

VORLESUNGSVERZEICHNIS

Wintersemester 2026/27 - Notbetrieb / Offline-Fassung

STUDIENGANGS-DOKUMENTATION

Courses taught in English

DOKUMENT-METADATEN & UMFANG

Umfang dieses Studiengangs:	24 Veranstaltungsseiten (+ 1 Inhaltsuebersicht + 1 Deckblatt)
Enthaltene Faecher:	1 Faecher (vollstaendig erfasst)
Semester & Gueltigkeit:	Wintersemester 2026/27 (Stand: 09. September 2026)
Bereitstellungsgrund:	Systemausfall Hochschul-LSF / Autarke Dokumentfassung

HINWEISE ZUR NUTZUNG & NAVIGATION

Vollstaendiger Auszug des Studiengangs aus dem Vorlesungsverzeichnis.

[+] Navigation: Nutzen Sie die nachfolgende Inhaltsuebersicht der Faecher sowie die integrierten Lesezeichen (Bookmarks / Outline) Ihres PDF-Programms, um direkt zu den Faecherbereichen zu springen.

[+] Vollstaendigkeit: Alle dem Studiengang zugeordneten Faecher und Lehrveranstaltungen sind vollstaendig enthalten.

INHALTSUEBERSICHT DER FAECHER

Studiengang: Courses taught in English

INTERAKTIVE NAVIGATION

Klicken Sie auf einen Eintrag oder die Seitenzahl, um direkt zur jeweiligen Lehrveranstaltung zu springen.

Courses taught in English

Seite 1

SoPa 007 Methodenwerkstatt - qualitative Sozialforschung

Hauptseminar 3.0 Semesterwochenst.

Freitag	12:15 - 14:30	Fr, 23.10.2026-29.01.2027	8a 8A.003	Kastl, J.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Das Seminar findet durchweg als Präsenzveranstaltung statt. Die zwei ECTS-CP für Kontaktzeiten/Vor- und Nachbereitung werden durch regelmäßige Anwesenheit und Mitarbeit erworben. Unbenotete Prüfungsleistungen (1 CP) setzen vorbereitete Inputs in die laufenden Seminarsitzungen voraus, benotete Leistungen (1-3 CP) zusätzlich deren Ausarbeitung als schriftliche Hausarbeit (6-18 Seiten).

Kommentar: Etwas über (sonder-) pädagogische Praxis oder Lebenswelten von Schüler*innen, Klient*innen und die sie betreuenden Profis lernen - statt mit Theorie und Literaturrecherchen mal mit eigener Feldforschung? Mit den Leuten sprechen statt über sie? Interviews, Befragungen mit Fragebögen, teilnehmende Beobachtung? Das ist meistens eine gute Idee! Aber wie geht man dabei vor, von der ersten Idee bis zur sorgfältigen Analyse des dabei gewonnenen Materials?

Das Problem ist, dass man Methoden qualitativer und quantitativer Sozialforschung ebenso wenig nach Handbuch erlernen kann wie Autofahren, Fliesenlegen oder Trompete spielen.

Die Methodenwerkstätten, von Peter Jauch und Jörg Michael Kastl durchgeführt, sollen gemeinsames „Learning by Doing“ aller Teilnehmer*innen ermöglichen – an konkreten Forschungsproblemen und „Datenmaterial“ aller Art (z.B. Daten aus Fragebogen-Befragungen, Interviews, teilnehmenden Beobachtungen, Akten und anderen Dokumenten).

Sie richten sich an alle, die etwas über Forschungsmethoden lernen und/oder in eigenen Studienprojekten, Masterarbeiten oder für ihre Dissertation forschen und sich darüber mit anderen austauschen wollen. Es werden zwei Methodenwerkstätten angeboten:

- * Peter Jauch übernimmt die Werkstatt mit Schwerpunkt auf quantitativen Methoden (z. B. standardisierte Beobachtungen, Befragungen mit Fragebögen, Evaluationen, statistische Auswertungen mit SPSS u.a.);
- * Jörg Michael Kastl übernimmt die Werkstatt mit Schwerpunkt auf qualitativen Methoden (z.B. narrative Interviews, Auswertungen mit objektiver Hermeneutik/Grounded Theory).

Denkbar sind – je nach den Interessen der Teilnehmer*innen - auch phasenweise Kooperationen der beiden Werkstätten/ein Wechsel zwischen beiden Veranstaltungen. Die Sitzungen, die nicht für die Projekte und Fragestellungen der Teilnehmer*innen benötigt werden, können wir zu einer konventionellen Einführung in wichtige Aspekte qualitativer und quantifizierender Erhebungs- und Auswertungsmethoden nutzen.

Es können alle Studierenden und Promovierenden, die in irgendeiner Form empirisch arbeiten oder dies vorhaben, ihre Überlegungen, Probleme, Ideen, Forschungsinstrumente, Daten einbringen - zum Beispiel bei kleinen und großen Projekten während des Studiums, im Zusammenhang mit Masterarbeiten, Dissertationsprojekten. Es spielt dabei keine Rolle, in welchem Stadium der Überlegungen Sie sind. Die Veranstaltung lebt von der Diskussion in der Gruppe, wir legen großen Wert auf die Diskussion von allen mit allen. Ausgangspunkt sind stets die sich konkret stellenden Forschungsprobleme.

Die Werkstätten sind offen für alle Studierende der Fakultät für Teilhabewissenschaften und der Pädagogischen Hochschule insgesamt, die etwas über Methoden lernen wollen. Für Studierende, die von Peter Jauch oder/und Jörg Michael Kastl bei Abschluss- oder Projektarbeiten mit empirischen Anteilen betreut werden, ist ein Besuch verbindlich.

SoPa 013 Methodenwerkstatt: Schwerpunkt quantitative Methoden

Hauptseminar 3.0 Semesterwochenst.

Freitag	12:15 - 14:30	Fr, 23.10.2026-29.01.2027	8a 8A.002	Jauch, P.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
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Courses taught in English

ENG 01 Language Skills I

Seminar 3 Credit Points 2.0 Semesterwochenst.

1-Gruppe				
Donnerstag	08:15 - 09:45		11 11.116 (max. 47 Tln.)	Breuer, R.
2-Gruppe				
Donnerstag	10:15 - 11:45		11 11.116 (max. 47 Tln.)	Breuer, R.
3-Gruppe				
Donnerstag	12:15 - 13:45		11 11.116 (max. 47 Tln.)	Breuer, R.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF and state your priorities.

****If you do not specify all available priorities (1, 2, or 3), LSF will be unable to assign you to a course.****

There is no waiting list. Failure to properly register via LSF means reapplying for the course next semester.

Kommentar: The main objective of this seminar is to discuss core areas of English grammar and usage, with a view to a) improving students' own practical command of the language in specific fields, and b) giving insights into aspects of language that are relevant to teaching it.

Pragmatic components of discussion, argument and other forms of self-expression in English will also be given special focus.

Each week you will be set pages from the Course Reader to complete in preparation for the following seminar. Other exercises will also be made available via Moodle. This course carries the Module I exam.

To receive credit for this course (Baustein), you must actively participate in class and attend the course regularly, complete all assignments on time, and give an in-class presentation. This course carries the Module I exam.

Literatur: The Course Reader and all other course materials will be made available during the semester on the Moodle course page.

ENG 02 Language Skills III: Writing Skills

Seminar 2 Credit Points 2.0 Semesterwochenst.

1-Gruppe

Mittwoch	08:15 - 09:45	7 7.105 (max. 67 Tln.)	Breuer, R.
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2-Gruppe

BlockVorl	08:00 - 16:00	16.02.2027-18.02.2027	11 11.116 (max. 47 Tln.)	Breuer, R.
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Kompaktveranstaltung

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF and state your priorities.

****If you do not specify all available priorities (1, 2, or 3), LSF will be unable to assign you to a course.****

There is no waiting list. Failure to properly register via LSF means reapplying for the course next semester.

Also offered as the seminar "Acquisition of the English Language" for the Bachelor programme in "Bildungswissenschaft-Lebenslanges Lernen" (Bereich: BA-SF 1a: Baustein 1).

Kommentar: This course aims to improve your writing skills in various areas including sentence structure, paragraph structure, word choice, and most importantly, specificity. We will cover argumentative essays and practice paraphrasing texts. In addition, we will discuss typical non-native speaker mistakes and English collocations while expanding your vocabulary and increasing your precision, tone, and clarity when writing in English. Writing exercises will be made available via Moodle and during the seminars. There will be mandatory composition sessions during this course.

To receive credit for this course (Baustein), you must actively participate in class and attend the course regularly, complete all in-class writing exercises.

Literatur: Course materials will be made available during the semester in class and via Moodle.

ENG 03 Language Skills V

Seminar 2 Credit Points 2.0 Semesterwochenst. Max. 47 Teiln.

Montag	08:15 - 09:45	11 11.116	Breuer, R.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen:	Please register via LSF.		
	There is no waiting list. Failure to properly register via LSF means reapplying for the course next semester.		
Kommentar:	This course concludes the Language Skills curriculum and utilizes a variety of activities to increase your understanding and expressive skills in English. This course will follow a comparative linguistic approach to increase students' comprehensive understanding of how English creates meaning and how that meaning can be understood in concrete language situations, particularly in contexts where the English and German systems do not overlap. As non-native speakers, it is easy to rely on translating to accomplish this; therefore, this course will address some of the "untranslatable" grammatical and pragmatic aspects of German. You must be proficient in German to take this course. * Sek1/EULA/SOP: To receive credit for this course (Baustein), you must actively participate in class and attend the course regularly, complete all assignments on time, and give an in-class presentation. * Sek1/EULA: This course carries the Module 6 exam.		
Literatur:	All reading and activities will be made available on the Moodle course page.		

ENG 04 **Creative Storytelling**

Seminar	2 Credit Points	2.0 Semesterwochenst.	Max. 47 Teiln.
Mittwoch	10:15 - 11:45	11 11.116	Breuer, R.
Belegpflicht!	Belegfristen: 10.08.2026 - 03.09.2026 05.09.2026 - 15.10.2026 17.10.2026 - 31.03.2027	1. Anmeldephase 2. Anmeldephase / Anmeldephase Studienanfänger Abmeldephase Semester	

Bemerkungen:	There is no waiting list. Failure to properly register via LSF means reapplying for the course next semester. Please register via LSF.		
Kommentar:	This course explores traditional and digital storytelling as powerful ways to reflect on, shape, and share experiences as English language learners. Through engaging with a range of stories, themes, and creative techniques, students will experiment with different forms of narrative and develop their own original stories. The course also aims to support students' language development by strengthening both receptive and productive skills. Through reading, viewing, listening, and discussion, students will deepen their understanding of English, while creative storytelling projects provide authentic, meaningful opportunities to communicate in the language. Throughout the semester, students will explore how storytelling fosters reflection, creativity, empathy, collaboration, and intercultural understanding. By the end of the course, students will have developed a portfolio of original stories that demonstrates their language growth, creative expression, and ability to communicate effectively through narrative.		
Literatur:	Course materials will be made available during the semester in class and via Moodle.		

ENG 05 **Language Skills IVa/IVb: Tell Me a Story – Exploring Language Skills with Storytelling**

Seminar		2.0 Semesterwochenst.	Max. 47 Teiln.
Montag	10:15 - 11:45		11 11.116 Breuer, R.
Belegpflicht!	Belegfristen:	10.08.2026 - 03.09.2026	1. Anmeldephase
		05.09.2026 - 15.10.2026	2. Anmeldephase / Anmeldephase Studienanfänger
		17.10.2026 - 31.03.2027	Abmeldephase Semester

Bemerkungen:	Please register via LSF. There is no waiting list. Failure to properly register via LSF means reapplying for the course next semester.		
Kommentar:	This course will focus on two distinct forms of storytelling: traditional and digital. We will begin with an introduction to the major issues relating to storytelling, followed by an examination of the relevance of digital storytelling in our technology-based society. The course will conclude with the development of students' personal storytelling skills, using both traditional and digital resources. A key objective of this course is to develop students' language skills, fostering both receptive and productive language skills. To receive credit for this course (Baustein), you must actively participate in class and attend the course regularly, complete all assignments on time, create a traditional / digital story, and submit a group video-recorded oral reflection.		
Literatur:	Course materials will be made available during the semester in class and via Moodle.		

ENG 06 **Debunking Myths and Examining the Bilingual Experience**

Seminar	3 Credit Points	2.0 Semesterwochenst.	Max. 47 Teiln.
Dienstag	08:15 - 09:45	11 11.117	Mercier-Droste, A.
Belegpflicht!	Belegfristen: 10.08.2026 - 03.09.2026 05.09.2026 - 15.10.2026 17.10.2026 - 31.03.2027	1. Anmeldephase 2. Anmeldephase / Anmeldephase Studienanfänger Abmeldephase Semester	

- Bemerkungen:** Please register via LSF.
- Kommentar:** Together we will reflect on our own attitudes about, beliefs of and experiences with all 15 myths about bilingualism presented by leading bilingualism researcher François Grosjean. Each of you will have to analyse your surroundings and the people in them, in order to debunk the myths and discover individual and shared experiences with bilingualism. We will discuss various aspects of bilingualism including simultaneous vs. consecutive acquisition of languages, the bilingual lexicon, code-mixing/switching, non-linguistic aspects of bilingualism (e.g., cultural, national, ethnic, political, educational), and attrition of languages.
- Our course book by François Grosjean is the basis for our conversations about bilingualism; thus, you are required to get and read the book as well as complete the assignments on time. I expect you to actively participate in class and attend the course weekly. You will conduct your own little project on monolingualism and bilingualism. EULA students will have an additional creative project to complete for Bilingual Language Pedagogy II.
- *Please note your in-person weekly attendance for this course is mandatory.
- Literatur:** **Please buy this book before the beginning of the semester:**
- * Grosjean, François. (2010 or 2012). Bilingual: life and reality. Cambridge, Massachusetts: Harvard University Press. ISBN-13: 978-0674066137

ENG 07 Language Skills II: Phonetics and Pronunciation

Seminar 3 Credit Points 2.0 Semesterwochenst.

1-Gruppe			
Montag	16:15 - 17:45	11 11.116 (max. 47 Tln.)	Kuuskoski, A.
2-Gruppe			
Dienstag	14:15 - 15:45	11 11.120 (max. 28 Tln.)	Kuuskoski, A.
3-Gruppe			
Donnerstag	08:15 - 09:45	1 1.330 (max. 18 Tln.)	Mercier-Droste, A.
4-Gruppe			
Freitag	08:15 - 09:45	1 1.319 (max. 51 Tln.)	Mercier-Droste, A.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

- Bemerkungen:** Also offered as the seminar "Acquisition of the English Language" for the Bachelor Programme in "Bildungswissenschaft - Lebenslanges Lernen" (Bereich: BA-SF 1a: Baustein 1).
- Please register via LSF and state your priorities.
- Kommentar:** The focus of this in-person seminar will be on addressing pronunciation issues central to English and thus, will strive to give students the tools to evaluate their own pronunciation as well as the pronunciation of their future pupils. The ultimate goal of the seminar is to improve students' authentic pronunciation by providing concrete feedback. We will also explore the active and passive use of phonemic transcriptions and the recognition and application of syllable and word stress.
- Your performance will be assessed on a variety of tasks to be completed over the course of the semester: several short online quizzes, visiting the Language Support Centre, completing various pronunciation diagnostics, an oral test towards the end of the semester and a short, written test in the last week.
- Literatur:** All reading and activities will be made available on the Moodle course page.

ENG 08 Linguistics Ib

Vorlesung 2 Credit Points 2.0 Semesterwochenst.

Freitag	10:15 - 11:45	1 1.101	Mercier-Droste, A.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

- Bemerkungen:** Also offered as the seminar "Acquisition of the English Language" for the Bachelor Programme in "Bildungswissenschaft - Lebenslanges Lernen" (Bereich: BA-SF 1a: Baustein 1).
- Please register via LSF.
- Kommentar:** This in-person lecture serves as the advanced level of "Introduction to Linguistics". It introduces the following areas in both a general sense and as applied to English: historical linguistics, dialectology, sociolinguistics, psycholinguistics and first and second language acquisition.
- For the *Baustein* credits: You are required to complete a few in-class tasks and participate in the discussions both in class and in the group forums throughout the semester.
- 2.Modulprüfung: This course prepares you for the Module 2 Exam in English, which is a written, in-person exam in the afternoon on the first Monday in the *Prüfungswoche*.
- Literatur:** Yule, G. The Study of Language (8th edition)
- (You SHOULD have the book before the start of the course – it's the same one used in Linguistics Ia)

ENG 09 **Voices and Silence: Exploring Language Attitudes, Bias and Bans**

Seminar 2/3 Credit Points 2.0 Semesterwochenst. Max. 28 Teiln.

Dienstag 10:15 - 11:45 11 11.120 Mercier-Droste, A.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: This course examines the social dynamics and policies that shape our attitudes toward language, while exploring the complexities of language, identity, and power. Using case studies from various regions and contexts where language policies impact communities and individual identities, we will determine cultural, political, and historical factors that fuel language biases. Students will engage in contemporary debates on multilingualism, language rights, and the effects of linguistic prejudice on education, employment, and media. By the end of the course, students will have developed tools for understanding and advocating for linguistic justice, recognizing the profound impact of both voices and silence in shaping society.

For all students, you must attend the course weekly, prepare for the class beforehand, actively(!) participate in class, and complete all assignments on time. There will also be a required final in-class assignment.

*Please note your in-person weekly attendance for this course is mandatory.

Literatur: All materials will be made available via Moodle.

ENG 10 **Language Pedagogy I: Early Years and Special Education**

Seminar 2.0 Semesterwochenst. Max. 47 Teiln.

Donnerstag 14:15 - 15:45 11 11.116 Lenz, A.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: This course provides an introduction to English as a Foreign Language (EFL) pedagogy in the early years (Years 3 to 6), including aspects of special education and inclusive language teaching. It explores the development of functional communicative competences (speaking, listening, reading, and writing), intercultural communicative competence (ICC), and language awareness as well as key approaches to Teaching English as a Foreign Language (TEFL), including Task-Based Language Learning (TBLL). Throughout the course, participants connect their practical experiences with relevant theoretical perspectives, current research in inclusive early EFL education, and curriculum requirements.

Course Requirements

Regular attendance and active participation are expected. The course adopts a blended learning approach that combines short lectures, discussions, and individual and collaborative learning activities. To receive credit for the course, students are expected to complete all required coursework thoroughly and on time. Coursework consists primarily of reflective elements and collaborative practical applications that connect theoretical concepts with classroom practice.

Literatur: All materials will be made available at the start of the course.

ENG 14 **Language Pedagogy I**

Vorlesung 3 Credit Points 2.0 Semesterwochenst.

Donnerstag 10:15 - 11:45 2 2.201 Oesterle, M.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen:	Also offered as a seminar for the Bachelor programme in „Bildungswissenschaft – Lebenslanges Lernen“ (Bereich: BA-SF 1b: Baustein 2). Please register via LSF.
Kommentar:	This course provides an introduction to English language pedagogy for Secondary Level I, focusing on communicative competences (listening, speaking, reading, writing) and integrated competences. It covers the foundations of language learning theory, teaching methodology, and work with the curriculum framework. The course follows a blended approach combining lecture elements, discussions, and practical applications. Core content is delivered in lectures/plenary sessions, whilst in-depth exploration takes place through small group work and individual assignments. Assessment is multimodal and oral (no written examination). Ausarbeitung. Further information will be given in class.
Literatur:	* Bildungsplan Englisch Sekundarstufe I Baden-Württemberg (2016/2025) * Rommerskirchen, B. (2019). Englisch kompetent unterrichten: Methodik und Didaktik für den modernen Englischunterricht. Verlag an der Ruhr. * 6-7 scholarly articles (reading list will be provided in the first session) * 3-4 selected video resources * Additional literature as required

ENG 15 Virtual Exchange, eTwinning, Intercultural Competence, XR Technologies, Cultural Heritage

Seminar	3 Credit Points	2.0 Semesterwochenst.	Max. 30 Teiln.
Donnerstag	12:15 - 13:45	2 2.211	Oesterle, M.

Belegpflicht!	Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase 05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger 17.10.2026 - 31.03.2027 Abmeldephase Semester
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Bemerkungen: This seminar includes active virtual exchange with partner institutions in Greece and Estonia. Students should be prepared to engage in regular online collaboration and contribute to international project work.

Please register via LSF.

Kommentar: This seminar explores how languages can be understood and designed for as cultural heritage in school contexts. It integrates applied-linguistic perspectives with digital innovation by combining the analysis of language as cultural heritage, collaborative eTwinning-based exchange, and immersive/VR-supported learning environments.

Students will engage in ongoing online interaction with student groups from Greece and Estonia, using this international collaboration as a lens on linguistic diversity, English as a gateway language, and different national understandings of cultural heritage.

A central practical component of the seminar is the collaborative development of eTwinning-inspired project designs and VR-supported learning scenarios.

Ausarbeitung (project-based). Further information will be given in class.

- Literatur:
- * Coban, M., et al. (2022). The potential of immersive virtual reality to enhance learning: Insights from a meta-analysis.
 - * Correa, M. (2011). Advocating for critical pedagogical approaches to teaching Spanish as a heritage language: Some considerations. *Foreign Language Annals*, 44(2), 308–320. <https://doi.org/10.1111/j.1944-9720.2011.01132.x>
 - * Dhimolea, T. K., Kaplan-Rakowski, R., & Lin, L. (2022). A systematic review of research on high-immersion virtual reality for language learning. *TechTrends*, 66(5), 810–824. <https://doi.org/10.1007/s11528-022-00717-w>.
 - * Ennser-Kananen, J., & King, K. A. (2018). Heritage languages and language policy. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1–6). John Wiley & Sons. <https://doi.org/10.1002/9781405198431.wbeal0500.pub2>
 - * O'Dowd, R. (2023). *Internationalising higher education and the role of virtual exchange* (1st ed.). Routledge.
 - * A detailed reading list will be provided in the first session.

ENG 17 Digital Discourse Linguistics for EFL Teachers

Seminar	2.0 Semesterwochenst.	Max. 47 Teiln.	
Dienstag	12:15 - 13:45	11 11.117	Ade-Thurow, B.

Belegpflicht!	Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase 05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger 17.10.2026 - 31.03.2027 Abmeldephase Semester
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Bemerkungen: Please register via LSF.

Kommentar: How do digital spaces reshape language, identities, communities, and democratic participation? This advanced linguistics seminar explores language use in gaming communities, Twitch chats, Discord servers, Reddit threads, memes, social media, and AI-generated texts. Students will work with authentic digital discourse data and apply approaches from pragmatics, corpus and discourse analysis, critical discourse analysis, and multimodal linguistics.

We will examine how digital communities develop linguistic norms, how identities and group boundaries are constructed, how users persuade, mobilize, include, or exclude others, and how platforms and algorithms influence communication. Particular attention will be paid to the language of gaming, democracy, populism, and artificial intelligence.

Bausteinleistung: Semesterbegleitendes Portfolio mit linguistischen Analysen digitaler Diskursdaten, einer didaktischen Transferaufgabe und einer methodischen Reflexion.

Modulprüfungsleistung: Benotete empirische Hausarbeit zu einem selbst gewählten Thema der Digital Discourse Linguistics. Erwartet werden eine theoretisch fundierte Forschungsfrage, die methodisch reflektierte Analyse eines digitalen Datenkorpus und eine kritische Diskussion der Ergebnisse.

Literatur: tba

ENG 19 **Kompaktveranstaltung: Global Competencies and Sustainable Developments Goals**

Seminar 2 Credit Points 2.0 Semesterwochenst.

keine Angabe	-	Ade-Thurow, B.
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To be announced; virtual meetings with UNC Charlotte students in February/March 2027 and individual virtual group meetings Online only

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
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17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: This virtual seminar (Kompaktseminar) will be implemented in February and March 2026 and will include virtual synchronous webinar meetings with our US partners (University of North Carolina at Charlotte) as well as additional group meetings.

The goal of the course is to cooperate with UNC students and to create a poster on one SDG. Participants will examine ways to develop global competencies while focusing on a single sustainable development goal (US and Germany in comparison).

Regular attendance and the presentation of the SDG will be required to be granted full credits.

This seminar fulfills the following Bausteine for PO 2015: Language Skills IV a / b for all students and additionally 4.3 for SoPäd.

There will be an in-person meeting at the PH in November/December with detailed information and more. That session will be announced via LSF After that initial session, you will receive the Moodle password. Make sure to log into the Moodle course and stay up to date using the "Announcement" section of our course.

ENG 20 **EFL in Unlikely Places: Edutainment in English Language Teaching**

Seminar 2 Credit Points 2.0 Semesterwochenst.

1-Gruppe Montag	14:15 - 15:45	11 11.117 (max. 47 Tln.)	Ade-Thurow, B.
2-Gruppe Montag	16:15 - 17:45	11 11.117 (max. 47 Tln.)	Ade-Thurow, B.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: This seminar can also be counted towards the certificate in "Erweiterungsstudiengang Medienpädagogik".
Diese Veranstaltung kann als Baustein im Bereich "Erweiterungsstudiengang Medienpädagogik" anerkannt werden.
Please register via LSF.

Kommentar: The aim of this course is to explore the ways in which digital media and edutainment formats can be used to support the teaching and learning of English. Educational Escape Rooms will serve as a central example of how software, online resources and interactive digital environments can create engaging language-learning experiences.

In addition to becoming familiar with standard and specialised software for creating interactive materials, participants will examine the linguistic design of digital learning environments. Particular attention will be paid to the use of vocabulary, grammar, text types, pragmatic meaning, interaction and multimodality in the construction of tasks, clues and narratives.

Participants will analyse existing examples and develop their own digital materials for the EFL classroom. They will consider how linguistic complexity, collaborative problem-solving and the combination of text, image and sound influence language learning.

In order to pass the course, students are required to give a presentation incorporating digital content as introduced during the course. The presentation must include a linguistic and didactic analysis explaining how the chosen or created material supports the development of English language competence.

Literatur: tba

ENG 21	Plurilingual Digital Fusion		
Seminar	3 Credit Points	2.0 Semesterwochenst.	
1-Gruppe			
Montag	10:15 - 11:45	11 11.117 (max. 47 Tln.)	Ade-Thurow, B.
2-Gruppe			
Montag	16:15 - 17:45	11 11.120 (max. 28 Tln.)	Roters, B.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF and state your priorities.

Kommentar: This seminar explores the current trends and challenges in English teaching, emphasizing the role of AI in fostering plurilingual competencies within diverse linguistic landscapes. Participants will explore the theoretical foundations of language teaching in the digital era, highlighting how plurilingualism serves as a valuable resource for learning and cross-cultural understanding.

A central focus of the seminar is AI-based lesson planning, where participants will discover how to leverage AI to design engaging and adaptive lessons that cater to the needs of diverse language learners.

In order to obtain credit points (*Baustein*), students are expected to attend this course, participate actively, do the assignments, and actively work with moodle.

For a *Modulprüfung*, students will need to fulfill the requirements for the *Baustein* and hand in and defend a *Ausarbeitung*. Further information will be given in class.

Literatur: A detailed bibliography will be provided in class.

ENG 22	Language Pedagogy II		
Seminar	3 Credit Points	2.0 Semesterwochenst.	Max. 47 Teiln.
Mittwoch	08:00 - 09:30	11 11.117	Roters, B.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: This seminar is for students who have passed Language Pedagogy I and is recommended after having done the ISP.
Please register via LSF.

Kommentar: This seminar provides an in-depth exploration of the principles and key issues involved in teaching English to young learners (ages 6–10). It connects participants' practical experiences with relevant theoretical approaches and current research in primary EFL education.

A particular focus is placed on task-based language learning (TBLL), emphasizing meaningful language use and learner agency in the primary EFL classroom. The seminar also addresses linguistic heterogeneity, exploring strategies for inclusive and differentiated instruction that respond to diverse language backgrounds, plurilingual repertoires, and varying proficiency levels.

Students will critically reflect on how theoretical concepts can inform the design of learner-centered, inclusive, and democratically oriented EFL teaching units in primary education.

In order to obtain credit points (*Baustein*), students are expected to attend this course, participate actively, and do the assignments.

For a *Modulprüfung* (M3), students will need to fulfill the requirements for the *Baustein* and hand in a *Ausarbeitung*. Further information will be given in class.

This seminar is for students who have passed Language Pedagogy I and is recommended after having done the ISP.

Literatur: A detailed bibliography will be provided in class.

ENG 23	From Story to Agency – Teaching Young Learners through Tasks: A Cognitive Neuroscience & Linguistic Perspective		
Seminar	3 Credit Points	2.0 Semesterwochenst.	Max. 47 Teiln.
Dienstag	16:15 - 17:45	11 11.117	Roters, B.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: This MA seminar explores how young learners acquire, process, and use language in early EFL classrooms through insights from psycholinguistics, cognitive neuroscience, and task-based language teaching. Focusing on the developing "language mind" of children, the course examines how attention, memory, emotion, interaction, and multilingual experience shape language learning.

Students engage with key concepts such as language awareness, implicit learning, phonological development, cognitive load, affective filters, and critical periods. Particular emphasis is placed on storytelling and task design as powerful tools for supporting motivation, participation, agency, and meaningful communication in young learner classrooms.

Combining theory and practice, the seminar invites students to critically analyze neuroscience-informed approaches to language teaching and to design developmentally appropriate, story-based tasks for diverse EFL learning contexts.

In order to obtain credit points (*Baustein*), students are expected to attend this course, participate actively, and do the assignments.

For a *Modulprüfung*, you will have to pass an end-of-term test (*Klausur*).

Literatur: A detailed bibliography will be provided in class.

ENG 24 **Kompaktveranstaltung: Teaching as Storytelling: Narrative, Cognition and Task Design in EFL**

Seminar 3 Credit Points 2.0 Semesterwochenst. Max. 43 Teiln.

Einzel	16:00 - 18:30	Fr, 11.12.2026		Roters, B.
Digitales VortreffenMeeting-Link: https://ph-ludwigsburg.webex.com/meet/bianca.roters				

BlockVorl	09:00 - 16:00	22.02.2027-23.02.2027	1 1.255	Roters, B.
Blockseminar				

Einzel	08:00 - 12:30	Mi, 24.02.2027	1 1.255	Roters, B.
Blockseminar				

Einzel	09:00 - 11:00	Do, 25.02.2027		Roters, B.
Digitales Nachtreffen				

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Studierende der PH Ludwigsburg: Please register via LSF.

Students from the University of Stuttgart are kindly asked to register via email in advance: bianca.roters@ph-ludwigsburg.de

Kommentar: This MA seminar explores English language teaching as a form of storytelling within the the context of a democracy hub. Drawing on insights from Applied Linguistics, Cognitive Linguistics, narrative theory, phonological awareness, and Task-Based Language Teaching (TBLT), the course investigates how stories structure both language learning and classroom interaction. Narratives are examined not only as teaching materials (e.g., picture books, graphic novels, digital stories) but also as cognitive and pedagogical frameworks that organize meaning, language, and learner engagement. Students explore how conceptual metaphors, image schemas, and narrative structures shape language use and learning, while also examining how phonological awareness—such as rhythm, stress, intonation, rhyme, and sound patterns—supports comprehension, pronunciation, and participation in story-based contexts. A particular focus is placed on how stories provide rich phonological input through repetition, prosody, and patterned language, enabling learners to develop sensitivity to the sound system of English. Students analyze how phonological features are embedded in narrative discourse and how they can be made pedagogically accessible through storytelling practices such as read-alouds, chants, dramatization, and digital narration.

A central component of the seminar is the design of story-based tasks for a linguistically-informed practice in which narratives provide the structure for pre-task input, communicative task performance, and post-task reflection. These tasks explicitly integrate phonological awareness by encouraging learners to notice, practice, and creatively use sound patterns as part of meaningful communication. Students analyze story-based teaching from an applied linguistic perspective and develop their own story-driven teaching units for EFL classrooms, incorporating both meaning-focused interaction and form-focused attention to phonology. Throughout the seminar, students reflect on teacher identity and professional development, viewing teaching itself as a narrative process in which teachers and learners co-construct meaning through language, sound, and stories.

In order to obtain credit points (*Baustein*), students are expected to attend this course, participate actively, give a short presentation, and do the assignments.

Literatur: A detailed bibliography will be provided in class.

ENG 25 **Canine Encounters in Literature and Film**

Seminar 2/3 Credit Points 2.0 Semesterwochenst. Max. 47 Teiln.

Dienstag	12:15 - 13:45		11 11.116	Zimmermann, H.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen:	Please register via LSF.
Kommentar:	This seminar examines the figure of the dog across Anglophone literature, film, and media in order to understand how canine representations shape ideas of species, ethics, affect, and identity. We begin with modernist and early-20th-century texts (from „Flush“ to „The Call of the Wild“) before moving into detective fiction, posthumanist theory, and narrative experimentation. A central part of the seminar is J. M. Coetzee's „Disgrace,“ a foundational contemporary work for thinking about care, vulnerability, and interspecies ethics. Along the way, we read Donna Haraway's theory of "companion species" and David Herman's approaches to nonhuman narrators. We then expand into visual and digital culture, screening Wes Anderson's "Isle of Dogs" and analyzing digital dog figures such as Microsoft Bob's "Rover" and the Muppet character „Rowlf." Students will give short (10-minute) presentations connecting additional canine case studies to the week's theoretical framework —these may include interface mascots, memes, animated dogs, advertising, or other cultural objects. The course concludes with an in-class test in one of the last weeks. Student who need a grade (e.g. exchange), take an additional exam.
Literatur:	Please obtain Flush (Virginia Woolf, Penguin Little Black Classics), The Call of the Wild (Jack London, Penguin Classics), and Disgrace (J. M. Coetzee, Vintage).

ENG 26 Cultural Studies I: Introduction to Anglophone Cultural Studies

Seminar	2 Credit Points	2.0 Semesterwochenst.	
1-Gruppe			
Montag	10:15 - 11:45	11 11.120 (max. 28 Tln.)	Zimmermann, H.
2-Gruppe			
Donnerstag	12:15 - 13:45	11 11.117 (max. 47 Tln.)	Zimmermann, H.
Belegpflicht!	Belegfristen: 10.08.2026 - 03.09.2026	1. Anmeldephase	
	05.09.2026 - 15.10.2026	2. Anmeldephase / Anmeldephase Studienanfänger	
	17.10.2026 - 31.03.2027	Abmeldephase Semester	

Bemerkungen:	Please register via LSF and state your priorities. Also offered as a seminar for the Bachelor programme in „Bildungswissenschaft – Lebenslanges Lernen“ (Bereich: BA-SF 1b: Baustein 4). Studierende, die beabsichtigen, beim Prüfungsamt einen Antrag auf Nachteilsausgleich für die Modulprüfung zu stellen, werden darum gebeten, frühzeitig direkt zum Dozenten Kontakt aufzunehmen, damit Raumbuchung, Terminfindung und Aufsicht organisiert werden können. UPDATE: Please note that owing to the exigencies of institutional space allocation occasioned by the university's orientation and induction proceedings for incoming first-semester matriculants (Einführungswoche), the commencement of instructional activities within the framework of this course has been postponed to the second week of the official teaching period for the Monday group exclusively, while the Thursday group will convene as originally scheduled.
Kommentar:	This course intends to give an introduction to cultural studies in the English-speaking world. Concepts and theories of cultural studies will be introduced and embedded in their historical context. Our textbook covers topics like social theory as foundation of cultural studies, Marxism, structuralism and poststructuralism, feminism, popular consumption and youth culture, discourses about the body, globalization and new media cultures. In this seminar, you will read the textbook chapter by chapter and have the chance to discuss your reading with your fellow students. In order to obtain credit points, you will also have the chance to prepare and present one of the chapters in the form of a group presentation or teaching exercise. To pass the course, students attend regularly, do reading assignments and an interactive group presentation. The module examination is a written closed-book exam of 60 minutes taking place on campus in the examination period. The date is determined by the university administration. Date, time and place will be announced in the seminar.
Literatur:	We'll be working with Jeff Lewis' book <i>Cultural Studies: The Basics</i> (2nd ed.).

ENG 27 Film Criticism

Seminar	2/3 Credit Points	2.0 Semesterwochenst.	Max. 47 Teiln.
Dienstag	14:15 - 15:45	11 11.116	Zimmermann, H.
Belegpflicht!	Belegfristen: 10.08.2026 - 03.09.2026	1. Anmeldephase	
	05.09.2026 - 15.10.2026	2. Anmeldephase / Anmeldephase Studienanfänger	
	17.10.2026 - 31.03.2027	Abmeldephase Semester	

Bemerkungen:	Please register via LSF. UPDATE: Please note that owing to the exigencies of institutional space allocation occasioned by the university's orientation and induction proceedings for incoming first-semester matriculants (Einführungswoche), the commencement of instructional activities within the framework of this course has been postponed to the second week of the official teaching period.
Kommentar:	This course will deal with the critical evaluation of contemporary narrative film in the US. We will watch films, discuss films, read criticism and, in doing so, we will learn to critically assess aesthetic, political, social, and contextual dimensions of film texts/ cinematic art. Films to be discussed include <i>Casablanca</i> (1942), <i>Rear Window</i> (1954), <i>Taxi Driver</i> (1976), <i>Blade Runner</i> (1982), <i>Pulp Fiction</i> (1994), and <i>Call Me by Your Name</i> (2017). In order to obtain credit points, students do the regular reading and activity assignments. All students do a presentation in class and take a short written test towards the end of the semester. Student who take this course as a module examination, additionally, either write a research paper or portfolio (tba).
Literatur:	Please obtain a copy of James Monaco's <i>How to Read a Film: Movies, Media, and Beyond</i> , Art Technology, Language, History, Theory (Oxford UP, 2009).

ENG 28 **Modernist British Short Stories**

Seminar	2 Credit Points	2.0 Semesterwochenst.	Max. 47 Teiln.
Donnerstag	10:15 - 11:45	11 11.117	Zimmermann, H.

Belegpflicht!	Belegfristen:	10.08.2026 - 03.09.2026	1. Anmeldephase
		05.09.2026 - 15.10.2026	2. Anmeldephase / Anmeldephase Studienanfänger
		17.10.2026 - 31.03.2027	Abmeldephase Semester

Bemerkungen:	Please register via LSF.
Kommentar:	This seminar will be both a course on Modernist short stories as well as a workshop on various methods of literary analysis. Texts to be read will include "The Odour of Chrysanthemums" by D. H. Lawrence, "An Unwritten Novel" by Virginia Woolf, "The Celestial Omnibus" by E. M. Forster, "The Garden Party" by Katherine Mansfield and others. Literature will be provided in a seminar reader or is available either in the reference stock of the library or online. In order to obtain credit points, students will have to do - regular reading assignments (every week), - activity assignments (occasional) and - writing assignments (4 x 1-2 pages). Students who need a grade (international students), will write an additional term paper of 2500 wds for 4 cps.
Literatur:	Texts will be provided on Moodle.

ENG 29 **The Harlem Renaissance**

Seminar	2.0 Semesterwochenst.	Max. 46 Teiln.	
Montag	14:15 - 15:45	1 1.315	Zimmermann, H.

Belegpflicht!	Belegfristen:	10.08.2026 - 03.09.2026	1. Anmeldephase
		05.09.2026 - 15.10.2026	2. Anmeldephase / Anmeldephase Studienanfänger
		17.10.2026 - 31.03.2027	Abmeldephase Semester

Bemerkungen:	Lektüreintensiver Kurs. Please register via LSF.
Kommentar:	The first African American artistic movement, the Harlem Renaissance of the 1920s and 30s, was very diverse in output (music, literature and visual arts) and objective (art as propaganda to fight against racism vs. a celebration of African American tradition). In this course, we will look at the protagonists of the movement and at their context (Black Harlem, general cultural movements). The main focus of this seminar, however, will be on the aesthetic practices and the characteristics in the literary genres represented by works of Nella Larsen, Langston Hughes, Zora Neale Hurston and James Baldwin. Moreover, we will look at adaptations and remediations of their literary texts. In order to obtain credit points, students attend this course regularly and participate actively (incl. reading and activity assignments). All students do a short presentation or an alternative assignment. Students who are taking the module examination create a portfolio. Modulbaustein: Regular active attendance, assignments and a presentation.
Literatur:	Students will have to obtain a small number of book-size primary readings (novels and plays). Other texts will be provided in a reader. Books to be obtained include Eugene O'Neill, <i>The Emperor Jones</i> ; James Baldwin, <i>Giovanni's Room</i> ; Nella Larsen, <i>Passing</i> ; and Zora Neale Hurston, <i>Their Eyes Were Watching God</i> .

ENG 30 **The North**

Seminar 2 Credit Points 2.0 Semesterwochenst. Max. 47 Teiln.

Dienstag	10:15 - 11:45	11 11.116	Zimmermann, H.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: "The North" signifies the North of England: Liverpool, Manchester, Leeds, Sheffield, Newcastle, the Yorkshire Dales, the Lake District, rough nature, nice people that talk to strangers, beautiful dialects, Ted Hughes, William Wordsworth, the Brontës, the Beatles, Oasis, Alan Turing and his Manchester Mark I, Canal Street, coal mining, heavy industry, deindustrialization ... One could go on forever enumerating aspects that describe the North of England. It is surely the most diverse region of the UK, full of history, literature and culture. This seminar will look at a multitude of literary key texts and cultural key events of the North. Texts to be discussed will potentially include stories by D. H. Lawrence, poetry by William Wordsworth and Ted Hughes, TV shows like Downton Abbey, Queer as Folk, Cucumber, Banana and Tofu, and feature films like Brassed Off and Billy Elliot. Additionally, we will take a closer look at the contexts of literary production, e.g. at the effect of Thatcherism or the history of industry in the North. Students attending the class are ideally prepared and eager to complete extensive reading assignments and to produce some creative output.

Keywords: Manchester, the North of England, Ted Hughes, Sylvia Plath, William Wordsworth, music, industrialization, Margaret Thatcher, Thatcherism, Modernism, Victorianism, terrorism, nature, queer, contemporary British media texts, feminism

In order to obtain credit points, students attend this course regularly and participate actively (incl. reading and activity assignments). All students do a short presentation or an alternative assignment, and take a short written test at the end of the semester. Student who need a grade (e.g. exchange), additionally, write a 2500-wds research paper.

ENG 31 **British Poetry: From the Renaissance to the Romantic Age**

Seminar 2/3 Credit Points 2.0 Semesterwochenst. Max. 47 Teiln.

Mittwoch	14:15 - 15:45	11 11.116	Hollm, J.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: Surprisingly, it seems that reading poetry has become less attractive in recent years. This seminar will show you that this is an entirely unjustified development.

This course on poetry will offer a survey over British poets and their works from the Renaissance to the Romantic Age and will concentrate on classic poems that have had a major impact on readers for centuries. Starting with William Shakespeare, other poets, whose works will be read, will be John Milton, John Donne, George Herbert and the most famous neoclassical and romantic poets such as Alexander Pope, Lord Byron, John Keats and William Wordsworth.

Requirements for passing the course are regular attendance and participation, a short presentation and a short written exam in the last meeting. Pass/fail for Modulbaustein and graded for Modulprüfung.

ENG 32 **Literary Studies I: Introduction to Literary Studies**

Seminar 2 Credit Points 2.0 Semesterwochenst.

1-Gruppe Montag	16:15 - 17:45	11 11.119 (max. 57 Tln.)	Hollm, J.
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2-Gruppe Dienstag	16:15 - 17:45	11 11.119 (max. 57 Tln.)	Hollm, J.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF and state your priorities.

Kommentar: This course attempts to give a general introduction to British, North-American and other Anglophone literatures. Particular emphasis will also be put on methodologies of literary criticism.

There will be a written exam at the end as the 'Modulprüfung'.

Literatur: The basic text for the seminar is Michael Meyer: English and American Literatures, 4th edition. Online available as an e-book via the library:

<https://elibrary.utb.de/doi/book/10.36198/9783838535500>.

The novel *The Picture of Dorian Gray* (1890) by Oscar Wilde will be read in the seminar and should be acquired: ISBN-13: 978-0141439570 / 978-0141442518 (Penguin), Price: Paperback: 13,99 €; Kindle: 4,10 €

All the other material will be provided via moodle.

ENG 33 **The Literary Canon and Developing One's Personality**

Seminar 2/3 Credit Points 2.0 Semesterwochenst. Max. 47 Teiln.

Mittwoch	16:15 - 17:45	11 11.116	Hollm, J.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: Life's short. This seminar will address the question which literary texts in English are worth reading because they help us with tackling life's challenges and with developing our personalities.

Requirements for passing the course are regular attendance and participation, a short presentation and a short written exam in the last meeting. Pass/fail for Modulbaustein and graded for Modulprüfung.

ENG 34 **William Shakespeare**

Seminar 2/3 Credit Points 2.0 Semesterwochenst. Max. 57 Teiln.

Montag	14:15 - 15:45	11 11.119	Hollm, J.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Also offered as the seminar "Contemporary English Literature" for the Bachelor programme in "Bildungswissenschaft - Lebenslanges Lernen" (Bereich: BA-SF 1b: Baustein 5). Also offered as a seminar for the Master programme in "Bildungswissenschaft" (Schwerpunkt F: Modul 2).

Please register via LSF.

Kommentar: This course will introduce the participants to William Shakespeare and his age and will analyze some of his most famous plays.

Requirements for passing the course are regular attendance and participation, a short presentation and a short written exam in the last meeting.

ENG 35 **Graphic novels as a medium for social justice education**

Seminar 3 Credit Points 2.0 Semesterwochenst. Max. 47 Teiln.

Mittwoch	12:15 - 13:45	11 11.116	Küplüce, C.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: This seminar explores graphic novels as a powerful medium for social justice and democracy education in secondary classrooms. We will examine how image-text combinations shape reading processes, how multimodal narratives can support and challenge reading comprehension, and how graphic novels can open spaces for reflection on issues such as economic, social and gender inequality. Together, we will analyse selected texts, discuss their pedagogical potential and limits compared to other forms of written media, and consider the general question of media integration in diverse classrooms. Students will design and develop their own lesson ideas and projects connecting theoretical frameworks from literary, democracy and social justice education with concrete classroom practice.

Das Seminar findet planmäßig in Präsenz statt. Eventuelle Onlineterminen werden frühzeitig bekannt gegeben.

In order to obtain credit points (Baustein), students are expected to attend this course, participate actively, do the assignments, and actively work with moodle. For a Modulprüfung, students will need to fulfill the requirements for the Baustein and hand in and defend an Ausarbeitung. Further information will be given in class.

Literatur: Die Literatur wird im Seminar zur Verfügung gestellt.

Seminar		2.0 Semesterwochenst.	Max. 30 Teiln.	
Einzel	10:00 - 17:00	Sa, 07.11.2026	11 11.116	Mahne, S.
Freitag online	14:00 - 16:00	Fr, 13.11.2026-11.12.2026		Mahne, S.
Einzel	10:00 - 17:00	Fr, 08.01.2027	11 11.116	Mahne, S.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: This seminar examines differentiation and adaptive teaching in English as a Foreign Language from a language-pedagogical perspective. Differentiation is understood not merely as a variation of teaching materials, but as the systematic adaptation to learners' diverse linguistic backgrounds, prior knowledge, and learning needs.

Differentiation can be implemented across all areas of language learning, including listening, speaking, reading, writing, mediation, and lexico-grammatical development. Drawing on second language acquisition research and current EFL didactics, students analyse how input, interaction patterns, task design, scaffolding, assessment practices, and classroom management can enable meaningful participation and provide appropriate linguistic support in heterogeneous classrooms.

The seminar also relates these perspectives to the competence-oriented framework of the Bildungsplan Baden-Württemberg. Students critically analyze EFL textbooks and teaching materials with regard to task quality, differentiation, and opportunities for adaptive language support. Based on these analyses, they design differentiated teaching activities aligned with the competence goals of the Bildungsplan.

Students are expected to participate actively in the seminar and complete preparatory readings and activities. As part of the course requirements, they will develop a differentiated task and submit a brief lesson outline demonstrating how it is integrated into a competence-oriented lesson design, including its learning objectives, methodological framework, and forms of adaptive language support.

Literatur: The following resources are recommended as preliminary or follow-up reading to the issues dealt within the course:

- * Hattie, J. (2023). *Visible learning: The sequel: A synthesis of over 2,100 meta-analyses relating to achievement* (1st ed.). Routledge. DOI: 10.4324/9781003380542
- * Kuhr, B. E. (2023). Dr. Carol Ann Tomlinson: A legacy of differentiated instruction and empathetic classrooms. In B. A. Geier (Ed.), *The Palgrave handbook of educational thinkers* (pp. 1–14). Palgrave Macmillan. DOI: 10.1007/978-3-030-81037-5_193-1
- * Surkamp, C., & Viebrock, B. (Eds.). (2018). *Teaching English as a foreign language: An introduction*. J. B. Metzler. DOI: 10.1007/978-3-476-04480-8
- * Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.

Seminar		2.0 Semesterwochenst.	Max. 30 Teiln.	
Einzel	16:00 - 18:00	Mo, 16.11.2026		Frankemölle, B.
Auftakt (digital)				
BlockSa+So	09:00 - 17:00	20.11.2026-22.11.2026	11 11.117	Frankemölle, B.
Einzel	16:00 - 18:00	Mo, 23.11.2026		Frankemölle, B.
Ausklung (digital)				

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: This seminar explores linguistic perspectives on the pedagogy of reading and writing in the EFL classroom. It begins with a systematic introduction to and revision of key theories of reading and writing, including cognitive, sociocultural, genre-based, and identity-related approaches. In a second step, students will bridge theoretical insights and materials analysis by critically examining teaching materials and tasks for the EFL classroom in light of the perspectives introduced earlier. The seminar then addresses how reading and writing can be implemented in the EFL classroom. Through collaborative tasks, students will develop linguistically informed lesson plans that integrate the development of reading and writing competencies rather than treating them as separate skill sets. By the end of the seminar, participants will have gained a deeper understanding of how to foster students' reading and writing competencies in the EFL classroom and how to translate linguistic insights into engaging and pedagogically sound instruction.

Leistungsanforderungen:

To receive credit points (Baustein) for this course, students are expected to attend classes, participate in classroom activities, and create a portfolio that supports reflection on their individual learning processes.

Literatur: Preparatory reading is not required. Relevant literature will be provided throughout the course.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
 05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
 17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: This online class will provide you with insights into the central role of assessment, evaluation and feedback in the English as a Foreign Language (EFL) classroom. We will look at key principles of classroom-based assessment in primary and secondary school, different forms of formative and summative assessment, and the ways in which feedback can support language learning. The course will combine theoretical perspectives with practical examples and will address the question of how future EFL teachers can assess learners' language development fairly, transparently and effectively.

The following topics will be covered in this class:

- Assessment in the German school context, including Bildungsstandards, curricula (Bildungsplan) and CEFR-oriented expectations
- Fairness, validity, reliability and practicality in classroom assessment
- Formative and summative assessment in the EFL classroom
- Assessing listening, speaking, reading and writing
- Rubrics, rating scales and grading criteria
- Feedback practices
- Error correction, learner uptake and learner autonomy
- Alternative forms of assessment, including portfolios, peer assessment, self-assessment and task-based assessment
- Digital tools, automated and AI-supported feedback

At the end of the semester, you will be able to critically evaluate assessment and feedback practices in foreign language teaching and design assessment tasks that are aligned with learning objectives, curricular expectations and learner needs. You will also be able to develop criteria and rubrics for classroom-based assessment and reflect on how feedback can be used to support learners' progress in English.

To pass this class, you are expected to do the following:

- (a) Design an assessment or feedback tool for an EFL classroom. This may include, for example, a language assessment task, a rubric, a feedback plan, or a portfolio-based assessment concept. Your work should include a short rationale explaining the construct, learning objectives, target group, assessment criteria and intended use of the tool. You are asked to talk to the course instructor about your specific ideas for the assessment or feedback tool you want to design.
- (b) Actively participate in seminar discussions, peer feedback activities, and practical in-class tasks.

Literatur: * Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson.
 * De Florio, I. (2023). *From assessment to feedback: Applications in the second/foreign language classroom*. Cambridge University Press.
 * Vogt, K., & Rossa, H. (Eds.). (2025). *Leistungsmessung, Evaluation und Feedback im Fremdsprachenunterricht: Ein Handbuch für Studium, Referendariat und Unterricht*. Klett Kallmeyer.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
 05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
 17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen:	Please register via LSF.
Kommentar:	This seminar explores English as a dynamic and socially embedded language whose forms, meanings, and functions vary across contexts. We examine how English is used in diverse linguistic and cultural settings and how it interacts with plurilingual repertoires in everyday communication. A central focus is how meaning and linguistic legitimacy are shaped by competing norms and expectations. We examine how language ideologies define what is considered "appropriate" or "correct" and how this influences perceptions of speakers across different social contexts. These perspectives lead us to consider implications for English language teaching and learning by exploring how learners draw on diverse linguistic resources and how understandings of English are negotiated in multilingual classrooms. We also examine how these dynamics shape participation and access in teaching and learning. To receive credit for this course (Baustein), students are expected to participate actively, give a short presentation, and complete the assignments.
Literatur:	Course readings will be announced at the beginning of the semester.

ENG 40 **Walt Disney and Gender**

Seminar	3 Credit Points	2.0 Semesterwochenst.	Max. 30 Teiln.
Donnerstag	16:15 - 17:45	11 11.116	von Hoffmann, L.

Belegpflicht!	Belegfristen:	10.08.2026 - 03.09.2026	1. Anmeldephase
		05.09.2026 - 15.10.2026	2. Anmeldephase / Anmeldephase Studienanfänger
		17.10.2026 - 31.03.2027	Abmeldephase Semester

Bemerkungen:	Please register via LSF.
Kommentar:	This seminar explores the representation of gender in Walt Disney films from historical and contemporary perspectives. Students examine how ideas of femininity, masculinity, and gender roles have changed throughout Disney's history and how animated films both reflect and shape social norms. By analyzing selected Disney classics as well as more recent productions, the course discusses stereotypes, diversity, identity, and changing concepts of gender. Particular attention is given to the cultural, historical, and educational significance of Disney films and their influence on audiences. Students are encouraged to critically engage with media representations and to reflect on the role of popular culture in constructing social identities. Anforderungen zu Baustein / Modulprüfung: To receive credit for this course, students are expected to participate actively, prepare the assigned readings, give a short presentation, and complete the required assignments.
Literatur:	Course readings will be announced at the beginning of the semester.

ENG 41 **Acquiring Lexis**

Seminar	2/3 Credit Points	2.0 Semesterwochenst.	Max. 47 Teiln.
Mittwoch	14:15 - 15:45	11 11.117	Kuuskoski, A.

Belegpflicht!	Belegfristen:	10.08.2026 - 03.09.2026	1. Anmeldephase
		05.09.2026 - 15.10.2026	2. Anmeldephase / Anmeldephase Studienanfänger
		17.10.2026 - 31.03.2027	Abmeldephase Semester

Bemerkungen:	Please register via LSF.
Kommentar:	This course will explore various theories of lexical acquisition and storage, with a special focus on the mental lexicon from the perspective of lexicogrammar. The primary goals are two-fold: 1) to equip pre-service teachers (Lehramtsstudierenden) with the fundamentals of vocabulary acquisition theory so that you can implement effective vocabulary work in your future roles as teachers, and 2) to broaden your own vocabularies. The main topics of exploration will include but are not limited to: lexical chunks, semantic fields, and register flexibility. An in-class test in the final session (Semesterklausur).
Literatur:	Readings will be made available on Moodle.

ENG 42 **Advanced Phonetics and Phonology**

Seminar	2 Credit Points	2.0 Semesterwochenst.	Max. 47 Teiln.
Montag	14:15 - 15:45	11 11.116	Kuuskoski, A.

Belegpflicht!	Belegfristen:	10.08.2026 - 03.09.2026	1. Anmeldephase
		05.09.2026 - 15.10.2026	2. Anmeldephase / Anmeldephase Studienanfänger
		17.10.2026 - 31.03.2027	Abmeldephase Semester

Bemerkungen:	Please register via LSF.
Kommentar:	This course will explore phonetics and phonology with a particular focus on challenging segmentals in a German context as well as suprasegmentals, including but not limited to connected speech features. Students will be expected to familiarize themselves with the IPA and at least one additional variety of English beyond General American and General British. Leistung: A portfolio consisting of two parts: 1) a short in-class assignment during the semester and 2) a presentation and additional documents on a pronunciation topic chosen by the students. Pass/fail for Modulbaustein and graded for Modulprüfung. More details will be given during the first session.
Literatur:	Readings will be made available on Moodle.

ENG 43 **Essentials of Linguistics**

Seminar 2/3 Credit Points 2.0 Semesterwochenst. Max. 28 Teiln.

Donnerstag	10:15 - 11:45	11 11.120	Kuuskoski, A.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen:	Please register via LSF.
Kommentar:	This course provides further insight into areas of linguistics that are essential for language teaching, including but not limited to: lexis, syntax, pragmatics, phonetics and phonology. We will explore these phenomena at the word, sentence, and text levels, primarily focusing on typical learner challenges. The purpose of this course is to provide an overview of the linguistic background of common language-related difficulties and to hone the linguistic expertise of pre-service teachers in a topic of their choosing. Leistung: A portfolio consisting of the following: 1) a brief presentation on the linguistic background of a relevant language difficulty, 2) an Einstieg that introduces this topic in a way that is relevant for your future classroom and 3) a school appropriate activity/exercise on this topic. Pass/fail for Modulbaustein and graded for Modulprüfung. More details will be given during the first session.
Literatur:	The seminar is based on the following book which students should buy or have regular access to: Kreyer, R. (2023). <i>The Linguistic Toolkit for Teachers of English</i>. Tübingen: Narr.

ENG 44 **Linguistics Ia**

Vorlesung 2 Credit Points 2.0 Semesterwochenst.

Freitag	10:15 - 11:45	1 1.201	Kuuskoski, A.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen:	Also offered as a seminar for the Bachelor programme in "Bildungswissenschaft-Lebenslanges Lernen" (Bereich: BA-SF 1b: Baustein 1). Please register via LSF.
Kommentar:	The course introduces the study and analysis of the character of language, both in a general sense and as applied to English. It will provide orientation in the basic categories of the discipline including phonetics and phonology (sound production and sound system), morphology and syntax (grammatical forms and their meanings), semantics (meaning on the level of individual words and phrases), pragmatics (meaning of language in context), discourse analysis, written language and the origins of language. Bausteinerwerb: Bestehen einer finalen Semesterklausur in der letzten Sitzung.
Literatur:	Yule (2023) <i>The Study of Language</i> (8th edition) (Please get a hold of this book before the start of the course)

ENG 45 **Notions of Correctness – Varieties in the EFL classroom/in the curriculum**

Seminar 2/3 Credit Points 2.0 Semesterwochenst. Max. 47 Teiln.

Donnerstag	14:15 - 15:45	11 11.117	Kuuskoski, A.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: What counts as a language error? While the line between a correct answer and a mistake on a language test may be clearly defined, "correct" language – especially "correct" English – is a complex and fuzzy phenomenon. Lurking in the background of assessment decisions are notions of correctness that are strongly cultural and received. This course will explore Martin Durrel's concept of socio-linguistic interference to raise awareness of the perceptions language communities have of "correctness" to empower teachers to make more informed and constructive decisions regarding assessment and feedback.

In order to complete this course, students must give a in-class presentation on a topic related to the course material (graded for the Modulprüfung, pass/fail for the Baustein).

Literatur: Readings will be made available on Moodle.

EW 105 **Kompaktseminar: Childhood and Children in Ukraine: History and Modernity**

Seminar 2 Credit Points 2.0 Semesterwochenst.

BlockVorl	09:00 - 14:30	12.10.2026-15.10.2026	5 5.206	Böhmer, A. Jäger, N. Luparenko, S.
Einzel	09:00 - 12:30	Fr, 16.10.2026	5 5.206	Böhmer, A. Jäger, N. Luparenko, S.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Kommentar: This course aims at formation of students' knowledge about the essence of childhood from the position of different sciences (psychology, pedagogy, law studies, sociology etc), specific features of children's development, factors which influence them, history of childhood, different directions of children's support (in history and nowadays), reasons and signs of disappearance of childhood, status of modern children.

EW 106 **Data Literacy for Educators – Introduction to R**

Seminar 2 Credit Points 2.0 Semesterwochenst. Max. 12 Teiln.

Montag	10:15 - 11:45	Mo, 19.10.2026-25.01.2027	1 1.013	Yaroshenko, O.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Kommentar: This seminar introduces pre-service teachers to R programming as a tool for evidence-based teaching - no prior programming experience required. R is free, open-source software used by researchers and educators worldwide. Students work with real educational datasets to develop practical skills in data collection, cleaning, statistical analysis, and visualization.

The seminar emphasizes FAIR data principles and ethical data management in school contexts, preparing future teachers to critically evaluate and communicate research findings. Students complete the course with a portfolio of reproducible analyses applicable to classroom practice.

Literatur: Wickham, H., & Grommund, G. (2023). R for Data Science (2nd ed.). O'Reilly. Open access: <https://r4ds.hadley.nz/>

Healy, K. (2019). Data Visualization: A Practical Introduction. Princeton UP. Open access: <https://socviz.co/>

EW 107 **Operations Research in Educational Management I: Optimization and Strategic Models**

Seminar 2 Credit Points 2.0 Semesterwochenst. Max. 12 Teiln.

Montag	14:15 - 15:45	Mo, 19.10.2026-25.01.2027	1 1.013	Yaroshenko, O.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Kommentar: This seminar introduces quantitative methods for evidence-based decision-making in educational organizations — no advanced mathematics background required. Students develop practical skills in building and solving optimization models using accessible software tools and spreadsheets. Topics include linear programming for resource allocation, game theory for policy decisions, statistical decision-making under uncertainty, and inventory management for educational materials.

The seminar emphasizes structured problem-solving approaches directly applicable to real educational management challenges.

Literatur: Hillier, F.S., & Lieberman, G.J. (2021). Introduction to Operations Research (11th ed.). McGraw-Hill.

Bonanno, G. Game Theory: An Open Access Textbook with 165 Solved Exercises. University of California, Davis. Open access: <https://arxiv.org/abs/1512.06808>

Vanderbei, R.J. (2020). Linear Programming: Foundations and Extensions (5th ed.). Springer. <https://link.springer.com/book/10.1007/978-3-030-39415-8>

EW 108	AI Literacy and Fundamental Applications for Educators			
Seminar	2 Credit Points	2.0 Semesterwochenst.	Max. 12 Teiln.	
Donnerstag	10:15 - 11:45	Do, 22.10.2026-28.01.2027	1 1.013	Yaroshenko, O.
Belegpflicht!	Belegfristen: 10.08.2026 - 03.09.2026 05.09.2026 - 15.10.2026 17.10.2026 - 31.03.2027	1. Anmeldephase 2. Anmeldephase / Anmeldephase Studienanfänger Abmeldephase Semester		
Kommentar:	This seminar introduces pre-service teachers to fundamental AI concepts and practical educational applications, drawing on the Cisco Networking Academy's "Introduction to Modern AI" curriculum. Using a flipped classroom model, students engage with machine learning, neural networks, and generative AI through hands-on work with ChatGPT, Claude, Gemini, and NotebookLM. The focus is on developing prompt engineering skills for lesson planning, content creation, and differentiated instruction. Students leave equipped to integrate AI tools responsibly into their future professional practice.			
Literatur:	Cisco Networking Academy. Introduction to Modern AI. https://www.netacad.com (free, self-paced) Long, D., & Magerko, B. (2020). What is AI Literacy? Competencies and Design Considerations. Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems, 1–16. https://doi.org/10.1145/3313831.3376727			
EW 114	Intercultural Reflection for Incoming Exchange Students and (former) Outgoing Students			
Seminar	2 Credit Points	2.0 Semesterwochenst.	Max. 20 Teiln.	
Montag	10:15 - 11:45	Mo, 19.10.2026-25.01.2027	2 2.016	Jahraus, M. Jäger, N.
Belegpflicht!	Belegfristen: 10.08.2026 - 03.09.2026 05.09.2026 - 15.10.2026 17.10.2026 - 31.03.2027	1. Anmeldephase 2. Anmeldephase / Anmeldephase Studienanfänger Abmeldephase Semester		
Bemerkungen:	The seminar will be organized in such a way that students do asynchronous online exercises and will discuss them in a seminar meeting every second week (7 meetings during the winter term: 20.04./04.05./18.05./15.06./29.06./13.07./20.07). Your lecturers are practitioners in the organization of studies abroad. Moritz Jahraus is the outgoing exchange coordinator in the International Office and has a further qualification as intercultural trainer. Dr. Nina Jaeger is the Director of the International Office and has studied Intercultural Business Studies with a focus on Central Eastern Europe. It is not possible to have a Modulprüfung in this seminar.			
Kommentar:	This seminar is intended for current incoming exchange students at LUE and former outgoing exchange students from LUE who have returned from their studies abroad. It aims to provide a platform of exchange for the two groups of students to reflect on their intercultural experiences during their time abroad. Starting with discussing the theoretical background (concepts of culture, (critical) interculturality, pros and cons of cultural standards/ cultural dimensions according to Hofstede) we will discuss learning in different teaching cultures in the context of higher education and we will work with critical incidents. Students will work in small groups and will be asked to report on their intercultural experiences (e.g. by drafting their own critical incidents and in exchange with their peers in class).			
EW 96	Sustainable Communication			
Seminar	2 Credit Points	2.0 Semesterwochenst.		
Dienstag	16:15 - 17:45	Di, 20.10.2026-26.01.2027	1 1.307	Böhmer, A.
Belegpflicht!	Belegfristen: 10.08.2026 - 03.09.2026 05.09.2026 - 15.10.2026 17.10.2026 - 31.03.2027	1. Anmeldephase 2. Anmeldephase / Anmeldephase Studienanfänger Abmeldephase Semester		
Kommentar:	Sustainable Communication is a relatively recent approach developed at the European level in collaboration with practitioners. It emphasizes the quality of communication within educational practice. The seminar introduces this approach, discusses its various components, and provides practical exercises to enhance participants' understanding and competence.			
Literatur:	St#nescu, M., Andronache, D., & Böhmer, A. (2022). Measuring Sustainable Communication. Journal of Educational Sciences. XXIII, 1(45), 22-39. DOI: 10.35923/JES.2022.1.02			
GEO 15	Kompaktseminar: Postcolonial Perspectives in Geography and Politics			
Seminar	3 Credit Points	2.0 Semesterwochenst.	Max. 23 Teiln.	Zielgruppe: This course is particularly aimed at Master's students and students in their higher Bachelor semesters in geography and political science (or related disciplines) and internationals who wish to deepen their understanding of the pervasive impacts of colonialism and to relate postcolonial perspectives

to their own academic and professional trajectories.

Einzel	08:00 - 18:00	Mi, 14.10.2026	4 4.226 (max. 25 Tln.)	Drieling, L.
Einzel	08:00 - 18:00	Do, 15.10.2026	4 4.226 (max. 25 Tln.)	Drieling, L.
Einzel	08:00 - 18:00	Fr, 16.10.2026	4 4.226 (max. 25 Tln.)	Drieling, L.
Einzel	18:00 - 19:30	Mo, 26.10.2026	4 4.226 (max. 25 Tln.)	Drieling, L.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: WICHTIG: Der erste Termin am 01.09. kann nicht in der Tabelle dargestellt werden, ist aber verpflichtend!

Termine:

- * Preparatory session (Vorbesprechung): **Dienstag, 01.09.** um 18.00 Uhr, **online**
- * In-person days (Kompakt-Seminar): **Mittwoch 14.10. - Freitag, 16.10.** ganztags; PH LB room **4.226**
- * Reflection session (Reflexion): **Montag 26.10.** um 18.00 Uhr, **online**

Kommentar: This introductory course explores postcolonial perspectives in geography and political science, focusing on how colonialism's legacy shapes contemporary global structures and relationships. **Spanning October 14th to 16th**, students will engage in rigorous discussions, critical analyses, and personal reflections.

The concrete content of the course will depend strongly on the interests, questions, and experiences that students bring with them. In preparation for the in-person days, students will work in teams to design interactive sessions (e.g. discussions, exercises, case studies), which will form the core of our joint work. The planned content will be discussed together, and Lutz will support the teams in developing and refining their ideas throughout the preparation process.

Key topics (to be shaped by students' interests) may include:

- * Foundations of postcolonial studies
- * Socio-economic impacts and beneficiaries of colonialism
- * Persistence of colonial structures in modern politics
- * Contemporary power dynamics and geopolitical crises
- * Colonialism's impact on climate change
- * Historical and current resource exploitation
- * Ethical responsibilities arising from colonial pasts
- * Personal reflections on postcolonialism's influence on beliefs and identities

Students will learn to identify colonial structures within their fields and everyday lives and to critically reflect on their own positionality. The course includes a preparatory session on **September 1th from 18:00 to 19:30**, with a reflection session scheduled after the course on **October 26th from 18:00 to 19:30**.

[lism-in-international-relations-theory/](#)

Literatur:

* **Literature**

If you are curious and want to get an idea of what we will discuss, you can invest:

1 minute: read the abstract of Postcolonialism: A Very Short Introduction by Robert J. C. Young as an example here:

<https://academic.oup.com/book/28463>

10 to 20 minutes: skim or read Introducing Postcolonialism in International Relations Theory by Sheila Nair as an example here:

<https://www.e-ir.info/2017/12/08/postcolonialism-in-international-relations-theory/national-relations-theory/>

GES 14 **Aotearoa New Zealand at Home and Abroad: From Polynesian Settlement to the Present**

Seminar

2.0 Semesterwochenst.

Max. 37 Teiln.

Dienstag	16:15 - 17:45	Di, 20.10.2026-26.01.2027	1 1.340 (max. 40 Tln.)	Selway, M.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Kommentar: Inhalte:

The history of Aotearoa New Zealand stretches back hundreds of years before European arrival. Yet for much of the country's post-colonial history, dominant narratives suggested that "true" history began when Europeans discovered the islands and, subsequently, when Te Tiriti o Waitangi (the Treaty of Waitangi) was signed between Māori and the British Crown. Following this framework, the past was predominantly recorded, interpreted, and taught from a colonial perspective, often marginalising Māori understandings of history and experiences of colonisation. In recent decades, however, significant research has sought to challenge and correct this narrative by recovering the history of Aotearoa from its earliest settlement and bringing Māori voices, experiences, and historical traditions more fully into accounts of the past. This work has revealed the complexity of Aotearoa New Zealand's history and identified many of the misunderstandings, inequalities, and competing interpretations that have contributed to its fraught historical legacy.

This survey course will explore the history of Aotearoa New Zealand from the migration and settlement of its earliest peoples, through the development and interaction of iwi (Māori tribes), European contact and colonisation, and into the present day. It will examine the past through both Māori and Pākehā (European settler) perspectives, with particular attention to how historical narratives have been constructed, preserved, contested, and revised. Students will engage with a wide range of historical sources and forms of historical communication, including myths, legends, and family histories preserved through oral traditions; communication and activism expressed through newspapers and other printed media; translations and purposeful mistranslations of information; government legislation and official records; and Aotearoa New Zealand's changing relationship with the wider world. In doing so, the course will consider not only what happened in the past, but also who has had the power to record, interpret, and transmit that past.

Voraussetzung:

Knowledge of English is required, as well as a willingness to engage with original sources (after instruction and under guidance) that contain some Te Reo Māori (with translations). Discussion, presentations will be expected in English.

Studienleistung / Testat:

Regelmäßige und vorbereitete Teilnahme; Impulsreferat;

Leistungsnachweis:

Hausarbeit (Englisch oder Deutsch) (Mündliche Prüfung BA SEK I/ Eula: Modul 6; BA Sopäd: Modul 4; MA SEK I/ Eula: Modul 2)

Literatur:

Anderson, A., Binney, J., & Harris, A. 2015. *Tangata whenua: An Illustrated History*. Bridget Williams Books.

Belich, J. 2008. *Making Peoples: A History of New Zealander from Polynesian Settlement to the End of the Nineteenth Century*. Penguin New Zealand.

O'Malley, V. 2012. *The Meeting Place: Māori and Pākehā Encounters, 1642-1840*. Auckland University Press.

O'Malley, V. 2019. *The New Zealand Wars - Ngā Pakanga O Aotearoa*. Bridget Williams Books, 2019.

Orange, C. 1992. *The Treaty of Waitangi - Te Tiriti o Waitangi*. Bridget Williams Books.

ISP ENG 11 Begleitveranstaltung ISP: Englisch für SPO / Developing Inclusive Teaching Materials

Seminar 3 Credit Points 2.0 Semesterwochenst. Max. 47 Teiln.

Dienstag 16:15 - 17:45 11 11.116 Lenz, A.

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Please register via LSF.

Kommentar: This course explores how language shapes accessibility, participation, and processes of inclusion and exclusion in educational contexts. Drawing on insights from applied linguistics, cognitive linguistics, and the principles of Universal Design for Learning (UDL), students critically examine how linguistic choices, multimodal communication, and instructional material design can either promote or hinder equitable access to learning in the EFL classroom. Particular attention is given to accessible language, multimodal communication, power structures, and the linguistic dimensions of accessibility.

Building on these theoretical perspectives, students apply principles of inclusive design and UDL to analyse, adapt, and develop teaching materials for diverse learner populations. Through hands-on projects, they learn to create accessible, learner-centred resources that support multiple means of engagement, representation, and expression while addressing a range of linguistic, cognitive, sensory, and cultural needs.

Side note for Sonderpädagogik students in their ISP:

This is also your Begleitseminar. While following the overall structure and objectives outlined above, selected sessions and assignments will be adapted to meet ISP-specific requirements. Throughout the semester, you will have opportunities to present and discuss ideas arising from your teaching practice, reflect on classroom experiences during your placement, and connect these experiences to the course content and your ongoing development as a special education EFL teacher.

Course Requirements

This course requires regular attendance and active participation. Over the course of the semester participants will be working in small groups to develop, analyse, and adapt inclusive teaching materials, therein connection theory and practice. As a group, participants will design, present, and revise a set of exemplary set of teaching materials. This iterative design process will be documented and submitted as the key requirement for successful completion of this course.

Literatur: All materials will be made available at the start of the course.

KTH 13 **Learning beyond the classroom: Community Engagement and Outdoor Education in Denmark and Germany – a COIL course (Collaborative Online International Learning)**

Seminar 2/3 Credit Points 2.0 Semesterwochenst.

Einzel	12:30 - 16:15	Fr, 23.10.2026	Knoblauch, C.
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Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Kommentar: This seminar explores how **Community Engagement** and **Outdoor Education** enrich school education by moving learning into the **"Third Space"**—the innovative educational intersection where formal school curricula, local communities, and lived environments meet.

While Outdoor Education serves as a key practical anchor, our exploration goes significantly **beyond outdoor learning**. We focus broadly on building active, democratic partnerships between schools and their wider social, cultural, and environmental communities. Grounded in experiential and place-based learning theory (John Dewey, David Kolb, David Sobel), you will critically analyze how schools in Denmark and Germany utilize local neighborhoods, families, and organizations to foster student participation, equity, and well-being.

COIL stands for **Collaborative Online International Learning**. This is a joint, cross-border seminar bringing together teacher education students from **University College Copenhagen (Denmark)** and **PH Ludwigsburg (Germany) ONLINE!**

The course is designed to be **fully online** throughout the semester, allowing you to collaborate flexibly across borders using digital tools. You will work directly in mixed, international Danish-German teams following the concrete timeline and week-by-week structure **shown below**.

Our online collaboration operates across a distinct four-stage learning arc:

- 1) **Shared Input:** Joint lectures exploring theoretical frameworks on the "Third Space" and community partnerships.
- 2) **Exchange of Experiences:** Peer-to-peer dialogues comparing your personal school placements and local educational systems.
- 3) **Collaborative Exploration:** Autonomous digital teamwork where your international group investigates a specific comparative research question.
- 4) **Presentation & Reflection:** Final joint sessions presenting your comparative findings and professional implications.

Note on an Optional Physical Meeting: While the seminar itself is entirely virtual, there is an exciting opportunity on the horizon. It might be possible to secure funding for a connected, in-person **Summer Institute in Copenhagen** (lasting 4 days in May/June), allowing us to bring our digital community together in person.

COIL Seminar Plan (TIMES CAN CHANGE SLIGHTLY)

Block 1: Theory & Project Development

Week 43 — Friday 23/10 (12:40–16:05) | 2 x 90 min slots

- * Session 1 (90 min) — # Joint Session: Theory 1, COIL Introduction, and Cross-National Group Formation
- * Session 2 (90 min) — # Joint Session: Theory 2 - Community Engagement and the Third Space

Week 44 — (Asynchronous) | 1 x 90 min slot

- * Session 3 (90 min) — **Group Work 1: Independent Teaming & Themes**

Week 45 — Friday 06/11 (12:40–16:05) | 2 x 90 min slots

- * Session 4 (90 min) — # Joint Session: Theory 3 & Project Layout Discussion
- * Session 5 (90 min) — # Joint Session: **Theory 4 + Project Proposal Development**

Block 2: Projects & Fieldwork (Extended Time)

During this entire block, students complete mandatory academic readings and digital milestone assignments alongside their project execution.

Week 46 — Friday (Asynchronous) | 1 x 90 min slot

- * Session 6 (90 min) — **Group Work 3: Project Execution Launch**

Week 47 — Monday 16/11 (12:40–17:00) | 1 x 90 min slot calculated

- * Session 7 (90 min) — **Group Work 4: Autonomous Fieldwork Phase**

Week 47 — Thursday 19/11 (08:30–11:55) | 2 x 90 min slots

- * Session 8 (90 min) — # Joint Session: Theory 5 - Mid-Project Theoretical Input & Troubleshooting
- * Session 9 (90 min) — # Joint Session: Live Tutoring Slots

Week 48 — Monday 23/11 (12:40–17:00) | 1 x 90 min slot calculated

- * Session 10 (90 min) — **Group Work 5: Data Analysis and Synthesis**

Week 49 — Monday 30/11 (12:40–17:00) | 1 x 90 min slot calculated

- * Session 11 (90 min) — **Group Work 6: Finalizing Team Project Outputs**

Block 3: Reflection & Synthesis

Week 50 — Monday 07/12 (12:40–17:00) | 2 x 90 min slots calculated

- * Session 12 (90 min) — # Joint Session: Joint Reflection Room 1 - Group Presentations & Cross-Cultural Analysis Part I
- * Session 13 (90 min) — # Joint Session: Joint Reflection Room 2 - Group Presentations & Cross-Cultural Analysis Part II

Week 50 — Thursday 10/12 (08:30–11:55) | 1 x 90 min slot

- * Session 14 (90 min) — # Joint Session: Joint Reflection Room 3 - Final Joint Reflection, COIL Wrap-Up, and Evaluation

Global Seminar Notes

Attendance & Participation: Attendance and active participation are strictly mandatory for all international students during the synchronous joint sessions (marked with #).

Flexible Group Work Scheduling: While the course plan suggests specific target blocks, the actual meeting times for the independent group work sessions can be scheduled and arranged by each cross-national student group individually to best fit their team logistics.

MKUN 201 **Vertiefung Praxis: Cyanotype: Process, Material, and Experiment**

Seminar 2 Credit Points

Einzel	09:00 - 16:00	Do, 01.10.2026	1 1.329	Lazic, D. Miller, M.
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Seminar findet von 29.09. - einschl. 1.10. statt!!!

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Kommentar: Vertiefendes Fachpraxisseminar im Bereich Kunst mit Schwerpunkt auf experimentellen fotografischen Verfahren am Beispiel der historischen Technik der Cyanotypie (Blaudruck). Die Studierenden erhalten eine Einführung in die Geschichte, chemisch-technischen Grundlagen und künstlerischen Möglichkeiten dieses frühen fotografischen Verfahrens und erproben dessen Anwendung auf unterschiedlichen Bildträgern wie Papier, Glas und Textil.

Im Zentrum stehen das eigenständige praktische Arbeiten, der experimentelle Umgang mit Material, Licht und Farbe sowie die Entwicklung individueller künstlerischer Ausdrucksformen. Neben klassischen Verfahren werden auch erweiterte und farbige Varianten der Cyanotypie untersucht. Die im Seminar entstehenden Arbeiten werden gemeinsam reflektiert und hinsichtlich ihrer Präsentationsmöglichkeiten diskutiert.

Das Seminar findet in englischer Sprache statt.

Cyanotype Workshop: From Classical Process to Contemporary Practice

MSPO 233 **Power, Gender, Sexuality in the Context of PE and Organized Sports: An International Seminar**

Hauptseminar 3 Credit Points 2.0 Semesterwochenst.

Dienstag	14:00 - 16:15	Di, 20.10.2026-12.01.2027	Hofmann, A.
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Vorbesprechung 19.10.20.00 online unter ph-ludwigsburg.webex.com/meet/nettehof es handelt sich um ein englischsprachiges Seminar

Belegpflicht! Belegfristen: 10.08.2026 - 03.09.2026 1. Anmeldephase
05.09.2026 - 15.10.2026 2. Anmeldephase / Anmeldephase Studienanfänger
17.10.2026 - 31.03.2027 Abmeldephase Semester

Bemerkungen: Dieses Seminar wird gemeinsam mit Studierenden verschiedener internationaler Universitäten, um so interkulturelle Eindrücke zur Thematik zu erarbeiten. Es wird einen kompakten Dienstag nachmittag geben an dem verschiedene renommierte internationale Kolleg*innen referieren und mit uns diskutieren werden. Schwerpunktthemen sind u.a. neben einer sporthistorischen Annäherung die Sexualisierung und Kommerzialisierung des (sportlichen) Körpers, Sexualisierte Gewalt im Sport, Koedukation, etc.

Im Seminar muss eine Eigenleistung zusammen mit einem Studierenden der Partner Universitäten erbracht werden.

This class will be held together with students from various international sport departments, in order to develop intercultural comparisons on the topic. One Tuesday afternoon we will have a compact meeting in which various renowned international colleagues will lecture and discuss their topics with us.

The main topics will be, among others, the sexualization and commercialization of the (athletic) body, sexualized violence in sports, coeducation, etc., in addition to a sports-historical approach.

In the seminar an individual contribution must presented together with a student from one of the partner universities.

Kommentar: Das Seminar findet digital mit verschiedenen internationalen Universitäten statt. Der digitale Zugang wird rechtzeitig vor Beginn bekannt gegeben.

The class will be taught digitally with various universities from abroad. Information will be provided before the start of the class. We might have a short introductory meeting. Please read your moodle messages.

Literatur: Literature will be provided during the class.

MSPO 250 **Deutsch-Japanisches Sportwissenschaftliches Symposium**

Seminar 3 Credit Points 2.0 Semesterwochenst. Max. 20 Teiln.

BlockSa	08:00 - 19:00	07.10.2026-10.10.2026	15 15.137	Hofmann, A.
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Vorbesprechungen: 8. und 9. September 20.00 online <https://ph-ludwigsburg.webex.com/meet/nettehof>

BlockSa	08:00 - 19:00	07.10.2026-10.10.2026	1 1.203	Hofmann, A.
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BlockSa	08:00 - 19:00	07.10.2026-10.10.2026	1 1.247	Hofmann, A.
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Kommentar:

Zu diesem traditionellen Symposium, das im Wechsel in Japan und in Deutschland stattfindet, nehmen Sportwissenschaftler:innen aus beiden Ländern und mit unterschiedlichem wissenschaftlichen Hintergrund teil. In verschiedenen Vorträgen werden Einblicke in die jeweiligen wiss. Arbeiten geteilt.

Bei Interesse bitte umgehend mit Prof. Dr. Annette R. Hofmann Kontakt aufnehmen.

Literatur: Wird beim Vortreffen bekanntgegeben-