language competences in the selected language. Specifically, this entails:

- Phonetically correct pronunciation based on the standard language of native speakers.
- Grammatically correct language use whereas this educational objective is generally to be met at the end of the first part of studies.
- Broad range of vocabulary and idiomatic use of language enabling the participation in communication covering wide areas of contents
- Fully developed listening comprehension covering the ability to identify regional, social and stylistic varieties
- Reading competence: common types of texts are to be read and understood at appropriate speed.
- Speaking ability has to cover communication skills adapted to the specific situation.
- Written Language Competence in the field of different types of texts and written communication forms of non-literary prose (report, minutes, letter, written statement of records, summary, comment, statement, and essay).
- Translation skills: also difficult texts are to be translated; different means of expression and structure differences between native and foreign languages are to be recognized in a language contrastive manner.
- The language training is to also enable graduates of a Secondary School Teacher Accreditation Programme to teach at higher vocational schools. In this context, knowledge in languages for special purposes, in particular commercial language is imparted and acquired.
- Future teachers are to acquire these skills and competences not only with regard to their own language use but also in terms of correcting and teaching the language.
- The development of Linguistic Competence is not only limited to specially designed courses but is also considered in the other examination subjects. In particular, in the second part of studies possibly all courses are to be taught in the foreign language.



### (3) Linguistics and Language Reflection

The examination subject Linguistics and Language Reflection allows students to theoretically explore the knowledge acquired in Language Usage and acquire general and special comprehension of the chosen language, extending active linguistic competence.

General basics of the linguistic training (1<sup>st</sup> part of studies): fundamentals of linguistics in the fields:

- General Romance linguistics: common origin of Romance languages from Vulgar Latin; classification of the Romance language area; position of the selected language with the Romance language area; basic typological classification of the big Romance languages; history of the subject and its methods.
- Language history: Fundamentals of the historical development of the selected language, overview of records of language based on their language development
- Descriptive, synchronic linguistics: Elaboration and comprehension of the fundamentals of structure description of the selected language in the fields of phonology, morphology (flexion and word formation, morphological fundamentals), syntax (sentences as structured formations, main syntactical models, theoretical fundamentals of modern syntactical analysis and description) and lexicology (vocabulary as historically shaped entity, lexical structures, fundamentals of lexical semantics).
- Specialization: (2<sup>nd</sup> part of studies) comprehend language also in its social, regional and stylistic differentiation, recognize speaking as an intentional action, progress and functioning of dialogue as well as analysing speech acts as texts/types of texts.
- Moreover, theories of language acquisition are to be analysed, in particular their relevance in the school setting.

### (4) Literary Studies and Text Analysis

General educational objective of the examination subject Literary Studies and Text Analysis is to transfer an overview of literary and cultural history of the selected language in its social, political, economic, intellectual historical and psychological context whereas in particular independent and critical analytical ability is to be promoted. The underlying term 'literature' remains broadly defined and also includes nonfiction and trivial literature as well as media text (e.g. film, chanson etc.). In dealing with literature, in particular, independent analytical ability and critical text comprehension of the students are to be promoted. Analytical ability implies acquaintance with the terms of poetics, rhetoric, stylistics, genre and narratology, etc.

Theoretical Fundamentals of Literary Studies:

General and language-specific Literary Studies: Definition, historical development and fields of Literary Studies as well as its main theories and methods; overview of epochs and generic development of the selected literature.

Scientific Research with literary works: detailed knowledge of selected literary works whereas a wide range of literary genres and epochs is to be aimed; global overview of the selected literature in its entity by individual involvement with primary and secondary literary works.

### (5) Culture and Society

Students acquire basic knowledge of geography, history, political institutions, media, non-literary arts, forms of civilization and characteristics of the countries of the respective language area.

With individual tasks and active cooperation in the courses of the type "project seminar", students of secondary school teaching accreditation programmes are to be prepared for planning and implementing language stays, project weeks etc.

Due to the low number of hours in the field Culture and Society as provided in the study regulations, knowledge in this context has to be supplemented by private occupation and stays abroad in particular.

(6) Subject Didactics

The subject didactic training enables students to critically, constructively and creatively plan French, Italian, Spanish lessons according to the latest knowledge of language acquisition research, educational psychology, language teaching research and foreign language didactics.

As future French, Italian, Spanish teachers, students acquire knowledge of traditional and alternative methods of foreign language teaching, in particular regarding the four basic skills of listening, speaking, reading, and writing, their interdependence as well as the resulting complex skills of “communicative and intercultural competence”. The planning and implementation of teaching lessons and the resulting formulation of learning objectives (according to the curricula of AHS and BMHS general/vocational secondary schools or the objectives of extracurricular educational institutions) represents another objective, apart from the critical examination of traditional and new media as well as the knowledge regarding evaluation and assessment. In addition to these general didactic principles regarding French, Italian and Spanish teaching, general communication principles and resulting learning and communication strategies are imparted. The courses of methodology and didactics of French, Italian and Spanish teaching, in particular, take the following fields into account: teaching beginners, textbook analysis and critics, didactics Culture and Society Studies, literature didactics, grammar in foreign language teaching, the foreign language for specific purposes/as a working language, implementation of foreign language specific project weeks etc.

In addition, students gain experience with motivational, psychological and psycholinguistic factors of foreign language learning and acquisition in order to consider essential differences in native and foreign language acquisition and to implement foreign language teaching age appropriately. This also includes knowledge of different types of learners and resulting differentiated activities, tasks, exercises as well as knowledge of the effect of learning groups and group-dynamical interaction for foreign language teaching.

The acquisition of subject didactic competences is not only limited to respective course; in particular, the courses of the second part of studies also deal with subject didactic issues, apart from the scientific examination of the respective subject.

### **§ F-I-S 3 Examination subjects**

The examination subjects of the study programme are:

- Language Usage
- Scientific Research
- Linguistics and Language Reflection
- Culture and Society
- Literary Studies (according to an extended literature term) and Text Analysis as well as
- Subject Didactics.

#### § F-I-S 4 Scope and structure of the programme

The secondary school teaching accreditation programme of the fields of study French, Italian, and Spanish takes 9 semesters and comprises 72 semester hours per teaching subject as well as the school teaching practice with a total of 12 weeks (Appendix 1, Z 3.4, 3.6 University Act (UniStG)).

The 72 semester hours are divided as follows: 46 semester hours of compulsory courses of subject-specific training, 10 semester hours for subject didactic training, 8 semester hours for pedagogical training and 8 semester hours for electives.

#### § F-I-S 5 First part of studies

- (1) The first part of studies comprises 37 semester hours [ECTS: 46] from the compulsory subjects
- Language Usage,
  - Scientific Research,
  - Linguistics and Language Reflection,
  - Literary Studies and Text Analysis,
  - Culture and Society as well as
  - Subject Didactics.

- (2) SL 1 Introduction to Scientific Research [ECTS: 2.5]

The participation of this course is mandatory and a registration requirement for the PS.

- (3) Language Usage (15 semester hours = h)

The curriculum understands that students feature language skills to the extent of 12 school lessons per week and school year of school based upper secondary level. Beginner students, who have not acquired the required level of previous knowledge, are referred to the elective courses. Alternatively, the beginner language level can also be acquired by language stays abroad.

If beginner students already have previous knowledge of the language being studied, they are required to take a language practice orientation test. According to this test, students are admitted to the language course level C or allocated to the course level B. Absolute beginners take a *Basic Course* (6 h) and subsequently the language course level A (3 h). The courses of *Language* and *Language B* can be taken parallel. The allocation to the course *Language C* is regarded as course examination for completion of the course *Language B*.

Prerequisites for language course registration: successful completion of the respective course of the lower level. Courses with the same level number can be taken parallel.

- a) UE 3 Language B 3 h [ECTS: 3]

Repetition of basics of grammar, oral and written expression in order to achieve the curricular level.

- b) UE 3 Language C 3 h [ECTS: 3]

Content: specific specialization of selected grammatical issues (past tenses, subjunctive, passive, participles, verbal adjectives; logical conjunctions: causal, consecutive, adversative, comparative, conditional, hypothetical), exercises in terms of written and oral expression based on authentic, journalistic and literary texts, and supported by authentically audiovisual materials.

Objective: consolidation of typically grammatical phenomena and acquisition and training of journalistic discourse and reasoning in transition between oral and written texts.

c) UE 3 Language D 3 h [ECTS: 3]

Content: practical course on written expression based on current topics from authentic written and oral, video and audio support text sources, as well as elaboration of dossiers such as press, media (TV, film), advertising, education, teaching, politics, history, etc., resulting from the texts dealt with. Tutorials of written expression: specialization of the elements of text summary, journalistic writing of the treated subjects.

Objective: Training of skills and techniques of free presentation and of global and immanent written and oral text comprehension, insight into cultural and social relations.

d) UE 2 Language and Oral Communication 2 h [ECTS: 2]

To be completed parallel to level C, at least before level D

Focus and tutorial of learning content of the courses C and D with regard to oral linguistic competence. Active and passive oral competence (comprehension of oral speech acts).

e) UE 2 + UE 2 Language E 4 h [ECTS: 4]

Two of the three courses UE 2 Language E Grammar, UE 2 Language E Text Production or UE 2 Language E Translation are to be chosen

- E Grammar: specialized consideration of selected chapters of grammar with regard to the requirements of the 2<sup>nd</sup> part of studies.
- E Text Production: Content: Analysis of argumentative texts. Repetition and supplement of linguistic stylistic device in order to structure the text. Written summaries. Objective: text comprehension. Text summary for different purposes.
- E Translation: Content: written translation of literary or essayistic, coherent texts into the foreign language. Objective: Repetition and consolidation of the acquired grammatical and lexical knowledge on the basis of a given text.

(4) Literary Studies and Text Analysis (6 semester hours = h)

a) SL 2 Introduction to French or Italian or Spanish Literary Studies 2 h [ECTS: 2.5]

The course aims at independent reading, interpretation and literary historical classification of texts of French/Italian/Spanish literature as well as the introduction to independent scientific research. This also comprises essential competences for teachers.

The course is divided into the following content-related areas:

Introduction to subject-specific scientific research

Introduction to systematic text reading

Introduction to text analysis (terminology and methodology of the analysis of narrative, dramatic and lyrical texts)

Short presentation in order to elaborate literary historical background information

b) PS 2 Authors, Genres, and Epochs etc. 2 h [ECTS: 3]

Exemplary practice of literary interpretation and analysis techniques based on texts representative for certain epochs, trends, genres .... The course can also focus on media text forms and non-literary text types.

c) VO 2 Overview of the History of Literature 2 h [ECTS: 3]

General presentation of the classification of epochs and main (i.e. canonized) authors and works of the respective national literature. Preparation for the respective course of the 2<sup>nd</sup> part of studies.

Prerequisites for registration: VU Introduction simultaneously with the course Language C, PS Authors, Genres, Epochs etc. after successful completion of the course Language C

(5) Linguistics (8 semester hours = h)

a) UE 2 Grammatical-Analytical Propaedeutics 2 h [ECTS: 2]

Fundamentals of grammatical terminology, analysis of structures according to formal, functional and contrastive categories.

b) PS / VU 2 Introductions to French or Italian or Spanish Linguistics 2 h [ECTS: 2.5]

Can be taken parallel to UE 2, prerequisite for the further linguistic proseminars

The language being studied and its position within the Romance language family; its world-wide spread; linguistic relations in France, Italy or Spain. Overview of main linguistic subjects and their methods; introduction to subject literature and the use of basic tools.

c) PS 2 Synchronic Linguistics 2 h [ECTS: 2.5]

Specialized and exemplary occupation with the areas phonology, morphology, syntax, lexicology and semantics. The courses set focal points within these subjects. Introduction to writing of scientific research and its presentations.

d) 1 PS 2 / VU 2 Diachronic Linguistics 2 h [ECTS: 3]

Overview of the development of language from Latin to the modern state of language; elaboration of fundamental language-typological differences between Latin and the modern Romance language. External language history and introduction of language records essential for language history.

Prerequisites for the registration: PS / VU 2 Introduction to French or Italian or Spanish Linguistics parallel to the course Language C, PS synchronic and PS/VU diachronic linguistics after successful completion of the grammatical-analytical Propaedeutics and positive completion of course Language C

(6) Culture and Society:

a) VO 2 Introduction to Cultural Studies 2 h [ECTS: 3]

b) VU 2 or EX 2 Cultural Studies 2 h [ECTS: 3]

Introduction to history, society, political system and institutions, media landscape, educational system... of France, Italy, Spain, including the francophone and hispanophone world. In particular, the VU Cultural Studies features presentations and discussions of original documents (written, media...).

No admission regulations

(7) Subject Didactics:

The following courses are regarded as admission requirements for the participation of the Basic Practical Training (§ A 15 Para 2 lit. d). They impart a fundamental subject didactic introduction to the subject areas “objectives and contents of the curriculum”, “planning and preparation of lessons”, “models, techniques and social forms of teaching”, “teaching and methods”, “media” and “performance evaluation”.

Bringing forward other subject didactic courses from the second to the first part of studies is recommended in preparation for the school teaching practice courses.

a) PS / VO / VU 2 Introduction to Didactics in Foreign Language Teaching 2 h [ECTS: 3]

Content:

Own language learning biography (students recognizing themselves as multilingual speakers and teachers)

Language acquisition theories (native and foreign language acquisition, foreign language acquisition, acquisition of multilingualism, in particular cognitive, psycholinguistic and developmental psychological approaches)

Foreign language teaching from a historical and methodical perspective (history of foreign language teaching, grammar translation method, direct method, audio-lingual and visual method, communicative approach, communicative-cognitive approach, action and process-oriented approach)

Language skills and integrative skills, sociocultural and motivational factors and attitudes (including intercultural competences)

Teaching planning and implementation, curriculum (AHS and BMHS general/vocational secondary schools)

Media (including school books)

Communication and learning strategies, learner autonomy (teaching and learning to learn)

Performance evaluation

Complementary functions in terms of foreign language learning

Organizational:

“Introduction to Didactics in Foreign Language Teaching” is designed as a cross-departmental course and is thus to be held by lecturers of the English and American Studies, Romance Studies, Slavonic Studies, and Classical Philology. This cooperative aspect is achieved by common content-related concepts, supplemented by team teaching.

b) UE / PS / KO 1 Language-Specific Course parallel to Introduction 1 h [ECTS: 1]

Content:

The content of this preparatory course is determined by the contents of the Introduction to Didactics of Foreign Language Teaching and is practically referred to the foreign language (French/Italian/Spanish).

Organizational:

This preparatory subject-specific course is to be held by lecturers of the departments concerned and oriented and attached, in terms of time, to the thematic units of Introduction to Didactics of Foreign Language Teaching.

### **§ F-I-S 6 Second part of studies**

(1) The second part of studies comprises 27 semester hours [ECTS: 54] from compulsory courses

- Language Usage,
- Linguistics and Language Reflection,
- Literary Studies and Text Analysis,
- Cultural Studies as well as
- Subject Didactics

And 8 hours from elective courses.

(2) Language Usage

a) UE 2 Grammar 2 h [ECTS: 3]

Study of issues of morphology and syntax (in particular, taking account of the differences between oral and written form of speech) including contrastive considerations between native and foreign languages.

b) UE 2 Written Expression 2 h [ECTS: 3]

Content: oral analysis and written commentary and essay to literary and specialist texts, primarily commercial texts.

Objective: training and enhancement of advanced written expression; command of the elements of text construction and production

c) UE 2 Oral Expression 2 h [ECTS: 3]

Use of situation-specific oral language in the form of presentations and preparatory statements, discussions, moderation but also minuting meetings. Key subjects: contents in terms of cultural studies and language for specific purposes. Apart from language skills, the participation in discussions, discussion moderation and structuring are learned and practiced. These communication techniques are essential for secondary school teachers in advanced foreign language teaching.

d) UE 2 Translation into the Foreign Language 2 h [ECTS: 3]

Content: written translation of partly literary partly special, primarily commercial texts into the foreign language.

Objective: ability to translate different texts into the foreign language grammatically and stylistically correct. Another important content also features the illustration of typological, structural and stylistic differences between native and foreign languages with regard to teaching German-speaking pupils.

Particularly with regard to teaching at VET schools (vocational education and training), these courses, with the exception of the grammar course, feature 50 % of special language texts and forms of expression.

Prerequisites for registration: Successful completion of the language training of the first part of studies.

(3) Literary Studies and Text Analysis

VU 2 / VO 2 History of Literature and Reading 2 h [ECTS: 7]

Continuation of the literary overview from the first part of studies. Guided reading and interpretation of selected texts.

Within the VO Overview History of Literature in the first part of studies, the students receive an instructing and orienting reading list, which, together with a reading diary, has to be accomplished until completion of VU / VO of the 2<sup>nd</sup> part of studies. Future teachers are provided with an overview of the studied literature in order to be able to select and interpret literary and non-literary texts for teaching in terms of genre and epoch. As far as the reading list is concerned, apart from the consideration of the literary canon, also the usability of texts in terms of school teaching must be taken into account.

Prerequisites for registration: Successful completion of the language training of the first part of studies and the education in literary studies of the first part of studies.

See relevant examination regulations.

(4) Linguistics

VU 2/ VO 2 Linguistics and Reading for students of Teacher Accreditation Programmes 2 h [ECTS: 7]

Discussion and review of a reading list

Discussing linguistic original literature with regard to practical application of linguistic specialized knowledge in language teaching. In implementing the reading list, a special focus has to be given to subjects within the context of school.

Prerequisites for registration: Successful completion of the language training of the first part of studies and education in linguistics of the first part of studies

See relevant examination regulations.

(5) Electives

a) One PO 4 or two PO 2 Project Seminar 4 h [ECTS: 2x4 / 8]

Project seminars are for joint elaboration of a goal-oriented project. The contributions of single students become part of the overall result, but assessment takes place individually by taking into account the individual student's part in the project are provided. Project seminars can focus on the areas of Linguistics and Language Reflection, Literary Studies and Text Analysis as well as Cultural Studies. Language practice learning contents form an integral part of a project seminar. They are characterised by being mainly practice-oriented.

The teaching objective is – apart from subject-specific content – the capacity for teamwork with regard to guiding school projects and the participation in interdisciplinary teaching.

Prerequisites for registration: Successful completion of the language training as well as, according to the focus of the PO, training in literary studies and / or linguistics and / or cultural studies of the first part of studies.

Successful completion of a course of the type project seminar is compulsory. Students can choose content-related orientation of a PO.

b) Two VO / PS / VU / SE from Literature, Linguistics, Cultural Studies, Language Usage 4 h [ECTS: 1x3 and 1x4]

Individual specialization of the knowledge acquired in the compulsory courses.

It is to be ensured that at least one seminar from Language or Literary Studies is completed.

The course type of a seminar focuses on detailed scientific discussions. Participants are expected to make oral and/or written contributions. It serves as a preparation for the diploma thesis; there is a profession-related reference in terms of the requirements that arise for the teachers from the supervision of specialised fields.

Prerequisites for registration: for seminars, successful completion of the language training of the first part of studies as well as, according to allocation of the SE, of the literary studies or linguistics training of the first part of studies. Seminar entrance interview concerning fundamental literature required for the seminar.

(6) Subject Didactics:

a) Subject-specific Didactics in French /Italian/Spanish 4 h VO / VU / PS / UE / PO / AG / KO elective from the following fields: [ECTS: 8]

- alternative methods of foreign language teaching
- (New media) in Foreign language teaching
- the foreign language for special purposes/as a working language
- Didactics of Cultural Studies
- Intercultural learning in foreign language teaching
- literature didactics



- Grammar in Foreign language teaching
- Influence of linguistic theories to Foreign language teaching
- The factor motivation in Foreign language teaching
- interaction and group-dynamical in foreign language teaching
- consideration of different types of learners in Foreign language teaching
- Relevance of language acquisition theories for Foreign language teaching

b) General Foreign Language Didactics: PS/VO/VU Testing and Assessment 1 h [ECTS: 2]

Content:

- Performance tests (which type of examination for which skills? Test forms, communicative testing)
- Assessment criteria (written and oral production, receptive skills, error analysis, correction instructions, legally prescribed grading criteria)
- Alternative forms of assessment (verbal assessment)
- Qualitative feedback
- “Matura” school-leaving certificate (written and oral in AHS and BMHS secondary schools)
- Qualification tests (international certificates)
- Self-evaluation (autonomous learning, improvement strategies for one’s own learning performance, portfolio, feedback to the teacher)
- Final unit (reflection of subject didactics and training, self-evaluation and evaluation by others of course/s)

Organizational:

This course is designed as a cross-departmental course and is thus to be held by lecturers of the English and American Studies, Romance Studies, Slavonic Studies, and Classical Philology. This cooperative aspect is achieved by common content-related concepts, supplemented by team teaching.

c) PS/UE/KO/AG Testing and Assessment in the Teaching of French, Italian, Spanish 2 h [ECTS: 3]

Content: The content of this preparatory course is determined by the contents of the Introduction to Didactics of Foreign Language Teaching and is practically referred to the foreign language (French/Italian/Spanish).

Organizational: This preparatory subject-specific course is to be held by lecturers of the departments concerned and oriented and attached, in terms of time, to the thematic units of the LV (lecture) “General Foreign Language Didactics: PS/VO/VU Testing and Assessment”.

Depending on the range of courses, students are strongly recommended to attend a language acquisition research course.

## § F-I-S 8 Subject-specific supplements to the examination regulations

### (1) Course examinations

- Practical courses s: Positive assessment of more than half of the scheduled exams as well as regular active student participation in the course.
- Proseminars: Positive assessment of the requested written and/or oral PS-works and if necessary a final examination. Regular active student participation in the course.
- Seminars: Positive assessment of oral and/or written seminar works and possible other performances. Regular active student participation in the course.
- Lectures: Positive assessment of oral or written comprehensive examination the end of the semester or at examination periods of three subsequent semesters.
- Lectures combined with a practical course: Positive assessment of final examination. Performance of requested student contributions such as home assignment, papers etc.
- Project seminars: Positive assessment of the student's contribution being part of the overall project work, if necessary positive assessment of a final test
- Working groups: Positive assessment of active student participation and if necessary student contributions.
- Excursions: positive assessment of a final report and/or an excursion presentation. Active student participation during the excursion.

### (2) Subject examinations

The final examinations of the two VU 2 / VO 2 *History of Literature and Reading* respectively *Linguistics and Reading for students of Teacher Accreditation Programmes* are to be examined oral or written as subject examinations.

### (3) Diploma Examinations

The first diploma examination is to be completed in the form of course examinations, the first diploma examination is passed if all courses mentioned are completed positively.

The first part of the second diploma examination features positive assessment of all courses scheduled for the second part of studies.

If the diploma thesis is written in a Romance study programme, an Exam before the Examination Board from the subject allocating the topic of the diploma thesis is to be held after the approbation of the diploma thesis.

This examination is to be held in the foreign language being studied.

### (4) Diploma thesis

The title and mark of the diploma thesis are to be stated in the diploma examination certificate.

Fields: Linguistics and Language Reflection, Literary Studies and Text Analysis, Cultural Studies (each being focused on the profession as a teacher). The diploma thesis is to be written in the foreign language being studied.

## HISTORY AND SOCIAL STUDIES/POLITICAL EDUCATION

### § GSP 1 Specific qualification profile

The Secondary School Teacher Accreditation Programme History and Social Studies/Political Education is directed at acquiring subject-specific knowledge and methodical skills in order to profoundly impart history with all its social and political dimensions. That implies a qualification profile enabling historians to work, in particular

- as multipliers of historical and historically based knowledge in schools and extracurricular educational institutions; and also
- In terms of almost all fields where logical-analytical, network and solution-oriented thinking, the capability to synthesize, conceptual creativity as well as independent development and processing of knowledge and information sources by research.

Apart from the competences from the general qualification profile, teachers of History and Social Studies/Political Education feature special key qualifications enabling them to age-appropriately transfer profound knowledge of developments and relations of historical aspects taking account of political, social, economic and cultural aspects. In this context, knowledge and active and passive understanding of old media (writing, talk, film etc.) as well as new media (EDV, Internet etc.) in at least two languages.

In teaching History and Social Studies/Political Education, teachers especially focus on promoting critical awareness of history and historical science as well as the knowledge of the past as important prerequisites of better understanding the present whereas theories and current tendencies of historical science are to be taken into account in particular.

The examination of history and the resulting historically founded comprehension enable an impartial, objectively-analytical access to current issues of the present in all its different areas. Moreover, the analysis of complex relationships, dealing with unknown situations and issues enable to prevent too fast and ill-conceived opinions and reactions and instead to find creative and productive solutions.

Thus, history teachers impart historically founded action and orientation knowledge representing the necessary prerequisites for individual and social status assessment in space and time as well as in a pluralistic society.

### § GSP 2 General regulations

#### (1) Compulsory and elective courses

The compulsory courses for the secondary school teacher accreditation programme History-Social Studies-Political Education feature an indispensable contribution and conveyance; examinations for these courses have to be taken. These are:

- *Core subjects*, these are: Ancient History, Medieval History, Newer History (History of Modern Times), Contemporary History, History of Austria, Economic and Social History.
- *Compulsory courses*: they are core interdisciplinary courses or courses that cannot be definitely assigned to a core subject or supplementary elective (Introduction to Historical Science, Epistemological Specialization etc.).
- *Electives* with a total of 8 hours per week; these are historical or historical and social-scientific, cultural science and jurisprudential subjects supplementing the study of compulsory subjects with regard to scientific relationships, the progress of science or the requirements of professional practice ; examinations for these courses have to be taken. These are for example: archaeology, ethnology, gender history, history of particular countries, regions or peoples (History outside Europe, History of Africa, History of South America, Eastern European History, etc.), Historical Anthropology, Historical Women's Studies, Historical

Environmental Research, History of Ideas, Church History and History of Religions, Art History, Media History, History of Philosophy, Law and Constitutional History, History of Theory, Prehistory and Early History, Visual History, History of Science, subjects form the field of Historical Social Sciences as well as from the respective parts of the core subjects.

It is possible to select thematic focus areas from the wide range of courses offered with regard to the compulsory subjects being studied and within the scope of general conditions. However, students of the Secondary School Teacher Accreditation Programme have to choose the courses appropriately in order to not only impart historical contents of the teaching subject history in the widest sense but particularly courses corresponding the curricula of general secondary schools and socio-economic and sociocultural aspects and especially the requirements of political education are to be attended and examinations are to be taken.

(2) Courses and admission requirements

Within the Secondary School Teacher Accreditation Programme in the teaching subject History-Social Studies-Political Education, a number of courses is to be completed which impose requirements on the students regarding content, methodology and didactics as well as participatory development possibilities. The different types of courses are determined under § A 5.

In courses with continuing performance assessment the limitation regulations concerning the number of participants determined under § A 7 are applied, for proseminars and seminars the number of participants is limited to 25.

Registration for a course with limited number of participants is compulsory and it is to be carried out in accordance with the rules stated under § A 7 (3).

(3) Numbers of hours

The secondary school teacher accreditation programme in the teaching subject History-Social Studies-Political Education comprises 72 semester hours.

These 72 semester hours are divided as follows: 46 semester hours are compulsory courses of the subject-specific training, 10 semester hours for the subject didactic training, 8 semester hours for the Pedagogical training and 8 semester hours for electives.

### § GSP 3 Examination subjects

(1) First part of studies

a) Objective of the first part of studies

The first part of studies comprises four semesters and provides introduction to the methods and theories of Historical Sciences, the acquisition of knowledge in dealing with historical sources as well as the acquisition of basic knowledge of Ancient History, Medieval History, Modern Times, Contemporary History, History of Austria and Economic and Social History.

c) The first part of studies provides successful completion of courses with a total of 42 semester hours from lit. c) mentioned examination subjects, the examination subject Introduction to History and the examination subject Didactics in History and Social Studies/Political Education (4h/ECTS 6.0), where in total 63 ECTS-Credits can be achieved, namely:

VO Sources and Methods of the Historical Sciences, 2 semester hours = h, 3.75 ECTS-AP

*In addition to the general objectives of an introduction to the studies and the scientific subject of history, it shall also be informed about sense and purpose of the teaching subject History-Social Studies-Political Education in AHS and BMHS general/vocational secondary schools. It shall be demonstrated how the teaching subject can promote the general knowledge of the graduates of these secondary school types and enables reflected and critical understanding of the present and the past on the basis of profound historical knowledge.*

From the following examination subjects (simultaneously core subjects) each	one proseminar (with 3.0 ECTS)	and two courses transferring basic knowledge (with 3.0 ECTS each)
Ancient History	2 h	4 h
Medieval History	2 h	4 h
Newer History	2 h	4 h
Contemporary History	2 h	4 h
History of Austria	2 h	4 h
Economic and Social History	2 h	4 h
	12 h	24 h
	ECTS 18.0	ECTS 36.0

*The proseminars provide subject-specifically the most important methods and techniques of scientific research. They shall demonstrate the development of historical knowledge and its utilization.*

*In terms of knowledge transfer of basic knowledge and in addition to providing future teachers an overview of the main historical developments, it shall also be taken account of the force to selection and representative selection of eligible subject matter in school. Courses transferring basic knowledge are offered in each of the 6 core subjects whereas 4 core subjects refer to classical eras, one to the History of Austria and another to Economic and Social History.*

*The core subject "Ancient History" deals with the historical development focusing on the Greek and Roman History until the middle of the first millennium AC, "Medieval History" the thousand years of Migration Period until approx. 1500, "Newer History" the eras since the "Discovery of America" and "Contemporary History" the 20th century and the beginning of the 21<sup>st</sup> century. Apart from the European History, these subjects also deal with the main developments outside Europe.*

*The epoch-spanning core subject "History of Austria" also comprises, apart from the current Austrian territory, the former Habsburg lands. Another epoch-spanning course is the core subject "Economic and Social History" which aims to cover an aspect of historical experience that is not given priority by the other compulsory courses.*

*All courses transferring basic knowledge take special account of contemporary relevance, the teaching principle of political education and social studies relevance in selecting contents.*

Courses from the examination subject "Didactics in History and Social Studies" (4 h/ECTS 6.0)

*These courses provide fundamental subject didactic introduction to the subject areas "objectives and contents of the curriculum", "planning and preparation of lessons", "models, techniques and social forms of teaching", "teaching and methods", "media" and "performance evaluation" (cf. § GSP 3 Para 2 lit. c). They feature admission requirements for the participation in the Basic Practical Training (§ A 15 Para 2 lit. d).*

- d) Successful completion of "Introduction to History" is a prerequisite for the participation in the proseminars.

(2) Second part of studies

a) Objective of the second part of studies

The second part of studies comprises five semesters and provides specialized insights into the relations and issues of history and historical science as well as specific training in their fields according to the choice of the students.

b) Bringing forward courses

Courses of the second part of studies with a total of 16 semester hours can already be completed during the first part of studies; seminars however only with a total of max. 4 semester hours and if the appropriate proseminar as well as the two subject-related basic courses have been completed.

c) The second part of studies provides successful completion of courses with a total of 22 semester hours according to § GSP 3 Para 1 lit. c) mentioned examination subjects, Social Studies, Political Education, and Subject Didactics, where in total 37 ECTS-Credits can be achieved, namely:

Fundamentals of Political Education (2 h/ECTS 3.0)

*This course features theoretical and practical basic knowledge which enables to analyse central issues from politics and society in larger context and to transfer the acquired knowledge within a future teaching profession.*

One seminar of the History of the 20th century according to § GSP 3 (1) c) mentioned examination subjects (simultaneously core subjects), which can at the same time be equalled to the examination subject Social Studies (2 h/ECTS 4.0)

One seminar from another under § GSP 3 (1) c) mentioned examination (simultaneously core subjects), which can at the same time be equalled to the examination subject Social Studies (2 h /ECTS 4.0)

One seminar of the teaching subject “Political Education” (2 h /ECTS 4.0)

*The seminars provide first evaluation of independent scientific research. They shall also consider and practice focus and project-based teaching required in schools. They feature independent elaboration, presentation and discussion of special topics based on the existing subject literature, possibly also based on printed and/or unprinted sources, whereas one seminar of the History of the 20th century is compulsory with regard to the curricular focus at AHS and BMHS general/vocational secondary schools, and a further seminar is elective from another core subject.*

*These seminars shall in particular impart aspects and fundamentals of a common perception of politics, the importance of political systems and political decisions as well as comparative international perspectives.*

*The seminar of the teaching subject “Political Education” is not defined in epoch-specific terms but by contemporary relevance taking account of legal, social, economic and political aspects and their transfer in teaching. This course is being offered in cooperation with a didactic expert for the specific subjects.*

One Historical Excursion combined with another course and the appropriate examination subject (ECTS 1.0)

*Excursions illustrate authentic objects and occasions in situ, which are provided in the curricula but cannot be demonstrated within the university. In the courses combined with an excursion, future teachers shall also understand the planning, organisation and implementation of excursion and thus being prepared for their school teaching practice.*

Other courses according to § GSP 3 (1) c) mentioned core subjects or from the range of elective subjects (8 h/ECTS 12.0)

*In this context, courses from the second part of studies can be completed, independent from the type of course (with the exception of excursions).*

Courses from “Didactics in History and Social Studies/Political Education” in Subject Didactics (6 h/ECTS 9.0)

*The courses of Subject Didactics shall provide future teachers method and performance competence in the specific requirements for the subject history. The knowledge of different methodical approaches with regard to planning and management of teaching lessons and evaluation shall be considered. In terms of didactic implementation of historical subjects, practice-orientation shall be emphasized.*

*In this context, the following subject areas have to be covered:*

- *Introduction and fundamentals of Methodology and Didactics in History and Social Studies/Political Education, including contemporary relevance, political education, multiperspectivity as well as adaptation to “controversy”.*
- *Teaching and learning objectives with regard to relevance criteria, lesson planning and independent implementation of teaching units focusing on the understanding of the present and comprehension of all core subjects as well as feedback control.*
- *Methods, diversity of methods, discussion and adoption of new methods.*
- *Media and materials (written sources, images, overhead, video, film, cartoons, comics, books for young people, CD-ROMs, Internet, schoolbooks etc.).*
- *School situation, social and political frameworks taking into account the personal profile of the teacher.*

#### **§ GSP 4 Subject-specific supplements to the examination regulations**

- (1) The first diploma examination features successful completion according to § GSP 2 (1) provided continuing performance assessment courses or courses being completed by an examination, whereas, instead of examinations from the courses transferring basic knowledge, subject examinations from the individual core subjects or a comprehensive exam in front of an examination board from all compulsory subjects can be taken. A combination of course examinations, subject examinations and exam before the examination board is possible.
- (2) Within the second part of studies a diploma thesis is to be carried out taking account of regulations under § A 16 (4). It serves to demonstrate the ability of students to treat scientific themes independently, in terms of both content and method. The student is entitled to suggest the theme or to choose from a range of suggestions of available supervisors.
- (3) The second diploma examination is composed of two parts. The first part features successful completion of course examinations from § GSP 3 (2) c) provided courses. The second part is an integral part of according to § A 16 (5) c) regulated second part of the second diploma examination where scientific critical penetration of the diploma thesis subject and another core subject is to be confirmed.
- (4) Registration to the second part of the diploma examination requires the successful completion of at least one course where mainly subject-specific, foreign-language sources and literature are received and interpreted or one course with cultural-historical contents in a foreign language as well as according to § A 16 (5) c) positive assessment of the diploma thesis.

## GREEK

### § G 1 Specific qualification profile

Students of the Secondary School Teacher Accreditation Programme of the subject Greek acquire, apart from pedagogical competences as mentioned in the general qualification profile for all subjects of the humanities, specific qualifications for teaching the school subject Greek.

They acquire comprehensively passive and active competences of Classical Greek language.

They know and understand Greek literature and the determining influences it was subjected, and its influence on even the Roman literature, Christian literature and European literature in general.

They learn and understand Greek culture not only in its basics but also exemplary in detail. And they learn about other ancient cultures reflected in the Greek culture.

Graduates get insights into Greek mythology, philosophy and religion. They acquire an understanding of the radiation and reception of Greek literature and culture in later times.

Due to frequent translation from Greek into German, and in this context language, comparative considerations, a higher level of competence in terms of the practical and theoretical approach of their native languages is being achieved.

By constantly working with texts in practical and theoretical terms, students achieve a higher level of active and passive text competence, particularly in dealing with literary texts. In general, also their ability to understand art and human artefacts and cultural products is being raised.

The engagement in a foreign culture in its entity and the gained insights into intercultural similarities and differences increase the willingness and ability to examine contemporary foreign cultures and their appreciation.

Students acquire didactic and subject didactic skills which are required to impart their expert knowledge interestingly and age-appropriately in the context of school teaching and pupils of different ages and talents. They learn to transfer this knowledge appropriately also outside school, e.g. in terms of adult education.

Thus, graduates of the field of study Greek (secondary school teacher accreditation programme) are primarily qualified to teach at secondary schools but also to work in other vocational fields of cultural life.

### § G 2 Examination subjects and courses

- (1) The Secondary School Teacher Accreditation Programme Greek comprises 72 semester hours, thereof 46 semester hours of subject-specific studies, 10 semester hours subject didactics, 8 semester hours pedagogics and 8 semester hours electives.
- (2) Subject-specific studies and subject didactics are divided into 32 semester hours in the first part of studies and 24 semester hours in the second part of studies.
- (4) In combination with the Secondary School Teacher Accreditation Programme from the teaching subject Latin, there are joint compulsory courses with a total of 18 semester hours. From the electives at least 10 semester hours of the core areas of Classical Philology are to be chosen.
- (5) 1<sup>st</sup> part of studies
  - a) Introduction (6 semester hours = h)
    1. Introduction to Classical Philology 2 h (3 ECTS)

Learning objectives: Insight into Classical Philology, its fields of work and research approaches and its role in the present. Knowledge of structure and course of studies. Ability



to use the available libraries and relevant literature, also with use of the new media. Basic knowledge of scientific research.

2. Grammatical/Text-Critical Proseminar 2 h (3 ECTS)

Learning objectives: ability to profound grammatical analysis of Greek texts and use of differentiated techniques of text interpretation. Experience in fundamentals and methods of textual criticism. Ability to use text-critical apparatus.

3. Literary Studies Proseminar 2 h (3 ECTS)

Learning objectives: Independent interpretation performances with simple texts taking account of the appropriate requirements in school teaching. Written report of a small scientific research.

b) Grammar (6 semester hours)

1. Greek Grammar and Stylistics I 2 h (3 ECTS)

Learning objectives: mainly passive but detailed knowledge of morphology and syntax of Classical Greek. Knowledge of metalinguistic fundamentals.

2. Greek Grammar and Stylistics II 2 h (3 ECTS)

Learning objectives: active knowledge of the fundamentals of morphology and syntax of Classical Greek as well as of a basic vocabulary which prevalence is determined statistically.

3. Linguistic Interpretation of Greek Texts 2 h (3 ECTS)

Learning objectives: Comprehension of lexis, morphology and syntax of Classical Greek based on a selected author. Comprehension of linguistic accordance of the respective author as well as the phenomenon of linguistic accordance and its causes in general.

c) Reading (4 semester hours)

1. Greek Reading 2 h (3 ECTS)

Learning objectives: Knowledge of a passive vocabulary which prevalence is determined statistically. Ability to understand and translate simple texts in Greek without tools. Experience in the historical pronunciation of Greek. Knowledge of the accent system, prosody and fundamentals of metrics. Ability to sense-related recitation of Greek verses.

2. Latin Reading 2 h (3 ECTS)

Learning objectives: Knowledge of a passive vocabulary which prevalence is determined statistically. Ability to understand and translate simple texts in Latin (particularly from school-related reading material).

d) History of Literature (8 semester hours = h)

1. Overview of the Greek History of Literature I 2 h (3 ECTS)

Learning objectives: Overview of authors, epochs, genres, topics and content of Greek literature from Homer to Alexander. Insights into their reception history and the respective cultural contexts.

2. Overview of the Greek History of Literature II 2 h (3 ECTS)

Learning objectives: Overview of authors, epochs, genres, topics and content of Greek literature from Homer to Alexander. Insights into their reception history and the respective cultural contexts.

3. Overview of the Latin History of Literature I 2 h (3 ECTS)

Learning objectives: Overview of authors, epochs, genres, topics and content of Latin literature from its beginnings to the end of the Augustine age. Insights into their reception history and the respective cultural contexts.

4. Overview of the Latin History of Literature II 2 h (3 ECTS)

Learning objectives: Overview of authors, epochs, genres, topics and content of Latin literature from its beginnings to the end of the Augustine age. Insights into their reception history and the respective cultural contexts.

e) Myth and History (4 semester hours)

1. Fundamentals of Ancient History 2 h (3 ECTS)

Learning objectives: Overview of the basics of the political, social, economic and cultural life of ancient Greek and Roman cultures. Knowledge of the main sources and their appropriate use.

2. Mythology of Classical Antiquity 2 h (3 ECTS)

Learning objectives: Knowledge of the main myths of classical antiquity. Exemplary insight in important literary works of ancient myths. Insight into the main issues of modern research and theory of myths.

f) Subject Didactics I (4 semester hours = h)

The following courses feature admission requirements for the participation of the Basic Practical Training (§ A 15 Para 2 lit. d). They impart a fundamental subject didactic introduction to the subject areas “objectives and contents of the curriculum”, “planning and preparation of lessons”, “models, techniques and social forms of teaching”, “teaching and methods”, “media” and “performance evaluation”.

A bringing forward of further subject didactic courses from the second to the first part of studies in preparation for the school teaching practice courses is recommended.

1. Introduction to Greek Subject Didactics 1 h (2 ECTS)

Learning objectives: Knowledge and capacity for criticism of the curriculum for Greek. Knowledge of the main forms of work in Greek language teaching. Overview of the main current issues of Greek subject didactics. Insight into the history of Greek language teaching. Assessment of the current status of Classical Philology, in particular Greek studies, in science, school and society.

2. Introduction to Didactics in Foreign Language Teaching 2 h (3 ECTS)

Content: Own language learning biography (students recognizing themselves as multilingual speakers and teachers); Language acquisition theories (native and foreign language acquisition, foreign language acquisition, acquisition of multilingualism, in particular cognitive, psycholinguistic and developmental psychological approaches); Foreign language teaching from a historical and methodical perspective (history of foreign language teaching, grammar translation method, direct method, audio-lingual and visual method, communicative approach, communicative-cognitive approach, action and process-oriented approach); Language skills and integrative skills, sociocultural and motivational factors and attitudes (including intercultural competences); Teaching planning and implementation, curriculum (AHS and BMHS general/vocational secondary schools); Media (including school books); Communication and learning strategies, learner autonomy (teaching and learning to learn); Performance evaluation; Complementary functions in terms of foreign language learning

Organizational: “Introduction to Didactics in Foreign Language Teaching” is designed as cross-departmental course and is thus to be held by lecturers of the English and American

Studies, Romance Studies, Slavonic Studies, and Classical Philology. This cooperative aspect is achieved by common content-related concepts, supplemented by team teaching

3. Introduction to Didactics of Greek Elementary Instruction 1 h (2 ECTS)

Content: The content of this preparatory course is determined by the contents of the Introduction to Didactics of Foreign Language Teaching and is practically referred to the Greek.

Organizational: This preparatory subject-specific course is to be held by lecturers of the departments concerned and oriented and attached, in terms of time, to the thematic units of Introduction to Didactics of Foreign Language Teaching

(6) 2<sup>nd</sup> part of studies

a) Aspects of Greek Literature (6 semester hours = h)

1. Aspects of Greek Literature 2 h (3 ECTS)

Learning objectives: Advanced knowledge of an author/genre/subject of Greek literature in view of school teaching. Knowledge of the respective works based on original reading.

2. Seminar 4 h (8 ECTS)

Learning objectives: ability to advanced interpretation of Greek texts. Knowledge of the main traditional and modern literary studies methods and ability to its use. Ability to produce a presentation set out in writing and appropriate to the methodical norms and quality standards of a diploma thesis.

Please note: The study committee can determine special requirements for the registration to a seminar (e.g. reading of specific works).

b) Intellectual History (4 semester hours = h)

1. Philosophy, history of religion and science 2 h (3 ECTS)

Learning objectives: Insight into a part of Greek philosophy, the history of religion and science. Comprehension of respective cultural science and humanistic issues and methods.

2. Reception of Antiquity 2 h (3 ECTS)

Learning objectives: Exemplary knowledge of the effectiveness of ancient literature and culture based on selected authors, genres or subjects, if possible with regard to other teaching subjects. Insight into the theoretical fundamentals of reception research.

c) Theory of Language and Literature (8 semester hours = h)

1. Greek Language History 2 h (3 ECTS)

Learning objectives: Overview of Indo-Germanic peoples and languages. Comprehension of Classical Greek as an Indo-Germanic derivative language. Knowledge of the main sound law developments. Insight into fundamental dialectal characteristics.

2. Other courses of Greek Linguistics 2 h (3 ECTS)

Learning objectives: specialization of the linguistic understanding of Classical Greek.

3 Metrics 2 h (3 ECTS)

Learning objectives: Understanding of the metrical system of Classical Greek including its prosodic fundamentals as well as its aspects in terms of rhythmic, music and genre history. Overview of Greek metres. Ability to identify, analyse and read metres with the exception of choral-lyric metres.

4. Literary Theory (based on ancient texts) 2 h (3 ECTS)

Learning objectives: Overview of main literary-theoretical approaches. Ability to apply them to Greek text examples. Willingness to review their importance for interpretation in terms of teaching.

d) Subject Didactics II (6 semester hours = h)

1. Subject Didactics Seminar 2 h (3 ECTS)

Learning objectives: Ability to advance interpretation of a Greek school text. Knowledge of respective scientific and subject didactic tools. Ability to elaborate and present an appropriate teaching model.

2. Subject Didactics Excursion (min. 3 days) 1 h (2 ECTS)

Learning objectives: Knowledge of original sites and monuments of ancient cultures. Ability to interpret in situ. Readiness to transfer appropriate educational experiences for teaching in the classroom.

3. Evaluation (Testing and Assessment) 1 h (2 ECTS)

Learning objectives: see general regulations for foreign language didactics

4. Theory and Practice of Translation and Interpretation 2 h (3 ECTS)

Learning objectives: Insight into theoretical fundamentals and issues of main forms of work of Latin texts. Ability obtained by practical exercises in order to appropriately apply and transfer knowledge to others. Readiness to incorporate the knowledge and skills into teaching-related evaluation.

**§ G 3 Recommendations for free elective courses (8 semester hours, 12 ECTS)**

Free electives can be chosen from all courses offered by acknowledged Austrian and non-Austrian universities. Especially recommended is archaeology and subjects or courses from the diploma studies Latin and Greek. It is particularly referred to the elective modules being offered for Comparative Literature and Linguistics (6 semester hours, 9 ECTS each):

a) Fundamentals of European Literature

1. Ancient Literary Theory
2. Ancient Philosophy
3. Introduction to Ancient Drama and Theatre

b) Rhetoric

1. History of Rhetoric Theory
2. Systematic Rhetoric
3. Applied Rhetoric

## LATIN

### § L 1 Specific qualification profile

Students of the Secondary School Teacher Accreditation Programme of the subject Latin acquire, apart from pedagogical competences as mentioned in the general qualification profile for all subjects of the humanities, specific qualifications for teaching the school subject Latin.

They acquire comprehensively passive and active competences of Latin and as well as an elementary passive competence of the Greek language.

They know and understand Latin literature and its relation to Greek literature. Particular emphasis is placed on ancient literature but students also acquire basic knowledge of comprehensive Latin medieval and modern literature.

They fundamentally learn to understand Roman culture and other ancient cultures, in particular the Greek culture.

Graduates get insights into the radiation of ancient cultures, in particular Roman culture, to European Cultural and Intellectual History.

They learn to use scientific research techniques which are characteristic for Cultural Studies and the Humanities, in particular for Literary Studies.

Due to frequent translation from Latin into German, and in this context, language comparative considerations, a higher level of competence in terms of the practical and theoretical approach of their native languages and the ability to foreign language acquisition is being achieved.

By constantly working with texts in practical and theoretical terms, students achieve a higher level of active and passive text competence, particularly in dealing with literary texts. In general, also their ability to understand art and human artefacts and cultural products is being raised.

They increase the understanding of Latin language, literature and culture fundamentally marked by European Cultural and Intellectual History.

The engagement in a foreign culture in its entity and the gained insights into intercultural similarities and differences increase the willingness and ability to examine contemporary foreign cultures and their appreciation.

Students acquire didactic and subject didactic skills which are required to impart their expert knowledge interestingly and age-appropriately in the context of school teaching and pupils of different ages and talents. They learn to transfer this knowledge appropriately also outside school, e.g. in terms of adult education.

Thus, graduates of the field of study Latin (secondary school teacher accreditation programme) are primarily qualified to teach at secondary schools but also to work in other vocational fields of cultural life.

### § L 2 Examination subjects and courses

- (1) The Secondary School Teacher Accreditation Programme Latin comprises 72 semester hours, thereof 46 semester hours of subject-specific studies, 10 semester hours subject didactics, 8 semester hours pedagogics and 8 semester hours electives.
- (2) Subject-specific studies and subject didactics are divided into 30 semester hours in the first part of studies and 26 semester hours in the second part of studies
- (4) In combination with the Secondary School Teacher Accreditation Programme from the teaching subject Greek, there are joint compulsory courses with a total of 18 semester hours. From the electives at least 10 semester hours of the core areas of Classical Philology are to be chosen

(5) 1<sup>st</sup> part of studies

a) Introduction (6 semester hours = h)

1. Introduction to Classical Philology 2 h (3 ECTS)

Learning objectives: Insight into Classical Philology, its fields of work and research approaches and its role in the present. Knowledge of structure and course of studies. Ability to use the available libraries and relevant literature, also with use of the new media. Basic knowledge of scientific research.

2. Grammatical/Text-Critical Proseminar 2 h (3 ECTS)

Learning objectives: ability to profound grammatical analysis of Latin texts and use of differentiated techniques of text interpretation. Experience in fundamentals and methods of textual criticism. Ability to use text-critical apparatus

3. Literary Studies Proseminar 2 h (3 ECTS)

Learning objectives: Independent interpretation performances with simple texts taking account of the appropriate requirements in school teaching. Written report of a small scientific research.

b) Grammar (4 semester hours)

1. Latin Grammar and Stylistics I 2 h (3 ECTS)

Learning objectives: Knowledge of an active vocabulary which prevalence is determined statistically. Knowledge of the fundamentals of morphology and syntax of Classical Latinity. Knowledge of metalinguistic fundamentals.

2. Latin Morphology and Syntax II 2 h (3 ECTS)

Learning objectives: Knowledge of an appropriate advanced vocabulary compared to the course mentioned above. Knowledge of the fundamentals of morphology and syntax of Classical Latinity.

c) Reading (4 semester hours)

1. Latin Reading 2 h (3 ECTS)

Learning objectives: Knowledge of a passive vocabulary which prevalence is determined statistically. Experience in the historical pronunciation of Latin. Knowledge of the accent system, prosody and fundamentals of metrics and verses. Ability to sense-related recitation of Latin verses. Ability to understand and translate simple texts in Latin without tools.

2. Greek Reading 2 h (3 ECTS)

Learning objectives: Knowledge of a passive vocabulary which prevalence is determined statistically. Ability to understand and translate simple texts in Greek (particularly from school-related reading material).

d) History of Literature (8 semester hours)

1. Overview of the Latin History of Literature I 2 h (3 ECTS)

Learning objectives: Overview of authors, epochs, genres, topics and content of Latin literature from its beginnings until the end of the Augustan age. Insights into their reception history and the respective cultural contexts.

2. Overview of the Latin History of Literature II 2 h (3 ECTS)

Learning objectives: Overview of authors, epochs, genres, topics and content of Latin literature from its beginnings until the end of the Augustan age. Insights into their reception history and the respective cultural contexts.

3. Overview of the Greek History of Literature I 2 h (3 ECTS)

Learning objectives: Overview of authors, epochs, genres, topics and content of Greek literature from Homer to Alexander. Insights into their reception history and the respective cultural contexts.

4. Overview of the Greek History of Literature II 2 h (3 ECTS)

Learning objectives: Overview of authors, epochs, genres, topics and content of Greek literature from Homer to Alexander. Insights into their reception history and the respective cultural contexts.

e) Myth and History (4 semester hours)

1. Fundamentals of Ancient History 2 h (3 ECTS)

Learning objectives: Overview of the basics of the political, social, economic and cultural life of ancient Greek and Roman cultures. Knowledge of the main sources and their appropriate use.

2. Mythology of Classical Antiquity 2 h (3 ECTS)

Learning objectives: Knowledge of the main myths of classical antiquity. Exemplary insight in important literary works of ancient myths. Insight into the main issues of modern research and theory of myths.

f) Subject Didactics I (4 semester hours)

The following courses feature admission requirements for the participation of the Basic Practical Training (§ A 15 Para 2 lit. d). They impart a fundamental subject didactic introduction to the subject areas “objectives and contents of the curriculum”, “planning and preparation of lessons”, “models, techniques and social forms of teaching”, “teaching and methods”, “media” and “performance evaluation”.

A bringing forward of further subject didactic courses from the second to the first part of studies in preparation for the school teaching practice courses is recommended.

1. Introduction to Latin Subject Didactics 1 h (2 ECTS)

Learning objectives: Knowledge and capacity for criticism of the curriculum for Latin. Knowledge of the main forms of work in Latin language teaching. Overview of the main current issues of Latin subject didactics. Insight into the history of Latin language teaching. Assessment of the current status of Classical Philology, in particular Latin studies, in science, school and society.

2. Introduction to Didactics in Foreign Language Teaching 2 h (3 ECTS)

Content: Own language learning biography (students recognizing themselves as multilingual speakers and teachers); Language acquisition theories (native and foreign language acquisition, foreign language acquisition, acquisition of multilingualism, in particular cognitive, psycholinguistic and developmental psychological approaches); Foreign language teaching from a historical and methodical perspective (history of foreign language teaching, grammar translation method, direct method, audio-lingual and visual method, communicative approach, communicative-cognitive approach, action and process-oriented approach); Language skills and integrative skills, sociocultural and motivational factors and attitudes (including intercultural competences); Teaching planning and implementation, curriculum (AHS and BMHS general/vocational secondary schools);

Media (including school books); Communication and learning strategies, learner autonomy (teaching and learning to learn); Performance evaluation; Complementary functions in terms of foreign language learning

Organizational: “Introduction to Didactics in Foreign Language Teaching” is designed as a cross-departmental course and is thus to be held by lecturers of the English and Ameri-

can Studies, Romance Studies, Slavonic Studies, and Classical Philology. This cooperative aspect is achieved by common content-related concepts, supplemented by team teaching

3. Introduction to Didactics of Latin Elementary Instruction 1 h (2 ECTS)

Content: The content of this preparatory course is determined by the contents of the Introduction to Didactics of Foreign Language Teaching and is practically referred to the Latin.

Organizational: This preparatory subject-specific course is to be held by lecturers of the departments concerned and oriented and attached, in terms of time, to the thematic units of Introduction to Didactics of Foreign Language Teaching.

(6) 2<sup>nd</sup> part of studies

a) Aspects of Latin Literature (4 semester hours)

1. Aspects of Roman Literature 2 h (3 ECTS)

Learning objectives: Advanced knowledge of an author/genre/subject of Latin literature in view of school teaching. Knowledge of the respective works based on original reading.

2. Seminar 2 h (4 ECTS)

Learning objectives: ability to advanced interpretation of Latin texts. Knowledge of the main traditional and modern literary studies methods and ability to its use. Ability to produce a presentation set out in writing and appropriate to the methodical norms and quality standards of a diploma thesis.

Please note: The study committee can determine special requirements for the registration to a seminar (e.g. reading of specific works).

b) Stylistics (6 semester hours)

1. Latin Stylistics I 2 h (3 ECTS)

Learning objectives: Consolidation of the knowledge and skills acquired in “Latin morphology and Syntax II”.

2. Latin Stylistics II 2 h (3 ECTS)

Learning objectives: ability to stylistically translate given sentences into Classical Latin. Knowledge of the required skills of morphology and syntax of Latin grammar.

3. Latin Stylistics III 2 h (3 ECTS)

Learning objectives: ability to stylistically translate given and individual texts into Classical Latin. Insight into the issue of normative corpus grammar. Readiness to incorporate these insights into school teaching practice.

c) Latin Literature and Language in European Intellectual History (6 semester hours)

1. Medieval Latin 2 h (3 ECTS)

Learning objectives: Insight into etymological developments and the main characteristics of Medieval Latin. Knowledge of the main tools of the development of its language and literature. Insight into its importance for the European history. Exemplary knowledge of an author/genre with relevance to school teaching.

2. New Latin 2 h (3 ECTS)

Learning objectives: Insight in the richness of New Latin Literature. Knowledge of the main tools to its development. Insight into its importance for the European history and identity. Exemplary knowledge of an author/genre with relevance to school teaching.



3. Reception of Antiquity 2 h (3 ECTS)

Learning objectives: Exemplary knowledge of the effectiveness of ancient literature and culture based on selected authors, genres or subjects, if possible with regard to other teaching subjects. Insight into the theoretical fundamentals of reception research.

d) Theory of Language and Literature (4 semester hours)

1. Linguistics 2 h (3 ECTS)

Elective Vulgar Latin and Romance languages, Latin language history or linguistics. The learning objectives differ accordingly. Relevance to school teaching, if possible contrastively oriented, is to be established.

2. Literary Theory 2 h (3 ECTS)

Learning objectives: Overview of main literary-theoretical approaches. Ability to apply them to Latin text examples. Willingness to review their importance for interpretation in terms of teaching.

e) Subject Didactics II (6 semester hours)

1. Subject Didactics Seminar 2 h (4 ECTS)

Learning objectives: Ability to advance interpretation of a Latin school text. Knowledge of respective scientific and subject didactic tools. Ability to elaborate and present an appropriate teaching model.

2. Subject Didactics Excursion (min. 3 days) 1 h (2 ECTS)

Learning objectives: Knowledge of original sites and monuments of ancient cultures. Ability to interpret in situ. Readiness to transfer appropriate educational experiences for teaching in the classroom.

3. Evaluation (Testing and Assessment) 1 h (2 ECTS)

Learning objectives: see general regulations for foreign language didactics.

4. Theory and Practice of translation and interpretation 2 h (3 ECTS)

Learning objectives: Insight into theoretical fundamentals and issues of main forms of work of Latin texts. Ability obtained by practical exercises in order to appropriately apply and transfer knowledge to others. Readiness to incorporate the knowledge and skills into teaching-related evaluation.

### § L 3 Recommendations for free elective courses

(1) Students can choose free elective courses with a total of 8 semester hours (12 ECTS-Credits) within the subject-specific studies. Free electives can be chosen from all courses offered by acknowledged Austrian and non-Austrian universities.

(2) Especially recommended are subjects from Classical Archaeology, from Linguistics and Comparative Literary Studies as well as subjects or courses from the diploma studies Latin and Greek. It is particularly referred to the elective modules being offered for Comparative Literature and Linguistics (6 h each):

a) Fundamentals of European literature

1. Ancient Literary Theory

2. Ancient Philosophy

3. Introduction to Ancient Drama and Theatre

b) Rhetoric

1. History of Rhetoric Theory
2. Systematic Rhetoric
3. Applied Rhetoric

## **MOVEMENT AND SPORTS**

### **§ LE 1 Specific qualification profile**

Sports Science knowledge in

- Sports pedagogy, sports psychology, sociology and history of sports;
- Movement science and biomechanics;
- Training science and motoric learning;
- Sports medicine (anatomy, physiology, orthopaedics ...)

Sport-motoric performance level

as a basis for didactic, methodical, safety-related and motivational measures in basic sports disciplines, motoric fitness and selected trend sports

Critical assessment of the cultural phenomenon of sports

in terms of value hierarchy, quality of life, environment, politics and economy

Knowledge of subject-specific research methods

Methods of empirical social research, motoric testing, biomechanical testing, methods of statistical evaluation of data

Subject-didactic competences

- Specific orientation of general subject didactic competences to the teaching of sports;
- Expert training in safety and assistance;
- Adaptability in terms of school teaching to different spatial and technical equipment;
- Enthusiasm

### **§ LE 2 Subject and courses**

The Secondary School Teacher Accreditation Programme of the teaching subject Movement and Sports comprises the subjects and associated courses mentioned below.

The Secondary School Teacher Accreditation Programme of the teaching subject Movement and Sports comprises 108 semester hours. The first part of studies contains courses of a total of 47 semester hours, the second part of studies includes 42 semester hours, free elective courses cover 11 semester hours, and the pedagogical training with 8 semester hours.

The allocation of courses to the first and the second part of studies, number of hours, type of course and ECTS-Credits are shown in in the overview table.

Courses with entry requirements are marked with a superscript number, subject didactic courses with a star (\*).

The courses Pedagogical and Sociocultural Fundamentals of Sport (VO2), Methodical Fundamentals (VO1) and Sports provided in the first part of studies according to Para. 7 are to be considered as admission requirements for the participation of the Basic Practical Training (§ A 15 Para 2 lit. d). They impart a basic introduction to the subject areas “objectives and contents of the curriculum”, “planning and preparation of lessons”, “models, techniques and social forms of teaching”, “teaching and meth-

ods”, “media” and “performance evaluation”. Brining forward further subject didactic courses from the second to the first part of studies in preparation to the school teaching practice courses is recommended.

(1) Introduction and Research Methods Principles: 4 semester hours = h

Research topic of sports sciences, structure and research methods. Overview of subject literature and accessibility; introduction to scientific research

		h = semester hours	part of studies	ECTS
Introduction to Sports Sciences	PS	2	1	2
Introduction to Empirical Methods	PS	2	1	2

(2) Pedagogical, Sociological and Psychological Basics: 12 h

Structure and systematics of sports pedagogy; research methods; sociological and psychological basics of sports pedagogy; historical, social, educational-political aspects of sports pedagogy; didactics

Critical examination of relevant subject literature and modern developments of sports; elaboration of relevant subjects of scientific methods

Pedagogical and Sociocultural Basics of Sports *	V	2	1	2
Anthropological Fundamentals of Sports <sup>1</sup> *	V	2	2	2
practical courses for Anthropological Fundamentals of Sports <sup>1</sup> *	UE	1	2	1
Fundamentals of Sports Psychology	V	1	1	1
Fundamentals of Sports Sociology	V	1	1	1
History of Movement and Sports	V	1	1	1
Seminar Sports Pedagogy <sup>2</sup> *	SE	2	2	2
Seminar Sports Didactics <sup>2</sup> *	SE	2	2	2

(3) Movement Science: 7 h

Practical movement theoretical knowledge for pedagogical action in Movement and Sports, motoric principles and functions, motoric features/abilities, motoric control and motoric learning, biomechanics of the movement system in terms of physical education in schools, performance biomechanics and preventive biomechanics

Movement Science	V	2	1	2
Practical courses for the course Movement Science	UE	1	1	1
Biomechanics <sup>5</sup>	V	2	2	2
Elective Seminar: Training Science <sup>2</sup> , Movement Science <sup>2</sup>	SE	2	2	2

(4) Training Science: 5 h

Objectives of sports training in terms of physical education in schools; principles of training theory; basics and methods of endurance, technique, and tactics training; psychoregulation training methods; training planning

Critical examination with the current state of research; elaboration of selected subjects of scientific methods; application of training methods in selected fields, especially in terms of didactics

		h = semester hours	part of studies	ECTS
Training Science <sup>3</sup> *	V	2	2	2
Practical courses for the course Training Science <sup>3</sup> *	UE	1	2	1
Fitness Training <sup>4</sup>	VU	2	2	2

(5) Medical Basics: 12 h

Epidemiological aspects of skeletal and cardiovascular diseases with particular regard to lack of physical activity and positive effects of sport activities. Basic understanding of the requirements of sport capacity, functionality of different organ systems, correlations and reactions of these systems in terms of sport activities under various conditions

Knowledge of measures of accident and emergency prevention, understanding life support measures in case of life-threatening conditions and typical sports injuries, consideration of the teaching principle of health education

Function Anatomy	V	3	1	3
Exercise Physiology	V	3	1	3
First Aid <sup>3</sup>	VO/UE	1	2	1
Postural Prophylaxis <sup>5</sup>	VO/UE	3	2	3
Hygienic Aspects of Sports <sup>6</sup>	V	1	2	1
Cardiovascular Prophylaxis <sup>6</sup>	V	1	2	1

(6) Supplementary courses in Sports Science: 2 h

Supplementary courses with particular focus on Sport Didactics

		2	2	2
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(7) Sports: Theory and Practice: 40 h

Knowledge of techniques, methods, rules and tactics of the school sports mentioned below; command of the sports regarding basic technics and tactics (sport performance level); knowledge and assessment of dangers and sports equipment; organization qualifications

Alpine Sports: 7 h	UE/EX			
Alpine Skiing, Snowboard, and the like	EX	3	1	3
Cross-Country Skiing	UE	1	2	1
Sport Climbing	UE	1	2	1
Elective:		2	2	2
Ski Touring	EX	2	2	
Alpine Course/Mountaineering	EX	2	2	
Outdoor Activities	EX	2	2	

Sports Games: 12 (10) h	UE			
Handball		3	1	3
Basketball		3	2	3
Football (male students)		2	1	2

	h	part of studies	ECTS
Volleyball	2	1	2
Movement Games	2	1	2

Basic Sports Disciplines: 14 h	UE			
Swimming		4	1	4
Gymnastics/Trampoline		5	1	5
Athletics		3	1	3
Skating/Inline Skating		2	1	2

Movement and Relaxation: 4 (6) h	UE			
Callisthenics with Music		2	1	2
Rhythmic Gymnastics (female students)		2	1	2
Body Awareness/Relaxation Techniques		2	2	2

Leisure and Trend Sports, Racquet and Net Sports: 3 h	UE	3	2	3
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(8) Didactics: 7 h

Planning, implementation, evaluation/reflection of teaching lessons; application of organisational and safety-specific measures; teacher behaviour training

Methodical Basics *	V	1	1	1
Didactics <sup>7</sup> *	V/UE	6	2	6

(9) Recommended free electives: 11 h 11 ECTS-Credits

Practical courses for Training Science and Biomechanics

Specialisation in Sports, Trend Sports, High Diving; further School Sports

(10) Confirmation of previous knowledge for the registration of the courses:

1 Introduction to Sports Sciences (PS), Anatomy, Physiology, Movement Science

2 First part of studies, course examinations of the course allocated to the seminar

3 Functional Anatomy, Exercise Physiology

4 Training Science (V + UE)

5 Functional Anatomy

6 Exercise Physiology

7 First part of studies

(11) Attendance obligations:

The extent of mandatory attendance required for all courses, except lectures, has to be defined separately by the study committee.

(12) Limited number of participants:

In addition to the general regulations (§ A 7), the study committee has to determine separate restrictions in terms of the number of participants for the course types UE and EX of the Secondary School Teacher Accreditation Programme Movement and Sports. They are to be determined according to safety aspects, organizational and equipment-specific aspects.

**§ LE 3 Subject-specific supplements to examination regulations**

(1) Examination subjects are the subjects 1 to 9 mentioned in the overview table.

(2) The first diploma examination is taken in the form of course examinations. Thereby, course examinations of the courses allocated to the first part of studies are to be taken (cf. § A 16).

(3) The second diploma examination consists of two parts: The first part is to be completed in the form of course examinations of the courses allocated to the second part of studies (cf. § A 16). The second part of the second diploma examination is to be taken as a comprehensive examination in front of an examination board. Examination subjects are Pedagogical, Sociological and Psychological Basics of Sports as well as, according to the choice of the student, the subject Movement Science / Biomechanics or the subject Training Science including Medical Basics.

(4) For the Secondary School Teacher Accreditation Programme Movement and Sports, students have to take a supplementary examination for the admission prior to the start of their studies, in order to demonstrate physical fitness appropriate to the study programme (examination of endurance and performance in basic sport disciplines in front of an examination board established by the study committee).

## **PSYCHOLOGY and PHILOSOPHY**

### **§ PP 1 Specific qualification profile**

The objective of the Secondary School Teacher Accreditation Programme Psychology and Philosophy is the scientific vocational preparation for secondary school teaching and extracurricular educational institutions in subject-specific, interdisciplinary and subject-didactic terms. The programme enables future teachers of Psychology and Philosophy to pursue the teaching profession competently and methodically secure. In addition to a constructive use of expert knowledge, relevant further knowledge and skills for school teaching and the extracurricular sector, in particular practice-related skills and cultural and intercultural competences are to be acquired. Due to the special theoretical and practical education, teachers of Psychology and Philosophy are to be consulted as experts in terms of communicative and social-psychological issues and situations in the context of school.

In subject-specific terms, the study programme aims at acquiring the following knowledge and skills: basic knowledge of the principles of Psychology and Philosophy as well as advanced knowledge of selected areas; basic knowledge of methodology and learning of methods of Psychology and Philosophy; knowledge of psychological and philosophical terms, positions and problems; knowledge in terms of the history of ideas and cultural-historical developments and relations; knowledge of philosophical fundamentals of society, culture and sciences, in particular of Psychology; reflection of anthropological subjects (meaning of life, death, existential values ...).

Based on the broad range of competences of a teacher in the general qualification profile of the Secondary School Teacher Accreditation Programme, the subject-specific training – beyond mere subject competence – provides the acquisition of the following skills: ability to curricula-related and pupil-related transfer of knowledge and insights of Psychology and Philosophy; the ability to integrate psychological and philosophical views in subject-specific and didactic terms; flexibility, capability to coordinate and motivate as well as creative learning process management in teaching Psychology and Philosophy; comprehension of interdisciplinary and intercultural thinking.

The acquisition of subject didactic competences is not only limited to respective courses; in particular, courses of the second part of studies also deal with subject didactic issues, apart from scientific examination of the respective subject. The connection of subject-specific knowledge and subject didactics is to be considered in the examinations.

### **§ PP 2 Number of hours**

Courses with a total of 72 semester hours are to be completed. Thereof, 8 semester hours are allocated to the pedagogical and 10 semester hours to the subject didactic teacher training, and 8 semester hours to free electives. The remaining courses are 22 semester hours of Psychology and 22 semester hours of Philosophy as well as 2 semester hours elective Psychology or Philosophy. The first part of studies comprises a total of 32 semester hours: 14 from Psychology and 18 from Philosophy.

### **§ PP 3 Examination subject Psychology - first part of studies**

The first part of studies in Psychology comprises 14 semester hours. The courses mentioned under 1-6 are to be conducted as lectures or proseminars:

- (1) Introduction to Psychology 2 h (3 ECTS)

Educational objectives: This introductory course provides insight into Psychology as a scientific subject. Possible scientific examinations of psychological phenomena and its corresponding theoretical and methodical requirements are to be demonstrated. Based on concrete psychological issues, different views of individual principles are to be discussed. Thus, students shall de-



velop an understanding of relating different teaching contents. Furthermore, the issue of social relevance of Psychology is to be discussed, and the importance and meaning of psychological knowledge for graduates of AHS and BMHS general/vocational secondary schools is to be argued.

The course shall impart the following basic understanding:

- a) Psychology deals with complex action of the human being in the social, technical and natural environment. The interaction of the human being with the environment includes a series of capabilities and skills, such as orientation in the physical environment, people recognition, conversational skills, social cooperation, writing, reading, etc., which rely on psychological processes, such as perception, feeling, speaking, thinking, remembering, motivation.
- b) The psychological analysis of human capabilities and skills and their psychological processes is directed to both conscious experience and its conditions and to the objectively observable aspects of behaviour and social importance.
- c) Different emphasis of analysing psychological issues shall also be demonstrated, in particular: which aspects human beings have got in common; in what aspects are individuals and groups of people different; how deviations of normative criteria can be understood, explained and approached. In this context, psychological phenomena and their connection to the social environment and different social systems are to be investigated, taking individual and anthropological developments into account.
- d) At the methodological level it is to be illustrated how the methods of observation, condition analysis, explanation, understanding, diagnosis and intervention are complementing each other.

(2) Introduction to General Psychology 2 h (3 ECTS)

Educational objectives: This course provides basic knowledge of human performances and capabilities enabling human prevalent communication with the social and material environment. From this perspective, students shall elaborate knowledge of the process of perception, memory, thinking, language, motivation and emotion, motor function and their correlations. Special focus represents the Psychology of Learning. The consequences of the findings gained in the General Psychology for school didactics are to be investigated.

(3) Introduction to the Methods of Psychology 2 h (3 ECTS)

Educational objectives: This course provides a basic understanding of methodological problems in Psychology and an overview of the main research plans and quantitative and qualitative survey and evaluation procedures of Psychology. Students shall be enabled to comprehend investigations from empirical Psychology and to critically interpret statistics published in different media. Moreover, they shall acquire knowledge of possible teaching and school evaluation.

(4) Development Psychology 2 h (3 ECTS)

Educational objectives: Students shall acquire basic knowledge of the description and acquisition of psychological development processes and of analysing their biological, gender-specific, social and cultural determinants and explanations. It is to be focused on the development of adolescents and young adults with special consideration to the development of familiar relationships (parent-child-relationship) and the family development in the context of critical life events (e.g. divorce). Moreover, the importance of school-related socialization for the psychological development is to be transferred.

(5) Personality Psychology and Differential Psychology 2 h (3 ECTS)

Educational objectives: The assessment of people is particularly important in the school sector. Therefore, scientific examination with the possibilities of scientifically sound acquisition, description and explanation of interindividual differences in terms of psychological processes features theoretical and practical relevance. Moreover, this course is to elaborate basic knowledge

of person-specific learning conditions and the development of personality. Students shall be made familiar with the main models of personality psychology.

(6) Social Psychology 2 h (3 ECTS)

Educational objectives: This course deals with psychological aspects of communication and interaction in dyads and social groups as well as the correlation between persons and different social systems. In this context, subject areas such as the perception of persons and social events, verbal and nonverbal communication, social attitudes and prejudice, social emotions and motivation, interaction and relationships in groups etc. are to be considered. Social psychology as a school class is to be particularly taken into account.

(7) Applied Group Psychology 2 h (3 ECTS)

Educational objectives: In this course, conducted as a self-awareness group, group-psychological phenomena are experienced in terms of concrete group processes and then discussed with, including biographic experiences (roles in the family of origin, circle of friends, school class). Fundamental communicative abilities such as talking about personal world of experience in front of the group, actively empathic listening and feedback, receiving and giving feedback, balancing own and group interests and dealing with conflict situations are practically trained and reflected within the context of school. Students practically experience active use of moderation techniques for the control and guidance of communicative processes and dealing with school-related conflict situations (teacher-pupil conflict, pupil-pupil conflict, parent-teacher conflict). Type: two-hour course with a strong process-oriented and interactive focus, in groups of max. 16 students.

#### **§ PP 4 Examination subject Psychology - Second part of studies**

The second part of studies in Psychology comprises 8 semester hours.

(1) Fields of Application of Psychology 2 h VO or PS (4 ECTS)

Educational objectives: In this course students shall acquire basic knowledge of application fields and learn, e.g. in project works, to apply basic knowledge to concrete problems and to link the insights from the different fields. In this context, application fields are to be approached which are important for pedagogical activities, e.g. pedagogical psychology, and which are interesting for pupils, e.g. psychology of marginalized groups, media psychology, psychology of extreme attitudes such as right wing radicalism. Moreover, the relation between research and professional practice is to be reflected and students shall learn about and visit diverse psychosocial institutions (e.g. z. B. school psychological service).

(2) Clinical Psychology 4 h VO or PS (6 ECTS)

Educational objectives: Clinical Psychology deals with the origin, diagnosis and treatment of psychological disorders. The aim of Clinical Psychology is therefore the transfer of basic knowledge of forms, aetiology as well as treatment options of different disorders. The course comprises two parts. The first part imparts basic knowledge of psychological disorders and their description and explanation, especially focusing on addictions, suicide, eating disorders and mental disorders of adolescents and young adults. The second part presents different psychological treatment options of psychological disorders. Moreover, students shall receive information about existing psychosocial institutions and offers of help for pupils.

(3) Seminar of Psychological Research 2 h (4 ECTS)

Educational objectives: This course shall enable students to critically deal with the current psychological literature and to evaluate the research results according to subject-specific criteria and their relevance for school teaching. The study of psychological primary literature aims to evaluate reports represented in overviews or popular literature.

## § PP 5 Examination subject Philosophy - first part of studies (18 h)

- (1) Introduction to Philosophy VO 2 or PS 2 (3 ECTS)

Educational objectives: Comprehension of the accordance of philosophy in relation to other cultural phenomena; knowledge of basic terms, issues, methods and disciplines of philosophy; practice of doing philosophy, oral and written (in the PS).

- (2) History of Philosophical Ideas I + II VO 4 (6 ECTS)

Educational objectives: Overview of the history of philosophical ideas and issues in and outside Europe; knowledge of main philosophical personalities and their theories from antiquity to the present; comprehension of the actuality of traditional philosophical issues; knowledge of selected philosophical questions in their historical continuity.

- (3) Logical Propaedeutics VO 2 (3 ECTS)

Educational objectives: knowledge of basic terms of logics and philosophy of language; practical and theoretical knowledge of syllogistic and propositional logic; learning the use of calculus and reflection and their importance to science; reflecting the possibilities and limits of formalization of thinking.

One two-hour introductory and overview course each (VO or VU or PS) from the following five areas:

- (4) Thinking and Cognition (3 ECTS)

Educational objectives: reflection of the relation between subjects and objects of cognition from philosophical and scientific view; reflection of the accordance and the boundaries of different cognition methods and objectives in everyday life, in human and natural sciences; knowledge of philosophical issues of human and natural sciences; knowledge of fundamental epistemological terms; knowledge of the fundamentals of hermeneutics.

- (5) The Human Person (3 ECTS)

Educational objectives: Reflection of different philosophical terms of the human person as well as the question of the sense and objectives of human existence; reflection of the contents and boundaries of scientific, philosophical, religious etc. theories of the nature of human beginning, its development and position in the physical, biological and social environment; philosophical interpretation of cognitive and communicative abilities of human beings.

- (6) Culture and Society (3 ECTS)

Educational objectives: Comprehension of philosophical interpretations of culture and society; knowledge of different philosophical concepts of politics (such as liberalism, socialism, Christian social ethics etc.) and their impact on the present political situation; reflection of general human rights, relation between state and individual, power and right as well as morality and legality; analysis of different cultural life forms and political emancipation movements.

- (7) World and Transcendence (3 ECTS)

Educational objectives: knowledge of different metaphysical interpretations of the world, their basic features and their origin; knowledge of important categories for the knowledge of nature ("space", "time", "matter" etc.) and the differentiation of nature areas; reflection of the possibilities and boundaries the knowledge of God and religious criticism; comprehension of the sense of the religious for individual, society and culture.

- (8) Action and Values (3 ECTS)

Educational objectives: knowledge of fundamental moral philosophical terms; knowledge of general ethical theories and their application to concrete moral issues; comprehension of the issues of defining values, norms and decisions, also in terms of intercultural comparison; reflection of the relation of is-ought relationship, the problem of freedom, of good and the question the successful life.

### **§ PP 6 Examination subject Philosophy - second part of studies (4 h)**

- (1) Applied Ethics VO 2 or SE 2 (4 ECTS)

Educational objectives: Discussion of selected questions of applied ethics (e.g. bioethics, peace ethics, media ethics, ethics of medicine, ecological ethics, sexual ethics, social ethics, sports ethics, ethics of science, ethics of technology, animal ethics, economic ethics) and their transfer of knowledge in school teaching.

- (2) Philosophizing with Adolescents SE 2 (4 ECTS)

Educational objectives: Discussion of philosophical questions and issues in terms of the life of young people; analysis of young people's life concepts; acquisition of methodical abilities in order to encourage pupils to actively philosophize about their own life situations in terms of useful methods; implementation of projects where philosophical contact with adolescents is sought.

For all proseminars of the first part of studies and seminars of the second part of studies of Philosophy, the following educational objectives shall additionally apply: the ability to talk about the subjects dealt with in understandable and structured terms (also in the form of presentations) and to write (in the form of seminar and proseminar papers); the ability to develop individual trains of thought and arguments in order to moderate philosophical discussions; the ability to work with philosophical primary texts and to implement their insights in school teaching.

### **§ PP 7 Psychological and philosophical optional course (2 h)**

During the first or second part of studies, one two-hour optional course from Psychology or Philosophy is also to be completed. (3 ECTS)

The number of hours of the respective examination subject (§ PP 4 or § PP 6) is therefore increased by 2 semester hours.

### **§ PP 8 Free elective courses (8 h)**

Free electives can be chosen from all courses offered by acknowledged Austrian and non-Austrian universities. For free electives with a total of 8 h are to be completed. In this context, school-related courses from Psychology and/or Philosophy in terms of a specialization as well as interdisciplinary courses where psychological and/or philosophical contents are related to contents of other subjects are recommended (min. 12 ECTS)

### **§ PP 9 Subject Didactics (10 h)**

Subject didactic courses are held as VU, PS, UE or AG.

The courses according to Para 1 and Para 2 are admission requirements for the attendance of the Basic Practical Training (§ A15 section two lit. d) and therefore they must be completed in the first part of studies. They impart basics of subject didactics in the areas "objectives and contents of the curriculum", "planning and preparation of lessons", "models, techniques and social forms of teaching", "teaching and methods", "media" and "performance evaluation".

The courses according to Para 3 are allocated to the second part of studies. Bringing forward other subject didactic courses from the second to the first part of studies in preparation for school teaching practice is recommended.

- (1) Subject Didactics Psychology with Methodical Focus 2 h (3 ECTS)

(2) Subject Didactics Philosophy with Methodical Focus 2 h (3 ECTS)

Education objectives of these two courses: reflection of methods, contents and objectives in teaching Psychology and Philosophy; ability to adapt the current psychological and philosophical research (based on reading of subject literature) and to implement it in adequate content-related and didactic relevant terms in school teaching; ability of teaching preparation in the subjects Psychology and Philosophy; implementation of different teaching methods; knowledge of teaching models and materials for the teaching of Psychology and Philosophy; Moderation of discussions about psychological and philosophical issues.

(3) Subject Didactic courses in view of Psychological and Philosophical Terms 6 h (9 ECTS)

Education objectives: implementation of cross connections between psychological and philosophical approaches to selected subjects relevant to school teaching (e.g. psychological and philosophical theories of thinking, relationship between body and mind, personality, moral, etc.); science philosophical reflection of Psychology; practice of teaching situations imparting these contents.

### **§ PP 11 Subject-specific supplement of examination regulations**

If the diploma thesis is written in the subject area of Psychology, the rights mentioned in § 61 University Act (UniStG), Para 4 and 5 are held by the Dean of Studies resp. Vice Dean of Studies of the Natural Scientific Faculty responsible for the study programme Psychology.

The regulation of § A 16 Para 2 last sentence is not applicable to courses of § PP 6. These courses can therefore already be completed in the first part of studies.

## RUSSIAN

### § R 1 Qualification profile

(1) Principles of the Secondary School Teacher Accreditation Programme Russian:

The objective of the Secondary School Teacher Accreditation Programme Russian is the scientific vocational preparation for secondary school teaching and extracurricular education in subject-specific, subject-didactic and interdisciplinary terms. With this study programme, future foreign language teachers are able to act competent, flexible and to feel confident in their profession. In addition to constructive and critical dealing with solid professional knowledge, they acquire relevant knowledge and competences in the field of teaching and extracurricular education, in particular practice-related skills and cultural and intercultural competences. Based on a wide range of the competences in the general qualification profile of the secondary school teacher accreditation programme, the subject-specific training covers, in addition to professional competence, the following skills: ability to reflect, comprehension of interdisciplinary and intercultural thinking, flexibility, coordination and motivation skills, and creative management of learning processes in foreign language teaching. In this context, teachers shall have advising, coordinating and evaluating capabilities. Future teachers shall be able to apply the knowledge they have acquired during their studies in their profession in such a way as the learners are able to communicate situation-specifically, age-appropriately and level-specifically in the foreign language (first, second, third foreign language, elective compulsory subject, school-autonomous compulsory course, voluntary tutorial, etc.), whereas the guidelines of the respective curriculum are to be considered in the school sector. Finally, students establish a wide repertoire of methods in order to constructively structure their foreign language lessons and to reflect critically.

(2) Competences

In the field of subject-specific training, the following skills are imparted in the individual subjects:

a) Language Usage

General educational objective of the subject Language Usage is to offer a solid basis of active and passive linguistic competence of the Russian language. Knowledge of the four basic skills Listening, Speaking, Reading and Writing are a prerequisite for communicative competence and intercultural action. Language Usage offers requirements which enable students to understand linguistic, literary and cultural courses in the foreign language and to critically deal with original texts in terms of reading, analysis, interpretation and translation. Modern methods of language teaching and theoretical knowledge of language shall effectively complement each other.

The language training of the first part of studies comprises, apart from practical phonetic fundamentals, knowledge of writing, basic knowledge of Russian grammar as well as communicative competences in everyday situations. The focus is first of all on the work with simple and adapted original texts with implementing the principles of action-oriented language teaching using technical media. For specialization, the participation of additional language lab tutorials or courses within the free electives is recommended. Students are therefore strongly recommended to include a study stay in Russia of six months in the course of their studies.

In the language courses of the second part of studies, the Russian language skills are systematically advanced and extended to fields such as stylistics, text production and translation. Particular interest is to be given to the interferences between the native and foreign languages. Oral and written language competences are to be improved continuously; special focus is given to listening comprehensions and speaking skills.

In the first part of studies, students with previous knowledge of Russian on high school level and Russian native speakers have to complete translations into German or courses from “German as a Foreign Language” with a total of 8 semester hours, instead of language courses. The examination of the subject Language Usage of the remaining number of hours is to be taken as an exam before the examination board.

The development of linguistic competence is not only limited to special courses but is also considered in other examination subjects. Particularly in the second part of studies, a larger number of courses are to be taken in the foreign language.

#### b) Linguistics

The objective of the linguistic training is the acquisition of a theoretically founded and applied knowledge of the system, structure and function of Russian in terms of its social, cultural and historical conditionality.

The first part of studies provides the acquisition of linguistic fundamentals and work techniques.

The second part of studies imparts, in addition to an overview of Russian language history, mainly insights into the functional contexts of language, (functional) stylistic and social diversity of the language as well as pragmatic aspects of communication. Thereby, the ability of linguistic text analysis is to be developed. Additionally, insights into current development tendencies (with particular consideration to the language of media) are transferred. The acquisition of the mentioned knowledge is associated with the acquisition and application of linguistic methods and command of relevant terminology.

Within a specialization in the subject Linguistics, it is possible to specialize e.g. in synchronic linguistics whereas subject-didactically relevant aspects for Russian language teaching are included.

#### c) Literary Studies

The subject Literary Studies is to promote the students’ critical analytical capability and to enable them to analyse the aesthetic complexity of literary texts taking account of the social and historical contexts. A focus is given to the preparation of literary texts in terms of school teaching regarding the interests of pupils as readers.

The first part of studies provides the transfer of the fundamentals of literary studies, analysis and work techniques.

In the second part of studies, an overview of relevant authors and works of Russian literature in the 19<sup>th</sup> and 20<sup>th</sup> centuries is elaborated; based on concrete issues, a fundamental approach of literary theories and methods is transferred.

Students can specialize in literary studies based on individual authors, genres or epochs as well as on issues of reception and the literary scene. In this context, priority is given to contemporary development. Moreover, aspects of literary didactics can be considered and chosen.

#### d) Cultural Studies

Within the cultural studies education, mainly relevant comprehension is to be trained in order to understand that culture represents a collectively developed feature which enables us to form ideas about the reality. In this sense, a cultural memory is created by means of culture, which pre-structures actions and interactions. In this context, training in cultural studies deals with written, oral and visual cultural texts and artefacts, above all, in terms of specific development of experiences, knowledge, values and norms in the Russian cultural area.

In the first part of studies, knowledge of cultural studies (history, politics, economy, geography, everyday culture, etc.) is imparted, which enables students to recognize cultural similarities and differences between the individual and the Russian cultural area. Thereby, the com-

prehension of complex relationships, processes and interactions between social, political and intellectual history developments is to be promoted.

In the second part of studies, cultural-theoretical positions are elaborated and awareness of the questions such as internal and external perception, identity and gender issues, relationship to other European cultures, high, sub and regional cultures as well as processes of canon formation.

Students are given the possibility to specialize in cultural studies in terms of a methodical specialization related to historical or current issues. Subjects such as concepts of identity and alterity, cultural institutions, everyday culture etc. – based on cultural texts like print media, imaging and audio or electronic media – can be demonstrated and examined or prepared for instruction.

e) Subject Didactics

The subject didactic training enables students to critically, constructively and creatively plan Russian lessons according to the latest knowledge of language acquisition research, educational psychology, language teaching research and foreign language didactics.

As future Russian teachers, students acquire knowledge of traditional and alternative methods of foreign language teaching, in particular regarding the four basic skills of listening, speaking, reading, and writing, their interdependence as well as the resulting complex skills of “communicative and intercultural competence”. The planning and implementation of teaching lessons and the resulting formulation of learning objectives (according to the curricula of AHS and BMHS general/vocational secondary schools or the objectives of extra-curricular educational institutions) represents another objective, apart from the critical examination of traditional and new media as well as the knowledge regarding evaluation and assessment. The subject-specific courses of methodology and didactics of Russian teaching, in particular, take the following fields into account: teaching beginners, textbook analysis and critics, didactics of cultural studies, literature didactics, grammar in foreign language teaching, the foreign language for special purposes/as a working language, media in Russian language lessons, intercultural communication, integrative skill in Russian language teaching etc.

In addition, students gain experience with motivational, psychological and psycholinguistic factors of foreign language learning and acquisition in order to consider essential differences in native and foreign language acquisition and to implement foreign language teaching age-appropriately. This also includes knowledge of different types of learners and resulting differentiated activities, tasks, exercises as well as knowledge of the effect of learning groups and group-dynamic interaction for foreign language teaching.

The acquisition of subject didactic competences is not only limited to respective course; in particular, the courses of the second part of studies also deal with subject didactic issues, apart from the scientific examination of the respective subject. In examinations, the relation of expert knowledge and subject didactics is taken into account.

## **§ R 2 Structure of the study programme**

(1) First part of studies:

In the first part of studies (four semesters), 37 semester hours (h) are to be completed from compulsory and elective courses, i.e. 49 ECTS-Credits. The first part of studies features an introductory study and orientation phase with one course, namely: Russian Cultural Studies, VO 2, (2 h, 2 ECTS-Credits)



The compulsory courses of the first part of studies are:

a) Language Usage (22 h): 30 ECTS-Credits

Russian A (6 h): 8 ECTS-Credits

Russian B (6 h): 8 ECTS-Credits

*Russian sound and writing system (pronunciation, intonation, palatal consonants). Students are made familiar with the Russian basic grammar.*

*Listening: Comprehension of simple sentences and short adapted original texts.*

*Speaking: simple (micro-)monologues in terms of recipient-oriented topics (home, friends, family, study etc.); first "face-to-face" communication in role-play with preparation: ask questions, answer questions about familiar topics, "apt replies".*

*Reading: Comprehension of simple adapted original texts, answers to global and detailed questions.*

*Writing: writing of short and simple texts (e.g. z. B. postcards, invitations, filling in forms etc.)*

Russian C (4 h): 6 ECTS-Credits

Russian D (4 h): 6 ECTS-Credits

*Listening: Comprehension of important information from texts of familiar topics (work, job, leisure activities etc.), listening comprehensions from the textbook and additional materials of the same level. Comprehension of simple texts from radio and TV. Specialization and extension of basic grammar.*

*Speaking: the objective is to be able to communicate with native speakers in everyday situations, to participate in dialogues without special preparation if the topic is familiar; monologues of subjects such as individual experiences, plans for the future etc.; reproduction of (literary) texts, film sequences.*

*Reading: Texts with mostly known (edited) lexis, descriptions, narratives, letters, advertisements, newspaper articles in terms of prepared topics.*

*Writing: writing a simple coherent text of a familiar topic, personal letters, and summaries.*

Grammar and Vocabulary in Teaching (2 h): 2 ECTS-Credits

*Taking account of the later transfer of Russian as a foreign language; dealing with selected aspects of morphology and syntax by which Russian differs from German, e.g. aspect/aktionsart, specific sentence types of Russian, syntax of Russian colloquial language. Procedure of vocabulary expansion, e.g. word formation structures of Russian and their importance for receptive Language Usage. Selected semantic relationships (polysemy, synonymy, and antonymy).*

*The examination of theoretical fundamentals is completed with exercises of analysis, consolidation and activation of linguistic material as well as with the necessary preparation in terms of school teaching.*

*Different focal points are possible.*

b) Linguistics (4 h): 5 ECTS-Credits

Linguistic Proseminar (2 h): 3 ECTS-Credits

*Introduction to linguistic fundamentals from the field of phonetics, morphology, word formation, syntax and lexicology as well as the linguistic analysis of texts. Acquisition of knowledge in terms of scientific research (literature research, bibliographies, transliteration, work with dictionaries and reference books).*

Phonetics and Phonology (2 h): 2 ECTS-Credits

*Specialisation of the practical skills acquired in Russian A and Russian B (orthoepic norms, correction of pronunciation, word accent, intonation). Transfer of theoretical knowledge of the Russian phonological system. Putting theoretical knowledge into practice. Importance of phonetics in school teaching.*

c) Literary Studies (2 h): 3 ECTS-Credits

Literary/Cultural Studies Proseminar (2 h): 3 ECTS-Credits

*Formal and thematic analysis of literary works; orientation in terms of the literary genre system; independent writing of essays, text interpretations and reviews.*

d) Cultural Studies (6 h): 6 ECTS-Credits

Slavonic Languages and Cultures in Europe (4 or 2 h): 4 or 2 ECTS-Credits

*Knowledge transfer of basic knowledge of Slavonic peoples, their languages and cultures. Development of the understanding of interdisciplinary approach to selected contents of studies and practice requirements. Ability to classify and evaluate current events against the background of historical, cultural and sociolinguistic relationships.*

Russian Cultural Studies (2 or 4 h): 2 or 4 ECTS-Credits

*Development of awareness of subject areas such as Russian everyday culture and intercultural communication; institutions and landscape of political parties; centre-periphery, nationalities, current and social discourses in the media; history of Russia and the Soviet Union.*

e) Subject Didactics I (3 h): 5 ECTS-Credits

The following courses feature admission requirements for the Basic Practical Training (§ A15 section two lit. d). They impart basics of subject didactics in the areas “objectives and contents of the curriculum”, “planning and preparation of lessons”, “models, techniques and social forms of teaching”, “teaching and methods”, “media” and “performance evaluation”.

A bringing forward of other subject didactic courses from the second to the first part of studies in preparation for school teaching practice is recommended

Introduction to Didactics in Foreign Language Teaching (2 h): 3 ECTS-Credits

*Own language learning biography (students recognizing themselves as multilingual speakers and teachers); language acquisition theories (native and foreign language acquisition, foreign language acquisition, acquisition of multilingualism, in particular cognitive, psycholinguistic and developmental psychological approaches); foreign language teaching from a historical and methodical perspective (history of foreign language teaching, grammar translation method, direct method, audio-lingual and visual method, communicative approach, communicative-cognitive approach, action and process-oriented approach); language skills and integrative skills, sociocultural and motivational factors and attitudes (including intercultural competences); teaching planning and implementation, curriculum (AHS and BMHS general/vocational secondary schools); media (including school books); communication and learning strategies, learner autonomy (teaching and learning to learn); performance evaluation; complementary functions in terms of foreign language learning*

Accompanying Subject-Specific Didactics in Russian (1 h): 2 ECTS-Credits

*Importance of Russian language teaching in Austrian schools; features of competent Russian teachers; work with textbooks and curricula; methods of Russian language teaching; lessons planning; presentation techniques.*

(2) Second part of studies:

The second part of studies comprises 27 semester hours, i.e. 35 ECTS-Credits.

The compulsory courses of the second part of studies are:

a) Language Usage (8 h): 10 ECTS-Credits

Russian E (2 h): 3 ECTS-Credits

*Listening: Comprehension of texts imparting different views and arguments; understanding news in radio and TV, understanding films with literary language.*

*Speaking: Statement on topics of mainly personal interests; explanation of one's own point of view, expressing pro and con arguments. Reacting on impulse texts.*

*Reading: Comprehension of articles and messages regarding current topics. Prose texts in the original.*

*Writing: writing of different text types and consideration of stylistic features.*

Russian F (2 h): 3 ECTS-Credits

*Listening: Comprehension of complex monologue and dialogue texts. In addition to literary and journalistic texts, particular importance is attached to Russian colloquial language.*

*Speaking: Expressing own thoughts. Starting, keeping and ending a conversation on any chosen topic do not constitute a difficulty. Reproduction of longer oral/written text passages in one's own words; ability to present own arguments and to refute the author's opinion.*

*Reading: Comprehension of stylistically difficult texts (fiction, journalism). Comprehension of complex linguistic literary and cultural texts, current texts from the Internet to the (political) current events in Russia and Austria.*

*Writing: writing of logically structured texts, apply different styles, recipient-orientation.*

Receptive and Productive Text Competence (2 h): 2 ECTS-Credits

*Students are made familiar with written and oral text examples of different genres (biography, annotation, résumé, report, description, narrative, letter, essay, presentation, talk etc.) in order to reproduce them independently and consequently being able to produce and teach them. Logical structure and clear, stylistically well and accurate Russian in the texts is thus emphasized.*

Translation of Teaching-Relevant Texts (2 h): 2 ECTS-Credits

*Written and oral translation of interesting intermediate level texts of different text types with particular regard to texts from subjects relevant to the studies and future Russian language teaching in different school types. Inclusion of issues of translation theory.*

The courses "Receptive and Productive Text Competence" and "Translation of Teaching-Relevant Texts" can be completed after successful completion of the course "Russian E".

b) Linguistics (4 h): 5 ECTS-Credits

Russian Language History (2 h): 2 ECTS-Credits

*Overview of the periodization of history of the Russian language. Focus on the forms which left marks on phonetics, morphology and lexis of modern Russian. Relation of sociocultural and language change. Recognition of connections between intralinguistic and extralinguistic development factors and of the consequences of changed communication conditions and language contacts for the development of the Russian language.*

Selected Fields of Synchronic Linguistics (2 h): 3 ECTS-Credits

*Based on the knowledge of language system, transfer of methods and knowledge acquisition from functional stylistics, pragmatics and sociolinguistics, i.e. disciplines emphasizing the function of language and its social integration. Application of this knowledge in terms of the complex analysis of texts.*

c) Literary Studies (4 h): 6 ECTS-Credits

Overview of Russian Literature of the 19th and 20th Centuries (2 h): 3 ECTS-Credits

*Acquisition of orientation knowledge of the main currents and discourses of Russian literature and intellectual history (taking account of the literary scene and the social development) in the 19<sup>th</sup> and 20<sup>th</sup> centuries.*

Selected Fields of Russian Literature and Literary Studies (2 h): 3 ECTS-Credits

*Acquisition of analytical, interpretative and evaluative abilities: methodical and terminological reflection based on literary works, authors and genres; literature and society; independent writing of reading diaries, essays, text interpretations and reviews.*

d) Cultural Studies (4 h): 4 ECTS-Credits

Media and Communication (2 h): 2 ECTS-Credits

*How is meaning constructed and what role thus plays the respective medium (orality–writtleness–image); transfer from one medium into another; questions of the perception of different media, influence of the spoken language on written communication, Internet communication, examination of the language in radio and TV.*

Selected Fields of Russian Cultural Studies (2 h): 2 ECTS-Credits

*Problematization of internal and external perception, stereotypes, issues of identity and gender, high, sub and regional cultures etc.*

*Discourse analyses based on materials of different cultural manifestations and media (fine arts, theatre, press, television, literature, film, new media).*

At least two seminars have to be chosen from the subjects Linguistics, Literary Studies and Cultural Studies. One seminar has to be taken from the subject Linguistics, the other seminar from the subjects Literary Studies or Cultural Studies.

e) Subject Didactics II (7 h): 10 ECTS-Credits

Subject-Specific Didactics in Russian (4 h): 5 ECTS-Credits

*Planning and implementation of teaching lessons; integrative skills in Russian language teaching; alternative methods in foreign language teaching; independent learning: Russian for specific purposes; media in Russian language teaching; intercultural studies; performing play etc.*

General Foreign Language Didactics: Evaluation: Testing and Assessment (1 h) :

2 ECTS-Credits

*Performance tests (which type of examination for which skills? Test forms, communicative testing); assessment criteria (written and oral production, receptive skills, error analysis, correction instructions, legally prescribed grading criteria); alternative forms of assessment (verbal assessment); qualitative feedback; “Matura” school-leaving certificate (written and oral in AHS and BMHS general/vocational secondary schools); qualification tests (international certificates); self-evaluation (autonomous learning, improvement strategies for one’s own learning performance, portfolio, feedback to the teacher); final unit (reflection of subject didactics and training, self-evaluation and evaluation by others of course/s)*

Testing and Assessment in the Teaching of Russian (2 h): 3 ECTS-Credits

*Error correction (consideration of interferences of the German language in Russian), general assessment and evaluation criteria, grading system, verbal assessment, self-evaluation of pupils; preparing tests, written and oral exams, evaluation of oral and written performances.*

### **§ R 3 Recommendation of free elective courses (of a total of 8 h): 16 ECTS-Credits**

Free electives can be chosen from all courses offered by acknowledged Austrian and non-Austrian universities.

Courses (with Russian (studies) focus) are to be chosen from the following fields of studies:

Slavistics, translation studies (Russian), linguistics, comparative literary studies, history, political science, art history, philosophy, cultural science, programme in Feminist Studies, media, computer course for students of the humanities.

### **§ R 4 Subject-specific supplements to examination regulations**

(1) First diploma examination

The first diploma examination is taken by the positive assessment of the course examinations completed in the first part of studies. On request of the student, this examination can also be taken as a comprehensive examination in front of an examination board.

(2) Diploma thesis

The diploma thesis serves as a proof of independent and content-related and methodically appropriate elaboration of scientific subjects. A choice of the topic in interdisciplinary and examination subject comprehensive terms is possible and also preferred. However, the topic of the diploma thesis is to be allocated to an examination according to § R 2 (2) lit. b) to e) (linguistics, literary studies, cultural science or subject didactics). The diploma thesis has to be written in German or Russian. A part of the thesis is to be written in the respective other language. Students may suggest a subject after successful completion of a seminar from the courses offered in the study programme.