

University of Regensburg (UR)

## **Courses in English for international students**

Study fields: Education / Pedagogy / Teacher Training



Universität Regensburg  
**INTERNATIONAL OFFICE**

The University of Regensburg's International Office is happy to announce the updated program for international students in the field of Education. All classes are taught in English and will take place either in the summer or in the winter term (or both).

## Course offer

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Course Title	Credits	winter (W), summer (S)
Main Topics of Primary Education (seminar)	6 ECTS	W, S
Emotional Competencies of Teachers ( <i>seminar</i> )	6 ECTS	W
School Systems in Europe and across the World ( <i>seminar</i> )	6 ECTS	W, S
The Relevance of Emotional Competence in Multicultural Classes (seminar)	6 ECTS	W, S
How do German Primary Schools and Kindergarden Work? School Visits to Primary Schools and Kindergarden with Different Profiles Including Teaching Observations (practical course)	6 ECTS	W, S
Classroom Management – It's more than Bringing all your Ducks in a Row ( <i>seminar</i> )	6 ECTS	S
Independent Study Project	6 ECTS	W, S
Basics of Instructional Design (seminar for students of educational studies)	8 ECTS	S
Specific problems of multivariate data analysis (seminar for students of educational studies)	8 ECTS	S
"Europa macht Schule" (project for year-long students – coordinated by German as a Foreign Language)	3 ECTS	Full year project, or W only

# Course descriptions

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## **Main Topics of Primary Education**

After successful completion of the course, students will be able to explain the basics of important topics in primary and pre-school education (e.g., alternative educational concepts such as Montessori and Waldorf education, classroom management, inclusion, school systems, the transition from pre-school to primary school, digitalization in the classroom, migration, and education, etc.). The focus is on aspects of different theories as well as resulting consequences for teaching in school and pre-school. The individual sessions of the course are held by different lecturers.

2h/week

## **Emotional Competencies of Teachers**

Teachers are crucial to the success of their students? Many students ask themselves the question - What do I have to bring with me? Knowledge and/or ability - what really constitutes teaching competence? It is not only the specialist knowledge that can make a teacher a "success factor" for the students. Neither theoretical knowledge nor prefabricated teaching concepts alone guarantee good teaching. It depends on things like motivation, relationship levels, the teacher's appearance and much more. When it comes to the competences of teachers, the literature contains various definitions and classifications. In this seminar different approaches to the competences of a teacher are considered and worked out. Students should gain an overview of the areas of competence of their future professional field.

2h/week

## **School Systems in Europe and across the World**

On successful completion of this course, students will be able to explain various criteria necessary for assessing school systems, identify aspects that constitute a "good" school system, describe particular school systems in greater detail and demonstrate awareness of current challenges within the school systems such as inclusion, heterogeneity, evaluation, etc.

2h/week

## **The Relevance of Emotional Competence in Multicultural Classes**

Have you ever wondered how teachers from other cultures teach in their classes? Have you ever considered what the term diversity within the context of the classroom means and how it can affect your teaching performance? Have you tried to become an expert or highly skilled performer in a multicultural class and needed help deciding on the best approach? Have you ever wanted to know if emotional competence is a core skill to manage sociocultural challenges and to build positive teacher-student relationships? In this course, we will address these and many other questions. In particular, we will examine the primary literature on social learning theory, cultural diversity and emotional competence. In addition, in this course you will experience first-hand what it means to foster emotional competence and to reflect on your own competence in a multicultural setting, as well as to document your progress throughout the semester. Finally, you will research and write about the impact of emotional competence on teaching in multicultural classes.

2h/week

## **How do German Primary Schools and Kindergarten Work? School Visits to Primary Schools and Kindergarten with Different Profiles Including Teaching Observations**

This course is designed to give an insight into how pre-schools and primary schools work in Germany. The German school system is explained at the beginning of the course. The main focus of the course is to visit primary schools and kindergartens with different profiles. The participants observe lessons and then discuss their impressions and experiences there with the teachers and the supervising university lecturer.

4h / every other week

## **Classroom Management**

Upon successful completion of this seminar, students will know a range of strategies to prevent or reduce challenging behaviors in their classrooms, be able to name strategies to increase the engagement of all students, identify reasons for disruptive behavior, be able to plan and describe sufficient seating arrangements and classroom rules.

2h/week

## **Independent Study**

In this course, each participant works for one semester on a pedagogical topic of their choice (e.g. also on a topic from the field of "Early Childhood Education"). The participants are supervised by a lecturer. In consultation with the supervising lecturer, the students each develop their own research question and work on it throughout the semester. In regular meetings, the progress of the work is discussed, and important questions are debated. By the end of the semester, a seminar paper on the chosen topic (approx. 25 pages) is produced, which is then assessed.

2h/week

## **Basics of Instructional Design**

For advanced students only!

In this master course various models of Instructional Design, such as problem based learning and self-directed learning, will be discussed. In addition, theories on how Instruction can be designed will also be discussed. Important aspects are the conditions and determinants for 'good' training. Therefore, attention will be paid also to two different perspectives: the needs and characteristics of the participants of the training have, and the needs and characteristics of the trainers/teachers. In highly interactive sessions we will work together on the understanding of the theories and use of theories for solving actual problems in the practice of education and training.

2h/week

## **Specific problems of multivariate data analysis**

The goal of the course is to provide the students with the knowledge how to use socio-scientific methods for empirical research projects. Therefore, the course combines multivariate methods with basic univariate methods. Of course, the majority of these methods can be used in numerous job-related activities as well. Requirement for the course is a basic knowledge in the field of quantitative methods. Particular statistical procedures will be discussed with respect to their practical application and existing questions will be resolved.

## **“Europa macht Schule”**

"Europa macht Schule" offers international students the opportunity to carry out a cultural project at a school in Germany, i.e. to get to know a German school "from the inside". This program, which promotes encounters between Europeans, is run by the association "Europa macht Schule e.V." and coordinated by the DAAD (German Academic Exchange Service). Students at German universities work together with a German school class and their teacher to design a project on their respective home countries and thus experience cultural exchange in a very personal way.

The aim of the program is to bring the idea of European exchange to life and to enable foreign students to come into direct contact with teachers and students. It sees itself as a supplement to the study visit of European guest students in Germany and makes Europe, its people, its cultures personally tangible for all participants.

The project seminar corresponds to 30 teaching units (2 SWS). Students who have completed at least 60% (including the obligatory pedagogical-intercultural preparatory seminar) and have submitted a final report will receive a certificate of participation, a certificate with 3 ECTS and, as a rule, an expense allowance of €50 through the German Academic Exchange Service.

A program run usually lasts two semesters. For students who stay in Germany for only during the winter semester, the program is shortened accordingly.



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## Further information:

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**Language Requirements:** Students wishing to take courses from the English-taught course program must have English knowledge at **level B2** (according to CEFR) or better.

Information on all courses can be accessed via the **Course Catalogue:**

<https://www.uni-regensburg.de/studies/course-catalog/home/index.html>



Please see our **websites** for incoming students for further information on housing, insurance, orientation programs, etc.:

<https://www.uni-regensburg.de/ur-international/incomings/exchange-programs/index.html>



## Contact:

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Main Contact for Incoming Students:	Questions concerning the Course Program in Education:
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### UR International homepage:

- <https://www.uni-regensburg.de/international/incomings/austausch/index.html> (German)
- <https://www.uni-regensburg.de/ur-international/incomings/exchange-programs/index.html> (English)