

## General Information

The courses on this list will be offered completely in English or bilingual (German/English). Bilingual modules have a certain amount of German language but most of the work will take place individually or in small groups with English as the working language. All relevant materials will be available in English. Regular students will attend these courses as well. The modules in orange are mandatory. The petrol module is offered by PH Zurich.

We reserve the right to make changes.

### Professional Knowledge / Professional Practice

Module Number	Module Name	ECTS
BEPX IN A 24	Teaching Practice (2 half days per week)	6
BEMN IN A 16	Mentoring Teaching Practice	2
BEPK IN A 16	optional: Teaching Practice (2 weeks in January)	4
BEPK IN B 16	optional: Teaching Practice (4 weeks in January)	8

### Methodology

Module Number	Module Name	ECTS
GEV1 GM A 16	Design: The Fascination of Space 1	2
MKIU GM E 16	Teaching and Learning Music 5 → this course will only take place if there are at least three Incomings in this module	1
ENF1 KU A 16	English Methodology 1	2
MKF1 PS A 16	Music Methodology 1	1
MKF1 PI A 22	Music Methodology pi 1	1
MKIU IN A 16	Instrumental Instruction – Guitar or Piano	1
MKGS IN A 23	→ please bring your own guitar Voice Instruction – Singing	
NGF1 PS A 16	Experiments in natural science and engineering	2
NGBN IN A 22	Nature and Science / Education for sustainable development	2
BSF1 PS A 22	Physical Education and Sports Methodology	2

### Interdisciplinary Studies

Module Number	Module Name	ECTS
WLBM GM C 16	Studying abroad – stretching boundaries – teaching diversity	2
USFE GM A 16	Oral Communication in School 2: The App «Let's Talk!» – Building bridges between research and school practice	2
WLCO IN A 24	Communication: From Theory to Teaching Practice	2
NMG.I100	Switzerland – Nature, Culture and Society (seminar and excursions, offered by PH Zurich)	4

### Education and Schooling

Module Number	Module Name	ECTS
EZPI PS A 16	Person & Interaction	2
EZHP GM A 16	Special Needs Education	2

### Focus Week (block course 7.10.24 - 11.10.24)

Module Number	Module Name	ECTS
WLSO GM A 16	Study trip to Orléans/Tours (France)	3
WLKO GM A 22	Study trip to Kosova	2
WLIP GM A 16	Intercultural Pedagogy 1 – Perspectives on school and belonging in post-/migration societies	2

### Focus Week (block course 16.12.24 - 20.12.24)

Module Number	Module Name	ECTS
WLKO GM B 22	Visit from Kosova – Study week in Zug	3

### Additional Offers

Module Number	Module Name	ECTS
DESP IN A 22	Speech and Voice Training	2
WLCH GM A 16	Choir	1
DESK IN A 16	German Language Course	2
WLCS GM A 16	Campus Sport activities	1

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# Professional Knowledge / Professional Practice

## BEPX IN A 16: Teaching Practice

### Module description

Students will spend two half days per week (10 weeks total) in a local (International) primary or secondary school, where they will undertake the planning and teaching of a minimum of two weekly lessons, and additionally have the opportunity to observe other teachers' teaching. They will receive weekly coaching and feedback from the class teacher, and at least one observation visit from their PH Zug mentor per semester. Teaching, coaching and feedback will take place in English. Feedback and assessment will be based on previously-agreed assessment criteria.

## BEMN IN A 16: Mentoring Teaching Practice

**Mentor:** Olivia Green, olivia.green@phzg.ch

### Module description

Students will be allocated a personal PH Zug mentor, who based on individual needs, will provide support, pedagogical input and practice tasks connected to the weekly teaching practice. Students will have 15 hours of tutoring, which they are free to divide between coaching, input and practice tasks. These sessions will take place one-to-one, or in small tutor groups.

### Assessment

Active preparation for, and participation during, these tutorials is required to pass this module.

## BEPK IN A/B 16: Teaching Practice (2 or 4 weeks in January)

### Module description

Students are able to continue their teaching practice in a 2-, or 4-week block after the end of the semester. During this block of teaching practice, students will be responsible for the preparation and teaching of the great majority of subjects/lessons for the entire 2, or 4 weeks, respectively.

Students will receive daily coaching and feedback from the class teacher, and at least one observation visit from their PH Zug mentor. Teaching, coaching and feedback will take place in English. Feedback and assessment will be based on previously-agreed assessment criteria.

# Methodology

## GEV1 GM A 16: Design: The Fascination of Space 1

**Lecturer:** Erika Wagner and Tina Mülchi, erika.wagner@phzg.ch, tina.muelchi@phzg.ch

### Module description

The Textiles in Design and Art module places an equally strong focus on the subjects of Visual Design and of Technical and Textile Design. This combination enables students to perceive and examine the similarities and differences between these subjects with respect to the role that textiles play in design and art as well as in a cultural and day-to-day context. Furthermore, students will learn how to integrate photographic and cinematic dimensions into their works by focusing on composition and expression as captured in the images they produce. Students will have ample opportunity to apply the design principles at the target level by creating body wraps, clothing and costumes, and by discovering ways of presenting them.

## MKIU GM E 16: Teaching and Learning Music 5

**Lecturer:** Helen Büchler, helen.buechler@phzg.ch

### Learning goals/competencies

Students are able to...

- lead and accompany a group with their instrument.
- give feedback to groups with a view to helping them develop their musical abilities.
- compose arrangements for particular levels by including the range of available instruments and body percussion effects.

### Module description

By working in small groups, students will compose small arrangements and songs for particular levels with the guidance of the instructor. These will then be practiced individually within the group with the help of the students, and then performed within the seminar group.

### Assessment

Presentation of the group work, whereby each student conducts and accompanies a song with his or her instrument.

Students have to bring their own instrument.

→ This course will only take place if chosen by at least three Incoming students

## ENF1 KU A 16: English Methodology 1

Lecturer: Andrea Lustenberger, andrea.lustenberger@phzg.ch

### Learning goals/competencies

Students...

- reflect on and develop an awareness of their beliefs and attitudes towards foreign language learning and teaching
- are able to analyse and understand the relevance of the theory of foreign language learning and teaching to the practice in the primary classroom
- gain an insight into the language skills and associated teaching methodologies
- gain an overview of language learning theory
- gain an overview of specific problem areas in the foreign language classroom, including heterogeneity, and the use of English as the classroom language
- understand the Central European Framework as a tool for language ability assessment
- are familiar with the key learning goals of the Kanton Zug English Curriculum and the current teaching materials (including their approach)
- have the required English language ability (minimum B2) and English classroom language to address different classroom situations when teaching English.

### Module description

This module introduces the student to the concepts of foreign language learning and teaching by considering the students' own attitudes and experience, as well as the relevant theory and its application to the classroom. There is further focus on the student's individual English language ability, and practice of basic teacher classroom language.

A course booklet will be provided in the first lesson, for which you will be charged by the PH. In addition, please bring the following book to your first lesson:

Carol Read (2018), 500 Activities for the Primary Classroom, Macmillan Education, ISBN 978 1 4050 9907 3

Should your book not arrive in time, you can find a PDF version online.

### Assessment

LN 1 Logbook (written reflection)

LN 2 Oral examination on 'Classroom Language'

## MKF1 PS A 16: Music Methodology 1

Lecturer: Henk Geuke, henk.geuke@phzg.ch

### Learning goals/competencies

Students...

- are aware of all facets of music in the context of schools and are able to understand its effect on others.
- have made a deliberate effort to understand the importance of singing, music-making and movement as subjects.
- understand the effects of their voice and can perform the songs, rhymes and raps they selected.

### Module description

In addition to exploring the role of music in school, students are encouraged to actively integrate music into their lessons. Furthermore, they are able to identify the competencies they still need to develop by the end of their studies. A strong emphasis is placed on using the voice in the classroom and on selecting songs that are appropriate for the ages from kindergarten to the end of sixth grade.

### Assessment

A short video documenting an individually selected music sequence that demonstrates singing, music-making or movement. The sequence should last not more than 90 seconds and include self-reflection.

## MKF1 PI A 22: Music Methodology pi 1

Lecturer: Daniel Hildebrand, daniel.hildebrand@phzg.ch

Dates: 4.9.2024 – 30.10.2024

### Learning goals/competencies

Students will be able to lead short musical sequences from existing teaching materials, making references to the curriculum.

### Module description

The six areas of competence of the curriculum are presented and practically tested. The students establish references to the existing teaching materials. Leading short sequences is taught and practiced. This includes song introductions, song leads, song accompaniments, rhythmic games, listening exercises, singing-in exercises, simple dances and design assignments.

### Assessment

Lead a 10-minute musical sequence from a teaching resource (in partner work if possible).



**MKIU IN A 16: Instrumental Instruction – Guitar or Piano**  
**MKGS IN A 23: Voice Instruction – Singing**

Lecturer: Helen Büchler, helen.buechler@phzg.ch

**Learning goals/competencies**

Students understand the basics of singing or song accompaniment and are able to apply them in a range of settings.

**Module description**

Following an individual evaluation in singing or instrumental instruction, students pursue their personal goals in this area by focusing on song accompaniment for their future field of work. Besides learning about the principles of song accompaniment, they will discover ways of developing their repertoire.

**Assessment**

Play and sing two prepared accompaniments (this assessment takes place during a class lesson at the end of the semester). Students whose singing abilities fail to meet the assessment criteria can still pass the module if they can demonstrate a convincing command of their instrument. The prerequisites can be adjusted individually if students have prior knowledge of a certain field.

Students have to bring their own guitar.

**NGF1 PS A 16: Experiments in natural science and engineering**

Lecturer: Nicole Müller, nicole.mueller@phzg.ch

**Learning goals/competencies**

The students can conduct a subject analysis on a technology topic from the curriculum and collect the pre-concepts from the students in an appropriate way. The students can plan/design an experiment for a lesson and embed it in a meaningful way. They can formulate learning objectives of varying complexity.

**Module description**

This module focuses on experimentation and hands-on learning in the field of technology. After a pedagogical input, students are given the opportunity to plan experiments on a given competence themselves or in groups and to carry them out with fellow students.

Please note: You will visit this module together with first semester students.

**Assessment**

The assessment consists of a practical experiment that is carried out in the internship class (including the corresponding planning, subject and preconcept analysis).

**NGBN IN A 22: Nature and Science / Education for sustainable development**

Lecturer: Simone Michel Hamdeen, simone.michel@phzg.ch

**Module description**

PH Zug will be able to offer a tailor-made module for incoming students that will integrate the individual needs and interests of our incoming students.

**Science:**

- research-distinguishing didactic situations (Haltinger und Grygier)
- inquiry-cycle-based learning (Stiftung Kinder forschen)
- didactic task for an extracurricular venue
- introduction in didactic material of the learning book NaTech (especially useful for Italian or French or German speaking persons)

**Education for sustainable development (ESD):**

- Basics of education in sustainable development
- Methods and examples of ESD-lessons for primary school; discussion about suitable topics for ESD-based lessons.
- Getting to know the national competence center for education for sustainable development.
- Connection to other topics like energy on Primary level or / and to extracurricular venue

# Interdisciplinary Studies

## BSF1 PS A22: Physical Education and Sports Methodology

Lecturer: Carole Reichlin, carole.reichlin@phzg.ch

### Learning goals/competencies

- understand how to plan movement and physical education lessons in a meaningful and goal-oriented way on the basis of the school's curriculum and guiding principles.
- know aspects of developmental psychology as well as didactic and methodological principles of teaching.
- know forms of exercise to build up the basics and prerequisites for movement on equipment and can organize these in such a way that movement-intensive lessons are created.
- know the key points of play education and know how to guide learners towards fair and intensive play.
- are able to provide learners with a broad repertoire of games from their living environment and thus guarantee optimal promotion of physical activity in the child's everyday life.
- know, understand and master selected sports motor skills content from the LP21 for elementary school.
- attain the performance level of primary school in their sports motor skills and abilities.

### Module description

Sports didactics and sports theory topics are combined with practical sports content. The focus is on pedagogical perspectives of physical education and planning principles for teaching physical education.

A variety of media for physical education are introduced and integrated into lessons.

### Assessment

Self-competence: Personal reflections on the semester content are reflected in a learning journal/learning report.

80% attendance

Professional competence: Basic sports motor skills are demonstrated.

## WLBM GM C 16: Studying abroad - stretching boundaries - teaching diversity

Lecturer: Carola Mantel, carola.mantel@phzg.ch

### Learning goals/competencies

Students are able to...

- reflect on their own experience in dealing with social diversity and thus train their ability to observe themselves
- establish a link between such self-observations and the professionally relevant competences for dealing with diversity, as when working with children with a migration background
- apply these competences to case examples

### Module description

A mobility stay offers strong potential for learning about social diversity in a sensitive and competent manner. Here, the ability to observe oneself and others without making snap value judgements is a key prerequisite. Not succumbing to this tendency makes it easier to avoid stereotyping and instead expand one's own horizons, perceive the world from a broader perspective, and acknowledge "otherness" without having to compromise one's "ownness."

Thus the personal experience gained during a mobility stay – be it in connection with school work or extra-curricular activities – is the starting point for developing the professional competences needed for managing social diversity. To this end, students will actively exchange ideas, do sensitisation exercises and discuss the theoretical side of their experience by linking their understanding of "otherness" with the competencies that teachers need when dealing with social diversity.

### Assessment

100% attendance, completion of all assignments during the stay.

## USFE GM A 16: Oral Communication in School 2 The App "Let's Talk!" – Building bridges between research and school practice

Lecturer: Lee Ann Müller, lee.mueller@phzg.ch

### Learning goals/competencies

Students...

- research and understand scientific literature on topics of oral communication in school (e.g., listening, multilingualism, conversational competence, drama in education, etc.),
- conduct two to three qualitative interviews with pupils or teachers,
- analyse and interpret the conducted interviews,
- develop contents for the web app "let's talk!": [www.letstalk-now.ch](http://www.letstalk-now.ch),
- write an empirical paper.

### Module description

This research and development project is about students being able to independently develop content for the web app "let's talk!" and thereby connecting research and school practice. To do this, they research scientific literature on different topics of oral communication in school, generate and analyse data from practice (e.g. interviews with teachers or pupils) and develop app content based on their research findings.

The results will be uploaded on the web app and culminated in an empirical paper.

### Assessment

100% attendance

Completion of all assignments such as developing content for the web app "let's talk!"

Active participation

**A kick-off seminar will already take place in June, which the incoming students will not be able to attend. Instead, they will receive a separate preparatory task.**

## WLCO IN A 24: Communication: From Theory to Teaching Practice

Lecturer: Olena Abramicheva, scholar@phzg.ch

### Learning goals/competencies

Students...

- know why understanding mechanisms of communication is important for educators;
- are able to identify and deal with communicative failures in heterogeneous classroom;
- know communication types and codes and are able to effectively use them in classroom management;
- know the multilayered structure of communicative competence and are able to guide primary schoolers towards its acquisition;
- are aware of communication and integration challenges refugee learners are likely to face and are ready to address them.

### Module description

This module will integrate the fundamentals of communication theory and diverse practices of classroom communication.

Students will be familiarized with the main theories, principles, and models of communication; study components of communication and their role in communication process; will be exposed to communication types and channels, pragmatic and social aspects of communication; explore challenges and barriers to effective classroom communication in the context of refugee education.

By connecting interdisciplinary research on communication to empirical data of refugee-involving classroom practices, the module will equip future teachers with better understanding of multidimensional nature of communication as well as its relevance and application in educational scenarios.

### Assessment

80% attendance, active participation in discussion sessions.

### NMG.I100: Switzerland – nature, culture and society (seminar and excursions, offered by PH Zurich)

The module takes place every Friday afternoon at PH Zurich. Mode: 2 hours tutorial or excursions according to the programme.

#### Learning goals/competencies

Acquaintance and knowledge about the host country Switzerland in different areas: Geography, History, Politics, Economy, Education, Language, Literature and Culture

#### Module description

This module provides an overview of Switzerland in its diversity. The students will present and discuss geographical, historical, social and cultural topics in seminars, on various excursions and on self-study basis. (Detailed course out-line will be handed out in the first session.)

#### Examination

- Presentation of one topic (to be chosen from the list of topics) plus handout
- Team work: Organisation of excursions

Students are expected to be present (at least 80%). If students wish to obtain ECTS credits they have to hand in a proof of achievement and help organising the excursions in small groups.

#### Contribution to the costs

A contribution to the excursions of CHF 40 (to be paid in the first session). All other costs for train rides and entrance fees will be subsidised by the PHZH International Office/PH Zug International Office. With the offered half fare card, the train ticket to Zurich and back to Zug costs 17,40 CHF. This needs to be paid by the student.

#### ECTS

4 ECTS credits for participation in the seminars and excursions and a presentation about a certain topic

## Education and Schooling

### EZPI PS A 16: Person & Interaction

Lecturer: Désirée Thommen, [desiree.thommen@phzg.ch](mailto:desiree.thommen@phzg.ch)

#### Learning goals/competencies

Students...

- can explain various concepts and theories of personality and social psychology and are able to critically question them.
- establish superordinate connections between different subject areas.
- can analyse contents from different theoretical perspectives.
- can highlight the significance of psychological topics being discussed for school and teaching.
- expand their competencies as a teacher.

#### Module description

The module provides an overview of the important topics of personality and social psychology by focusing on individuals' concept of self, self-esteem, self-efficacy and self-regulation, as well as on the underlying theories of emotions and motivation. The module places strong emphasis on how social influence, power, biases, and various communication models can shape the processes of social interaction. These topics are discussed with regard to their significance for school and teaching, and are developed further in various ways during a seminar.

### EZHP GM A 16: Special Needs Education

Lecturer: Rico Pfaffhauser, [rico.pfaffhauser@phzg.ch](mailto:rico.pfaffhauser@phzg.ch)

#### Module description

The seminar gives an overview of different topics that are relevant for the integration of children with special needs in elementary school and focuses on the collaboration of the class teacher with the special education teacher, other school personal and parents. Furthermore, an overview about the historical development of special education in Switzerland will be given and discussions about the challenges of a successful integration of children with special needs will be held.

Students will work in groups and will gain knowledge in various aspects of special needs. Incoming students will have the opportunity to choose individual topics according to their needs.

#### Assessment

Students will work in groups to prepare a roleplay of an assessment of a child with special needs.



## Focus Week October (7.10.-11.10.2024)

### WLSO GM A 16: Study trip to Orléans/Tours (France) – Education, culture, language as an immersive experience

Lecturer: Emmanuelle Olivier, emmanuelle.olivier@phzg.ch

#### Learning goals/competencies

Students will...

- experience different teaching styles which they will analyse according to the specific pedagogical or cultural context. They will prepare a lesson in the host country
- choose an educational topic in which they will research and meet experts in their working field. They will deepen their knowledge and exchange their experiences within the group and describe these experiences in their final report.
- take part in a didactical course at the host institution and will compare the principles with their own background
- experience useful didactical resources
- experience a different school system and will analyse these differences
- get in an exchange with teachers of the host country and will increase the development of intercultural competencies
- experience the region of Orléans with its history and geography (Jeanne d'Arc, castle visit, life in the middle ages)
- develop their communication skills in French in general and as a teaching language

#### Module description

In partnership with the University of Orléans/Tours, students will experience one week of intercultural, pedagogical and language exchange in Orléans, France. They will experience a different school system and will observe different teaching methods. Students will get a broader view about French language and culture which will improve their own teaching in the future. The visit is structured in three blocks: Block A: Visit of a didactical course. Block B: Deepening the knowledge about a specific topic and meeting experts in the field (e.g. hand-cap at school, autism etc.). Block C: Giving a lesson in a primary school (language lesson in English or German, presenting Switzerland or the home country in French)

#### Requirements

Students must have a B2 level in French and teach French in their home country.

#### Assessment

Presentation of the intercultural experience and the research after the study trip

### PZG.WLKO GM A 22: Study trip to Kosova

Lecturer: Dr. Shpresa Jashari, shpresa.jashari@phzg.ch

#### Learning goals/competencies

Students will...

- work on a pedagogical topic together with their Kosovar fellow students and reflect on their findings with regard to their future professional profession as teachers.
- get to know another social and pedagogical context and consider the differing (and similar) conditions of learning and teaching they have encountered. practice a nuanced approach to socially prevalent notions of normality and difference and link these reflections to their future professional practice. gain insight into transnational life-worlds and thus strengthen their competencies in understanding and dealing with migration-related diversity in school.

#### Module description

The study week takes place in Kosova and is implemented in cooperation with the partner University Kadri Zeka in Gjilan. The focus of the week is the work on pedagogical research questions that will be developed jointly in preparation of the study week by the students from both universities. In Gjilan the students have the opportunity to visit educational institutions and do research on site. In the follow-up phase, the week is processed with regard to students' learnings and experiences. The students will discuss what they can take away from the joint work and the study week to benefit their professional practice as future teachers. Furthermore, they will reflect on whether and how the insight into the Kosovar context offers them a better understanding of their own positionalities, lifeworlds and national contexts. Considering the transnational ties of the Kosovar diaspora in Switzerland to Kosova, the study week can provide a long term benefit for students by fostering a deeper insight into transnational life-worlds and thus strengthening their competencies in understanding and dealing with migration-related diversity in school. The results of the joint work and reflections of students experience are presented and discussed in Zug after the study week. During the visit in Gjilan, the Kosovar students host the students from Zug in their homes, which enables an intensive personal exchange and an insight into the everyday life of the Kosovar colleagues.

PH Zug supports travelling to Kosova with 100 CHF.

There are additional meetings before and after the study trip:

- First preparation meeting: 2. July 2024, 8:20-11:40
- Follow-up meeting: in October 24

#### Assessment

Presentation of research results and reflections of experiences in the follow-up meeting.



## Focus Week December (16.12.-20.12.2024)

### WLKO GM B 22: Visit from Kosova – Study week in Zug

Lecturer: Dr. Shpresa Jashari, shpresa.jashari@phzg.ch

#### Learning goals/competencies

Students from Kosova and Switzerland will...

- choose and work on pedagogical topics together with relations to both contexts (Kosova and Switzerland) and reflect on their findings with regard to their future profession as teachers.
- experience and reflect on differing (and similar) conditions, possibilities and ideas about learning and teaching in both contexts and gain a new/clearer insight into their own respective positionalities, lifeworlds and professional practices.
- practice communication and teamwork across possible linguistic hurdles and habitual differences (in work style etc.)

#### Module description

Students of the PH Zug receive Kosovar students of the partner university Kadri Zeka for a study week in Switzerland. The focus of the study week is on working together on pedagogical issues, which are jointly developed by students from the two universities. In the initial phase, cooperation will take place online. During the study week in Switzerland, the cooperation becomes concrete. Students are given the opportunity to visit educational institutions and conduct research on site. The results of the joint work will be presented at the end of the study week. The roles for the study week are defined as follows: PH Zug students organize school visits and other relevant visits and contacts that are necessary to deal with the questions they have chosen. They are supported by the responsible lecturer of the PH Zug. PH Zug students also enable students to enjoy home stays. The responsible lecturer of the PH Zug supports the students from PH Zug (in a preparatory meeting) before and also during the study week and leads an evaluation sequence with all students at the end of the study week. The responsible lecturers at Kadri Zeka University organize preparatory and follow-up meetings with their students according to their needs.

Preparation meeting: 5. November 2024, 12:00-13:30

This module is limited to 15 students from PH Zug and 15 students from University Kadri Zeka in Gjilan, Kosova.

## Additional Offers

### DESP IN A 22: Speech and Voice Training

Lecturer: Judith Kreuz, judith.kreuz@phzg.ch

#### Learning goals/competencies

Students...

- learn to use their voice in a healthy and appropriate way,
- use their voice in such a way that they achieve their speaking goals in various school communication situations and do not tire their voice,
- learn to perform competently and train their body, voice and articulation for successful classroom management,
- acquire rhetorical skills and practice explaining, arguing and leading conversations,
- acquire elocution skills and practice telling stories, reading aloud and acting.

#### Module description

Teachers are professional speakers. Therefore, it is a training goal to develop a healthy and strong voice as well as to appear competent through rhetorical skills.

In an individual training, the personal goal of the training is first clarified. Subsequently, the already existing vocal and speaking skills are checked. Accordingly, an individual exercise programme is put together. The exercises deal with posture and body tension, healthy breathing, a resonant and healthy voice, and precise articulation. In addition, rhetorical skills are taught through various exercises, for example explaining in class or conducting conversations. If you are interested, exercises for reading a text aloud or telling a story/narrative are offered as well as basics of acting.

The module offers exercises that promote the students' own communication skills but can also be applied in lessons with the pupils. Students are supported in training their own conversation and speaking skills so that they can professionally guide communication exercises by setting an example in class.

#### Assessment

100% attendance  
Completion of all assignments during the stay  
Active participation

#### Remarks

The training takes place individually (1:1).  
The dates are agreed individually with the lecturer.

### **WLCH GM A 16: Choir**

**Conductor:** Simone Baumann, [simone.baumann@phzg.ch](mailto:simone.baumann@phzg.ch)

**Module description**

Participation in the choir of PH Zug. The choir performs at special events every semester and is open to all students and staff.

### **DESK IN A 16: German Language Course**

**Module description**

This German language course is offered specifically for incoming students. It is offered by a student of the PH Zug who is specialized in German as a foreign language. Times are flexible in the schedule but will sum up to 90 minutes per week.

### **WLCS GM A 16: Campus sport activities**

**Module description**

It is possible to take part in the on-campus sport activities. Most of the offers are free of charge and usually take place during the lunch break. You can choose from Pilates, Football, Hockey, Hip Hop/Street Dance, Volleyball, Yoga, Fitness in our gym and off-campus sport activities like Bouldering, Trampoline, Sailing or Paragliding.