



ERASMUS+

Journal

Issue 2

Heiko Vogl, Harrie Poulssen
(Publisher)

University College of Teacher Education Styria
Katholieke Pabo Zwolle

ISSN 2310-5992 (eBook) ISSN 2310-9548 (Print)

Erasmus+ Journal (Issue 2) 2013/14

Published : 2015-02-24
License : CC BY

Table Of Contents

Publishing Information

Preface by Heiko Vogl

Preface by Harrie Poulssen

Beeing International

1	University College of Teacher Education Styria	2
	Susanne Linhofer, Austria, University College of Teacher Education Styria: International	
2	Strategy at the University College of Teacher Education Styria with a focus on student mobility	3
3	Heiko Vogl, Austria, University College of Teacher Education Styria: Erasmus Comics	4
4	Marlene Grabner, Austria, University College of Teacher Education Styria: Being an Erasmus Buddy	7

University College of Teacher Education Styria

5	Grübler Gabriele, Lang Ramona, Spain, Universidad de Huelva, Staff-Training	8
---	---	---

University College of Teacher Education Styria, Mobility for Studies, Fall Term 2013/14

6	Lisa Ofner, Ulrike Reiter, Katrin Schaffer, Sweden, Örebro University, Mobility for Studies	9
7	Lisa Ofner, Ulrike Reiter, Katrin Schaffer, Sweden, Örebro University, Internship	22

University College of Teacher Education Styria, Mobility for Studies, Spring Term 2014

8	Birgit Fauland, Spain, Universitat de Barcelona, Mobility for Studies	24
9	Sandra Maloversnik, Spain, Universidad de Huelva, Mobility for Studies	26
10	Daniela Mohr, Julia Neumeister, Sweden, Örebro University, Mobility for Studies	32
11	Lisa Minibek, Spain, Universidad de Huelva, Mobility for Studies	37
12	K. Prutsch, Spain, Pädagogische Hochschule Schwäbisch-Gmünd, Mobility for Studies	41
13	Lisa Stefanie Peer, Eva-Maria Raml, Spain, UAB- Universitat Autònoma de Barcelona, Mobility for Studies	45
14	Sarah Breyner, Sweden, Karlstad University, Mobility for Studies	53
15	Corina Hechl, Sweden, Karlstad University, Mobility for Studies	60
16	Anna Schenn, Viktoria Ebner, the Netherlands, Katholieke Pabo Zwolle, Mobility for Studies	66
17	Katharina Körbler, Slovenia, Univerza v Mariboru, Mobility for Studies	73
18	Lucas Herrmann, Spain, Universidad de Huelva, Mobility for Studies	81
19	Matthias Klein, Spain, Universidad de Las Palmas de Gran Canaria, Mobility for Studies	87
20		93
21	Nina Trojer, Maria Rainer, Denmark, University College Syddanmark, Mobility for Studies	99

University College of Teacher Education Styria, Thai Studies 2014

22	Introduction	103
23	The "Thai Studies" project captured on video	105
24	The first two weeks	110
25	The last Week	111
26	Schedule	114
27	Information about Suan Dusit Rajabhat University	123
28	Information about the participants	124

Katholieke Pabo Zwolle, Internships

29	Daniëlle Handstede, Engeland, internship	125
30	Floor Broekaart, Curacao, internship	130
31	Ivette van Schooten, Suriname, internship	131
32	Jorie Otten, Zuid-Afrika, internship	132
33	Joyce Scholten, Turkije, Intern. minor	133
34	Kristy Versluis, Malta, internship	135
35	Leonoor Berghuis, Australië, internship	136
36	Lisa Seuters, Suriname, internship	137
37	Lisanne van der Veen, Suriname, internship	138
38	Maike Bosscher, Suriname, internship	139
39	Marinda Wermink, Suriname, internship	140
40	Marloes Brinksma, Zuid-Afrika, internship	141
41	Miriam den Boer, Engeland, internship	142
42	Nanoe Lorkeers, Australië, internship	143
43	Quinta van't Spijker, Curacao, internship	144

44 Sharon Brinkhuis, Bonaire, internship	145
45 Susan Mossing Holsteijn, Uganda, internship	146
46 Sylvia Schutte, Malta, internship	147
47 Tessa Berghuis, Suriname, internship	148
48 Timon Koster, Zweden, Intern. minor	149
49 Veerle Dijksma, Bonaire, internship	150
50 Yvanka Buitenhuis, Nepal, internship	152

Studying in Graz - Fall Term 2013/14

51 Ana Ruiz, Hajni Virag, Gemma Rué, Virag Dan: Erasmus Welcome Days	153
52 Gemma Rué, Spain: What do you want to achieve in this Erasmus?	154
53 Virag Dan, Hungary: Warum Erasmus? Warum Graz? Das Leben in Graz.	155
54 Ana Ruiz, Gemma Rué, Spain: International Voices	156
55 Gemma Rué, Spain: Experiences with the Practises	158
56 Hajnalka Virag, Hungary: Living abroad	160
57 Ana Ruiz, Spain: The most interesting Places to visit in Graz	161
58 Virag Dan, Hungary: Zotter Schokoladen Manufaktur	163
59 Ana Ruiz, Hajni Virag, Gemma Rué, Virag Dan: Salzburg	164

Studying in Graz - Spring Term 2014

60 Tessa Frooninckx, Belgium: Erasmus never leave me!	165
61 Nienke Hogenkamp, Netherlands: Graz, ohyeah!	167
62 Tuba Kavuncu, Turkey: Erasmus in Graz	169
63 Annelien Bosmans, Belgium: A little bit in love...	171
64 Lilla Vasarhelyi, Hungary: Abenteuer in Graz	175
65 Meine Erlebnisse in Graz	176
66 Tereza Kalinova, Czech Republic: Unforgettable experience	177
67 Karolina Virag, Hungary: Memories in Graz	178
68 Martina Syrova, Czech Republic: Be brave and travel	179
69 Eszter Porpácz, Czech Republic: Mein Erasmus 2014	180
70 Kitty Papp, Hungary: Erlebnisse in Graz	181
71 Flora Bodrogi, Hungary: Mein großes Erlebnis	182
72 Madeleine Frösch, Switzerland: Life in Graz	183
73 Büsra Yilmaz, Turkey: Studying Abroad	184

Katholieke Pabo Zwolle, International Minor

74 Anna Schenn, Austria, International Minor, Katholieke Pabo Zwolle	185
75 Viktoria Ebner, Austria, International Minor, Katholieke Pabo Zwolle	186
76 Ana Rodriguez Auriolles, Spain, International Minor, Katholieke Pabo Zwolle	187
77 Klara Mrazova, The Czech Republic, International Minor, Katholieke Pabo Zwolle	188
78 Sibel Aybek, Turkey, International Minor, Katholieke Pabo Zwolle	191
79 Ozan Berk, Turkey, International Minor, Katholieke Pabo Zwolle	197
80 Patricia Serrano, Spain, International Minor, Katholieke Pabo Zwolle	202
81 Emre Gözütok, Turkey, International Minor, Katholieke Pabo Zwolle	203
82 Ibai Duque Narcue, Spain, International Minor, Katholieke Pabo Zwolle	204
83 Ana Lidueña López, Basque Country, Spain, International Minor, Katholieke Pabo Zwolle	205
84 Lucía Areizaga, Basque Country, Spain, International Minor, Katholieke Pabo Zwolle	206
85 Paula Llopis Ballester, Spain, International Minor, Katholieke Pabo Zwolle	207
86 INTERNATIONAL MINOR ZWOLLE NL, Garazi Zalakain, Basque Country	208
87 Lorena Navarro Dominguez, Spain, International Minor, Katholieke Pabo Zwolle	209
88 Elif Çamsari, Turkey, International Minor, Katholieke Pabo Zwolle	210
89 Tomas Hurdalek, Czech Republic, International Minor, Katholieke Pabo Zwolle	211

Authors

90 Bodrogi Flora	212
91 Bosmans Annelien	213
92 Breyner, Sarah	214
93 Dan, Virag	215
94 Ebner, Viktoria	218
95 Fauland, Birgit	219
96 Frösch Madeleine	220
97 Frooninckx Tessa	221
98 Heber Zsofia	222

99	Hechl, Corina	223
100	Hogenkamp Nienke	224
101	Jimenez, Anna	225
102	Kalinova Tereza	226
103	Kavuncu Tuba	227
104	Matthias, Klein	228
105	Körbler, Katharina	229
106	Molnar Eszter	230
107	Maloversnik, Sandra	231
108	Minibek, Lisa	232
109	Daniela Mohr	233
110	Neumeister, Julia	234
111	Lisa Ofner	235
112	Kitti Papp	236
113	Peer, Lisa	237
114	Porpáczy Eszter	238
115	Prutsch, K.	239
116	Rainer, Maria	241
117	Raml, Eva-Maria	242
118	Daniela Reiterer	243
119	Rué, Gemma	244
120	Ruiz, Ana	245
121	Katrin Schaffer	246
122	Schenn, Anna	247
123	Szilvia Sipos	248
124	Syrova Martina	249
125	Trojer, Nina	250
126	Vasarhelyi Lilla	251
127	Virag,Hajni	252
128	Karolina Virág	253
129	Vogl, Heiko, MA BEd	254
130	YILMAZ Büşra	255
131	Zwetti Alexandra	256

Appendix

132	Written mention	257
133	Creative Commons License (CC BY 3.0)	258

Publishing Information

Erasmus+ Journal.

Issue 2. 2014 CC BY 3.0 by Heiko Vogl
<http://www.erasmus-journal.eu/e-books/>

Contact Address:

Heiko Vogl, MA BEd (<http://about.me/heikovogl>)
Pädagogische Hochschule Steiermark/University College of Teacher Education Styria
Centre for International Relations in Education
Hasnerplatz 12, 8010 Graz, Austria
Tel.: +43 316 8067 2202
Fax: +43 316 8067 2299
mailto:heiko.vogl@phst.at
<http://www.phst.at/>

Graz, 2014

ISSN 2310-5992 Erasmus+ Journal (eBook)
ISSN 2310-9548 Erasmus+ Journal (Print)

Publisher

Heiko Vogl
Harrie Poulssen

Authors

(see section authors and in the articles)

Cover Layout

Eleonore Samhaber

Preface By Heiko Vogl

The European Erasmus programme is the most successful mobility programme for students worldwide. Since 1987, more than 3 million young Europeans joined this programme and studied abroad. Key for this success is the general acceptance among European students. The students' feedback about a semester abroad is almost exclusively positive. The impact to their life is sustainable:

“Young people who study or train abroad not only gain knowledge in specific disciplines, but also strengthen key transversal skills which are highly valued by employers.” (Erasmus Impact Study 2014)

Studying abroad also has an amazing positive impact for future teachers and their careers. Therefore the Centre for International Relations in Education of the University College of Teacher Education Styria (PHSt) published the first Erasmus+ Journal. This book contains the best Erasmus student reports from the study period 2013/14. It is available as a book (5 EUR excl. Shipping on Lulu.com) and as a free e-book on <http://www.erasmus-journal.eu/e-books/>. The first edition of the Erasmus + journal contains 12 articles from 14 Erasmus students. These articles should encourage the next generation of Erasmus students.

This second issue here is the next step in the evolution of the Erasmus+ Journal.

More than 90 authors were involved. Reports and articles are published in seven languages (English, German, Dutch, Hungarian, Czech, Turkish, Spanish). This was made possible through a cooperation of the Katholieke Pabo Zwolle (PABO) in the Netherlands and the University College of Education Styria (PHSt) between Harrie Poulssen of PABO and Heiko Vogl of PHSt.

This edition of the Erasmus+ Journal contains 21 reports of Erasmus outgoings (PHSt), 18 reports from Erasmus incoming students at the PHSt, one report by ten students who attended the Thai Studies programme, one report of an Erasmus buddy of the PHSt, a staff training report by two employees of the PHSt and short articles of two lecturers of the PHSt. The PABO contributed 22 articles on school placements abroad and 16 reports about the Dutch international Minor as well as the preface of the international coordinator Harrie Poulssen.

This book was created in a collaborative manner. All authors were able to write online at the same time, anywhere in this book.

Since there was no funding available, this publication is not proofread. Most of the reports were not written in the authors' mother tongues. Therefore, please apologise for any errors in sentence structure, spelling errors, typos, etc.

Heiko Vogl
November 2014

Preface By Harrie Poulssen

AN EXCEPTIONAL INSTITUTE

Welcome to Catholic Pabo Zwolle or KPZ as we like to call ourselves. KPZ is an university of applied science, teacher training college, that focuses on:

- students becoming excellent primary school teachers;
- practice-based study;
- providing valuable educational development

KPZ is exceptional because of its willingness to think outside of the box which sometimes means we deviate from mainstream ideas, its unique educational concept which aims to develop the professional teacher's with outstanding outcomes.

- personal development and cooperation
- an open inquisitive attitude and its striving after quality

KPZ provides a fertile learning environment, creates a strong community spirit and offers sincere personal attention, personal development and cooperation, an open and inquisitive attitude and its striving after quality.

KPZ IS PERSONAL, EXCEPTIONAL, DEVELOPING AND CONNECTING.

IN IT'S OWN MANNER

Educational institutions constantly struggle with the question which targets and issues to prioritize. Should emphasis be put on cognition or talent, on theory or practice, on result or development?

KPZ does not want to make over-simplified choices but deal with apparent opposites in a nuanced considered manner. For example between focusing on the development of the child on the one hand and realizing the necessary social output on the other. Hereby KPZ takes a permanent interaction between opposing forces into consideration. It tries to find a balance between doing the right thing and doing things right, between tradition and reform, internal and external factors and between process and result. This balance, the connection between seemingly opposing values can be observed everywhere in KPZ's culture, in its educational supply and its activities. This symbol of continuity and movement (represented by the diagram of the glasses) stands for the range of ideas embodied by KPZ. It clearly shows how opposing forces connect and influence each other.

AN EXTRAORDINARY COMMUNITY.

Thanks to its small scale the strength of KPZ lies in its focus on people. The personal contact between students and lecturers is deemed very important by KPZ. An open attitude where people dare to be critical and are not afraid to make mistakes is according to us a precondition for learning from each other and this can only thrive in an environment where people collaborate on the basis of trust. Thinking in terms of connection and balance is strongly expressed in the warm and at the same time challenging environment offered to the students. An environment in which security, trust and challenge co-exist.

KPZ is a strong and close learning community in which respect, cooperation, honesty, meeting each other and the catholic values are central. From its social responsibility and an open catholic identity KPZ stimulates students from whatever background to undertake their own development. KPZ gives students every opportunity for personal development; a human being and as a teacher with backbone, guts and a strong professional identity; with experience of life filled with educational skills, socio-cultural awareness and a proper moral compass.

A CONNECTING ATMOSPHERE

An ambiance that stimulates and invites you to develop yourself, is partly defined by the physical environment but mainly created by human being. Staff members have an important role in this. From them enthusiasm, attention and dedication is expected to support the students in their development. For KPZ co-operating and connecting with the field is invaluable. Co-operation after all leads to new knowledge and insight, to inspiration and initiatives which can lead to educational improvements and not in the least to excellent possibilities for young ambitious students to let their professional identity reach full maturity.

KPZ invests in connections and relationships, a good example is the PABOYS project. An initiative to engage more male students in primary education and to offer them a platform on which to make themselves heard and to meet each other within KPZ. Another example is the Theole foundation which was established by KPZ out of a sense of social responsibility. KPZ lecturers train teachers in Nepal, who then at their own school are able to support fellow teachers. With these initiatives KPZ directly contributes to the improvement of educational quality, school development and their own change capacity.

A UNIQUE EDUCATIONAL CONCEPT

In the teacher training college's various courses and training the development of the professional identity is central. Crucial thereby are the domains 'having an eye for a child', 'research, design and development' and professional skills' which are offered in seven learning lines/trajectories. Learning trajectories are among other things based on 'reflection and research' and 'GEE' (giving meaning, ethics and aesthetics), but also on the generic basic knowledge and the primary school subjects.

KPZ also makes clear choices within the study programme and looks for connection and balance. This finds among other things expression in the course programme, which consists of a founding and a profiling phase in which students choose between the profiles of Arts, Civics, Concepts or Science. Students are encouraged to develop themselves through research and experience into exceptional teachers. Therefore KPZ offers students several options; from practical training abroad and courses at renowned institutes to complementary programmes for example in the field of innovative educational concepts, science and technology, art and culture and movement education. Talented students capable of handling more extra-curricular subject matter beside their bachelor programme are offered the possibility to follow a pre-master course in educational sciences. Graduate KPZ students have a thorough professional knowledge, a heart for education and towards children an inquisitive attitude and the ability to shape tomorrow's education.

REFLECTION MAKES YOU LEARN

To have an eye for children

To develop professional identity

To develop professional knowledge

To do research, planning and developing

WE WANT TO CONTRIBUTE TO TOMORROW'S EDUCATION

It is impossible to imagine higher education without practice oriented research. Through this, developments in subjects and occupational practice are stimulated. The KPZ research centre with its team of professors and knowledge circles plays an important role in acquiring, incorporating and distributing knowledge to a wide group of interested people, such as students, teachers, researchers and partner schools in our own country and abroad. Through the careful choice of research themes KPZ contributes to meaningful knowledge development. Through the ambition of KPZ to constantly improve education and to exchange knowledge and opinions, KPZ maintains intensive contacts with the authorities, schools, universities and centers of knowledge at home and abroad.

TEACHERS WITH A PASSION FOR EDUCATION

LIFELONG LEARNING

We at KPZ think in terms of lifelong learning.

After getting their bachelor degree students are qualified to start their journey as a teacher. Within the Centre for Development they are offered the possibility to develop further and to specialize at a masters level. However, not only students but also graduates who apply via the International Office are allowed one (extra) year of practical training abroad subsidized by the Erasmus+ programme.

The international minor study program

Teacher Training Colleges must prepare teachers for their role in a globalised society. The impact of globalization on education is enormous. The teacher plays an important role in spreading knowledge concerning culture, languages, cultural heritage and European citizenship. In this perspective KPZ offers an international programme of 30 ECTS for students from our partner institutes within the EU (spring semester). All courses are in English (level B2) and focusses on reform pedagogics, Dutch culture and society, teaching practice and action research. All student-teachers in the second half of their studies are welcome. See <http://www.kpz.nl/index.php?page=briefintroduction>

In summary:

- KPZ has a personal approach where everyone is welcomed and challenged to succeed;
- KPZ is an exceptional teacher training college;
- KPZ has great ambition and is constantly developing;
- KPZ is committed to connecting with other likeminded professionals.

CATHOLIC PABO ZWOLLE (university of applied science, teacher training college)

PERSONAL, EXCEPTIONAL, DEVELOPING , CONNECTING

BEEING INTERNATIONAL

- 1. UNIVERSITY COLLEGE OF TEACHER EDUCATION STYRIA**
- 2. SUSANNE LINHOFER, AUSTRIA, UNIVERSITY COLLEGE OF TEACHER EDUCATION STYRIA: INTERNATIONAL STRATEGY AT THE UNIVERSITY COLLEGE OF TEACHER EDUCATION STYRIA WITH A FOCUS ON STUDENT MOBILITY**
- 3. HEIKO VOGL, AUSTRIA, UNIVERSITY COLLEGE OF TEACHER EDUCATION STYRIA: ERASMUS COMICS**
- 4. MARLENE GRABNER, AUSTRIA, UNIVERSITY COLLEGE OF TEACHER EDUCATION STYRIA: BEING AN ERASMUS BUDDY**

1. University College Of Teacher Education Styria

The University of Teacher Education Styria is a national and international renowned public educational institution which strives for professionalism in its teachers who are participating in teacher training fields of study. Teaching and learning at the University of Teacher Education Styria are defined by our specialized fields of study which are made up of teacher education, continuing education and further education. These fields of study contribute quality standards to enhance lifelong learning. Furthermore our learning opportunities offer brush up and training courses in other pedagogical and social areas.

Study-information

The University of Teacher Education Styria (PHSt) offers a wide variety of study programmes in the field of training, continuing education and further education for all types of schools and grades. There are over 500 people employed in the fields of teaching and research. In order to find out the latest information regarding activities and projects, check out the "International" side on our website (<http://phst.at/internationales/international/?L=1>).

2. Susanne Linhofer, Austria, University College Of Teacher Education Styria: International Strategy At The University College Of Teacher Education Styria With A Focus On Student Mobility

The University College of Teacher Education Styria has been taking part in the European Erasmus programme for more than 20 years now. Currently we hold about 60 inter-institutional agreements with international universities. Mobility programmes and especially student mobility have always been at the core of the institutional international strategy. Since the beginnings of the programme about 500 of our students have successfully studied abroad and about 300 international students have attended courses at the University College of Teacher Education Styria.

Before the new European programme Erasmus+ started in 2014, each European university had to apply for the Erasmus Charter for Higher Education (ECHE). The Erasmus Policy Statement (EPS), which is identical with the institutional international strategy, had to be reviewed, including the guiding principles for student mobility, which are briefly described here.

According to the principles of the Austrian's government education reform programme for teacher education titled "Teacher Training - NEW", the respective law was passed in summer 2013, enhancement of internationalisation and mobility is a core aspect of the new curricula for basic pedagogical competences.

Focus is set on the following international competences (Van der Zee & Van Oudenhoven, 2000, 2001)

- +Cultural empathy: the ability to empathize with the feelings, thoughts and behaviour of individuals with a different cultural background.
- +Open-mindedness: having an open and unbiased attitude towards diverse groups and their respective cultural standards and values.
- +Social initiative: this is defined as 'the tendency to introduce oneself from the point of view of another culture', e.g. the ability to make contact with people from other cultures.
- +Flexibility: the ability to switch from one pattern of behaviour to another taking into account the requirements of the (sub-)cultural context.
- +Emotional stability: the ability to deal with mental stress, since in an intercultural context one is after all confronted with different cultural and interpersonal situations which have to be addressed.

Educational cooperation within the framework of the European Mobility Programs and active participation in European projects and networks has been the main focus throughout the recent years. This focus is now being extended to cooperation with non-EU countries. Currently the University College of Teacher Education in Styria cooperates with about 60 partner institutions within Europe and holds a Memorandum of Understanding with two universities in Asia (Indonesia, Thailand). Neighbouring countries such as the Czech Republic, Germany, Hungary, Italy, Slovakia, Slovenia and Switzerland constitute one focus for decisions on geographical areas as well as a balanced variety of countries all over Europe. Extended focus is placed on cooperation with non-EU countries based on the same quality requirements as with EU countries.

The most important target groups of the mobility activities at the University College of Teacher Education in Styria are students in the first and second academic cycle and staff members (teachers and administrative staff). Their mobility is supported by a great number of measures such as enhanced information policy, language courses or academic tutoring for studies abroad.

Our institution supports the development of a variety of courses held in English as a working language thus facilitating participation of international students to become an even more attractive partner for other institutions in the field. To enforce this idea the curriculum of an international course called "International Teacher Competences" (30 ECTS - Credits) is now being developed for international and Austrian students.

Webpage

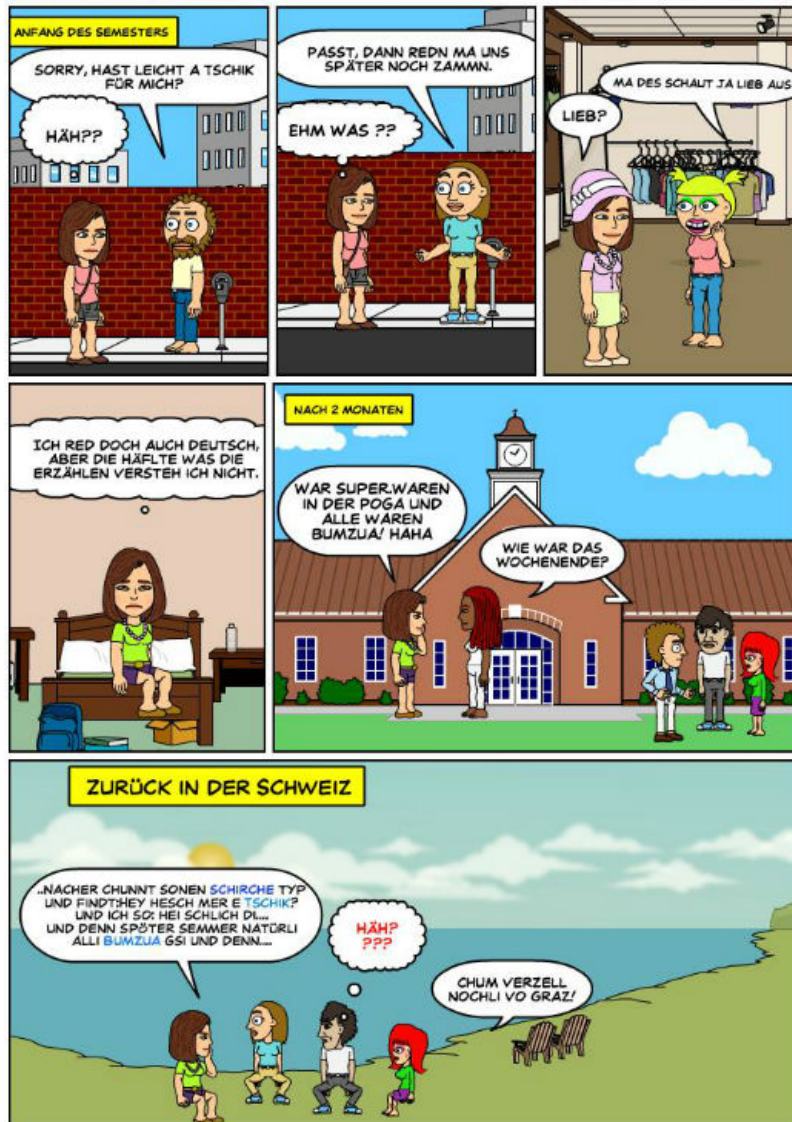
<http://phst.at/internationales/international/?L=1>

3. Heiko Vogl, Austria, University College Of Teacher Education Styria: Erasmus Comics

Authors: Heiko Vogl and Erasmus Incomings

Nowadays creating and publishing comics is very simple. Many web 2.0 tools help to create, edit and publish comics online. In the lecture "120.63g1 Digitale Kommunikation SS 2014" at the University College of Teacher Education Styria the Erasmus incoming students worked with these tools. One task was to create a "One day on Erasmus" comic. They used websites like <http://bitstrips.com/create/comic/> to produce these comics.



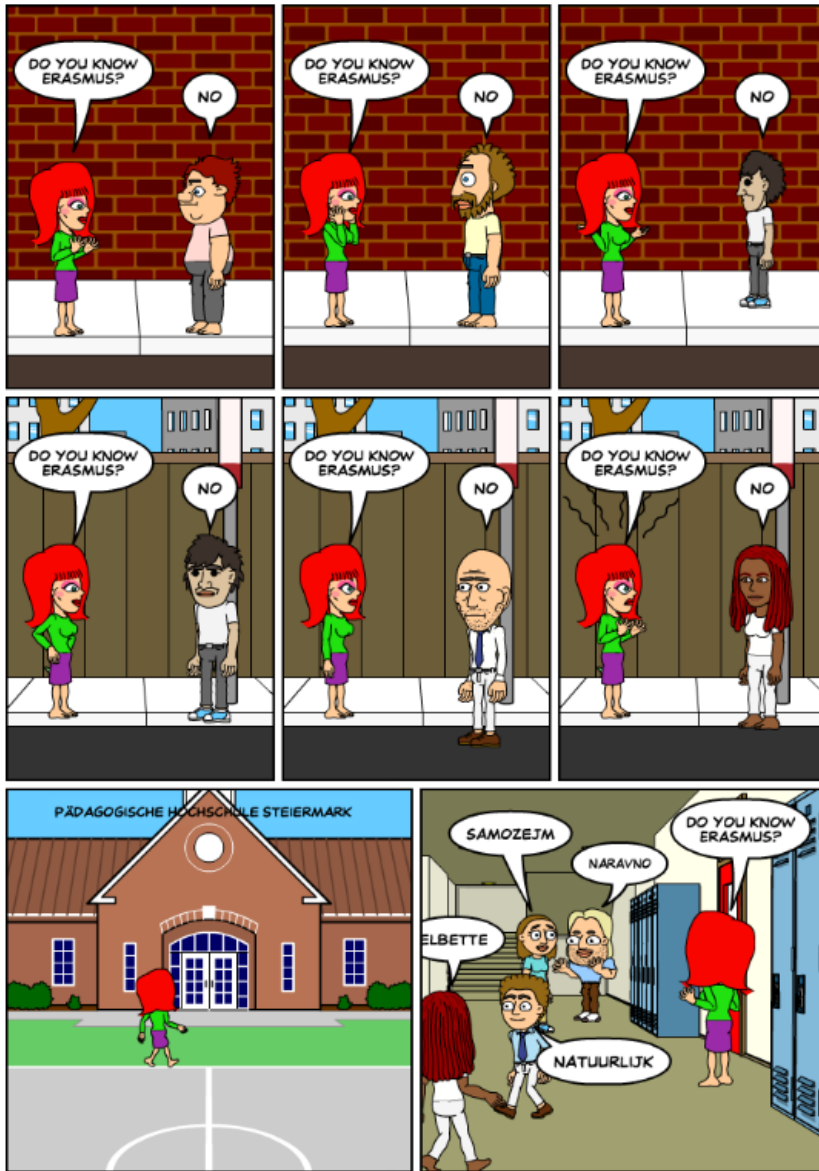


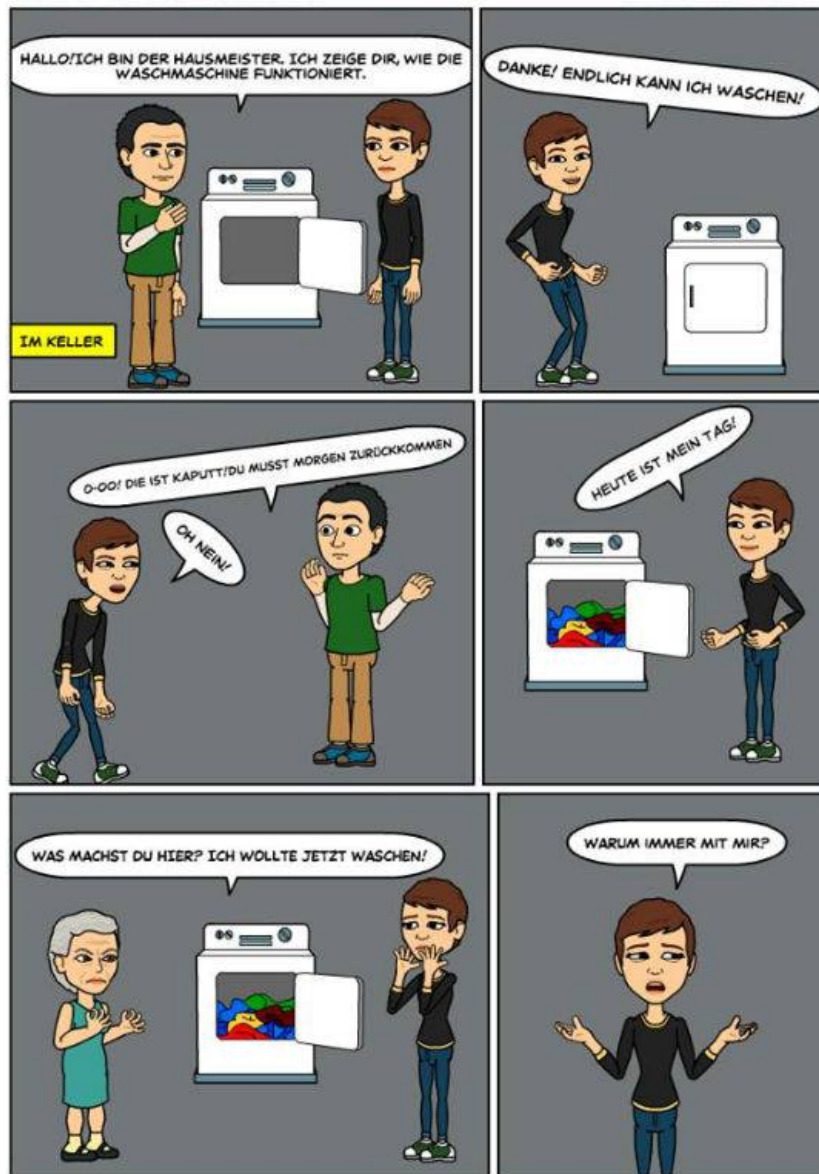
IT'S GETTING HOT IN HERE!

BY NENKE HOGENKAMP



WWW.BITSTRIPS.COM





WEATHER

BY BÜŞRA YILMAZ



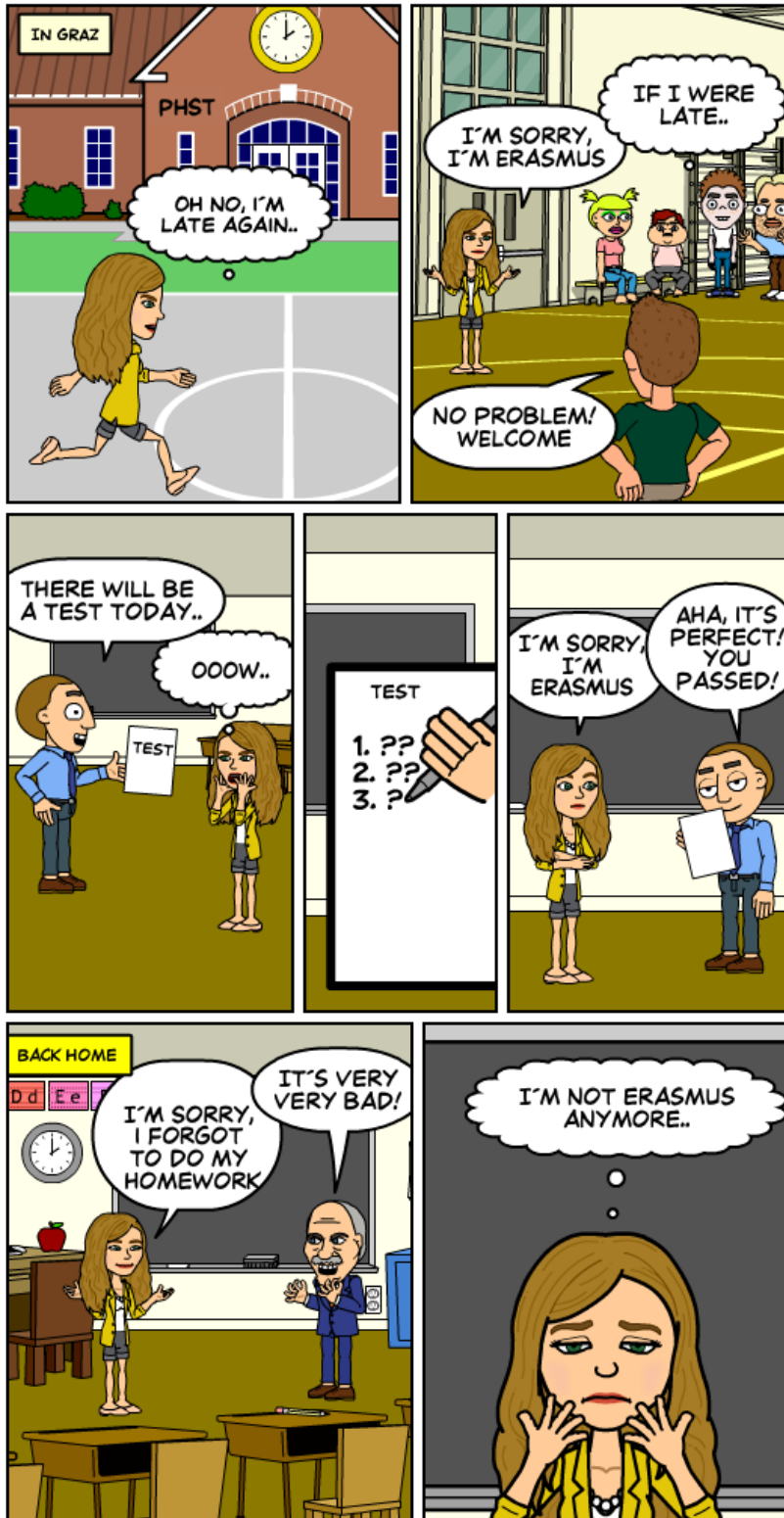
WWW.BITSTRIPS.COM

'NO KANGAROSS'

BY TUBA KAVUNCU



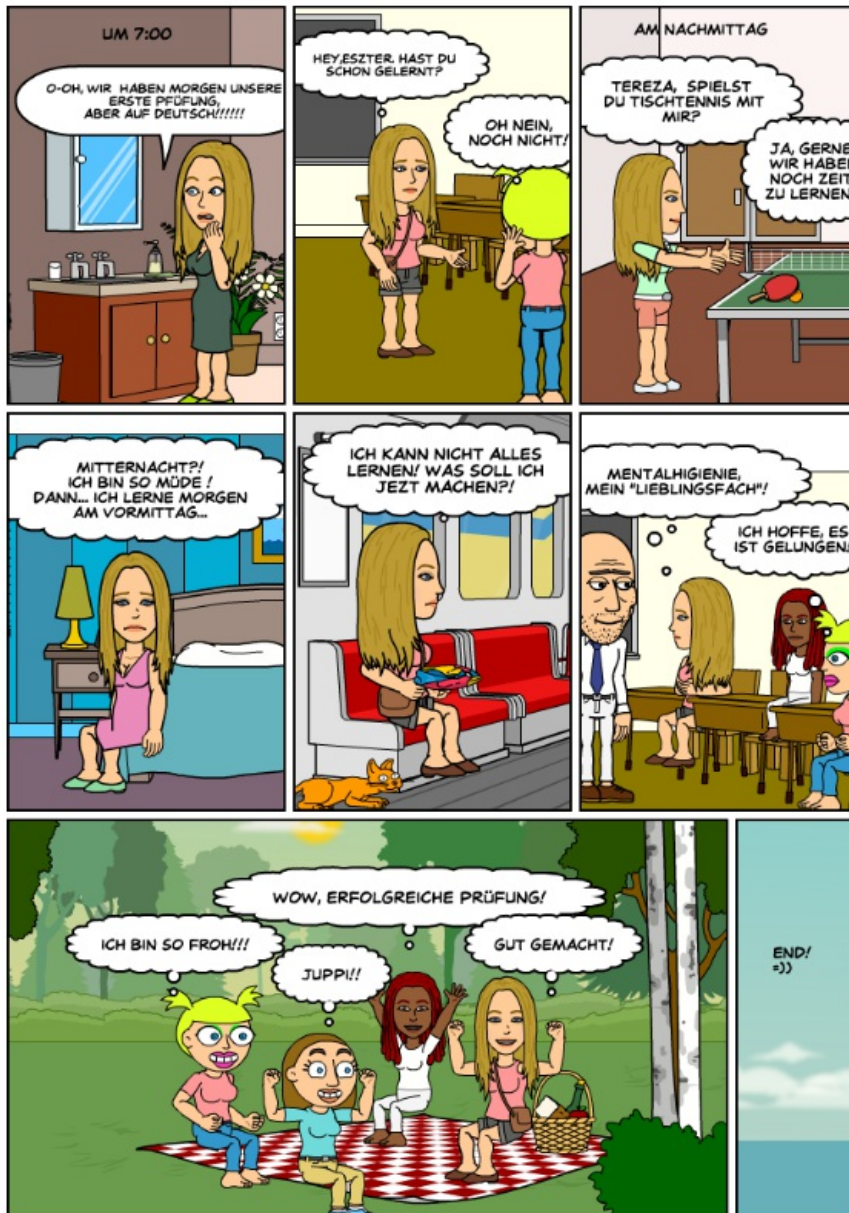
WWW.BITSTRIPS.COM





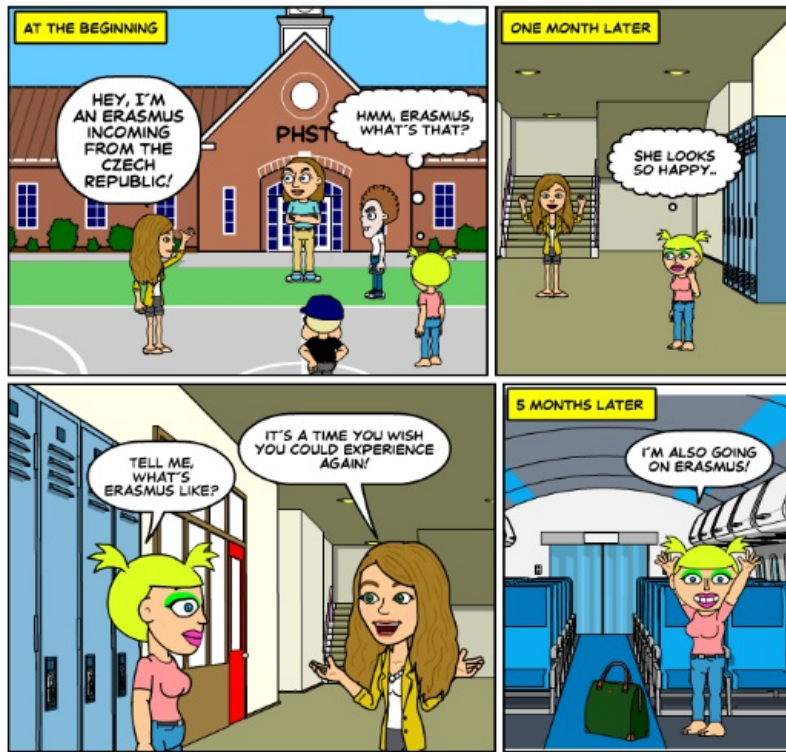






GO ON ERASMUS!

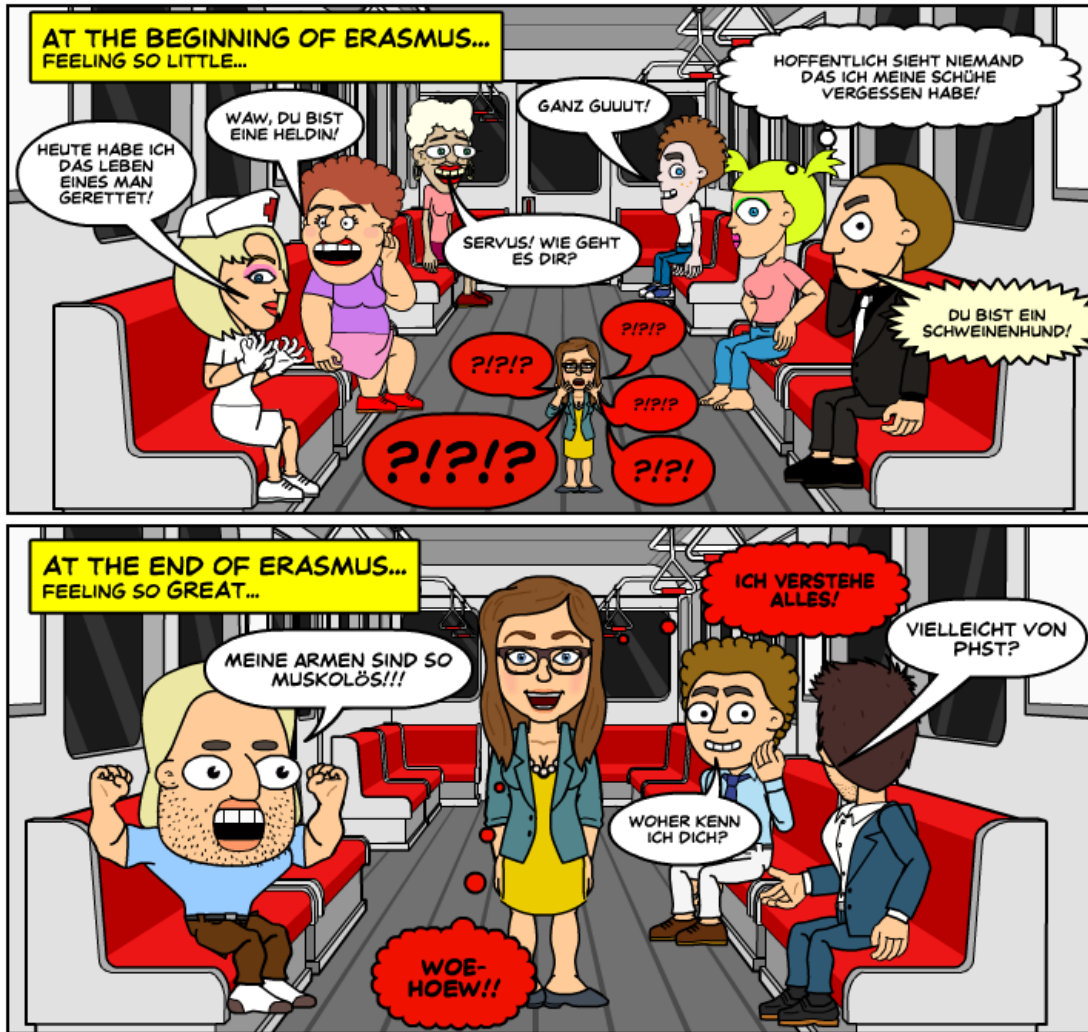
BY TEREZA KALINOVÁ



'THE FIRST MEETING'

BY ZSÓFIA HÉBER





4. Marlene Grabner, Austria, University College Of Teacher Education Styria: Being An Erasmus Buddy

Being an Erasmus-Buddy is about broadening your mind, having fun and making friends from all over Europe. It's of course not all fun and games as it can also be demanding in respects of time-management and responsibility. Your working hours aren't just from 9am to 5pm but you have to work on weekends and at night as well. But believe me it's still the best job a student could ever have!

In my 2nd year of studies I spent one semester in the Netherlands. Thinking of the time abroad made me miss the culture I was living in and the contact to people from all over the world. So as to go back to the life of an international student I applied for the job as an Erasmus-Buddy.

In my 3rd year of studies I supported and guided our Erasmus incoming students during their stay in Graz. We had a wonderful welcome weekend in the mountains, visited Salzburg, had nice evenings in the nightlife of Graz, we visited a chocolate factory; we were hiking, had an international food night and went to theme parties. Organizing activities for the Erasmus-Incomings is only one of many tasks a Buddy has to fulfill. Buddies are the first ones to be asked if there occur any questions concerning school, leisure time activities, cultural activities, means of transport, where to buy a bike, where to go out, how to use the library and so on.

Sounds like a lot of work? Don't worry, the payment is amazing though – you spend an amazing year full of remarkable moments and making priceless memories. You get to know so many people from all over Europe. Not only the Incomings who are studying at your university but also their friends, roommates and their families.

I am still in contact with “my” Incomings and receive invitations to visit them. Some of them came back to Graz already to visit me and my friends. And some of them I visited in their home countries. For me Erasmus friendships are friendships for life!

Being an Erasmus-Buddy is not only helpful to spend nice holidays all over Europe. It offers you a great chance to build up a network of interesting people.

UNIVERSITY COLLEGE OF TEACHER EDUCATION STYRIA

**5. GRÜBLER GABRIELE, LANG RAMONA, SPAIN,
UNIVERSIDAD DE HUELVA, STAFF-TRAINING**

5. Grübler Gabriele, Lang Ramona, Spain, Universidad De Huelva, Staff-Training

Authors: Ramona Lang, Gabriele Grübler



Huelva Port (CC BY Tomás Fano)

We would like to give you a little overview about our staff-training-week in Huelva.

We arrived on the airport in Seville early on Saturday, 3rd of May, because there was no other possibility to fly without endless flying times. Our first experience was, that Spanish people, regardless of whether taxi drivers or ticket sellers don't speak English very well. Unfortunately Gabi and I were not speaking Spanish at this time, so the conversations were really difficult.

On Monday, we saw the university the first time and we were very impressed by its grandness.

More than 10.000 students are studying there on three different campuses: Campus la Merced, Campus el Carmen and Campus la Rabida. The biggest one is "el Carmen", with seven different faculties. Most of the activities from our training programme occurred there.

After the warming welcome from the international office in the morning and a meal in the Mensa, we were attending a sightseeing tour from people of ESN (Erasmus student network). In the evening we get to know the other incomings better during a "tapas-dinner". It was a mixed group of professors, staff and teachers.

On Tuesday we had our first Spanish course with ten of the other incomings. It was very interesting to learn the language and to use it immediately in practice. Afterwards, we had the "official welcome" by the rector of the university, Prof. Dr. Francisco Ruiz Muñoz and the head of the international office, María Losada Friend. In the afternoon, we met our outgoing students to talk about their Erasmus- Semester.

On Wednesday morning we attended the Spanish course again. Afterwards we had a meeting with the administrative staff from the international office to talk about the registration and matriculation of the students there. It was very interesting to see, that there are many similarities to our standard operating procedures. For example the change from a "6-semester-bachelor" to an "8-semester-bachelor". In the afternoon we were advising students, who were interested to study abroad on a "studying abroad fair". In the evening we were invited to a supper organized by the university. A traditional group of musicians from the law faculty surprised us with a great performance. The university college of teacher education Styria was involved with a dancing and guitar performance. □

Later in the evening, we attended the "shining-party" from the Erasmus Student Network.

On Thursday we were visiting many presentations and lectures. In the afternoon we collected our documents and were "networking" with the other incomings. It was very interesting to talk about different universities and the different economic conditions in other countries, like United Kingdom, Turkey, Ireland, Greece, Chile, Latvia, Czech Republic, Poland and Spain of course.

Summarizing we can say, that this week has been a really enriching experience. The possibility to collect international experiences this way is great and we think, that it's necessary for your own professional and even personal further development nowadays. A further plus is the language aspect. The used language on the international week is English, and it is not only a challenge to speak English the whole time, it is rather a great possibility to train your verbal English abilities.

Universidad de Huelva
<http://www.uhu.es>

UNIVERSITY COLLEGE OF TEACHER EDUCATION STYRIA,

MOBILITY FOR STUDIES, FALL TERM 2013/14

- 6.** LISA OFNER, ULRIKE REITER, KATRIN SCHAFFER,
SWEDEN, ÖREBRO UNIVERSITY, MOBILITY FOR STUDIES
- 7.** LISA OFNER, ULRIKE REITER, KATRIN SCHAFFER,
SWEDEN, ÖREBRO UNIVERSITY, INTERNSHIP

6. Lisa Ofner, Ulrike Reiter, Katrin Schaffer, Sweden, Örebro University, Mobility For Studies

Autorinnen/Autoren: Lisa Ofner, Ulrike Reiter, Katrin Schaffer

Hej hej från Sverige!

Am 22. August 2013 haben wir zu dritt eine unglaubliche Reise in Richtung hohen Norden gestartet. Unser Ziel nannte sich "Örebro", besser bekannt als das Herz Schwedens. Örebro gilt als siebtgrößte Stadt des Landes mit rund 130.000 Einwohnerinnen und Einwohnern und ist nur etwa 200 km von Stockholm entfernt. Mit dem Zug, der meist spezielle Student/innenpreise anbietet, benötigt man ungefähr zwei Stunden, um in die Hauptstadt zu gelangen, die auf alle Fälle einen oder auch mehrere Besuche wert ist.

Aber auch Örebro selbst hat Sehenswertes zu bieten, das keinesfalls unterschätzt werden sollte. Da gäbe es zum Beispiel das Freilichtmuseum namens Wadköping, in dem man zum einen die für Schweden typischen roten Holzhäuser entdecken und zum anderen die Bewohnerinnen und Bewohner bei traditionellem Handwerk beobachten kann. Desgleichen gibt es vor Ort eine winzig kleine Bäckerei, in der man schwedische Leckereien, im Besonderen die sogenannten Kanelbullar (Zimtschnecken), genießen kann. Ganzjährig finden in Wadköping Ausstellungen, Theateraufführungen oder Märkte statt, die Besucher/innen von nah und fern anlocken. Der Eintritt ist im Übrigen frei. Das von uns immer wieder liebevoll genannte "Schwammerl" von Örebro ist im eigentlichen Sinne ein 50 Meter hoher Wasserturm mit angeschlossenem Café, der sich grundsätzlich Swampen nennt. Der kostenlose Lift transportiert die Besucher/innen bis ganz nach oben, von dort aus haben sie eine traumhafte Aussicht über ganz Örebro und die anliegenden Nachbarstädte. Natürlich darf an dieser Stelle auch nicht auf das Örebro slott, das Wahrzeichen der Stadt, vergessen werden. Inmitten der Stadt auf einer kleinen Insel, umgeben vom Fluss Svartån, erstreckt sich das im 14. Jahrhundert erbaute Schloss, das Heiligtum der Einwohnerinnen und Einwohner von Örebro. Mit dem Fahrrad oder Bus kann man allen Orten und Sehenswürdigkeiten der Stadt sehr leicht einen Besuch abstatten.

Die Universität befindet sich nur ungefähr drei Gehminuten von der Unterkunft Studentgatan entfernt und unterteilt sich in verschiedene Gebäude. Die meisten Kurse finden im sogenannten „Langen Haus“ oder auf Schwedisch „Långhuset“ statt. Desgleichen ist auf dem Universitätsgelände die Musikhochschule, die Sporthochschule und die Technische Universität sowie die wundervolle Bibliothek, der ich zahlreiche Besuche abgestattet habe, zu finden. Die Universitätsbibliothek eignet sich nicht nur hervorragend um Kursbücher zu entleihen, es befindet sich dort ebenso ein technisch gut ausgestatteter Ruheraum für fleißige Lerner zur Prüfungsvorbereitung. Ein weiterer Grund, warum ich die Bibliothek sehr oft betreten habe, ist der folgende: Es sind einige Drucker und unglaublich viele Computer vorhanden, die sehr leicht mit dem Benutzernamen und dem dazugehörigen Passwort, welche beide in der ersten beziehungsweise zweiten Woche aktiviert werden können, zu bedienen sind. Zu erwähnen ist hierbei auch, dass man jedes Gebäude auf dem Universitätsgelände zu jeder Zeit (auch an Wochenenden und Feiertagen) mit der eigenen Universitätskarte besuchen kann. Dies wäre an der Pädagogischen Hochschule Steiermark kaum durchführbar. Auch die Innenausstattung der einzelnen Gebäude lässt keine Wünsche offen. Durch die vielen Wegweiser auf dem Universitätsgelände ist ein Verfehlen des richtigen Kursraumes beinahe unmöglich.

Spätestens nach der zweiten Woche ist auch das Stadtzentrum Örebros kein Unbekanntes mehr. Obwohl es sich auf den ersten Blick als durchaus groß erweist, wird es von Woche zu Woche überschaubarer. Von Studentgatan ist die Stadtmitte Vågustorget in etwa 15-20 Minuten mit dem Bus erreichbar. Von dort aus ist es auch zum Wahrzeichen Örebros nicht mehr weit. Grundsätzlich sind die Busverbindungen unter der Woche relativ gut, allerdings gilt das nicht für die Wochenenden. An Samstagen und Sonntagen fahren die Busse nur gelegentlich. Eine Busfahrt kostet mittlerweile 16,80 Kronen, ist mit einer aufladbaren Buskarte zu bezahlen und gilt für drei Stunden. In den sogenannten „Pressbyråns“, die an Trafiken erinnern, kann die Buskarte mit 50, 100 oder 200 Kronen immer wieder aufgeladen werden. Aufgrund der ausgezeichneten Englisch-Kenntnisse der Einwohnerinnen und Einwohner ist die Verständigung in der gesamten Stadt Örebro absolut kein Problem. Vor allem die ältere Generation ist ein wenig der deutschen Sprache mächtig. Die Schweden sind ein äußerst hilfsbereites Volk, das einem immer wieder gerne mit Rat und Tat zur Seite steht. Des Weiteren ist es typisch für die Schweden, zu jeder Tageszeit eine Kaffeepause – auf Schwedisch „fika“ – zu machen, bei der man gemütlich bei einer Tasse Kaffee und einem süßen Gebäck mit Freunden oder der Familie zusammensitzt und über alltägliche Dinge plaudert. Ein weiteres typisch schwedisches Merkmal soll der harte Winter darstellen. Davon kann ich leider überhaupt nichts berichten, da es während meines Aufenthaltes nur vereinzelt das eine oder andere Mal Schnee gegeben hat.

Die Teilnahme an den beiden Orientierungswochen zu Beginn unseres Aufenthaltes ist eine äußerst gute Idee gewesen und hat sich im positiven Sinne ausgezahlt. Zuvor ist man in verschiedene Gruppen, die auch als „fadder groups“ bekannt sind, eingeteilt worden. Natürlich ist bei der Einteilung darauf geachtet worden, dass keine befreundeten Studierenden in die selbe Gruppe kommen und eine Vielzahl an Studentinnen und Studenten aus unterschiedlichen Ländern vertreten ist. Diverse Stadttouren, Events, Partys und Co sind durch die „fadders“ organisiert und durchgeführt worden. Schade ist es jedoch, dass sich die meisten dieser „fadder groups“ nach den Orientierungswochen aufgelöst haben, um Grüppchen zu bilden, die vorwiegend der selben Herkunft sind.

Lisa Ofner

Ich kann mich Lisa nur anschließen. Bereits die hatte sich aufgrund der sehr guten öffentlichen Verbindungen in Schweden als unkompliziert herausgestellt. Wir wurden direkt an der „Universität Örebro“ in Empfang genommen. Dort besprachen wir die ersten organisatorischen Schritte wie Unterkunft, Faddergroup etc. und danach brachte man uns in unsere Unterkünfte, die sich in Studentgatan, Tybblagatan und Brickebacken befanden. Bereits am ersten Tag wurden uns eine Buskarte sowie eine Sim-Karte mit kostenlosem Internet und Freiguthaben zur Verfügung gestellt. Das ESN-Team war sehr gut organisiert, hilfsbereit und überaus freundlich – ich habe mich von Anfang an wohl gefühlt.

Auf jeden Fall sollte man bereits zu den Orientierungswochen vor Studienbeginn anreisen – es zahlt sich aus. Ein gut durchstrukturiertes Programm gab und die Möglichkeit, die Universität, die Stadt Örebro und viele neue Leute kennenzulernen. Auch StudentInnen, die vielleicht zu Beginn etwas verschlossen wirkten, haben bereits nach sehr kurzer Zeit Anschluss gefunden. Es war unmöglich, keine Freunde zu finden :)

Das Universitätsgelände ist riesig, trotzdem haben wir uns schnell zurechtgefunden. Es herrschte eine freundliche Atmosphäre und die einzelnen Gebäude waren allesamt auf dem neuesten Stand der Technik. Dass niemand einen eigenen Drucker besaß tat nichts zur Sache – zahlreiche PC-Räume und Druckstationen, unter anderem auch in der äußerst sehenswerten Bibliothek, ermöglichten uns ein unkompliziertes Arbeiten.

Lisa erwähnte bereits die Sehenswürdigkeiten in Örebro. Ich möchte hier noch das Erlebnissbad „Gustavsvik“ ergänzen, welches für Wasserratten eine Vielzahl an Unterhaltungs- und Entspannungsmöglichkeiten bietet.

Nicht nur das Leben in Örebro hat dieses Semester unvergesslich gemacht. Auch die vielen Reisen, die zum größten Teil extra für Exchange Students angeboten werden, waren phänomenal. Hierbei möchte ich vor allem die Lappland-Reise, die

durch die „Kirunä Mine“, das „Ice Hotel“, „Dogsledding and Snowmobiling“ und die „Nothern Lights“ bestochen hat.



Faddergroup Battle während der Orientierungswochen



Nothern Lights in Lapland

Katrin Schaffer

Zusätzlich zu meinen Kolleginnen möchte ich noch einige Punkte erwähnen. Das Schließen von Freundschaften mit Studentinnen und Studenten aus aller Herren Länder war für mich eine einzigartige Erfahrung. Die Gespräche, die wir mit unseren fellow-students führten, brachte mich dem Denken und Fühlen so fremdartiger Kulturen wie der chinesischen oder südamerikanischen nahe. Das Bereisen der Länder Norwegen, mit den fantastischen Fjorden, Holland, mit den malerischen Grachten in Amsterdam, Russland, mit den goldenen Dächern St. Petersburgs, Estland, mit flächendeckendem W-Lan in Tallin und der Geburtsstätte von Skype, wie uns die Führerin stolz berichtete, Finnland, mit dem beeindruckendem Dom, Lappland, mit den Rentnieren wird mir wohl für immer in Erinnerung bleiben.

Ulrike Reite

Vergleich der Ausbildungssysteme und des Studiums

Die zahlreichen Unterschiede im Ausbildungssystem zwischen der Pädagogischen Hochschule Steiermark und der Örebro Universität beginnen bereits bei den verschiedenen Seminaren und Vorlesungen. Ein Kurs ist an der Örebro Universität meist 7.5 ECTS wert. Das bedeutet, dass die Absolvierung von nur vier Kursen ausreichend ist, um insgesamt 30 ECTS für die Anrechnung eines vollständigen Semesters zu erreichen. Hierbei ist anzumerken, dass dies weniger Stress für die Studierenden bedeutet, da sie nicht von Montag bis Freitag mit Kursen eingedeckt sind. An der Pädagogischen Hochschule ist die Absolvierung von mindestens 15 oder sogar mehr Seminaren erforderlich, um die Gesamtzahl von 30 ECTS zu schaffen. In Örebro gibt es des Weiteren sogenannte „Full-time-courses“, die insgesamt vier Wochen andauern und mit einer Prüfung abschließen. Meist handelt es sich hierbei um Vorlesungen. An der Pädagogischen Hochschule dauern alle Kurse das gesamte Semester über, das heißt, alle Prüfungen und Abgaben von Seminararbeiten müssen am Ende des Semesters zur selben Zeit durchgeführt werden. Anzumerken ist ebenso, dass an der Örebro Universität keine Kurse für Lehramtsstudierende im Wintersemester angeboten werden. Somit muss die Schulpraxis selbstständig organisiert werden. Es ist also empfehlenswerter, das Sommersemester dort zu verbringen, da es im Frühjahr einige gute Angebote für angehende

Lehrerinnen und Lehrer gibt. Die Prüfungen und Arbeitsaufträge sind in Örebro mit einem viel höheren Aufwand verbunden als in Graz. Desgleichen sind vor allem die vierstündigen Vorlesungsprüfungen um einiges schwieriger als an der PHST. Auch die Benotung wird strenger gehandhabt.

Lisa Ofner

Auch zu diesem Thema hat Lisa bereits das Wesentliche ausgeführt. Ich habe mich mit dem System an der Universität in Örebro sehr schnell angefreundet. Im Vergleich zu den Unis in Österreich, finden die Kurse dort größtenteils nacheinander statt bzw. überschneiden sich nur geringfügig, was bedeutet, dass man sich voll und ganz auf die jeweiligen Fächer konzentrieren kann. Der Unterricht fand ausschließlich auf Englisch statt und die Teilnahme an den Kursen war mit hohem Selbststudiumsanteil verbunden, d.h. es war für jede Unterrichtseinheit etwas vorzubereiten, zu lesen oder auszuarbeiten. Es gab unterschiedliche Prüfungscharaktere, wobei vor allem das „Take home exam“ Neuland für mich war. Hierbei hatte man 24 Stunden Zeit, Aufgabenstellungen zu einem bestimmten Thema auszuarbeiten und danach auf die elektronische Plattform „Blackboard“ zu laden. Wie bereits ausgeführt ist vor allem für PädagogikstudentInnen aufgrund des Kursangebotes eher das Sommersemester zu empfehlen, trotzdem war die Selbstorganisation der zu absolvierenden Praxis kein Problem. Außerdem wurden wir zu jeder Zeit tatkräftig von den zuständigen Damen an der Universität unterstützt.

Katrin Schaffer

Da ich mich höchstens auf zwei Kurse gleichzeitig konzentrieren musste, war das Modulsystem an der schwedischen Universität für mich sehr angenehm. Für mich war der Lernertrag in diesem System äußerst effizient, da ich mich konsequent mit einem Wissensgebiet auseinandersetzen und dadurch bedingt auch hineinsteigern konnte.

Ulrike Reiter

Lehrveranstaltungen

1.) "Intercultural Competences in Health and Care" - 7.5 ECTS

Ziele/Aims:

Cultural perspectives health & care
Global public health
Global ethics and attitudes

Dieser Kurs hat sich in Vorlesungen und Seminaren gegliedert. Für die Beurteilung ist es erforderlich gewesen, drei "individually written assignments" zu den Themen der Vorlesungen zu verfassen. Diese "assignments" sind anschließend in den darauffolgenden Seminaren diskutiert worden. Pro "assignment" können 2 Credits erreicht werden. Auch eine Gruppenarbeit mit "voluntary theme connected to course content" muss absolviert werden. Diese Arbeit ist insgesamt nur 1.5 Credits wert, aber am meisten Aufwand, da es sich um eine schriftliche Seminararbeit und eine Abschlusspräsentation handelt. Somit kann behauptet werden, dass die Aufteilung der Arbeitsaufträge nicht gerade sinnvoll gewesen ist. Auch die Lehrende kann von mir als nicht sehr kompetent beurteilt werden, da sie sich meist mit den Themenbereichen der Vorlesungen und Seminaren selbst nicht richtig ausgekannt hat. Die Beurteilung ist äußerst streng vor sich gegangen und die Studierenden haben keinen Einblick in das konfuse Beurteilungsschema der Lehrenden erhalten. Fazit: Von mir nicht unbedingt weiter zu empfehlen.

2.) "Developmental Psychology" - 7.5 ECTS

Ziele/Aims:

Major theories of developmental psychology over the lifespan
Research methods and statistics prevalent in developmental psychology
Contemporary research and early classic research

Bei diesem Kurs handelt es sich um einen vierwöchigen Vollzeit-Kurs mit abschließender vierstündiger Prüfung, die 6 Credits umfasst und aus ungefähr 80 Multiple-Choice-Questions besteht. Auch eine Gruppenarbeit in Form einer Forschungsarbeit zu einem Thema nach Wahl muss absolviert werden. Diese Arbeit wird mit 1.5 Credits belohnt. Die Lehrende ist von mir als sehr professionell wahrgenommen worden, die ausgezeichnete Vorlesungen leitet, welche immer wieder freiwillig sehr gerne besucht worden sind. Außerdem sind die interessantesten Themenbereiche der Entwicklungspsychologie, die auch für angehende Lehrer/innen sehr nützlich sind, durch die Lehrperson sehr gut vermittelt worden. Allerdings hat es sich hierbei auch um die schwierigste Prüfung meines bisherigen Studienlebens gehandelt, da es an einiger Vorbereitung bedarf und es sich um viel Lernstoff handelt. Die Beurteilung ist sehr fair und kann durch die Prüfung bereits im Vorhinein selbst eingeschätzt und berechnet werden. Fazit: Sehr viel Aufwand, jedoch bester Kurs, den ich in Örebro absolviert habe. Auf alle Fälle für Interessierte der Psychologie zu empfehlen!

3.) "Swedish Language and Culture I" - 7.5 ECTS

Ziele/Aims:

Obtaining information by asking the right questions
Starting and concluding a conversation
Telling a simple story
Basic knowledge of Swedish grammar
Basic knowledge of Swedish history, customs and traditions

Dieser Sprachkurs hat einmal wöchentlich auf der Universität stattgefunden und ist mit einer mündlichen Prüfung in Form eines kurzen Gespräches, das 4 Credits wert gewesen ist und einer schriftlichen Prüfung im Ausmaß von 3.5 Credits, bei der vorwiegend grammatikalisches Wissen überprüft worden ist, beendet worden. Die Lehrende kann als durchaus kompetent und hilfsbereit bei jeglichen Fragen und dergleichen betrachtet werden. Die Beurteilung ist jedoch letztlich ein wenig streng und teilweise verwirrend vonstatten gegangen. Außerdem sind zuviel Grammatik und zu wenig traditionelle Aspekte im ersten Kurs vorhanden gewesen. Fazit: Leicht verdiente ECTS und ein Kurs, der viel Spaß für diejenigen bereitet, die gerne eine weitere Sprache erlernen möchten!

4.) "Swedish Language and Culture II" - 7.5 ECTS

Ziele/Aims:

Basic knowledge of Swedish grammar

Basic knowledge of Swedish history, customs and traditions

Dieser Kurs ist die Fortsetzung zu "Swedish Language and Culture I" und hat sich vorwiegend auf Textarbeit im Sinne von Verständnis, Hören, Lesen und Schreiben und auf das Näherbringen schwedischer Traditionen und Bräuche gestützt. Die Grammatik ist bei diesem zweiten Kurs etwas vernachlässigt worden. Eine bessere Aufteilung der grammatikalischen Bereiche zwischen dem ersten und zweiten Kurs wäre sinnvoller gewesen. Wiederum hat dieser Kurs mit einer mündlichen Prüfung in Form einer schwedischen Präsentation zu einem Thema eigener Wahl im Ausmaß von 4 Credits und einer schriftlichen Prüfung mit 3.5 Credits, bei der vorwiegend verschiedene Texte zu verfassen gewesen sind, geendet. Die Beurteilung ist wieder als ein wenig streng wahrgenommen worden. Fazit: Für all jene empfehlenswert, die den ersten Kurs bereits mit Freude und Engagement besucht haben!

Lisa Ofner

1. "Intercultural Competences in Health and Care"

Ziele/Aims:

Cultural perspectives health & care

Global public health

Global ethics and attitudes

Dieser Kurs hat sich in Vorlesungen und Seminaren gegliedert. Für die Beurteilung ist es erforderlich gewesen, drei "individually written assignments" zu den Themen der Vorlesungen zu verfassen, die in den darauffolgenden Seminaren diskutiert wurden. Für die Abschlusspräsentation wurden wir in Gruppen eingeteilt. Außerdem war die Erstellung eines gemeinsamen „group papers“ erforderlich; die Präsentation und die Abgabe des „papers“ waren somit als Abschlussarbeit für den Kurs gedacht.

2. "Swedish Language and Culture I"

Ziele/Aims:

Obtaining information by asking the right questions

Starting and concluding a conversation

Telling a simple story

Basic knowledge of Swedish grammar

Basic knowledge of Swedish history, customs and traditions

Dieser Sprachkurs fand einmal wöchentlich statt. Zu seiner Note kam man durch Abschluss einer schriftlichen sowie mündlichen Prüfung. Da dieser Kurs ausschließlich von Exchange Students besucht wurde, war es sehr einfach, den Themen und Aufgabenstellungen zu folgen. Leider haben wir zu wenig über die schwedische Kultur gelernt.

3. „English, Oral Communication“

Ziele/Aims:

Enable students to constructively contribute to conversations on specific topics,

Adapt oral presentation for listeners and to various situations

Communicate complex material with clarity in English

Different kinds of communicative situations demand various communicative strategies

Der Kurs fand zweimal wöchentlich statt, wobei für die jeweiligen Seminare verschiedene „90 sec-talks“ vorbereitet werden mussten. Auf diese Art wurden Rhetorik, Aussprache, Wortschatz und Körpersprache bewertet und konstruktives Feedback gegeben. Der Kurs besticht durch viele Gruppendiskussionen, in denen man zu seriösen Themen seine eigene Meinung einbringen konnte. Die Abschlusspräsentation fand im Zuge einer Debatte zwischen zwei StudentInnen statt, die über Pro und Contra eines speziellen Themas diskutieren und das „Publikum“ für ihren Standpunkt überzeugen mussten. Dieser Kurs ist sehr empfehlenswert; einerseits um sein Englisch zu verbessern, andererseits trifft man dort auf StudentInnen aus Schweden, mit denen man sich angeregt unterhalten kann.

4. "British and American Culture and Society"

Ziele /Aims:

Basic knowledge of British and American culture and society

Be able to critically / analytically examine texts on B & A culture and society

Be able to analyse the content of different types of texts

Be able to express themselves in written and spoken English

Auch dieser Kurs fand zweimal pro Woche statt und wurde von zwei verschiedenen Lehrpersonen unterrichtet. Obwohl hierbei die Kultur der Länder im Vordergrund stehen sollte, hatte es den Anschein, als würde man seine Note vorwiegend für sprachliche Kompetenzen bekommen. Für diesen Kurs war die Anschaffung von zwei Büchern notwendig, die teilweise in einem sehr schwierigen wissenschaftlichen English geschrieben sind. Zur Vorbereitung für die einzelnen Seminare war es erforderlich, jeweils mehrere Kapitel zu lesen. Die Seminare bestanden oft aus Gruppenarbeiten und Präsentationen. Der Kurs schloss mit einem „Home taking exam“ ab.

Katrin Schaffer

Ich besuchte die folgenden Kurse:

1.) "Intercultural Competences in Health and Care" - 7.5 ECTS

2.) "Swedish Language and Culture I" - 7.5 ECTS

3.) "Swedish Language and Culture II" - 7.5 ECTS

4.) "British and American Culture and Society" – 7.5 ECTS

Diese Kurse besuchte ich gemeinsam entweder mit Lisa Ofner oder Katrin Schaffer, die die Ziele und den Ablauf bereits dargelegt haben.

Ulrike Reiter

Anmeldeprozess

1. Online-Anmeldung: Alle notwendigen persönlichen Daten müssen via Internet auf der Universitätshomepage eingetragen werden. Man erhält einen Benutzernamen und ein Passwort, um gegebenenfalls weitere Änderungen vornehmen zu können.
2. Selection of Courses: Das Dokument "selection of courses" ist mit der vorläufigen Kursauswahl ausfüllen. Hierbei ist allerdings zu erwähnen, dass sich die Kurswahl meist aufgrund von Überschneidungen während der ersten Aufenthaltswochen verändern wird. Das passiert meist unkompliziert und vorort in Örebro. Die Summe von 30 ECTS ist trotzdem sehr gut machbar und ebenso schaffbar.
3. Learning Agreement: Dieses Formular muss bis zu einer bestimmten Frist ausgefüllt werden und beinhaltet die Daten der PHST sowie die Daten der Örebro Universität und ebenso die vorläufige Kursauswahl.
4. Online Application Form: Diese ist einige Zeit vor der Abreise nach Schweden auf der Homepage zum Ausfüllen freigeschaltet. Unter anderem muss hierbei das Anreisedatum inklusive Uhrzeit bekannt gegeben werden und auf der Homepage abgesendet werden.
5. Abschließende Bestätigung: Als Bestätigung erhält man von der Universität in Örebro nach Beendigung der Anmeldefrist eine E-Mail mit allen relevanten Daten für das Auslandssemester.

Lisa Ofner

Kontaktinformationen

Kontaktdaten der Universität
Örebro University
SE-701 82 Örebro
Sweden

www.oru.se

Lena Nordström
SE-701 82 Örebro
Sweden
Lena.Nordstrom@oru.se

+46 (0)19 303832
www.oru.se

Diesen beiden Punkten ist nichts hinzuzufügen

Katrin Schaffer

Unterkunft

Meine Unterkunft hat sich nur ein paar wenige Gehminuten von der Universität entfernt befunden. "Studentgatan", übersetzt "Studentenstraße", gliedert sich in verschiedene Häuser mit Korridoren, in denen es meist acht Zimmer und eine Gemeinschaftsküche inklusive Essräumlichkeit gibt. Mittels eigenen Chip lässt sich die jeweilige Tür zum Korridor öffnen, während ein persönlicher Schlüssel die eigene Zimmertür aufschließt. Im Kellergeschoß der Wohnhäuser befindet sich ein Waschraum mit zwei Waschmaschinen und zwei Trockner, die mit Hilfe einer Liste für maximal drei Stunden pro Tag auf die Zimmernummer reserviert werden können. Meine Zimmernachbarinnen und Zimmernachbarn sind zum Großteil sehr hilfsbereite, nette Schwedinnen und Schweden gewesen, die mir das eine oder andere Mal auch vor meinen Schwedischrprüfungen mit Rat und Tat zur Seite gestanden sind. Allerdings hat es ebenso gut Mitbewohner/innen gegeben, die nicht sehr viel Wert auf ein gutes Zusammenwohnen gelegt haben, meist kein Wort sprechen wollten und die Küche niemals sauber verlassen konnten. Auch solche Erfahrungen haben dieses Semester geprägt.

Studentgatan
Haus 8, Zimmer 0209
702 81 Örebro

Webseite: <http://www.obo.se/sv/Bostader/OBO-Student/Studentbostader/Omraden/Campus/Studentgatan/>

Lisa Ofner

Tybblegatan 108C
701 82 Örebro

Wie bereits erwähnt befanden sich unsere Unterkünfte in Studengatan, Tybblegatan und Brickebacken, wobei ich in Tybble zu Hause war. Dies ist eine schöne Wohngegend mit viel Grünfläche, ca. 5 Gehminuten von der Universität entfernt. Die Aufteilung der Zimmer wurde von ESN grundsätzlich so geregelt, dass in jedem Korridor auf sechs bis sieben schwedische Studenten ein/e ErasmusstudentIn trifft. Ich fand dieses System sehr gut, da man so in Kontakt mit anderen Menschen und Kulturen kam. Die Zimmer sind groß und man hat sein eigenes Bad mit WC; die große Wohn-Essküche teilt man sich mit seinen Korridorkollegen. Mit Hilfe eines gemeinsam erstellten Putzplans sorgt man für Ordnung und Sauberkeit, wobei hier eine gegenseitige Rücksichtnahme eine große Rolle spielt. Abgesehen von der Tatsache, dass die Mieten für die Wohnqegenden sehr unterschiedlich ausfielen (der Grund dafür ist mir bis heute ein Rätsel), war meine Wohnsituation mehr

als zufriedenstellend.



Tybblegatan - Blick aus meinem Zimmerfenster

Leben

Schweden zählt bekanntlich nicht gerade zu den billigsten Ländern in Europa, allerdings kann man mit dem Auslandszuschuss der Stipendienstelle Graz, vorausgesetzt man ist Stipendienbezieher/in, sehr gut auskommen. Das meiste Geld habe ich jedoch in verschiedene Reisen investiert: Tallin, St. Petersburg, Helsinki, Lappland und Dänemark sind auf meiner Reiseliste gestanden. Ich kann nur jedem empfehlen, an den Reisen - organisiert durch ESN Örebro - teilzunehmen, denn diese sind einmalig und die gesammelten Erfahrungen und neuen Eindrücke unbezahlbar. In diesem Sinne: "Travel is the only thing you buy, that makes you richer".

En fantastisk tid är över!

Lisa Ofner

Ich war vom Leben in Örebro total beeindruckt. Die Schweden gestalteten sich als überaus freundlich, wenn auch ein wenig schüchtern. Aufgrund ihrer sehr guten Englischkenntnisse war es nie ein Problem, sich zu verständigen. Zum traditionellen Leben in Schweden gehört es, sich beim Vornamen anzusprechen was, vor allem beim bürokratischen Schriftverkehr zu Beginn sehr ungewohnt war. Sehr wichtig ist die schwedische „Fika“, was soviel wie Kaffeepause bedeutet und zu der üblicherweise auch etwas Süßes, vorzugsweise Kanelbullar (Zimtschnecken) gehört.

Das Studentenleben war – abgesehen von der Universität – von einer Vielzahl verschiedenster Unternehmungen geprägt. Reisen, Party oder einfach nur gemütlich Zusammensitzen – wer nicht will, muss nie alleine sein.

Ich kann ein Auslandssemester in Örebro jeden ans Herz legen. Die Erfahrungen die ich gesammelt und die Freunde die ich gefunden habe, machten diese Reise zu einem außergewöhnlichen Erlebnis, dass ich in meinem Leben nicht missen möchte.

Katrin Schaffer

7. Lisa Ofner, Ulrike Reiter, Katrin Schaffer, Sweden, Örebro University, Internship

Autorinnen/Autoren: Lisa Ofner, Ulrike Reiter, Katrin Schaffer

Da im Wintersemester keine Lehrveranstaltungen für den Studiengang "Education" inklusive Schulpraxis an der Örebro University angeboten werden, hatten wir die Pflicht, uns selbstständig um einen Praxisplatz zu kümmern. Tatkräftige Unterstützung erhielten wir hierbei von der Schulkoordinatorin der Universität, die sich mit zahlreichen Schulen für uns in Verbindung setzte. Schließlich konnte sie zwei Praxisplätze für uns arrangieren. Ulrike Reiter und ich erhielten eine Praxisstelle an der "Thorén Business School", die sich inmitten des Stadtzentrums befunden hat. Es handelte sich um ein Gymnasium, in dem wir in den Gegenständen Deutsch und Englisch im Einsatz waren. Die Schule glänzt mit drei ausgezeichneten Schwerpunkten, die für jede Schülerin und jeden Schüler frei wählbar sind: Business, Management und Kommunikation. Außerdem ist dieses Gymnasium technisch bestens ausgestattet. Auch erhalten die Jugendlichen zu Beginn dieser Ausbildung ein eigenes Notebook, das meist in jedem Gegenstand in Gebrauch genommen wird. Desgleichen erhält jede Schülerin/jeder Schüler ein kostenloses Mittagessen in der Schulmensa.

Lisa Ofner

Ich ergatterte eine Praxisstelle an der „Karolinska Skolan“ gegenüber vom schönen Schloss, im Stadtzentrum. Es ist eine Schule im Sekundarbereich die von über 900 SchülerInnen besucht wird. In der „Karolinska Skolan“ haben die Lernenden die Möglichkeit, zwischen drei verschiedenen Programmen zu wählen: Naturwissenschaft, Sozialwissenschaft und Kunst. Meine Praxislehrerin war Frau Violeta Mesic, die an der Schule Deutsch, Englisch, Französisch und Schwedisch unterrichtet. Ich habe ca. 23 Stunden an der Schule unterrichtet.

Katrin Schaffer

Kontaktinformationen

Thorén Business School
Klostergatan 15
703 61 Örebro
Schweden

Website: <http://affarsgymnasiet.se/har-finns-vi/orebro>
Werbefilm: <http://www.youtube.com/watch?v=mYfz-c1Yz2U>

Praxislehrerin: Frau Sirpa Rydell
E-Mail: Sirpa.Rydell@tbschool.se
Telefon: 0730 560620

Lisa Ofner, Ulrike Reiter

Karolinska Skolan
Olaigatan 25
701 35 Örebro
Tel: 019-21 65 16
E-post: karolinskaskolan@orebro.se

Website: <http://www.karro.orebro.se>

Praxislehrerin: Frau Violeta Mesic
E-Mail: violeta.mesic@orebro.se

Katrin Schaffer

Vergleich Der Schulpraxis

Im Vergleich zur Schulpraxis an der PHST haben die Praxisstunden in Örebro meist nicht wöchentlich an einem bestimmten Tag stattgefunden. Die Termine konnten frei gewählt und eingeteilt werden. Auch benötigte es nicht einer so großen und aufwändigen Vorbereitung. Wir erhielten vorwiegend die Aufgabe, den Schülerinnen und Schülern die Kultur Österreichs nahe zu legen. Auf spielerische Art und Weise versuchten Frau Reiter und ich einen ausgeglichenen und für diese Altersgruppe interessanten Deutschunterricht zu gestalten. Es war für mich eine kleine Herausforderung, die Praxisstunden bei Jugendlichen zu halten, die gerade mal vier oder fünf Jahre jünger waren als ich selbst. Trotzdem stand dem guten Gelingen der Schulpraxis nichts im Wege. Unsere Praxislehrerin, Frau Sirpa Rydell, war eine sehr hilfsbereite und kompetente Lehrerin, die uns immer unterstützend zur Seite stand. Anders als an der PHST hatten wir nicht wirklich eine Praxisbetreuerin oder einen Praxisbetreuer, die oder der unseren Unterricht hospitierte. Die Einheiten gliederten sich an der Thorén Business School in Doppelstunden à 60 Minuten. Außerdem erhielten wir - anders als bei der Praxisausbildung der PHST - keine Note für die durchgeführte Schulpraxis sondern nur eine Praxisbestätigung. Abschließend ist zu erwähnen, dass es mir sehr viel Freude bereitete, an der Thorén Business School zu hospitieren und zu unterrichten. Die Lehrkräfte dieser Schule empfingen uns mit offenen Händen und sahen uns als Kolleginnen. Die Schüler/innen der verschiedenen Klassen schenkten uns Respekt und waren für das gute Gelingen ausschlaggebend.

Lisa Ofner

Das Schulsystem in Schweden unterscheidet sich ein wenig vom österreichischen:

- Primarbereich:
 - Förskola (bereits im Alter von 1-3 Jahren)
 - Grundskola (im Alter von 7-16 Jahren) - Schulpflicht!

- Sekundarbereich:
 - Gymnasieskola (im Alter von 16-19 Jahren)
- Hochschulbereich (ab 19 Jahren)
 - Universität
 - Högskola

Frau Violeta Mesic ist eine sehr hilfsbereite und freundliche Lehrerin, die jederzeit auf meine Wünsche eingegangen ist auf meinen Stundenplan an der Universität Rücksicht genommen hat. Eine Kurseinheit an der „Karolinska Skolan“ beträgt zwischen 80-90 Minuten. Alle SchülerInnen bekommen zu Schulbeginn neue Mac-Computer, für die sie einen Vertrag unterschreiben. Am Ende ihrer Schulzeit haben sie dann die Möglichkeit, diesen Computer günstig zu erwerben. Die Kommunikation zwischen Lehrkraft und Lernenden findet – außerhalb des Unterrichts – hauptsächlich elektronisch über die eigens dafür eingerichtete Plattform statt. Selbststudien, Hausaufgaben, Prüfungstermine sowie Prüfungsstoff sind für die SchülerInnen dadurch jederzeit abrufbar. Außerdem halten die LehrerInnen ihre Stundenplanungen und Reflexionen elektronisch fest, um es den Vertretungslehrern im Falle einer Krankheit so einfach wie möglich zu machen. Die SchülerInnen sind von Beginn an mit diesem System vertraut und das Arbeiten damit erfolgt unkompliziert und ohne Probleme. Für mich war es zu Beginn sehr ungewohnt, dass die SchülerInnen ihrer LehrerInnen mit dem Vornamen ansprechen, mir ist jedoch aufgefallen, dass dieses ungekünstelte Umgehen miteinander eine gute Vertrauensbasis zwischen Lehrer und Schüler schafft. Während des Unterrichtes sind die Lernenden sehr ruhig und konzentriert; auch dies war anfangs neu für mich. Stellt man Fragen, kommt sehr oft die schwedische Schüchternheit zum Vorschein, sodass man die SchülerInnen meistens direkt mit dem Namen ansprechen musste, um eine Antwort zu bekommen. Ich war von meiner Schulpraxis in Örebro sehr positiv überrascht und konnte viele schöne Erinnerungen mit nach Hause nehmen.

Typische Stundenplanungen wie in Österreich musste ich nicht machen. Ich habe vor jeder Stunde mit Violeta kurz den Unterrichtsverlauf besprochen und dann zusammen mit ihr als Native Speaker in Deutsch fungiert. Es wurde sehr viel mit dem Buch und am Computer gearbeitet. Violeta hat mir großes Vertrauen geschenkt, wodurch ich eine ganze Woche als Vertretungslehrerin für ihre Deutschklassen einspringen durfte, während sie sich mit einigen SchülerInnen auf Sprachwoche in Hannover befand.

Meine persönlichen Highlights waren:

- Die Vertretungswoche mit zwei von Violetas Deutschklassen
 - Wortschatzübungen
 - Satzbau
 - Beugen von Verben
 - Persönlicher Tagesablauf
- Die Weihnachtsstunden mit selbstgebackenen Keksen, schwedisch und deutschen Weihnachtsliedern und gemeinsamen Spielen – dadurch konnte ich auch mit den einzelnen SchülerInnen ins Gespräch kommen
- Der Besuch des Lucia-Konzertes, welches von den SchülerInnen der Karolinska Skolan gestaltet wurde

Katrin Schaffer

Stundenübersicht/Stundenbilder:

07/10/2013 - 08.30-10.30 - DEUTSCH - 2 Stunden

1. Persönliche Vorstellung (Studentinnen und Schüler/innen)
2. Partnerarbeit "Regeln für die Anwendung des Artikels"
3. Tipps und Tricks zu den Artikeln "der, die, das" im Lehrbuch "Einverstanden"
4. Substantive im Buch erkennen
5. Abwandlung schwieriger Verben (z.B.: "sein")
6. "Kannst du ..." - Spiel als Einführung in das Thema "Verben"
7. "Wer-bin-ich" - Spiel mit Ja/Nein-Fragen im Sesselkreis

07/10/2013 - 14.00-16.00 - DEUTSCH - 2 Stunden

1. Stadttour durch Örebro
2. Wichtige Begriffe werden auf Deutsch, Englisch und Schwedisch übersetzt.
3. Besprochene Vokabel werden an die Tafel geschrieben.

15/10/2013 - 14.30-16.30 - DEUTSCH - 2 Stunden

1. Vorstellungsrunde
2. Sehenswürdigkeiten in Örebro und Graz im Vergleich
3. Deutsche Texte über Sehenswürdigkeiten in Örebro werden in der Gruppe verfasst.

19/10/2013 - 14.30-16.30 - DEUTSCH - 2 Stunden

1. Power-Point-Präsentation "Österreich"
2. Gruppenarbeit: Einkaufsmöglichkeiten in Örebro, Sehenswürdigkeiten in Örebro, Essen in Schweden, Weihnachtszeit in Örebro

09/12/2013 - 08.30-10.30 - DEUTSCH - 2 Stunden

1. Power-Point-Präsentation "Österreich"
2. Arbeitsblatt "Österreich" (Zuordnungen Bilder + Bezeichnungen)

3. Gruppengespräche "Weihnachten" und weitere Festlichkeiten
4. Typische österreichische Weihnachtslieder

10/12/2013 - 12.10-14.10 - ENGLISCH - 2 Stunden

1. Film "Catch me if you can" 2. Hälfte
2. Group Discussion:
 - Describe the characters of the film.
 - What can we say about the setting?
 - What is the theme of this movie?
 - Which of Abagnale's escapades was the most daring?
 - Would Abagnale Junior's actions be possible today?
 - Do you think Frank has changed and truly regrets his criminal actions? Why/why not?
 - What do you think about the movie?

17/12/2013 - 12.10-14.10 - ENGLISCH - 2 Stunden

1. Students are choosing one character of the film who interested them the most and afterwards they are writing a text in the view of those characters suitable to one scene.
2. Unknown vocabulary will be explained.

18/12/2013 - 10.00-12.00 - DEUTSCH - 2 Stunden

1. Power-Point-Präsentation "Österreich"
2. Arbeitsblatt "Österreich"
3. Gruppengespräche: Wie feierst du Weihnachten, Ostern, Midsommer, Lucia und Neujahr?
4. Was kann man in Örebro sehen und machen?
5. "Der Apfelstrudel" Rezept auf Deutsch und Schwedisch
6. "Activity"-Spiel mit selbst ausgewählten Begriffen der Schüler/innen passend zu Österreich
7. Akkrostichontechnik "Österreich"

Lisa Ofner

UNIVERSITY COLLEGE OF TEACHER EDUCATION STYRIA,

MOBILITY FOR STUDIES, SPRING TERM 2014

- 8.** BIRGIT FAULAND, SPAIN, UNIVERSITAT DE BARCELONA, MOBILITY FOR STUDIES
- 9.** SANDRA MALOVERSNIK, SPAIN, UNIVERSIDAD DE HUELVA, MOBILITY FOR STUDIES
- 10.** DANIELA MOHR, JULIA NEUMEISTER, SWEDEN, ÖREBRO UNIVERSITY, MOBILITY FOR STUDIES
- 11.** LISA MINIBEK, SPAIN, UNIVERSIDAD DE HUELVA, MOBILITY FOR STUDIES
- 12.** K. PRUTSCH, SPAIN, PÄDAGOGISCHE HOCHSCHULE SCHWÄBISCH-GMÜND, MOBILITY FOR STUDIES
- 13.** LISA STEFANIE PEER, EVA-MARIA RAML, SPAIN, UAB-UNIVERSITAT AUTONOMA DE BARCELONA, MOBILITY FOR STUDIES
- 14.** SARAH BREYNER, SWEDEN, KARLSTAD UNIVERSITY, MOBILITY FOR STUDIES
- 15.** CORINA HECHL, SWEDEN, KARLSTAD UNIVERSITY, MOBILITY FOR STUDIES
- 16.** ANNA SCHENN, VIKTORIA EBNER, THE NETHERLANDS, KATHOLIEKE PABO ZWOLLE, MOBILITY FOR STUDIES
- 17.** KATHARINA KÖRBLER, SLOVENIA, UNIVERZA V MARIBORU, MOBILITAY FOR STUDIES
- 18.** LUCAS HERRMANN, SPAIN, UNIVERSIDAD DE HUELVA,

MOBILITY FOR STUDIES

19. MATTHIAS KLEIN, SPAIN, UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA, MOBILITY FOR STUDIES

20.

21. NINA TROJER, MARIA RAINER, DENMARK, UNIVERSITY COLLEGE SYDDANMARK, MOBILITY FOR STUDIES

8. Birgit Fauland, Spain, Universitat De Barcelona, Mobility For Studies

Author: Birgit Fauland

History

Located at the foothills of the mountain range Collserola in the northern part of Barcelona the Campus Mundet of the University of Barcelona has an extensive history. Due to the fact to its surrounding of palm trees and many bushes and trees it's the most beautiful Campus for me. You can have a great view over the city including several chirp of green and orange coloured parrots while you are challenging with many stairs to reach the seminary rooms. There is also a second, more comfortable way to get to the seminary rooms - this would be a campus bus, which connects only 2 very close stations.

According to the history books Mundet was built as a prison in early days of the world war, later on transformed into an orphanage until 2 of the previous orphans decided to transform it into a school and a campus. This couple, named Mundet, explains the origin of the Campus and the Metro station.

Since I arrived in Barcelona, I know, that I'm not in Spain, but in Catalunya. This is a very strong difference which I recognized in many situations. It's hard to believe but the Catalans are more partriotic than the Italians, in every corner of the city you can find a Catalunya flag and if you tell an inhabitant that you are really proud to be in Spain, they glance at you with an evil eye. Due to the fact that Catalunya lost its independence 300 years ago (this year on the 11th of September it will be 300 years), they now fight to regain their independence and take every chance to vote for being an independent country.



Skyline Barcelona (Photo: Birgit Fauland)

Comparison Of Educational Systems And Study

Brief description about the Education System of Spain/Catalonia:

In the early childhood education in Catalunya the the pre-compulsory education stage to children aged 0 to 6 years is given. They distinguish between junior or early childhood (0-3 years) and first or second cycle education (3-6 years). The main aim of early childhood education is to contribute to emotional and affective, physical and motor, social and cognitive development of children.

- Primary education is at the educational stage of compulsory and normally free, comprising six academic courses and is organized into three cycles of two years: initial cycle, half cycle and senior cycle. In general, they begin in the calendar year in which they reach 6 years until the age of 12 years. The purpose of primary education is to provide all students an education that will develop the personal skills and social skills, express the artistic sense, creativity and emotions, and learn the basics of history, geography and Catalan traditions that facilitate rooting.

- Compulsory Secondary Education (ESO) is free and comprises four academic years. It lasts from the age of 12 to 16.

- Bachillerato: There are three types of school: arts (via visual arts, design and satellite image and performing arts, music and dance), humanities and social sciences, and science and technology.

Comparison to Austria:

In Austria very young and pre-school children are often given to nurseries (Kinderkrippen) (for babies and very young children), to kindergardens (from age three to six) and pre-school classes (Vorschule - from age five). The first four years of compulsory education are completed in primary schools (Volksschule);

From age of ten the children can attend either a junior high school or secondary school (Hauptschule, or Kooperative Mittelschule), or a 'new middle school' (Neue Mittelschule) (educational experiment) or the lower grades of a higher general secondary school (allgemeinbildende höhere Schule (AHS) also called Gymnasium). All school types comprise four educational levels. The ninth school year (age 14-15) can be completed at a polytechnical school (Polytechnische Schule) (a school emphasising vocational orientation and preparation for an apprenticeship) or in other types of school.

- For the higher education from 14 - 18 there are Colleges for Higher Vocational Education or Academic Secondary school - upper level (finish with Matura - then: University)

- Private schools in Austria account for about 8% of the total number. Most publicly authorised private schools are denominational schools; in addition there are some schools which teach according to a particular system. Private schools are fee-paying establishments. There are no fees to be paid for state schools. The quality of State schools is very high in comparison to other education systems in Europe.

University Education:

In Spain the study for being a primary teacher takes 4 years, in Austria only 3 (but it's changing to 4 years now). At the Universitat de Barcelona every student receives more ECTS per course than in Austria. It's possible to receive 6 ECTS for one course in Spain, whereas in Austria you only receive 0,5 to 1 ECTS per each course. This, of course, leads to negative and positive aspects. If you get less ECTS per each seminary you have to attend more of them which offers a bigger variety of knowledge.

Courses

I attended 6 courses at University (including 2 language courses).

1. Aspectes Culturals dels Països de Parla Anglesa - 3 ECTS

Aims:

- To gain a basic insight into the vast cultural and social diversity in English-speaking nations from a historical and contemporary perspective.
- To acquire vocabulary and useful information for living abroad.
- To identify social and cultural issues that may be of interest as higher education students and future teachers.

The contents of this course are the cultural aspects of English speaking countries. For a good assessment you have to attend at least 80%, to make an individual presentation about a cultural topic. Furthermore there has to be held a group presentation about an English speaking country and several in class activities. There were many monologues of the teacher which was sometimes kind of boring but generally the course was good structured and interesting.

2. Llengua Anglesa per a l'Ensenyament

This course was structured like an English grammar course. It was especially for the students of the first semester, which have to work hard for their English skills. That's why the teacher offered us Erasmus students the possibility to do a "single assessment" where we didn't have to attend class but to do the in-class essays, tasks and the final exam. The English level was very low, embarrassing low, so I had no problems at all and didn't have to study for the exam.

3. Learning English Using Stories

This course was for practising telling stories in primary classes. From my point of view storytelling was a short but intensive course. We did many things during the lessons and of course at home which has changed my thinking about stories and even about telling them. There were presented many different stories for children and also the prework and activities after reading it with the children. There was no exam, only a short Symbaloo (which is an online platform where you can save interesting or useful internet links) and a summary of the course.

4. PRÀCTIQUES 3 - School Practice

I am proud of having had the possibility to complete my practice in the *L'Escola Garbí Pere Vergés* in Badalona. I had to do a practice of 120 hours in total, so I spent the Wednesdays and Thursdays there with the aim to gain as much insight in different classes for observing and assisting and at least also for teaching in a foreign country as possible.

The School *Pere Vergés* is a half private and a half state school. It is located in the north of Badalona, founded by a teacher named Peter Verges. The school is named after him and is a very modern school, very well equipped. The school is equipped with the latest technology, such as iPads, beamers and laptops or even white/smart boards in every class. All children own a moodle access where they can find interactive exercises according to the book. School starts at 8:30am until 4:30pm.

The school is divided in 3 sectors; the infantile sector, the primary school and the secondary school (+ Bachillerato classes included). It is a private school where parents pay a lot each month. They don't have to pay but they do it as a financial aid for the school. In primary there are 6 grades with each 2 classes. In secondary there are 4 grades with each 2 classes and in the Bachillerato grade there are also 2 grades with 2 classes. Each class in primary school has approximately 25 to 28 pupils in it. In secondary there are approximately 22 to 25 students in each class. Pupils in primary have to wear a special coat which has the colour blue or yellow. They can decide which colour they want but they have to wear it the whole day.

In Pere Vergés there are a lot of native speakers for English. There are 4 native speakers and 4 Spanish teachers who went to Great Britain or the U.S. for improving their English and can now speak almost like a native speaker. In school they teach only English except Eulàlia who was our Tutor for our practice. She is teaching German in secondary school as well.

I did a lot of microteachings and also I taught a few lessons in class. This was not easy at first because I had to observe the different routines and the everyday life of the school. My microteachings consist of several English lessons and some German lessons. In my primary class I had no opportunity to teach in Spanish but I had several other possibilities to help the teacher in class or outside when they went swimming.

Furthermore we had to write a diary entry every day to know exactly what we have done each day. These diaries consist of personal observations, impressions or important happenings. What was important to write the diaries: to write it always the same day or just a few days after because otherwise you would not memorize your days. It was also useful to write down my experiences and also my impressions and personal feelings about my day. I also wrote down when there were misunderstandings among the teachers to inform me right.

We also had to fill out several observation worksheets where we had to discover many aspects of the classroom, of the structure and organisation of the school and the interaction among the pupils. This was done every two weeks with a final feedback at our every two weeks tutorials. For me it was a good opportunity to look closer and discover new things.

Finally I want to mention one strong point – the really warm and enthusiastic way of the children treating us students, although the communication was so difficult – especially at the beginning. I'm happy to have received this great opportunity of teaching and at the same time I'm a bit proud of myself to have mastered all this challenge in a different country quite satisfying.



My class "Rosarar" - 2nd primary (Photo: Birgit Fauland)

Application Process

At first I had to do an online application form with my data and my desired courses. The first difficult step was to find the courses online but I got good help from Cristina, who studied also at this faculty. In the end I had 6 courses to achieve 30 ECTS (including 2 language courses).

This first learning agreement was wrong because I couldn't take these courses. So the international office, which is really ambitious, gave me a list with possible courses for international students. I only had to fill a second learning agreement, stamp it in Graz and send it to Barcelona.

I received a welcoming email with all necessary information several weeks after.

Contact Information

Universitat de Barcelona - Facultat de Formació del Professorat
 Passeig de la Vall d'Hebron, 171
 08035 Barcelona
 España
 Teléfono: 93 403 51 18
<http://www.ub.edu/fprofessorat/>
<http://www.ub.edu/fprofessorat/ori/>

Kontaktperson:
 Natalia Fullana, PhD
 Tutor of International Students
 Office 134 (Llevant building)
 Facultat de Formació del Professorat
 Universitat de Barcelona
 Passeig de la Vall d'Hebron, 171
 08035 Barcelona
 Tel.: +34 934 035 070 (office 134)

Accommodation

If you are in the Passatge de Ros 3 (English: blonde lanes) at "Bajos" - which means ground floor - and press the doorbell, the door to my apartment opens. This very modern (IKEA) designed apartment is located in the north of the city, only 5 minutes away from the famous Park Güell and right next to the metro station "El Coll / La Teixonera" (blue line). This tiny alleyway which does due to a very hilly area (we have always affectionately called it "we live in the mountains") a little descent, leads either to the metro station or bus V17 - the direct bus to the beach (by bus it takes approximately 40 minutes). However, to my university in Mundet there were only a total of 3 stations (including one change).

As soon as you enter the apartment, you will find yourself already in the living room, which is equipped with a large table, a super comfortable sofa and even a flat screen television. Right next door is the kitchen, which includes even an induction stove (attention while cooking: everything boils within a few seconds). The small hallway going, you will discover the 3 rooms, each equipped with a bed, a wardrobe, a desk and a shelf (all three rooms set up exactly the same). The bathroom is also very modern and there is also a covered outdoor room where the washing machine is.

The smaller rooms we have always used for guests and used the other two for learning and storing things. With the neighbors, we have made friends on the first day, they welcomed us in Spanish through a 15 minutes chatting. Despite the best connection (either Metro or bus / night bus) it takes you approximately 30 minutes to the center and I am very glad to have found this apartment! Also, the owner is a true Spanish man, great temperament but always had an open ear to our problems. The rent for this apartment including all costs and unlimited internet for an approximately 85m² large apartment are 900 € a month. We split it up and paid 450€ each month per person.

Life

Life in Barcelona is roughly speaking as expensive as in Austria. The cost of living, such as food, beverages, costs of transportation, telephone and clothes are almost the same as in Graz. We had a great transport ticket which cost 100€ for 3 months including metro, bus and tram.

There were awesome bars and restaurants where beer or pintxos (related to tapas, the main difference being that pinchos are usually 'spiked' with a skewer or toothpick, often to a piece of bread) cost only 1€. These bars are rare and had to be discovered first. Also travelling was a huge part in my semester. I spent several days all around Spain and also took the possibility to fly. There are lots of cheap domestic flights in Spain, for example to Madrid, where we paid 100€ back and forth.

Finally I must admit that I spent a lot of money, much more money than I need in Graz, but this was an exception because it was a once in a lifetime experience which I would not have liked to miss.



My Erasmus friends (Photo: Nina Benda)

9. Sandra Maloversnik, Spain, Universidad De Huelva, Mobility For Studies

University and history of the city

Huelva is the capital city of the identically named province Huelva. The province Huelva is one of the eight regions in Andalusia which is in the south of Spain. It is located in western Andalusia and adjoins the regions Cádiz, Sevilla and Badajoz. Furthermore it's located next to Portugal at the Atlantic Ocean.

The city Huelva is not very touristic there is a lot of industry. Despite the industry it is a nice small city with a lot of Erasmus students from all over Europe.

Huelva is just a 15-20 minutes bus ride from the ocean and has some very beautiful beaches. Furthermore there is a big national park called Coto de Doñana.

And we should keep in mind that from Huelva Christopher Columbus set sail towards America. There is a museum with the three ships of Columbus which is a sight to see.



The beach at Punta Umbría (Photo Sandra Maloversnik)

The University of Huelva shortly UHU has three different campuses: Campus La Merced, Campus El Carmen and La Rabida. The department of education is at Campus El Carmen which is a little bit outside the city centre. But it's no problem to get there because there are different bus lines which drive to Campus El Carmen or you get there by foot or bike. At Campus El Carmen you also find the International Office and the ESN office. The campus is immense and most of the departments are located here. The Campus La Merced is situated in the city centre and La Rabida is outside the city.



University of Huelva (Photo: Sandra Maloversnik)

Differences between the education systems

One very big difference is that in Huelva I only had 6 courses during the whole semester, compared with my education in

Austria I would have had about 20 courses.

I attended four courses in education, one Spanish language course and I did my school practicum. For each course I got 6 ECTS, in Austria you get about 1 or 1,5 ECTS for a course like that.

All my courses were Erasmus courses which were held in English. Erasmus courses are much easier than normal Spanish courses. They are conceived so that every student can pass them. This is why I didn't have any exams this semester. There was only homework to do. The Erasmus courses are not very challenging compared to the Spanish courses. If you attend normal Spanish courses you have a lot more work. My flatmate did all of her courses in Spanish and she really had a lot that needed to be done during the semester like a lot of homework, presentations and exams. It can be said that Spanish courses are more challenging.

Another difference is the grading system. In Spain they have grades from 1 to 10. 1 is like a 5 in Austria that means 1 in Spain is the worst whereas in Austria 1 is the best. You pass the course with a 5 and 10 is the best according to the Spanish grading system.

Furthermore the whole education system differs from ours in Austria. In Spain you start school earlier. It is called kindergarten where the children already learn a lot. Children in Austrian kindergarten do not learn that much, they play more. Later on in primary and secondary school the subjects that are taught are very different from our subjects taught in Austria. Moreover the relationship between teachers and students is more like they are friends. At home the relationship is more respectful.

University Courses

I attended three courses of Prof. Manuel Bautista: ***Creativity and Learning***, ***General Didactics*** and ***Curriculum Making***. All three courses were pooled. We met him every Monday in small groups in his office and discussed different topics with him. It was always really interesting because he gave us new ideas and suggestions and encouraged us to think in another way. He is really up-to-date and it's really fascinating how much he knows and the way he thinks is incredible. The group I joined was always a different one with people from all over Europe and therefore it was really interesting to hear about their ideas and how their education system works.

Instead of exams, the professor sent us an e-mail with different articles concerning our discussion in the office at the end of the week and we had to read these articles and comment them.

Effects of global changes in the natural ecosystem

This course was also a very interesting one. Prof. Pablo Hidalgo was the lecturer of our small group. He gave us some input and then we discussed different topics about global changes. At the end of the lesson we got some homework to do. It was always a question or something we had to research on the internet and summarize it. In order to get a better mark there was the option of doing a presentation and once there was an excursion.

Teacher practicum

I also had to do a 50 hour school practicum. My school, called "Santo Ángel de la Guarda" was located in the city centre of Huelva. It was a religious primary school. But not like primary schools in Austria which goes from 1st grade to 4th grade. Here it goes from 1st grade to 6th grade and the kindergarten is also in the same building. So there are children from three years to twelve years.

There are both, negative and positive perspectives about the school system in Spain. It's really different if you compare it with the Austrian system. It was a great experience to see how schools work in Spain.

What I really like was that pupils and teachers have a much better relationship in Spain than in Austria. They really treat each other like friends. Anyway the children respect the teachers.

At the beginning it was a little bit weird that the children call their teachers with their first name but after a while you don't care anymore. It's only because we're used to be called with our surname.

I was really overpowered by the friendliness of everybody. Also teachers among themselves have a great relationship. They don't treat each other like colleagues how they do in Austria, they are more like friends.

All children were so nice. They couldn't wait asking me for my name and my country and really enjoyed trying to introduce themselves in English to me.

What was a really shock for me was the way teachers teach.

Not really the way but the time they are wasting. For instance they really need a lot of time correcting things, it's a much more relaxed working atmosphere. It would never work like that in Austria. What they did here in Spain in about half an hour would be done in Austria in 10 or 15 minutes. On the other hand the Spanish students are more autonomous. In Austria you waste so much time explaining tasks because everything must be explained in detail otherwise the students wouldn't do the tasks in the right way. In Spain this is easier. You don't have to explain every single step they have to do. They already know that they have to take out a red pen when it comes to correcting things.

I think one reason why they are so autonomous could be that they already have to be very autonomous in kindergarten. In Spain they already start to learn some things in kindergarten.

This self-dependence really facilitates a teacher's life.

I really enjoyed my two weeks at the Spanish school and if I have the possibility in the future to teach abroad I would really like to use this opportunity in order to get some new ideas for the Austrian school system and my work with children.

Application and Registration

At the beginning I had to fill out an application form and sent it to the University of Huelva. When they accepted it I could start searching for courses I would like to attend in Huelva.

I had to coordinate the courses with the International Office at my home university and then I could fill out the Learning Agreement which needed to be signed by the home university as well as the University in Huelva.

Arrived in Huelva I had to change some courses in my Learning Agreement but that was no problem. I got the okay and signature from my home university and from the University of Huelva and had to announce the changes in the Learning Agreement.

After about one month I got a date for my registration where I officially registered me for all the courses in my Learning Agreement.

Before my semester abroad I had to attend some preparatory courses at my home University. In Huelva there were also some preparatory courses which needed to be attended during the welcome week. There they told you everything about the registration and your courses at the University of Huelva.

Contacts

Information of the university

Universidad de Huelva
Dr. Cantero Cuadrado, 6. 21071 Huelva, Spain
Website: <http://www.uhu.es/index.php>
Phone number: 959 218000

Information of the Coordinator of the International Office

Name: Isabel Leandro
Servicio de Relaciones Internacionales
Universidad de Huelva
Email: drinter02@sc.uhu.es
Phone number: 959219494
Pab. 13 Juan Agustín de Mora
Campus del Carmen
21071 Huelva, Spain

Accommodation

I found my apartment via Facebook in November because there was already an Erasmus page for the spring semester. Students from the winter semester posted their flats with pictures, prices and when they would be available. If students didn't find something on Facebook, they could look for an apartment when they would arrive in Huelva and also the ESN-team from the university would help you to find something, because they had a list of available flats and would contact the landlord for a meeting.

Description of the accommodation

I lived together with Lisa from my home University and a German girl. The flat was quite big and had everything you need to live. There was a full equipped kitchen with a washing machine, a big living room, a bath, three bedrooms and two terraces. The rent was about 250€ including all bills like electricity, internet and water. Our flat was very central situated in the middle of the city centre so that we could nearly reach everything by foot. There was a small supermarket just around the corner and a bigger one about 300 meters away. The pedestrian area with all the shops was just a five minute walk away. All the Erasmus bars were around our street.

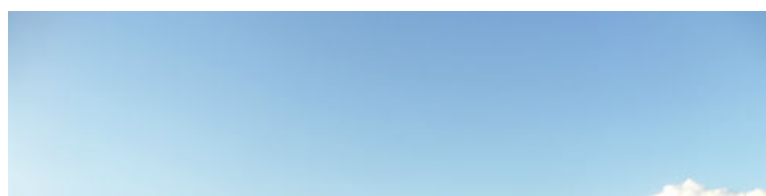
Life

The life in Huelva is in my opinion less expensive compared to Austria. All the groceries are cheaper than in Austria and they have fantastic fresh fruits and vegetables. I spent about 150-200€ a month for food and going out. It's so cheap if you go out because there are many low-priced Tapas bars where you pay about 1€ for a Tapa or a beer. Huelva is a nice small city near the Atlantic Ocean so it's no problem to get to the Ocean. You can take a 15-20 minutes bus ride and you are at the beach. Huelva has some very beautiful beaches where I enjoyed most of my free time.



Horse-riding at the beach of Mazagón (Photo: Sandra Maloversnik)

And Huelva is a good starting point for travelling. Once we drove with "BlaBlaCar", which is a car sharing company, to Lisbon.





Lisbon (Photo: Sandra Maloversnik)

Another time we drove to the Algarve and we even visited the Sahara and spent some days in Morocco. I really enjoyed my life in Huelva and already miss it and all the amazing friends we made over there. It was an experience that nobody can disprove me. I will never forget my lovely life and the delicious strawberries in Huelva.



Sahara (Photo: Lina Feder)

10. Daniela Mohr, Julia Neumeister, Sweden, Örebro University, Mobility For Studies

Autorinnen/Autoren: Daniela Mohr & Julia Neumeister
Peer-Review: Gertrude Neumeister

Overview, History

The preparation for the Örebro University was in compare to other universities very good and without problems. All important information for the application, the life in Sweden, selectable courses, credits etc. are on the Örebro homepage for exchange students. ([Http://www.oru.se/English/Education/Exchange-Students/](http://www.oru.se/English/Education/Exchange-Students/))

We arrived on 19th January 2014 and we were immediately received well and friendly. On the arrival Day (January 19) we got a lot of informations, what will happen in the orientation week, rate for the accommodation and so on. You get also your key for the room, the University identification card, a Swedish mobile phone number and a bus card with 50 crowns credit.

On the next day we got to know our Fadders. The Fadders are other exchange students or Swedish students. The fadders took care about the new exchange students and helped them.

After the arrival day the orientation program started. The orientation program, which took place in the first two weeks, was very well organized, was funny and you could quickly get to know new international contacts. At the beginning it was divided into Faddergrups. These groups were mixed internationally.

Örebro is situated in the middle of Sweden. The city is 200 km west of Stockholm, 300 km east of Oslo and north-east of Gothenburg, and is the ideal base for travelling in different directions. With approximately 135,000 inhabitants (16,000 are students) is Örebro the seventh largest city in Sweden. The landmark of the city is the Castle (Örebro Slottet). It is located on a small river island in the middle of the city. Also the open air museum Wadköping, with the oldest Örebro red wooden houses, is worth to see. From the water tower (Svampen) you have a wonderful view over whole Örebro.



Castle of Örebro (Photo: Mohr Daniela)



Svampen (Photo: Mohr Daniela)

The city center is small but there are many cafes, bars, several shops, two cinemas and Clubs. You can find there everything you need. An opportunity for cheap shopping is Willy's in the city and also near the university.

Hjälmarén, the fourth largest lake in Sweden, is only 30 minutes by foot away from the university. It is a very nice place, especially in the spring. You can enjoy the nature, meet friends and you can also have a nice BBQ. Another place where you can enjoy the nature is a forest next to the university.

The bus connections between the university and the city center are very good.

The University of Örebro is a very young and modern university. The university is just 15 years old. On campus there are different "houses" for example; Forumhuset or Prismahuset. There you do not only attend courses, but the university also offers a lot of possibilities where you can relax or have a "fika". The University has also various sports courts and a well-equipped gym on campus.

Comparison Of Education Systems And Study

You can find not many similarities between the Pädagogische Hochschule Steiermark and the Örebro University. Here in Örebro, you have to work a lot in pair work or in a group. In these groups, we usually had to prepare questions or a topic for the next unit. In the unit we only discussed the topic, the teacher didn't explain anything about the content of the topic.

For a course in Örebro you get 7.5 ECTS. You are only two to three times a week at the university. This seems to be very simple at the beginning, but you have to work a lot at home.

We especially love the fact that you have one course in one month. The theme of the course is studied in that month very intensively. After this month the course is completed and you can concentrate on a new course.

A major difference in compare to Austria is that you can address your teacher with "you". In Austria you have to use the formal form to address. Furthermore, the teachers really try to learn all the names of the students within a short period of time.

The compulsory attendance here is almost identical handled as in Austria. You have to present in workshops but not in lectures. If you are not at the workshop, you have to do an additional task.

Courses

Swedish Language and Culture I" - 7.5 ECTS

Aims:

- knowledge and understanding
- a basic knowledge of swedish grammar
- a basic knowledge of swedish history, customs and traditions
- pronounce the individual phonemes of swedish and read a simple text with intelligible pronunciation
- introduce and talk about himself/herself
- talk about everyday matters and personal interests
- express herself/himself intelligibly in certain everyday situations
- express herself/himself in writing in simple swedish

This course has taken place once a week at the university.

Examination:

- Written Communication Skills, 3.5 Credits

(seven written exams)

- Oral Communication Skills, 4 Credits

(one oral exam)

The teacher can be seen as knowledgeable and helpful with any questions and the like. The assessment was taken not so strict. We got a lot of impressions in the Swedish culture, which was very interesting. But we also learned some grammar chapter.

Conclusion: Somewhat earned ECTS and a course that was fun for those who want to learn another language!

Swedish Language and Culture II - 7.5 ECTS

Aims:

- knowledge about the swedish welfare state
- describe her/his own background
- discuss topics relevant to the course
- express her/his opinions and support her/his arguments

This course is a continuation to "Swedish Language and Culture I", dealing mainly based on text work in the sense of understanding, listening, reading and writing, and on the approach of bringing Swedish traditions and customs. The grammar has been neglected something in this second course because we already developed very much in the first course. The course was once a week.

Examination:

- Written Communication Skills, 3.5 Credits

(seven written exams)

- Oral Communication Skills, 4 Credits

(one oral exam)

The test procedure and assessment was again the same as in the first course.

Conclusion: For those who had fun on the Swedish Course I, this course offers fantastic!

Education, Teaching and Learning, a Comparative Perspective - 7.5 ECTS

Aims:

- important problem areas within teaching and learning, viewed from an international perspective,
- different theories on teaching and learning in different social, cultural and historical contexts,
- central questions within educational philosophy
- critically reflect on and discuss the usage of fiction in the process of teaching and learning in different cultural and social contexts, and
- analyse the correlation between theories of teaching and learning, and the possibilities and challenges facing education
- evaluate different theories of teaching and learning against the backdrop of shifting social and cultural contexts, and
- evaluate the role of fiction in processes of teaching and learning

This course took place twice a week. The course consists of lectures, seminars, work-shops, web-based discussions and school practice. Seminars, workshops, web-based discussions and school practice are mandatory. The course was very comprehensive and interesting but it was something to do for it. After each course we had to write a journal or a summary report. That was tedious. The lecturers were very way to help us to present this course well. They were extremely friendly and helpful.

The school practice was included in this course. Everybody was at a different school. We had to spend in our practice school five days. We thought that was very good.

Examination:

- Examination 1, 3 Credits

(one oral presentation, the journals and short texts)

- Examination 2, 4.5 Credits

(Take-home exam)

Conclusion: It is a very useful course and it is good to visit it!

Sport Science, Outdoor Education and Recreation - 7.5 ECTS

Aims:

- discuss the significance of knowledge in action
- discuss the concepts of adventure, challenge and safety related to outdoor recreation
- discuss the consequences of different leadership in the outdoors
- plan and implement an arrangement in the open air for a group of students
- apply outdoor recreation both as a method and a value in itself
- show some different techniques concerning outdoor activities
- practice outdoor activities both on snow and bare ground
- discuss, compare and evaluate different types of outdoor recreation

This course was the best we had. The course was held twice a week instead but the advantage was that we made a lot of trips. We often went into the forest, were driving five days ski, climb and ride were completed. It was a really interesting course and we are both of the opinion, to have learned in this course, the most. The teacher was excellent and he knows very well in the nature. The next positive thing about this course was that we spent most of our time in the fresh air. We also had a day with children, which was really nice. We went with them into the forest grilled hot dogs and played games. Was a great experience.

Examination:

- Practical Moments, 4.5 Credits

(Participation in practical exercises, individual practical tasks and group task (a day in the outdoors for children)

- Theoretical Examination, 3 Credits

(individual written report)

Conclusion: The course is excellent and everyone who is interested in nature, should choose this course! (unfortunately only available in the summer term)

Login Process

1. Online Registration: All necessary personal data must be entered online on the University website. This gives a user name and a password in order to eventually make further changes.

2. Selection of Courses: The document "selection of courses" is fill in the preliminary course selection. However, it should be mentioned that the choice of courses will usually change due to overlap during the first weeks stay. This happens mostly straightforward and suburb in Örebro. The sum of 30 ECTS is still very good and feasible as well beatable.

3. Learning Agreement: This form must be filled up to a certain limit and constitutes the PHST data and the data of Örebro University and also the preliminary course selection.

4. Online Application Form: This is some time before leaving for Sweden released on the website to fill out. Among other things, this included the date of arrival time must be announced and will be sent on the homepage.

5. Final Confirmation: The confirmation is obtained from the Universty in Örebro after the end of the registration period an e-mail with all the relevant data for the semester abroad.

Contact Information

Kontaktdata der Universität
Örebro University
SE-701 82 Örebro
Sweden

www.oru.se

Lena Nordström
SE-701 82 Örebro
SwedenLena.Nordstrom@oru.se

+46 (0)19 303832
www.oru.se

Accommodation

In Örebro there are three different ways where you can be accommodated.

- Studentgatan (located next to the campus)
- Tybble (approx 5 minute walk from campus)
- Brickebacken (about 15-20 minute walk from campus)

We both were accommodated in Studentgatan, next to the campus. In Studentgatan as well as in Tybble the rooms are equipped with a private bathroom and a toilet. The kitchen was shared with 7 other students. In Brickebacken you live in a kind of living community together with two other students and you have to share the kitchen with them, the bathroom and the toilet. Tybble and Studentgatan are both more expensive accommodations. Brickebacken is the cheapest. In Studentgatan we paid 2924 SEK for accommodation per month.

Both of us were very happy that we could live in Studentgatan and we really liked that place. You could have there a real student life. Restaurants, a Night Club & the University are on the campus. You could also easily visit your friends.

The corridor colleagues are quite different. Some are very sociable, others just wanted to be alone and didn't talk to us.



Studentgatan (Photo: Mohr Daniela)

Life

We knew that Sweden is not the cheapest country. In the supermarket, the prices are only slightly more expensive as in Austria. But when we looked at the alcohol prices, we could see a serious difference. The Swedish government demands very high taxes on alcohol to keep the alcohol abuse within limits. Hard alcohol can sometimes cost around 25 to 30 euros here. In Austria you can get the same by half price.



Systembolaget (Photo: Mohr Daniela)

We spent the most money for travelling: Stockholm, Gothenburg, Malmö, Copenhagen, Oslo, Lapland and some other destinations. The Lapland trip was organized by ESN and we can recommend this trip. We collected a lot of new impressions and experience. Especially the northern lights are remained in good memory.



northern lights in Lapland (Photo: Mohr Daniela)



Royal Palace in Stockholm (Photo: Mohr Daniela)

Life in Örebro was very easy. Because everybody speaks English in Sweden and so we had no problems in communication. All Swedes are very friendly. The Swedish fika will be in a good memory. You can describe the Fika as a kind of tea party with a cake (Kanelbullar, Semlar). The longer you're here, the more you have the desire for a Fika. :)

So now the most interesting part: How much money did we spent per month? We needed about 1300 euro/month. Of course, in this sum all travelling is included and we travelled a lot. The monthly stipend of € 360,-- from OEAD covered just the rent for our room, the rest was finance by our savings or our parents. ;)

Conclusion

The choice to study for five months in Örebro and Sweden is a good decision. Everything is organized very well. It is observed that the world has much more to offer than what we know and believe. If you have the courage for such a step, you will not regret it. You learn to welcome new things, situations and to be more open to differences and changes.

It doesn't matter which country and what University you choose, we can completely recommend a semester abroad. Beyond the normal advantages such as the improvement of the CV and the English language, the personal experiences are much more important. The experiences you gain and friends you find you will never forget.

"We remain internationally!" :)

Julia und Daniela

Teaching Practice Örebro Spring

Internationella Engelska Skolan

Hagmarksgatan 39

702 16 Örebro

<http://orebro.engelska.se/>



Practice School (Photo: Mohr Daniela)

The school is only 15 minutes by foot away from the university.

Reflektion:

I had my school practice in the Internationella Engelska Skolan. My supervisor, Annika Müller, was very helpful and coordinated sometimes the lessons, when I had my school practice. In this school the teachers are addressed with their surname. My supervisor means that this is very special in this school, because in most of the other schools the teachers are addressed with their first name. In Austria it is normal that the pupils call the teachers with their surname. For example: Ms Mohr.

This school is a private school that means that the state is not the supporter of the school. You can compare it with a company. The school offers the grades between 4 and 9.

Every pupil in this school has an I-Pad. In this I-Pad are saved the most important documents of every subject. You can compare it with our moodle or PH Online. It includes the exercises, the homework and you can also save the panel of the teacher. The I-Pad has also an calendar, where every important date is included. Also the grades have been published on this software. Of course, the students were only able to see their own grades. I was surprised that the children do not only play with the I-Pad, they really work with them for school. I think they know the consequences if they play games. I'm not sure if that would also works in Austria.

My active parts in class were mostly the German lessons in grades 7 to 9, I told a lot of life in Austria. One day I told the pupils something about Austrian food. Unfortunately, the teacher told me that I should tell something about food one hour before the lesson. In that case, I had no PowerPoint to show the students the typical Austrian food with pictures.

In the German lessons the students usually solve some work sheets on their own, because in the following week were THE big exam week. Because of that reason, I went most of the time through the class and observed the students in solving the tasks. Of course I called attention to mistakes and helped if they had questions. With older students you could already speak good in German and they liked it if they understood me. The younger pupils were usually too shy to talk in German and so I talked with them mostly in Englisch, due to be in touch with them. I was very surprised that most students had no problem with English.

A very special situation stucked in my mind. The students had to solve a listening comprehension. Here in Austria the teacher would turn on the radio and play the exercise twice to three times. In Sweden it was handled completely differently. The students had the exercise already on the I-Pad and each of them could solve the listening individually. I really liked that method.

I also visited several times the Class 5. I spent most hours in the subject "Science fair". In this subject they worked on a project. The children worked in a group of two or three people and worked on a specific theme. The children could choose a topic in which they are very interested and in which they would like to learn more about it. The requirement was that the topic has to do something with science.

I was very surprised what topic the children chose. For example:

- What happened in the brain when we are sleeping?
- How does the tongue work?
- How does smell affect taste?

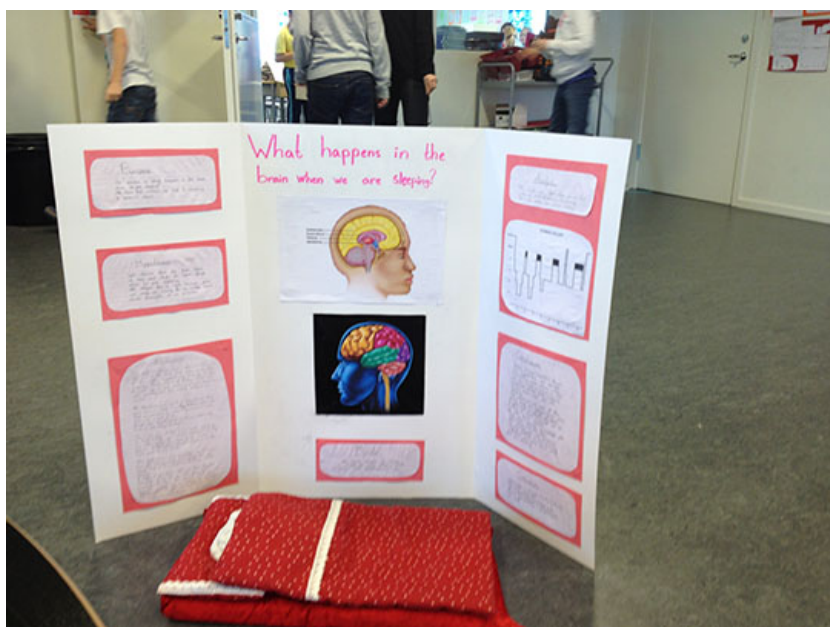
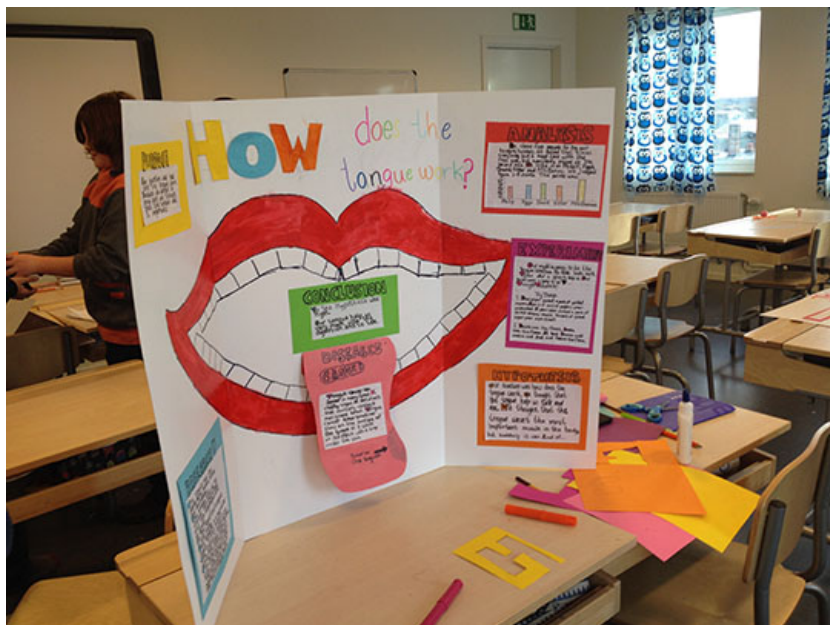
- How grow our bones and muscles?
- The voice

I was very impressed about the chosen topics. These children are around 11 years and have these kinds of questions.

They have to include a purpose, a hypothesis, a research, an experiment and a conclusion. They can use the internet and some books to get the information.

For this project they have approximately 2 or 3 week and in the end of the project they have to present their outcomes with a poster. Independent people, that means they are not from the school, judge the poster and the presentation. The best group will win a price.

I visit the class in the end of the project and so I could see all the outcomes of this project. They were amazing. Especially the research and the experiment were very interesting.



Outcomes of a school project (Photo: Mohr Daniela)

I also visited class 4 in the subject textile handcrafts. The class is divided into two parts. One part had textile handcrafts and the other part had the technical subject. The children were about 10 years old and all of them was able to handle a sewing machine that was very amazing to me. The teacher told exactly what will happened in the lesson at the beginning and then she went through the class and help the children when sewing. During my observation, I found it quite amazing that the children helped each other if they had difficulties and they didn't went immediately to the teacher.

Comparison of the school practice: Austria - Sweden

There are some differences between Austria and Sweden. One of these differences are for example the class room. As mentioned above, each child has an I-Pad for the lessons. Furthermore the classes were all equipped with a projector and a whiteboard. Unfortunately, you will find in Austria only a few class with such modern facilities.

There is a free hot lunch for each child in this school. You can choose between a vegetarian and a normal menu. Of course, you will find this possibility in Austria too, but I do not think this is for free.

But a most essential difference between Austria and Sweden is the kind of disciplining in the class. Here in Sweden misconduct of a pupil or a student is seen much more relaxed than in Austria.

*Situation out of the classroom: The pupils in the classroom tinkered something and one of pupils threw all paper remainder on the floor. The teacher didn't respond to the misconduct. At the end of the lesson everything had to be cleared away and without saying something the pupil cleared his part of the table.
Of course, I do not know, but I think that teachers in Austria have reacted differently in this situation.*

In my outdoor education course, we designed a day with children in the forest. There I could see the attitude of the teachers very well. The students were given a lot of freedom when exploring the forest and the teacher told them no rules. Here I could see very well that the teachers let the children learn from their own experiences and of course errors. I think I don't have the composure to go with children without rules in the forest. I would be too scared that something wrong will happen.

Overview of the lessons:

Date	subject (each 1,5 or 2 hours)	Klasse
28. January	German lessons	Klasse 9
28. January	German lessons	Klasse 7
30. January	German lessons	Klasse 8
30. January	German lessons	Klasse 9
3. February	German lessons	Klasse 7
3. February	German lessons	Klasse 9
3. February	science fair	Klasse 5
5. February	science fair	Klasse 5
6. February	textile handicrafts	Klasse 4a
6. February	German lessons	Klasse 8
10. February	science fair	Klasse 5
10. February	German lessons	Klasse 7
10. February	German lessons	Klasse 9

Daniela Mohr

Fyren EkAlmen

Braxenvägen 5

SE-705 10 Örebro



My school practice took place in the private school Fyren EkAlmen. This school is located a bit outside of Örebro, but is easy to reach by public transport. The first day I was welcomed very nice of my practice teacher (Sabina Segerlund). I was shown the school and the children were introduced to me.

Fyren EkAlmens guides the pupil to find tools and courage to meet and develop the future, through our watchwords SAFETY, RESPONSIBILITY, INNER MOTIVATION and SELFKNOWLEDGE. It was founded in 2012 by four teachers.



The school has an ambition, like the real lighthouse, to lead the path for our pupils.

The teachers want that every student feels safe with adults and peers around them. They also want that every student feels recognized and respected. Students are welcomed and feel loved. The students also know w



hat they can and can not do.

The school also wants every student shows respect for their peers.

Students are asked to think about their actions and their behavior and maintain their language. All children should find their own motivation and challenge.

Each student will be creative and find solutions and ways and be excited for independent thought and action. You want that every student is proud and believe in yourself.

Students have courage, self-confidence and self-knowledge.

Pupils reflect with adults about what is the next step and how they have to work to achieve it. Pupils know what you can, what you've learned and how to use their knowledge.

Multiple intelligenses – to let the pupils use different ways of learning

Entrepreneurial learning – to encourage and go through with the pupils ideas

Flexible learning – we focus on the development of learning, instead of time for learning

Leadership – we use a pronounced leadership in the classroom, and encourage pupils to be good models for each other

Dialogue – we continuously use the dialogue with each pupil to engourage and talk about how to develop their own knowledge and skills



The concept of this school and how they incorporate the kids in the school, I was very excited. I've never seen anything like it in this way. The children can realize their own ideas in the classroom. The teachers listen to students and use their suggestions and ideas. The pupils make at the beginning of the hour, the question of how they can improve in this subject and how they reach their destination. The children are allowed to work independently, with various methods. Frontal teaching takes place hardly. You may use all documents and thereby may move throughout the school building. You may use your Ipad or her notebook in any hour. But in these children, there is no playing around on these devices, but they work really very focused on their exercises. The children are allowed to decide whether to solve a worksheet, doing exercises on the devices or just play games. That was very interesting to watch.

During the breaks, the students always go to fresh air. For them it is very important to be out there and to have movement. They are also in the winter at -10 ° in the schoolyard.

What I found very interesting was that the children had no school bag and no school supplies there. It all was provided by the school. All books, worksheets, notebooks, pens, scissors and so on, were in school. Snack they needed no bring, because there was always hot food for lunch. The school started at eight and ended about two or two thirty. Homework they do not get well because the teachers believe it is important that the children have free time, when they come home.

A special experience for me was there was in the social contacts are maintained one hour. The children go out in the schoolyard. There they will play a variety of group games. These they then have to deal with in small groups or as a whole class. So the class community is very much encouraged. You really notice it in the classroom, the class is one. There is no arguing or insulting. They stick together and help each other. This hour I found excellent.

In general, we can learn a lot from the Scandinavian countries.

AUSTRIA - SWEDEN

The school system in Sweden is a bit different from the Austrian:

Primary education:

Förskola (at the age of 1-3 years)

Grundskola (aged 7-16 years) - Schulpflicht!

Secondary education:

Gymnasieskola (aged 16-19 years)

Higher education: (19 and over)

Universitet

Högskola

Even in the school itself can recognize some differences.

- 1) Every child has an Ipad and a laptop. These devices are available in a separate room and may be used by the children at all times.
- 2) exercise and fresh air comes first!
- 3) The hours take longer, but the pauses are a bit longer
- 4) No frontal teaching
- 5) Children may even choose a method for learning the next substance
- 6) Children and teacher / interior read very much
- 7) no homework
- 8) no school bags



timetable

date	subject	topic	class
28.01.14	mathematics	Recognize and describe geometric figures (with Ipad) and in the forest	4
28.01.14	swedish	reading, playing	4
28.01.14	gymnastics	ball games	4
03.02.14	english	reading, write poems	5
03.02.14	social teaching	various group games	5
03.02.14	mathematics	worksheets	5
03.02.14	reading lesson	teacher read a book	5
06.02.14	science fair	project work	4
06.02.14	science fair	project worl	4
06.02.14	english	creating a presentation	4

Julia Neumeister

11. Lisa Minibek, Spain, Universidad De Huelva, Mobility For Studies

Author: Lisa Minibek

University and history of the city

Huelva is the capital city of the region Huelva in Andalucia, which is located in the south of Spain and very near the portuguese boarder.

It is inhabited since 3000 BC and had a population of 149,410 people in 2010.

Huelva is the city where Christoph Columbus began his journey to America, which is one of the most famous attractions of the city. They have two statues of Columbus, one at the harbour and the other one on the Plaza de las Monchas, which you could say is the main square of the city. There is also a museum where the three ships of Columbus are.

The city also consists of different squares, parks, churches and of course one bull ring on the Plaza de Torros.

Huelva has the oldest football club of Spain, so there is of course one big football stadium too.



Huelva centre (Foto Sandra Maloversnik)

The University of Huelva is divided and located at three different places in and around the city, Campus El Carmen, Campus La Merced and Campus El Rompido. It depends on what you are studying, where your buildings for your studies are located. I studied at Campus El Carmen, because the Education buildings where there. It's a little bit outside the city center, but there are a few bus lines to drive you there. It takes about 30 minutes by bus, 45 minutes by foot and 20 minutes by bike.



Campus El Carmen, University of Huelva (Foto Lisa Minibek)

Differences between the education systems

At the University of Huelva I had five different English courses where I got 6 credits each. For a good grade we had to be in attendance and do our homework. Whereas at home we would have 15-20 courses with much less credits. The Erasmus courses were all in English and much more easier to pass than the ones at home. But the normal Spanish courses are not as easy. You have to do homework, presentations, little exams and one big exam at the end. But you get much more credits for it than you would at home. I can't really tell if the education system in Spain is that much more easier than the one in Austria because I only got to the experience the Erasmus courses and like I said before, these are much more easier to pass than normal Spanish University courses.

Another difference between these two education systems is the grading. In Austria we have the grades from 1-5, where 1 is the best and 5 the worst. In Spain the grades are from 1-10, where 1 is the worst, 5 means you passed and 10 is the absolute very best. It took a little bit of getting used to the grades because in my teacher practicum I had to correct some exams and I was very unsure how to grade some of the papers, because of the wide range of grades you have. But in the end it was another thing I wouldn't want to miss from my Erasmus experience.

University Courses

General Didactics

General Didactics is a subject of Prof. Manuel Bautista and it is about the different methods of a school system. We met once a week in his office in small groups where we discussed a new topic every time. Sometime later this week we would get an e-mail from him with an article about this new topic and we had to read it and comment on it.

Creativity and Learning

Creativity and Learning is also a subject of Prof. Manuel Bautista. Again, we met in his office, discussed a new topic and got an e-mail with a new article every week. It was about different ways to make the lessons more creative, to recognize talents of students and how the pupils could use their talents for their own advantage.

Curriculum Making

Curriculum Making was the third subject I took with Mr. Manuel Bautista as my professor. We learned about different aspects of a curriculum and the advantages and disadvantages of a school system and compared different school systems of Europe. Like in the other two courses we met once a week in his office and got an e-mail to comment on.

Effects of global changes in the natural ecosystem

Effects of global changes in the natural ecosystem was a course of Prof. Pablo Hidalgo. We were a small group of Erasmus students and met with him once a week for one and a half hours to discuss the different problems, which were responsible for global changes like global warming, CO2 omission or the human's demand of earth's ecosystem.

Every week we got some kind of homework which stood in connection with the topic we discussed the last lesson and we had to send it to Prof. Hidalgo via e-mail.

We even took a field trip once to a military base, where they are building rockets and have the responsibility that the satellites in the space are working correctly.

Teacher practicum

I had to do a teacher practicum in a local school for my home university and I can definitely say that it was my most favourite course at the university at my semester abroad. It had to be 50 hours, so I did it in two weeks from Monday to Friday from 8 to 2 pm.

I had two different classes, but both were in 5th grade and I was mostly active in the English lessons because most of the other ones were held in Spanish. I was really lucky that I got older pupils because I was able to communicate with them in English. If they didn't understand something the teacher was always there to help me or explain them the situation in Spanish.



one of my classes (Foto Lisa Minibek)

I even got the chance to correct some exams of them, which was very interesting because the grade system is so different in comparison to the one in Austria and in the beginning they had to explain everything to me about it.

I really enjoyed my internship at this Spanish school and it was very interesting to see how a different school system in a different country works, but sometimes I was really horrified how low the knowledge of the English teacher was. They even asked me sometimes for some help with vocabulary because they only know what is written in the school books.

Also their teaching methods are not very various. It is always the same how they work through a unit in the textbook, so it can get very boring for the pupils and I think these methods are not the most effective ones when it comes to learning a new language.

I even got to experience an once-in-a-lifetime field trip with the school. It was a bicycle trip with the whole school, which were around 500 students, 20 teacher and a few parents. This was an experience I will never forget and would never be possible in Austria. But I'm glad I got to be a part of it and even though it was really stressful because there just too many pupils, it is not something I wanted to miss.

All in all it was a great experience and the staff at school was very friendly and welcoming and I'm really glad I got to experience a new school system. It makes me appreciate mine in Austria even more.



poster of the classroom rules (Foto Lisa Minibek)

Application and Registration

Before my semester abroad started I had to fill out an application form and sent it to the University of Huelva.

After I got accepted I could choose some of the courses I wanted to do in Spain. Every course had 6ECTS, so I just had to choose five different courses.

When I got my okay from the International Office at my university I could fill out the Learning Agreement, where I needed the signature of my home university and the one where I would study.

When I got to Huelva I had to change some of my courses because they weren't available this semester.

After I got the mail from my home university that my changes were okay, I had to bring it to my coordinator at the University in Huelva to get her positive confirmation too. Then I got a date from the International Office when my registration as an official student at the university would take place.

As an Erasmus student you can take just five courses, because there are just too many students.

That worked out well for me, because all of my courses had 6ECTS, so in the end I got my 30 credits, which I needed for my home university.

Contacts

Information of the university

Universidad de Huelva
Dr. Cantero Cuadrado, 6. 21071 Huelva, Spain
Website: <http://www.uhu.es/index.php>
Phone number: 959 218000

Information of the Coordinator of the International Office

Name: Isabel Leandro
Servicio de Relaciones Internacionales
Universidad de Huelva
Email: drinter02@sc.uhu.es
Phone number: 959219494
Pab. 13 Juan Agustín de Mora
Campus del Carmen
21071 Huelva, Spain



Universidad de Huelva, Campus El Carmen (Foto Lisa Minibek)

Accommodation

I found my apartment via Facebook in November because there was already an Erasmus page for the spring semester. Students from the winter semester posted their flats with pictures, prices and when they would be available. If students didn't find something on Facebook, they could look for an apartment when they would be in Huelva and also the ESN-team from the university would help you to find something, because they had a list of available flats and would contact the landlord for a meeting.

Description of the accommodation

I lived in a flat with two other Erasmus students. One was Sandra from my university and the other one was a German girl. It was in the street Calle Gines Martin 22, which was very central and I paid around 260€ each month for the rent, electricity, water and internet. Like in the most Spanish apartments, we had no heater, but the contract included a cleaning woman who came every fortnight.

Life

The life in Huelva is cheaper than in Austria. I paid around a 100€ less for my rent than in Graz and also the public transport in the city is much cheaper.

For food and going out I spent around 200€ each month. You can get a coffee or beer for 1€ and Tapas between 1,50€ and 2,50€.

There are many bars for students and especially Erasmus students will get many discounts. Huelva is a student city through and through.



view point above Huelva (Foto Lisa Minibek)

There are three beaches near Huelva. Punta Umbria, El Portil and Mazagon. To Punta Umbria and El Portil it will take you 20 minutes with the bus and to Mazagon 40 minutes and the bus ride is always 1,55€. You can get a bus card with which you drive much cheaper than without it. In the city you would only pay 60 cents for one bus ride instead of 1,10€ and to the beaches you would pay 1,05€ instead of 1,55€. I recommend this bus card, because I saved so much money with it.



Punta Umbria Beach in February (Foto Sandra Maloversnik)

A cheap way to travel is with 'Blablacar'. Spanish people offer you a ride somewhere, so you can share the gas. It's so much cheaper than to travel with bus or train. For example we paid around 25€ from Huelva to Lisbon with Blabacar and the bus would have been 60€-70€.

For me, travelling was one important part of my Erasmus. Of course it was an expensive luxury on my semester abroad but worth all the money.

I also got a scholarship of 300€ from the Julius-Raab-Stiftung which was also a great help for my life abroad.

I heard once a saying which said "travel is the only thing you buy, that will make you richer", and after my semester abroad and can confirm that it is totally a 100% true.



Sahara Desert in Morocco (Foto Sandra Maloversnik)

12. K. Prutsch, Spain, Pädagogische Hochschule Schwäbisch-Gmünd, Mobility For Studies

Autorin: K. Prutsch

Peer-Review: M. T. Chorinsky, M. Muhr

Übersicht Und Geschichte

Schwäbisch Gmünd liegt im Zentrum Süddeutschlands, im Bundesland Baden-Württemberg im Ostalbkreis, am Fuße der Schwäbischen Alb und hat rund 61.000 Einwohner, die sich auf die Kernstadt und zehn Ortsteile verteilen. Schwäbisch Gmünd ist kreativ und aufstrebend, der Unimog wurde hier erfunden, das Silber bei Tiffany´s New York stammt von hier, ebenso die Lenksysteme vieler Autos. Des Weiteren ist Schwäbisch Gmünd die älteste Stauferstadt, die erste urkundliche Erwähnung fand im Jahr 1162 durch die Staufer statt. Bauwerke aus acht Jahrhunderten prägen diese historische Stadt, der Marktplatz und der Münsterplatz zählen zu den schönsten Plätzen in Süddeutschland.



Hauptplatz von Schwäbisch Gmünd (Foto K. Prutsch)

Die Pädagogische Hochschule Schwäbisch Gmünd befindet sich auf dem Sonnenhügel, im Stadtteil Oberbettringen, und liegt ca. 15 Minuten (Bus) von der Innenstadt entfernt. Sie ist eine moderne wissenschaftliche Hochschule mit Universitätsstatus. Die Lehrerbildung geht auf ein katholisches Schullehrer-Seminar im alten "Franziskaner-Mannskloster" aus dem Jahre 1825 zurück.

Die Hochschule ist optimal für Studierende, die gerne einen Campus inmitten einer idyllischen Landschaft bevorzugen, aber dennoch Angebote der nahegelegenen Kulturstadt nutzen möchten. Der Campus verfügt über eine moderne Mensa, eine Sporthalle mit Kletterwand und Außenanlagen wie Sportplatz, Tennisplatz und Beach-Volleyball-Feld, einen malerischen Hochschulgarten und eine Bibliothek mit Lesesaal. Die Abteilung Musik befindet sich in der Lessingstraße, in der Nähe des Zentrums von Schwäbisch Gmünd.

Die Zahl der Studierenden liegt derzeit ungefähr bei 2.700, davon studieren rund zwei Drittel für das Lehramt an Grund-, Haupt-, Real und Werkrealschulen. Die Lehramtsstudierenden haben die Möglichkeit, Erweiterungsstudiengänge, beispielsweise zur Beratung, Interkulturellen Erziehung, Informatik/Datenverarbeitung, Medienpädagogik, Gesundheitsförderung und Frühen Bildung zu absolvieren. Etwa ein Drittel der Studierenden sind in einem der Bachelor- und Masterstudiengängen wie Frühe Bildung, Gesundheitsförderung, Interkulturalität und Integration, Ingenieurpädagogik und Bildungswissenschaften inskribiert.



Eingang der Pädagogischen Hochschule (Foto K. Prutsch)



Mensa der Pädagogischen Hochschule (Foto K. Prutsch)

Die Landeshauptstadt Stuttgart liegt nur 50 km östlich von Schwäbisch Gmünd und ist mit dem Zug in 40 Minuten erreichbar. Stuttgart bietet neben Mercedes und Porsche eine attraktive Kunst- und Kulturszene, internationale sportliche Veranstaltungen, historische und moderne Architektur, auch die Königsstraße bietet den Einkaufslustigen ein sehr breites Angebot. Die weiteren angrenzenden Städte wie zum Beispiel Ulm mit dem höchsten Kirchturm der Welt am weltberühmten Ulmer Münster, Heidelberg mit einer der berühmtesten Schlossruinen Deutschlands, München mit dem BMW-Museum, Marienplatz, Viktualienmarkt und dem Englischen Garten, ebenso Tübingen, Baden-Baden, und viele mehr, sind unbedingt einen Besuch wert.

Kontaktinformationen

Pädagogische Hochschule Schwäbisch Gmünd
Oberbettringer Straße 200
D-73525 Schwäbisch Gmünd / Deutschland
Telefon : +49 7171 983-0
E-Mail : info@ph-gmuend.de
Internet : www.ph-gmuend.de

Akademisches Auslandsamt

Leiterin : Frau Dr. Monika Becker
Telefon : +49 7171 983-225

E-Mail : monika.becker@ph-gmuend.de

Assistentin: Lesia Kimmel (für alle organisatorischen Fragen zuständig)
Telefon : +49 7171 983-486
E-Mail : lesia.kimmel@vw.ph-gmuend.de

Die beiden Damen sind sehr freundlich und kompetent, stehen für (fast) alle Anliegen zur Verfügung, wie zum Beispiel die Anmeldung beim Stadtamt, Lehrveranstaltungen; Fragen zum Wohnheim, Verkehrsverbindungen, Bankkonto, Krankenversicherung, Heimweh, und so weiter. Auch die zuständigen Tutoren und Tutorinnen für Erasmusstudierende kann man jederzeit via Facebook bzw. Mobiltelefon um Auskunft fragen, wie zum Beispiel wo es gute Abendlokale gibt, welche Sehenswürdigkeiten sich lohnen, wie das Anmelden zu den einzelnen Lehrveranstaltungen funktioniert, etc.

Unterkunft

Studentenwohnheim des Studentenwerks Ulm
Neißestraße 20
D-73529 Schwäbisch Gmünd

Für die Teilnehmer/innen am Erasmus-Programm bemüht sich das Akademische Auslandsamt der PH Schwäbisch Gmünd direkt um einen Wohnheimplatz.

Das Studentenwohnhaus liegt ca. 10 Gehminuten von der Pädagogischen Hochschule entfernt. Das Wohnheim ist mit 13 Stockwerken (ca. 280 Zimmern) ausgebaut. In jedem Stockwerk befinden sich ca. 20 Einzelzimmer, die mit einem Grundmobiliar (Bett, Kleiderschrank, Schreibtisch, Stuhl und mehreren Regalen) ausgestattet sind. Der Internetzugang funktioniert im Zimmer sehr gut über LAN, das heißt mit Kabel. Die Dusche, das WC und das Waschbecken werden mit dem/der Zimmernachbar/in geteilt. Des Weiteren befindet sich in jedem Stockwerk eine Gemeinschaftsküche, hier hat jede/r Studierende zwei verschließbare Fächer für Geschirr und Nahrungsmittel, auch zusätzlich ein absperbares eigenes Kühlfach. Ein Gefrierfach steht für alle frei zur Verfügung sowie der Herd, Backofen und div. elektrische Geräte wie Mixer, Toaster, Wasserkocher, Staubsauger, Fernseher, etc.

Im Untergeschoß befindet sich ein Waschraum mit drei Waschmaschinen und einem Wäschetrockner. Hier ist darauf zu achten, dass ausschließlich € 1,00 und 0,50 Cent-Münzen verwendet werden können. Ein Waschgang wird mit € 1,50 berechnet und das Waschmittel ist selbst zu stellen. Ein Trockenraum zum Wäscheaufhängen wird separat noch angeboten.

Auf Wunsch werden folgende Materialien angeboten:

Miete für Bettwäsche und Bettdecken: € 15,00 / Geschirr: € 10,00 / Netzkabel: € 8,00. Die angeführten Preise werden per Semester einmal verrechnet.

Die Bettwäsche ist weiß, empfehlenswert ist eine bunte mitzunehmen, da ansonsten das Zimmer sehr eintönig ist. Das Geschirr besteht aus einem Teller, Tasse, kleines Schüssel, einem Trinkglas und einem Besteck. Das Netzkabel ist unbedingt notwendig, weil es für den Internetzugang benötigt wird. Es gibt kein WLAN, weder im Wohnhaus, noch in der Stadt Schwäbisch Gmünd. An der PH gibt es nur beschränkt WLAN-Zugänge.

Zusätzlich hat jedes Zimmer ein Briefkastenfach im Eingangsbereich. Der Hausmeister steht von Montag bis Freitag zur Verfügung. Parkplätze für Autos, Abstellplätze (Garage) für Fahrräder und Motorräder sind ausreichend vorhanden, die jeweils kostenfrei zu benutzen sind.

Persönliche Info: Handtücher, Lese-/Tischlampe und Mülleimer für das Zimmer unbedingt mitnehmen bzw. organisieren. Einkaufsmarkt (Rewe) liegt ca. 10 Gehminuten vom Wohnheim entfernt. Gaststätten und Bars gibt es ausschließlich in der Stadt, die mit den öffentlichen Verkehrsmitteln (Bus) gut erreichbar sind.

Sinnvoll ist es mit dem Auto anzureisen (ca. 700 km), denn dadurch ist es möglich, hier im ländlichen Bereich flexibel zu sein. Außerdem gibt es dort wunderschöne Fahrradwege, d.h. mit einem Fahrrad lässt sich hier das Gebiet wunderbar erforschen und auch der Weg zur Uni verkürzt sich dadurch.

Sehr empfehlenswert sind die Wohnheimpartys. Neben dem Kennenlernen von weiteren Studierenden gibt es Getränke und Snacks zu günstigen Preisen.

Lebenshaltungskosten

Die Lebenshaltungskosten hängen natürlich von den einzelnen Bedürfnissen ab, aber es sollten mindestens € 500,00 pro Monat zur Verfügung stehen, da auch Ausflüge/ Besichtigungen von der PH und von Studierenden angeboten werden.

Das Stipendium für die Zeit im Ausland betrug monatlich € 300,00. Somit waren die monatlichen Kosten für das Studentenwohnheim mit € 235,00 gut gedeckt. Die Ausgaben für das Essen und Trinken waren separat einzubringen. Eine Mittagsportion in der Mensa lag bei ca. € 2,00, wenn mit der Studentenkarte bezahlt wurde. Generell ist zu sagen, dass die Lebensmittelpreise im Gegensatz zu Österreich, etwas günstiger sind.

Ein einmaliger Betrag von € 65,00 ist an die Hochschule Schwäbisch Gmünd am Beginn des Semesters zu entrichten.

In Schwäbisch Gmünd kostet ein Busticket für eine Richtung € 2,10. Ab 18:00 Uhr bezahlen Studierende € 1,00. Es wird ein Semesterticket für € 100,00 angeboten.

Die Deutsche Bahn bietet ein sogenanntes Baden-Württemberg-Ticket an, hierbei reisen Studierende ab drei bis fünf Personen einen ganzen Tag in Regionalzügen quer durch Baden-Württemberg sehr günstig. Will man das naheliegende Frankreich besuchen, so fährt man mit dem TGV extrem schnell (bis zu 320 km/h) und preisgünstig.

Die Eintrittspreise für das Freibad in Oberbettringen und das Hallenbad in Schwäbisch Gmünd liegen jeweils bei € 2,00.

Das einzig teure im Vergleich zu Österreich sind die Treibstoffpreise.

Anmeldeprozesses

Jeder Erasmusstudierende bekommt einen persönlichen Account mit Benutzername, Passwort und E-Mailadresse für das Rechnernetz an der PH Schwäbisch Gmünd. Mit diesem Zugang erhält man Informationen und Anmeldeöglichkeiten zu dem vielfältigen Studienangebot über die Software "stud.ip".

Der Anmeldeprozess zu den einzelnen Seminaren, Vorlesungen und Lehrveranstaltungen erfolgt daher sehr einfach, auch die

Kontakt Daten zu den jeweiligen Dozenten sind angegeben. Tutoren bieten separat auch eine Schulung für das Programm an.

Das Learning-Agreement erledigte ich anhand eines Seminarkataloges, welchen ich bereits Monate vor dem Erasmusstart per Mail von Frau Kimmel (Akad. Auslandsamt) zugesandt bekommen hatte. Es besteht jedoch die Möglichkeit vor Ort die Lehrveranstaltungen zu wechseln, mittels eines Learning-Agreement Changing Formulars. Dieser Ablauf verläuft sehr unkompliziert und rasch.

Fixer Bestandteil des Studierenden-Alltags ist die Studentenkarte. Dazu wird ein Passbild benötigt. Mit dieser Karte ist man berechtigt, bargeldlos und kostengünstig das Speisen- und Getränkeangebot der Mensa zu nutzen. Ebenfalls ist es möglich, mit dieser Karte die Kopier- und Druckgeräten am Campus zu verwenden. Gleichzeitig ist sie auch für die Ausleihe in der Bibliothek zu nutzen.

Ausbildungssystem Und Studium

Das Studienjahr wird an der Pädagogischen Hochschule Schwäbisch Gmünd in zwei Semester unterteilt:

Wintersemester: 1. Oktober bis zum 31. März des folgenden Jahres

Sommersemester: 1. April bis zum 30. September

Die Vorlesungen und Lehrveranstaltungen finden in der Regel von Mitte Oktober bis Mitte Februar bzw. von Mitte April bis Mitte/Ende Juli statt. Ein Einstieg in das Studium ist in jedem Semester möglich. Ein großer Unterschied zu Österreich liegt im Studiengangprofil für das Lehramt an Grundschulen bzw. Volksschulen:

Das Studium umfasst Kompetenzbereiche (KB), Vertiefungsfächer (VF), Bildungswissenschaften und schulpraktische Studien. Es sind vier KB zu studieren, verpflichtend zu wählen sind die KB Deutsch und Mathematik. Eines davon muss vertieft studiert werden. Zusätzlich sind zwei weitere KB zu wählen, von denen einer auch in einem auszuwählenden Vertiefungsfach studiert wird.

Studierende bewerben sich mit einer 3-Fächer-Kombination:

1. Fach: Deutsch oder Mathematik vertieft (Hauptfach 1)

2. Fach: vertieftes Fach aus einem KB (Hauptfach 2)

3. Fach: nichtvertiefter KB

Bei den Vertiefungsfächern Kunst, Musik und Sport ist eine Eignungsprüfung erforderlich.

Die Studienplätze werden zu 90 % nach der Abitur- bzw. Maturanote, der Fachhochschulreife oder der Eignungsprüfung vergeben. Besondere außerschulische Leistungen (Praktika, Soziales Jahr u.a.) werden zusätzlich berücksichtigt. Die anderen 10 % der Studienplätze werden nach der Wartezeit vergeben, wobei als Wartezeiten die Halbjahre zwischen Abitur und Bewerbungssemester gelten, in denen keine Immatrikulation an einer Hochschule vorliegt.

Die Regelstudienzeit dauert acht Semester (240 ECTS) einschließlich Praxissemester und Prüfungszeit. Die Praxis besteht aus einem zweiwöchigen Orientierungspraktikum (OEP) und einem integrierten Semesterpraktikum (ISP). Im Anschluss an die 1. Staatsprüfung muss das sogenannte Referendariat absolviert werden. In dieser Praxisphase, die eineinhalb Jahre dauert, unterrichten Studierende bereits an Schulen, besuchen begleitend Lehrveranstaltungen am Seminar für schulpraktische Ausbildung und verdienen dabei schon ihr erstes Geld. Im Anschluss folgt das 2. Staatsexamen und mit dem erfolgreichen Bestehen des Referendariats und der beiden Staatsexamina ist die Berufsausbildung beendet.

Die Klausuren bzw. Prüfungen finden fast alle in der Prüfungswoche statt, die meist in der letzten Woche des Semesters liegt.

Ein großes Freizeitangebot bietet der Hochschulsport, kurz AGs genannt. Alle Studierenden können daran kostenlos teilnehmen. Im Sommersemester wurde Schwimmen, Beach-Volleyball, Modern Dance, Gymnastik, Ultimate Frisbee, Geräteturnen, Leichtathletik, Badminton, Pilates, Hockey, Kickboxen, Volleyball, Basketball, Klettern und Zumba am Campus angeboten. Bei jeder dieser Sportarten sind Tutoren bzw. Tutorinnen anwesend, die die einzelnen Einheiten leiten und über die PH entlohnt werden. Außerdem steht ein Kraftraum für alle Studierenden zur Verfügung, die Nutzung ist ebenso kostenlos. Besonders Studierende, die vor allem Prüfungen in Sport ablegen müssen, profitieren von diesem Angebot.

„Studierende beraten Studierende“ ist ein Slogan, der sich am Campus sehr stark bewährt, wie der Hochschulsport und die Einführungswoche mit einem Mentoren- bzw. Mentorinnen-Programm (Details siehe Einführungswoche) zeigen. Weiters bietet jedes Studienfach (zum Beispiel Deutsch, Englisch, ...) ein eigenes Tutorium an, bestehend aus einem Team von engagierten Studierenden, die für Fragen und Hilfestellungen allen Studierenden, unabhängig von Studienfach und Fachsemester, zur Seite stehen. Im Didaktischen Zentrum beraten ebenso geschulte Tutoren und Tutorinnen die Studierenden, in den Schwerpunkten wie Unterrichtsplanung und -gestaltung, Schreibberatung, Wissenschaftliches Arbeiten und Medienberatung an.

Der Allgemeine Studierendenausschuss (AstA) besteht ebenso aus kompetenten Studierenden, die sich für die sozialen und studienbezogenen Angelegenheiten einsetzen, aber auch bei der Gestaltung des Stundenplans behilflich sind.

1. Woche: Check-In (01.04.2014 - 06.04.2014)

Am Wochenende vor Beginn des Erasmus-Aufenthaltes hat ein Tutor auf Facebook eine Gruppe gegründet. Damit war im Vorfeld schon ersichtlich, wer die weiteren Kommilitonen im Auslandsemester sind. Auf dieser Plattform wurden auch diverse Treffpunkte und Veranstaltungen bekannt gegeben. Außerdem wurde jeder Studierende persönlich begrüßt, egal ob mit Flugzeug, Zug, Bus, Auto, etc. angereist wurde. Gegebenenfalls wurde man sogar abgeholt.

Erstmals wurde das Zimmer bezogen und die nötigen Infos zum Wohnheim wurden mitgeteilt. Dazu gehörte der Wohnheimvertrag; das Zurechtfinden im Wohnheim, wie zum Beispiel die persönlichen Fächer in der Küche (siehe Beschreibung der Unterkunft); Müllentsorgung; Einrichtung des Internetzuganges über einen Tutor, etc.

Ein gemeinsamer Uni-Besuch war ein fester Bestandteil dieser Woche. Das Kennenlernen des akademischen Auslandsamtes, die sogenannte Anlaufstelle für Fragen der Erasmus-Studierenden. Die Leiterin, Dr. Monika Becker, ihre Assistentin, Lesia Kimmel sowie die unterstützenden Tutoren und Tutorinnen sind sehr freundlich und hilfsbereit. Mit diesem Team wurden organisatorische Dinge erledigt, wie die Immatrikulation, Studentenkarte (1 Passbild notwendig), Zahlung der Gebühren an die Hochschule, etc.

Des Weiteren gab es einen gemeinsamen Besuch beim Stadtamt, um sich dort als Einwohner bzw. Einwohnerin für den Zeitraum registrieren zu lassen. Dazu wurde ein Passbild benötigt. Die Abwicklung erfolgte sehr rasch und unkompliziert. Auch das Eröffnen eines Bankkontos bei der Kreissparkasse in Oberbettringen war verpflichtend, da die Kosten für das

Wohnheim (ca. € 235,00 mtl.) vom Studentenwerk Ulm abgebucht werden. Für Studierende unter 30 Jahren ist diese Bankverbindung kostenlos. Bei diesen Abwicklungen gab es ebenso Unterstützung vom Team des Akademischen Auslandsamtes.

2. Woche: „Comenius“ Woche (07.04.2014 - 11.04.2014)

Bei der Comenius Woche handelte es sich um eine internationale Woche. Neben den Erasmusstudierenden und einigen Studierenden aus Deutschland kamen weitere internationale Studierende und Vortragende aus aller Welt nach Schwäbisch Gmünd. Es gab ein festgelegtes Programm mit Kennenlernen, diversen Vorträgen, Gruppenarbeiten, Exkursionen in deutsche Schulen und nach Stuttgart. So fand ein reger Austausch an Informationen zwischen in- und ausländischen Studierenden statt. Den Abschluss boten die selbsterstellten Videoclips von den teilnehmenden Studierenden, verbunden mit einer gemeinsamen Abschlussfeier.

3. Woche: Einführungswoche Und Start In Das Semester (Ab 14.04.2014)

Vor dem offiziellen Beginn der Vorlesungen wird in jedem Semester für alle Anfänger/innen eine Einführungswoche mit speziellen Veranstaltungen in die Studiengänge und Fächer angeboten. Es werden alle notwendigen Informationen und Hinweise zum Studienbeginn bekannt gegeben. Studierende aus höheren Semestern bilden sogenannte „Mentoren- bzw. Mentorinnen-Gruppen“, wo bereits erste Kontakt zu Regelstudierenden an der PH geknüpft und gegebenenfalls Fragen rund um das Studium beantwortet werden.

Am Beginn eines jeden Semesters gibt es eine sogenannte Einführungswoche, wo speziell neue Studierende in diverse Lehrveranstaltungen reinschnuppern können, damit eine Erleichterung bei der Auswahl ihres individuellen Stundenplans gewährleistet wird. Generell hat jeder an der PH Studierende die Möglichkeit, Lehrveranstaltungen selbst zu wählen, die er für sein Studium benötigt.

Lehrveranstaltungen

Bevor das Erasmusstudium beginnt, ist ein Learning-Agreement festzulegen, das heißt es werden im Vorfeld bereits die Lehrveranstaltungen für das Auslandssemester ausgewählt. Jedoch besteht die Möglichkeit, vor Beginn der Vorlesungen an der Einführungswoche teilzunehmen, um eventuell die Lehrveranstaltungen vor Ort zu wechseln. Aus eigener Erfahrung war diese Einführungswoche sehr informativ und führte zu einem passenderen neuen Stundenplan für mich.

Eine Voraussetzung, um die Lehrveranstaltungen positiv abzuschließen, war eine Anwesenheit von 75 %.

.) Perspectives On Culture And Education (4 CP)

Diese Lehrveranstaltung wurde auf Englisch gehalten, da Erasmusstudierende sowie Studierende an der PH Schwäbisch Gmünd teilgenommen haben. Voraussetzung war, dass man an der Comenius Woche, die vom 7.4. bis 11.4.2014 stattfand, teilgenommen hat.

"Im Ausland zu studieren ist ein Abenteuer - unterschiedliche Kulturen, Ausbildungen, Essen und Verhaltensweisen, genug Inhalte um darüber zu sprechen." Darüber hinaus wurde auch über Diversity, Vorurteile, Rollenklischees, Aberglaube, etc. gesprochen bzw. diskutiert. Dazu haben wir das Eisberg-Modell genauer beleuchtet.

Jede/r Studierende/r hat eine Präsentation über ein frei wählbares internationales Thema, passend eben zu Kultur und Ausbildung, abgehalten.

.) Sozialerziehung, Inklusion, Integration Durch Bewegung, Spiel Und Sport (3 CP)

Die Seminarinhalte waren die geschichtliche Herleitung von Integration und Inklusion in Bewegung, Spiel und Sport; die Definitionen Inklusion und Integration; Integration und Inklusion im Bewegungs- und Sportunterricht; Migranten in Bewegung, Spiel und Sport; Empirische Befunde zur Inklusion und Integration; Methoden der Sozialerziehung bzw. des sozialen Lernens und praktische Spiele bzw. Bewegungsaufgaben, die im Unterricht eingesetzt werden können. Für den Leistungsnachweis mussten Spielideen, Sportarten oder Bewegungsaufgaben vor dem Hintergrund des Inklusionsgedankens umgestaltet werden. Das umfasste eine praktische Vorstellung, Erprobung und Reflektion mit bzw. in der Gruppe. Dabei musste alles schriftlich in Form einer Hausarbeit erstellt werden.

.) Rede- Und Gesprächsrhetorik: Sicher Präsentieren Und Gut Kommunizieren Im U. (3 CP)

Das Hauptaugenmerk in diesem Seminar lag auf der Entwicklung der Redefähigkeit. Neben den theoretischen Grundlagen erfuhr wir beispielsweise, wie jede/r Einzelne vor anderen Menschen wirkt, wenn ein Vortrag gehalten wird. Außerdem lernten wir, wie ein guter Vortrag vorbereitet und aufgebaut werden kann, was natürlich für den Unterrichtsalltag von großer Bedeutung sein kann. Als Hilfsmittel wurde die Videokamera dabei eingesetzt - zu Beginn, um sich mit den ausgewählten Aspekten der Gesprächsführung zu befassen und gegen Ende, um die Unterschiede bzw. die Verbesserung zu reflektieren. Neben der aktiven Mitarbeit bei den praktischen Übungen mussten zwei Präsentationen durchgeführt werden.

.) Didaktik Des Naturwissenschaftlich-Technischen Sachunterrichts (3 CP)

In diesem Seminar setzten wir uns mit den Fragen: "Wie lernen Kinder?" und "Wie kann ein Sachunterricht konzipiert sein, um den Lernbedürfnissen der Kinder gerecht zu werden?" intensiv auseinander. Die Inhalte umfassten die anthropologische Voraussetzung des Lernens, die Lerntheorien und den Sachunterricht zwischen Theorie und Praxis. Als Leistungsnachweis musste ein praktischer Versuch vor der Gruppe durchgeführt werden. Zusätzlich wurde eine Hausarbeit zum Film "Alphabet" vom österreichischen Regisseur Erwin Wagenhofer vorgelegt.

.) Textilunterricht In Der Grundschule (3 CP)

Die Dozentin zeigte uns anhand von vielen praktischen Beispielen, wie eine Herausforderung für die Kinder im Textilunterricht entsteht - wie Kinder "angezündet" oder "ästhetisch infiziert" werden. Ein weiterer wichtiger Punkt waren die didaktisch-methodischen Überlegungen zur Organisation im Textilarbeitsunterricht, aber auch das "Selbertun" mit den unterschiedlichen Themen, die im Bildungsplan verankert sind.

.) Angst Und Stress Bei Schulkindern (3 CP)

Folgende Seminarinhalte wurden behandelt: Entstehung und Umgang mit Angst und Stress; die Komponenten und Indikatoren von Stress; Angst- und Stressbewältigung; Diagnostik von Angst bei Erwachsenen und Kindern; Theorien zu Angst und Stress:

a) Psychoanalytischer Ansatz

- b) Behavioristische Theorien
- c) State-Trait-Modell nach Spielberger
- d) Stressbewältigungstheorie nach Lazarus;

Implizite Diagnostik von Angst in der Schule, Diagnostik von Stressbewältigung und Präventionsansätze. Neben der aktiven Teilnahme mussten zwei praktische Übungen zu den Inhalten vor der Gruppe präsentiert werden.

.) Tanzerziehung (3 CP)

In dieser Lehrveranstaltung wurden uns unzählige Aufwärm- und Cool-down-Spiele für den Bewegungs- und Sport Unterricht nähergebracht. Des Weiteren behandelten wir die didaktische Methodik für das Erlernen von Tanzschritten mit Grundschulkindern. Der Fokus lag aber im Erlernen von Tanzschritten, wozu am Ende der Lehrveranstaltung eine Choreographie zu einem Lied vor der Dozentin aufgeführt werden musste. Ein besonderes Augenmerk wurde dabei auf eine fehlerlose Reihenfolge der Schritte und deren Ausführung gelegt, auch der Takt musste eingehalten werden und auf den Gesamteindruck wurde geachtet.

.) Weltliteratur In Adaptionen Für Kinder Und Jugendliche (3 CP)

Am Beginn des Seminars fand eine Lektüreabfrage speziell zu: Heinrich von Kleist: Das Käthchen von Heilbronn; Johann Wolfgang von Goethe: Faust I; Friedrich Schiller: Die Räuber; William Shakespeare: Romeo und Julia und Gotthold Ephraim Lessing: Nathan der Weise statt. Generell wurden die Begriffe: Weltliteratur – Kanon behandelt, unter anderem die Frage „Wozu Klassiker lesen“ und Kanonische Lyrik im Bilderbuch in Form von Stationenarbeit durchgeführt. Vorwiegend ging es darum, wie und inwieweit Weltliteratur im Unterricht didaktisch eingesetzt werden kann. Dazu erstellten wir einen Kriterienkatalog mit Vorstellung, Erprobung und Diskussionen.

Schulpraktikum (6 CP)

Das Akademische Auslandsamt der PH Schwäbisch Gmünd organisierte das Praktikum an der Grundschule Hardt

Székesfehérvár Str. 12, D-73525 Schwäbisch Gmünd

Telefon: 07171 66929, Fax: 07171 37588, E-Mail: info@gshardt.de

Die Grundschule Hardt (ca. 10 Gehminuten vom Wohnheim entfernt) ist eine Ganztagschule in städtischer Trägerschaft und hat ungefähr 160 Schüler/innen. Der Unterricht findet von Montag bis Donnerstag von 7:45 bis 15:45 und am Freitag von 7:45 bis 12:30 Uhr statt. Außerhalb der Unterrichtszeiten werden eine Betreuung und ein Mittagessen separat angeboten (kostenpflichtig).

Im Zuge meines Praktikums war ich gemeinsam mit Sözde, einer Erasmusstierenden aus der Türkei, und Nathalie, einer Studierenden aus Deutschland, in einer 4. Klasse, die von 20 Schüler/innen besucht wurde.

Unsere Mentorin bzw. Fachlehrerin stand uns stets mit Rat und Tat unterstützend zur Seite. Die Schüler/innen stammten hauptsächlich aus Migrationsfamilien aus dem Osten Europas. Ich fühlte mich sehr wohl in dieser Klasse, unter anderem, weil ich mich mit der Lehrerin und beiden Kommilitoninnen gut verstand. Außerdem fand ich es spannend und bereichernd mit Kindern zu arbeiten, die eine andere Erstsprache als Deutsch sprechen.

Ein Ritual in der Klasse war es, dass zu Beginn der Stunde die Lehrperson mit einem gemeinsamen „Guten Morgen Frau ...“ begrüßt wurde. Außerdem wurde die Lehrperson mit „Sie“ sowie mit dem Nachnamen angesprochen. Eine Unterrichtsstunde dauerte 45 Minuten. Die von den Unterrichtsstunden auszuarbeitende Planungsarbeit für den Unterricht war ähnlich wie bei uns, nur der Stundenverlauf wurde in Tabellenform skizziert.

Am 09.05.2014 fand der Erstkontakt mit der Schule statt. An diesem Tag hospitierten wir zwei Einheiten mit dem Thema „Das menschliche Skelett“. Dabei gab es einen Theorie- und einen Praxisteil, wobei ich die Kinder beim praktischen Teil unterstützen durfte. Danach fanden eine Reflexion bzw. die Einteilung der Praxisstunden, sowie ein Rundgang durch das Schulgebäude statt.

Am 16.05.2014 unterrichtete ich alleine meine erste doppelstündige Einheit „Der Mensch – die Atmung“. Die Mentorin gab mir viele Freiheiten betreffend der Gestaltung des Unterrichts, jedoch musste ich, gleich wie in Österreich, die Unterrichtskriterien einhalten. Die Vorbereitung nahm viel Zeit in Anspruch (Recherche, Ideensammlung, Arbeitsblätter, Modellbau, Planung schreiben, etc.), was sich bei der Umsetzung völlig gelohnt hatte. Ich erhielt ein positives Feedback, ich hätte die Kinder zum „Staunen“ gebracht und die Übergänge (Einstieg, Hauptteil, ...) nahtlos durchgeführt. In der Arbeitsphase hingegen sollte ich für mehr Struktur sorgen. Ich war sehr zufrieden mit meinem ersten Unterricht in einem anderen Land.

Am 23.05.2014 unterrichtete ich gemeinsam mit Nathalie zum Thema „Der Mensch – der Weg der Nahrung durch den Körper“ (Verdauung). Die Teamarbeit funktionierte in der Vorbereitung und während der Durchführung exzellent, das heißt jede von uns konnte sich mit ihren Ideen einbringen, auch waren wir uns mit der Aufteilung der Arbeit einig. Es war mir ein Anliegen, die Unterrichtseinheit so zu gestalten, dass für die Kinder das Thema Verdauung leicht verständlich und vorstellbar ist. Da die Umsetzung – diesmal im Team – funktionierte, gelang es mir, wieder ein positives Feedback zu erhalten: Das Material und die Umsetzung seien gut durchdacht gewesen.

Am 06.06.2014 fand ein Lehrausgang mit den Kindern und der Lehrerin in die Stadt Schwäbisch Gmünd. Um 09:30 Uhr gingen wir zu Fuß los, in der Stadt teilten wir die Klasse, sodass jede Lehrperson für zehn Kinder zuständig war und führten die Stadt-Rallye mit verschiedenen Aufgaben mittels eines Plans durch. Da ursprünglich die Rallye mit den zwei weiteren, dann nicht anwesenden Kommilitoninnen geplant war, war ich sehr stolz auf mich, dass ich die Kinder alleine nach Durchführung aller Stationen in der Stadt, mit dem öffentlichen Bus wieder termingerecht um 11:30 Uhr zurück zur Schule brachte.

Am 27.06.2014 hielt meine Kommilitonin Sözde aus der Türkei ihre allererste Unterrichtseinheit. Obwohl sie ebenso Grundschule studiert, ist es in ihrem Land nicht üblich, Praxisstunden zu halten. Daher unterstützte ich sie in ihrer Planung, denn sie musste die Einheit in Deutsch halten. Ich fand die gestaltete Stunde über „Ritter“ als sehr gelungen und auch unsere Mentorin war sehr zufrieden mit ihrer Leistung.

Am 04.07.2014 setzte ich die doppelstündige Einheit über das Mittelalter fort. Da mich meine Mentorin darin bestärkte, Neues auszuprobieren, nutzte ich diese Gelegenheit. In der ersten Einheit hatte ich ein Spiel vorbereitet, das auf bereits erworbenes Wissen der Kinder aufbaute. Die Vorbereitung nahm wieder sehr viel Zeit ein. Meine Absicht lag darin, das

vorbereitete Material auch in der zukünftigen Arbeit als Lehrerin zu verwenden. Während die Kinder spielten, wurde mir bewusst, welchen Zuwachs an sozialer und kognitiver Kompetenz die Schüler/innen in dieser Stunde erfuhren. In der zweiten Einheit gestalteten die Kinder selbst einen Ritterhelm, dessen Bauanleitung ich selbst geschrieben und auch selbst vorher ausprobierte hatte. Auch diese Vorbereitung kostete mich viel Aufwand, aber auch hier lohnte sich jede Stunde. Die Kinder hatten Spaß an der Umsetzung und lernten nebenbei banale Dinge wie messen, den motorischen Umgang mit der Schere, Lineal, Geodreieck usw. Im praktischen Teil konnte ich diesmal im Vergleich zu meiner allerersten Einheit die Struktur gut einhalten. Bereits im Vorfeld war mir klar, dass die zeitliche Planung sehr eng kalkuliert war, jedoch wollte ich wissen, wie Kinder diese Art von Unterricht annehmen und die Fachlehrerin reagieren würde. Am Ende waren beide Reaktionen gut und die Einheit erwies sich als für die Zukunft wieder durchführbar.

Am 11.07.2014 gingen wir zum PH-Teich, um die Gewässer zu untersuchen. Jede Studierende musste sich zu diesem Thema einen praktischen Teil überlegen, der mit den Kindern durchgeführt wird. Ich eignete mir anhand von Literatur und dem Tutorium Biologie Wissen über Frösche an. Unter anderem organisierte ich mir einen Kescher und einen Amphibienbehälter, um am Teich einen Frosch zu fangen und sein Aussehen und Leben zu besprechen. Die Kinder waren sehr interessiert und fasziniert von diesem Lebewesen.

Am 18.07.2014 führten wir die doppelstündige Einheit im Lebensraum Wald durch. Es gab vier Stationen mit jeweils einer zuständigen Lehrperson, wobei ich für LandArt zuständig war. Das Arbeiten mit den Kindern bereitete mir sehr viel Freude, denn es war schön zu beobachten, mit wie viel Kreativität und Ideenreichtum die Kinder aus den Naturschätzen vom Wald ihre Kunstwerke gestalteten. Dieser Tag im Wald bildete einen optimalen Abschluss meines Auslandspraktikums.

Jede Unterrichtseinheit wurde von der Mentorin und auch von den anderen Studierenden reflektiert. Die Fachlehrerin gab gegebenenfalls Hilfestellungen und dafür war ich stets dankbar. Durch dieses Praktikum konnte ich meine Erfahrungen erweitern und weiß nun, dass ich in Zukunft gerne in einer Migrationsklasse und vielleicht eines Tages einmal in Deutschland unterrichten werde!

Reflexion

Rückblickend kann ich sagen, dass ich in Deutschland das Ziel, mein Hochdeutsch und mein Englisch aufzubessern, erreicht habe. Neben der Rede- und Gesprächsrhetorik besuchte ich weitere Lehrveranstaltungen wie „Übung für Dialektsprechende“ und „Gut und spannend vorlesen“ bei einer diplomierten Sprecherzieherin/Sprecherin. Mir war dieses Thema ein großes Anliegen, weil die Stimme das Instrument einer jeden Lehrperson ist. Mein Wissen darüber wurde aufgebaut und erweitert. Durch meine ausländischen Kommilitonen bzw. Kommilitoninnen und englischsprachigen Lehrveranstaltungen kam ich häufig in Kontakt mit Englisch und stellte mich infolgedessen meinem Ziel, der Verbesserung meiner Englischkenntnisse.

Eine große Herausforderung war es für mich anfangs, selbständig meinen Stundenplan an der PH zusammenzustellen, da es vieler Recherchen bedarf. Das Angebot war für mich als Deutschsprachige sehr groß, mich sprachen viele andere Lehrveranstaltungen an.

Obwohl das Thema „Inklusion“ in Deutschland erst im „Kommen“ ist, erfuhr ich sehr viel in diesem Bereich. Durch den Besuch der Lehrveranstaltung „Sozialerziehung“ konnte ich mein theoretisches Wissen aufbauen, aber erst nach dem persönlichen Kennenlernen der lebensfrohen Sandra, einer Kommilitonin im Rollstuhl, bekam ich eine komplette andere Sichtweise vom Leben und stellte fest, dass es eine Bereicherung ist, mit solchen Menschen in Berührung zu kommen.

Ein weiterer Grund auf Erasmus zu gehen, war, wissen zu wollen, wie es ist außerhalb von Österreich zu leben – ich wünschte mir eines Tages längere Zeit in Deutschland zu verbringen. Obwohl wir genauso Deutsch sprechen und wir mit unserem Nachbarland zum Teil eine gemeinsame Geschichte teilen, gibt es dennoch Unterschiede. Ich finde, dass Deutschland in Schulen und Unternehmen leistungsorientierter ist und es gibt viele Wörter bzw. Ausdrücke, die in Österreich anders verwendet werden.

Durch den Gewinn der Fußballweltmeisterschaft 2014 ist der Stolz des Landes erheblich gestiegen. Überall war die deutsche Flagge sichtbar, was nach Angabe von deutschen Bewohner/innen vorher nicht der Fall war. Ein möglicher Grund dafür war sicherlich die Zeit um den 2. Weltkrieg.

Allgemein kann ich aus meiner Erfahrung sagen, dass „die Deutschen“ sehr höflich und hilfsbereit sind – jedoch um eine vertiefte Freundschaft aufzubauen, braucht es Zeit. Dank meines Aufenthaltes konnte ich gegen Ende des Semesters innige Freundschaften zu Studierenden aus Deutschland aufbauen, sodass ich bereits heuer noch Besuch in Österreich erhalten werde. Auch ich sehe mich demnächst wieder in Deutschland, entweder auf Urlaub oder um für eine bestimmte Zeit dort zu leben (unterrichten). Denn durch das Leben während meines Erasmusaufenthaltes sah ich, wie vielfältig unser Nachbarland ist. Abgesehen von Kommilitonen und Kommilitoninnen aus Deutschland konnte ich ebenso Freundschaften zu Studierenden aus anderen Ländern wie Italien und der Türkei schließen, auch hier wird es ein Wiedersehen geben. Das Kennenlernen anderer Kulturen ist eine spannende und interessante Angelegenheit für mich, denn es ist wie das Eisbergprinzip – man sieht nur die Spitze, aber um in die Tiefe zu gelangen, benötigt man viele weitere Informationen um am Ende sich selbst ein eigenes Bild machen zu können.

So sehr ich die Zeit in Deutschland genoss, so sehr kehrte ich gerne wieder zurück zu meinen Wurzeln, in meine Heimat Österreich. Einerseits meine Familie und Freund/innen wiederzusehen, andererseits um mein Studium – Lehramt Volksschule – hier erfolgreich zu beenden. Betreffend des Studiengangprofils war es für mich in Deutschland ungewohnt, nur gewisse Studienfächer zu studieren. Mir ist es ein Anliegen, in allen Unterrichtsfächern über ein gewisses Maß an Wissen zu verfügen.

Ich bin zwar stolze Österreicherin, aber dennoch zieht es mich wieder in andere Länder, weil das „anders sein“ für mich anregende Erfahrungen bereit hält!

Fazit: Erasmus erweitert den persönlichen Horizont – Neues Erleben ist Erfahrung und Erfahrung ist eine Art von Lernen!

13. Lisa Stefanie Peer, Eva-Maria Raml, Spain, UAB- Universitat Autònoma De Barcelona, Mobility For Studies

Autorin: Lisa Stefanie Peer, Eva-Maria Raml

The university was founded on 6 June 1968. It is about 30 kilometers from the center of Barcelona. The campus includes its own residence with 812 apartments, where the students and exchange students of the University live. The Campus offers various entertainment like shops, a cinema, a gym, a park,

The campus consists of 3 parts:

Bellaterra: a large campus for teaching, education and research

Sabadell: the campus for technology, health and business

Barcelona: a new campus for health sciences

I studied primary education at the UAB and of course there are some differences. In Barcelona at the UAB it takes the students 4 years to be a primary teacher. Now it is in Graz at the Pädagogische Hochschule 3 years, but it will be changed soon to 4 years as well.

I visited three courses in English and I noticed that the students at the UAB can choose in the second year if they want to be an English-teacher or not. When they decide that they want to be an English-teacher they have to follow some extra courses.

By all of the courses you had to have full attendance.

1. English in the contemporary world: Practices and contexts

- To improve the intelligibility of your spoken productions
- To improve your comprehension abilities
- To be able to teach the language better
- To gain basic knowledge of IPA transcription symbols
- Speechacts in teachertalk
- Describing students: Adjectives and connotative meaning

Pedagogical angle:

Teaching is done in and through talk. Classes are constructed through teacher-student interaction. Therefore, the quality and efficacy of teaching/learning is directly linked to issues of interaction. It is through language in interaction that students/teachers access new knowledge, acquire and develop new skills, identify problems with understanding, deal with 'breakdowns' in communication, establish relationships, etc.

Professor:

Her name was Eva Codó Olsina. She was a strictly teacher and always fair. She worked with a lot of effort and also tried to bring some fun in the lessons.

Assessment:

- 1 presentation
- 1 oral exam
- 3 written exams

You were allowed to fail 1 of those assessments. If you failed one you could make a reassessment, but if you failed more than one you failed the whole course and you had no chance for a reassessment.

2. Technology-Enhanced Teaching of English as a Foreign Language in Primary Education

- Communication in foreign languages
- Interpersonal, intercultural and social competences and civic competence

The purpose of this course is to explore how computer networks (e.g. the Internet) can be used in the language learning process to engage in authentic communication to enhance that learning. We explored a wide variety of tools available on the Internet, with an emphasis on how to use these as an integrated component of our teaching. As we became familiar with these tools, we used them to create practical activities/lessons.

We had a collaboration with the University of Illinois Urbana Champaign (USA). We had the chance to practice telecollaboration in a totally authentic way and another innovative aspect of this course was the approach to learning through flipped classrooms.

Professor:

Melinda Dooley holds two undergraduate degrees in Spanish and English Studies from Wake Forest University (USA), a MA in Education from Open University (UK) and took her PhD from the Universitat Autònoma de Barcelona, where she now works full-time, specializing in the field of teaching methods and research methods in English as a Foreign Language (EFL).

Assessment:

Every lesson we had to prepare something

For example:

- Student introductory video: Before the first online meeting, students find out a bit about the other online group members.
- Summary of online group discussion: General Understanding of TEPBLL.
- Summary of online group discussion: Ask the Experts
- Summary of evaluation of 'Best Practice' for Telecollaborative Projects
- Pecha Kucha presentation: All about the Exchange in Five Minutes!

After every lesson we got evaluated from our teacher or our classmates in different forms.

For the final part of the course, you were asked to plan, revise and then present a technologically-enhanced language learning project.

3. Physical Education in CLIL

This course critically examines Physical Education (PE) as an integral part of the Curriculum. PE can make a unique contribution to the educational experience of students and may support physical, communicative, cognitive, emotional and social development. The course focuses on the need for non-specialist teachers to gauge general knowledge related to teaching PE in primary settings as well as enhance participation in physical activities.

The aims of this course are to:

- critically establish an understanding of the place of PE in the Catalan Curriculum
- analyse the potential contribution of PE to long life learning as well as key competences
- develop an understanding of PE content in Primary Education
- provide practical experiences in body control and awareness, motor skills, motor fitness and skill-related fitness and games. Develop a sense of safe and proper motor learning
- introduce a range of teaching, learning and behaviour management strategies in the different teaching environments
- provide strategies for designing balanced PE-in-CLIL tasks
- introduce a framework for teaching PE through English
- enable students to recognise a diversity of needs and understand differentiation

Assessment:

- 1 written assessment
- 1 oral assessment
- performing one game in a group of 5
- 5 critical reviews
- Portfolio

We were divided into groups of 5 persons. Each person got an role, it is called cooperative learning. It is an approach to organising learning experiences where learners have to work together. Each role got special tasks to do. Everyone succeeds when the group succeeds.

4. Visual arts

Application

All erasmus students which are studying education have a welcome day together. On that day you can decide which kind of courses you want to take, you see the schedules and how many ECTS has one course. There you also fill in your Learning-Agreement. Afterwards you will be signed in for the courses directly. In some courses you need the online platform from the University and sometimes you need Moodle for your courses. All this kind of applications you will get informed and shown by the professor in the course. This is the whole way of enrolling a course.

Contact the University:

Universitat Autònoma de Barcelona

Plaça Cívica
08193 Bellaterra
(Cerdanyola del Vallès)
Tel. + 34 93 581 11 11
informacio@uab.cat

Contact the Erasmus office:

coordinacio.gep.internacional@uab.cat

Accommodation

We decided to live in the city center instead of living directly at the campus. This decision had following reasons:

- the price was the same
- you meet local people
- you meet other people than students
- you don't have to make a "long journey" to the city center for doing activities
- you don't have to share your room
- you can (more or less) choose your flatmates

The Big Flat
La Rambla 73
80002 Barcelona
Spain

Life

The cost of living is nearly the same like here in Austria, but off course a bit more expensive. The room fully furnished and everything included was for €400, which is not that expensive if you keep in mind that its directly in the city center. The metro ticket was for one month around €50 (we had a 3 month ticket) and the food was nearly the same like here.

School Practice Lisa Peer

School:

Escola Ciutat d'Alba

Carrer de Pere Ferrer, 5, 08195 Sant Cugat del Vallès, Barcelona, Spain

<http://www.escolaciutatdalba.cat/>

Reflection

Introduction

This is about my practice in Spain at the Escola Ciutat d'Alba and presents my impressions and my new experience there. The section one is about my general practice there and the section two is about the World Water Day.

Section 1

11.03.2014

My first day in practice was very exciting. At first one of the English teachers showed me the whole building. In that school the kids start with 3 years in the kinder garden and the school ends with the 5th class. The school is very nice and not that huge, so I had no problems with my orientation. After that my mentor Lucia introduced me to all the other employees of the building. I was really surprised that nearly all teachers were able to speak English with me, because in Austria is it not that common that every teacher is able to do that. The school

lesson starts at 08:45 o'clock and ends at 16:30 o'clock. During the whole day are 2 breaks, one in the morning for half an hour and one for lunch from 13:30 till 15:00, between 12:30 and

13:30 there is usually our meeting or I prepare some materials for class. The first lessons with kids:

I have to go with two different English teachers, so I have to go to nearly every class. At this

day I introduced me in some classes and I was really surprised about the children. All the kids were able to understand me and to ask me questions. The level of their English is very high, so it was easier for me to talk and to understand myself.

14.03.2014

Last week the children learned about school objects and school rooms, so they already know the vocabulary. We repeat all the vocabulary, to recognize the children about the different words. After that they had to make exercises in the work book. One of these exercises was:

Read the sentences and draw.

"I've got a pencil case. It's green.

It's in the library."

So they have to draw a green pencil case which is in the library in the empty rectangle.

17.03.2014

Today there was a theater play "Little Red Riding Hood". So in the lessons we taught the children the vocabulary which was necessary for the play. We had flashcards like "Little Red", "Grandma", "Wolf", "Mummy", and so on. After the introduction from the words, we played a Little Red Story on the CD-Player. The kids had to listen carefully. After that they get a worksheet. On that worksheet was the story again. They have to color all the new words.

18.03.2014

Today I had the whole day English lessons. In these English lessons we listened and tried to understand a short story. At first the children have to listen to a story. The teachers were standing in front of the class with big pictures on it. The pictures match to the story, so it was a support to understand the story. After that we talked about the topic in that story and tried to repeat it, so that all children get the point.

19.03.2014

Today we repeat the story again, so the children could recognize the story. After that we played the story with volunteers. Now the children know the story quite well. And we want to create a Minibook. Therefore we gave them 2 sheets of paper with 8 pictures on it. First of all they have to cut out the pictures and bring it into the correct order. - We will finish the book next lesson.

20.03.2014

Next Unit in the Exercise book, and the Exercise book is called "Surprise". There are some chants and listening comprehensions. In the Afternoon we talked about Gustav Klimt and his tree of life. After that the children had time to paint their own tree of life. We used for that pencils, wax pencils and after that we covered the whole paper with light yellow water colors.

24.03.2014

My first lesson

Storytelling "Eddie, the earthworm"

At first I had picture cards to introduce the words to the children. We played listen and repeat, point and say the word, what's missing, what's swapped.

After that we made a circle and I told the story with story cards.

Then the children went back to their places and I gave them a worksheet with the story pictures on it. They have to put the pictures into the correct order. During that the story will played on the CD-player again. For children who finished earlier they get another worksheet. When all pupils finished the exercise sheet we checked the answers together.

At the end of the lesson we played the game "animal chain". Every child becomes an animal like 4 cats, 4 bees, 4 dogs, etc. We were sitting in a circle out of chairs. So I began to say "I like animals, I like dogs" – so all the dogs have to go behind me. I can repeat it as often as I want to. But when I say "I like animals, but I don't like monsters" – the kids have to go back to a chair as fast as they can. The last pupil which is standing (because there is one chair to less) is the next leader of the chain and begins to say "I like animals, I like cats.... "

25.03.2014

- The Lemon Game

It's a game where you start to count and by numbers who have a four or can divide by four you have to say "lemon" instead of the number.

Pupil 1: one Pupil 2: two Pupil 3: three Pupil 4: lemon Pupil 5: five Pupil 6: six

Pupil 7: seven Pupil 8: lemon Pupil 9: nine Pupil 10: ten Pupil 11: eleven Pupil 12: lemon

and so on...

- counting-out rhyme

One potato, two potatoes, three potatoes, four, five potatoes, six potatoes, seven potatoes, more.

I also had to correct the math's homework from the first grade.

26.03.2014

Minibook, Games, Song "Head and Shoulders"

Today I had 3 English lessons in a row and all about Minibook. But the interesting things are the songs in the first lessons.

- Day Song

"Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, *clap clap* - , Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, *clap clap* -, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, *clap clap*" – you can repeat the song as often you want to. And after that you sing "Raise your hand, if you know what day is today."

One pupil can say which day it is. After that we sing all together "Today is Wednesday

(depends on the day), today is Wednesday"

And we also say the right sentences for tomorrow and yesterday. – "Tomorrow will be

Thursday. Yesterday was Tuesday."

- Weather-Song

"The weather can be *Sunny* - Make a big circle over your head with your arms.

Rainy - Wiggle your fingers down in front of you, simulating rain.

Cloudy - Squeeze two imaginary pillows above your head.

Snowy - Move your hands down in front of you in a slow, wavy motion. How is the weather today?

It is cloudy and sunny. It is not rainy, it is not snowy and it is not windy.

27.03.2014

When you come into a class the first song you will sing is:

- Tidy up

"Tidy up, tidy up, books in the cupboard, books in the cupboard, Tidy up, tidy up, books in the cupboard, books in the cupboard, please, please, please!"

When the lesson is over:

"It's time to tidy up and say goodbye"

28.03.2014

I went with the English Teacher to a teacher conference in Sant Cugat – There was a meeting with all the English teachers in the schools. They shared their experience and the material with each other.

Some Musicians came to the school and practice some instruments to the kids.

31.03.2014

Today we did a Science-Game in the class.

The kids were split into groups – I read a little description about a plant or a tree. The kids have after that 1 minute time to discuss which plant/tree I meant – if they have a decision they write in on a sheet of paper. This goes for 10 descriptions.

After that we corrected it and for one correct answer you get 1 point, so the maximum is 10.

01.04.2014

Discuss about new topic – create an Easter Lesson

Song “Head and Shoulders” Game “Simon says”

03.04.2014

Last Day

Song “Scary Monster”

The kids create a painting book for me.

Section 2

World water day - Project

The main focus at this school is about nature. They have a vegetable garden in the school and the whole school is taking care about it. The kids know a lot about trees and plants, animals and of course water. They know the circle of water and know how to behave that you can save energy. They also know how to use water and the importance of water. So on the 21st of March 2014 there was the “World water day” and we decided to create a huge poster. On that poster should the pupils think about a sentence about water and put them on a poster.

How it worked:

At first the pupils get into groups together, each group becomes a small colored poster. We said that they should think about water and create a sentence which water means for them. After creating the sentence, they should show it to one of the teachers, if the sentence is correct and sinful, the children have to write their sentence.

The children have to split the small colored poster into 2 or 3 pieces, depends on the count of sentences. They have to write the sentences on that small colored poster – the kids can be creative. When they finished their small poster, they have to fix it on the huge poster. This was the poster:

For me it was a new idea to make a group work to check the understanding of the kids. The kids really kept to their point and had fun by creating their own sentence.

In my view, we could have cut the colored paper before so it will save a bit time. On the other hand the pupils who finished at first, had to make the title, fix the colored paper on the poster and help the others, so no one was bored. The kids really enjoyed it and wanted to show her knowledge about the topic.

School Practice Eva-Maria Raml

Contact the practice school (address, website ...)

Nadal School, Sant Feliu de Llobregat

School address: C/ Eugeni d'Ors 3 A

08980 Sant Feliu de Llobregat

Email: ceipnadal@xtec.cat

Phone number: 936855243

School mentor: Alícia Olesti

Overview of hours

ECTS to be certified: 12ECTS

School hours: 93H

I had to work collaborative with my practice school and my University.

Comparing of school practice:

In this practicum I had the chance to receive expressions from another school in another culture. I saw a lot of new and different teaching ways. Some of them were similar to Austria and some of them completely different.

I made my first experiences in giving marks to children. I had to evaluate and reflect their competences. In Barcelona they have a different system to give marks. The scale is from 1 to 10 and 10 is the best and 1 is the worse.

My mentor demonstrated me, how to teach in English. She gave me a lot of good and useful advises. I definitely improved my teaching in a foreign language and feel more confident, when I stay in front of a class. I realized that it is more than important, to give clear instructions.

Teaching English across the curriculum should get more attention in school. In school Nadal we connected Arts with English. The children didn't feel under pressure, when they had to speak in English and that's how it should be. The children receive more confidence and feel free to speak in English.

I made great experiences in the Kindergarten, when I participated on two English lessons. The children in this age, learn very fast and you don't have to translate everything what you say. When you teach in a playful way, they follow you and pay attention. The director gave me some good tips, how to teach young English learners.

I always felt welcome, when I went to school, because the children and the teachers were really nice to me. At the beginning I was nervous, because I didn't know what will happen in the next weeks. I also had some doubts, because of my Spanish. I tried to speak Spanish, but it wasn't always so easy. In the classroom the children saw me as a real teacher and I enjoyed that. The teacher gave me a lot of space. I could practice whatever I wanted and she trusted me. She made me feel confident, when I was teaching.

I really enjoyed the practicum at school Nadal.

Teaching materials/ One of the lessons I have taught

Lesson: What's the time?

Material: flashcards, exercise paper, clock cards, book (page 39)

Steps:

Step 1: Flashcards

- The teacher sticks the flashcards on the blackboard
- Point and say- children have to repeat
- Point and the children say
- What's missing?
- Swap the cards

Step 2: Find your partner

- Some kids get a paper, which shows a clock
- Some kids get a sentences which says the clock
- They have to find their partner, with the same time
- The pairs sit down at a table and work together

Step 3: Ask your partner questions

- The teacher hands out a sheet of paper with questions. Each child gets one sheet of paper. For example- What time do you get up? What time do you have breakfast? What time do you go to school? What time do you brush your teeth?
- Child A has to ask child B and write down his/her answer on the paper
- Then the other way around

Step 4: Correct the exercise

- The teacher corrects the exercise with the children together

Step 5: Cut and join

- When there is enough time, the teacher continues with an exercise in the book (page 93)
- They have to color a clock- cut it - fix it

Lesson plans / Reflections

Now I'm gonna present you some days which I have reflected during the internship.

17.03.2014

Today I had my first practicum day at school Nadal. I was really excited and curious. I didn't know what would happen. I spend the morning in the school. At first I went to the secretariat and asked for my timetable. After that, the secretary introduced me, my Mentor for this week. His name was Daniel and he is an English teacher. Every hour we went into another classroom to teach English. The topic which we taught was "food". My first impression of the school was great.

19.03.2014

When I arrived in school, I figured out that I had to spend the first two hours in the "Kindergarten". I really liked it, because in Austria I studied to be a Kindergartenteacher. It was a really new and great experience, because it is completely different to the Austrian Kindergarten. The kids start to learn writing and calculating very early in the age of 4 years. The first two hours they had lessons, which impressed me a lot.

24.03.2014

Today I was waiting for Lali (my new mentor, because Daniel was just a substitute Teacher), but she came later, so I followed the Native-speaker John from London. He continued the topics: cities and directions. He did this topic with a different class. In the other class the kids understood it better and they felt more comfortable by speaking in English. I think it was a little bit difficult for the native-speaker to make himself clear. Because I also cannot speak Spanish and so I tried to explain the exercises. The children understood me and knew exactly what they had to do. This day showed me, that you can also teach in another language without knowing the mother tongue of the children.

25.03.2014

This was the first day, where I followed Lali to the English lessons. I was very impressed about her way of teaching. She came into the class and each kid was probably sitting at their tables. They didn't make any noise and they were very

motivated. She was varying her voice (quiet and loud), so that the kids paid attention. I really like her way to teach and I think I can learn a lot from her.

31.03.2014

Today we started with the topic animal. We sang a song about different kinds of animals. The kids loved the song and sang very loud. That was the first time that each child spoke or sang English. Most of the time they feel not confident enough to speak in English, but today they tried it hard. It fascinated me, that the children could write good in English, but they didn't want to speak. This was the first time that I had to write on the blackboard. The blackboard at this school is very different to my school. Here the blackboard has no lines and you cannot scroll it. In Austria it is very important to write in a structure, but in Spain at this school not. So it was a challenge for me to write on this blackboard.

01.04.2014

Today we continued the Easter eggs made of paper and textile material. We worked the whole morning on the project. The children were effort and loved it. During the lesson they had to speak in English. The children knew that if they wanted to speak with me, they had to speak in English. At the beginning of the practicum, they didn't do it. But with the time, they wanted to speak with me and they realized that there is no other way. I had the impression that they enjoyed to speak English and that they discovered a new language.

03.04.2014

Lali (my mentor) has her own English room with a lot of useful materials. This morning we spend our lessons in the English room. We created a story with the kids. The title of the story was "The killer in the Villa square". I think it was very good that they created the story together, because they discussed the topic and how they could write in the correct structure without making mistakes.

04.04.2014

Today I went to the school Vila Olímpica, to visit Larissa. I was curious about the other school and how they teach there. When we (Lisa, Larissa and me) arrived at school, my first impression was that the school was a modern building. At the beginning we went to a first class. I was expressed, that the kids in this age could speak so good English. In this school, they kids have every day an English lesson. Also the pronunciation was very good. The only thing what I didn't like, was that the teacher was shouting a lot and snipping with his fingers. That made me nervous. I really liked that the little kids were not afraid to speak in English. They really tried to speak English with me and to have a conversation.

07.04.2014

When I arrived at my school today, Lali told me that I had to teach my lesson this afternoon. Normally I should teach it on Thursday. So I had the whole morning time to prepare my lesson. In the afternoon I was excited, because of my upcoming lesson. I taught children in the age of ten. I taught the same lesson in to different classes (grade 4). When I started with my first lesson, the children were attended and motivated. I had attention the whole lesson. The children liked the new games which I introduced them. They had no problems to fill out the exercise. It was good, that we were three teachers in the classroom, because all of us could support the children. My lesson was made for three teachers in the class, otherwise it would be more difficult with one teacher in the class. During the teaching I felt confident and I had a lot of fun. I really missed teaching in front of a class.

Later, when I taught in the second class, it was more challenging like in the first class. It was the last class on this day and they children were not so attended anymore. They also had more problems by solving the tasks, so they needed more support than the first class.

09.04.2014

Today my university colleges visited me at my school, because they wanted to collect different experiences from different schools. This day we had 3 written exams and one oral exam. We made the oral exam with the children. We asked them questions about, how to make different recipes. Most of the children studied very hard. I really liked to hold the exams, because this was my first time that I did it. My university colleges liked it a lot at school Nadal and it was a nice day together.

10.04.2014

I met Alicia (the director) of the school in the morning. I spend the morning with her in the Kindergarten. She wanted to show me, how to teach English in the Kindergarten. The children were 4-5 years old. She prepared a book called "Gruffelo" and a lot of materials (she had a lot of pets) to make it more interesting. She started the lesson with a short movie about the book and then she continued with telling the story. When she explained the story, she varied her voice. The kids loved the story a lot.

11.04.2014

Today was my last day at school Nadal. I was a little bit upset, because I really liked it here. When I arrived in class, I told the children that it was my last day. They children stood up and hugged me. They painted pictures for me and wrote my name. I got some nice presents and I liked them a lot. I also said good bye to all teachers. They welcomed me at the beginning very friendly, so I decided to by some cookies for them. Lali was a great mentor and I thanked her for everything. I learned a lot of new teaching ways at this school and I will take it with me to Austria.

Review Lisa Peer

The academic term was very similar to our courses in Graz. They also have their own group of students and they will have all the semesters together (expect some parts of it). The minimum years here to get the Bachelor of Education is for 4 years (8 semesters). They also have to decide which kind of teacher the wanted to become, for example English Teacher, Primary Teacher or for upper school. In the seminars the professors are very friendly and trying to give their best knowledge to the students. Most of the time you have to write a paper and sometimes you have an exam as well. As I said before, it's quite similar to our university.

The cultural part is very high in Barcelona. First it's a big city, second most of the local people are very patriotic. They love their city and their own language, so sometimes you have the feeling if you are not good at Catalan they don't even want to talk with you. But on the other hand, you have so many tourists, students and foreign people there, that you nearly find all

kind of languages if you go through the city.

Most of the time the people here are very social, they always try to help you or just give you good advices. You have to keep in mind, that in Barcelona the rate of criminals, like thieves is very high. So you always have to look at your things carefully, which is kind for every big city. Otherwise, the siesta is still a very common part of lifestyle here, so the day starts around 9 o'clock in the morning and the night ends around 11 o'clock pm, which was also new for me. I'm used to that supermarkets open around 7:30 o'clock, so I can buy me a snack for breakfast or lunch.

Anyways, for me Barcelona is one of the most impressive cities which I visited and I can definitely recommend to go there!

14. Sarah Breyner, Sweden, Karlstad University, Mobility For Studies

Hej Sverige - Välkommen till Karlstad

My semester abroad

written by Sarah Breyner

About Karlstad

The city of Karlstad can be found in the heart of Scandinavia and is situated directly at Sweden's largest lake, *Lake Vänern*, in the province of Värmland. The city's name literally means *Karl's city* and traces back to King Karl the 9th of Sweden, who founded the city as a market place in 1584.

The symbol of Karlstad is the smiling sun that you will find pictured all over the city. The citizens of Karlstad tend to proudly tell visitors that Karlstad is the city with the most hours of sunshine throughout the year in Sweden. The saying *Sola i Karlstad* (*enjoy the sun in Karlstad*), however, goes back to a waitress from the 19th century who cheered up her guests with her *sunny* personality. The city honoured her by putting up a statue that represents her in front of *Stadshotellet* close to Scandinavia's longest river, the *Klarälven* (*the clear river*).



If you are interested in the history of Värmland, the Värmland's museum is the perfect place to visit. Afterwards you can enjoy a typical Swedish *fika* (Swedish coffee break with something sweet that goes with it) or have a picnic in the lovely (in the summer also flowery) park in front of the museum with a view on Klarälven. On sunny evenings, young and old tend to meet on the wooden walkway with a little beach close by the museum to enjoy the sunset at this beautiful place with usually some wine or *öl*, which means beer in Swedish.

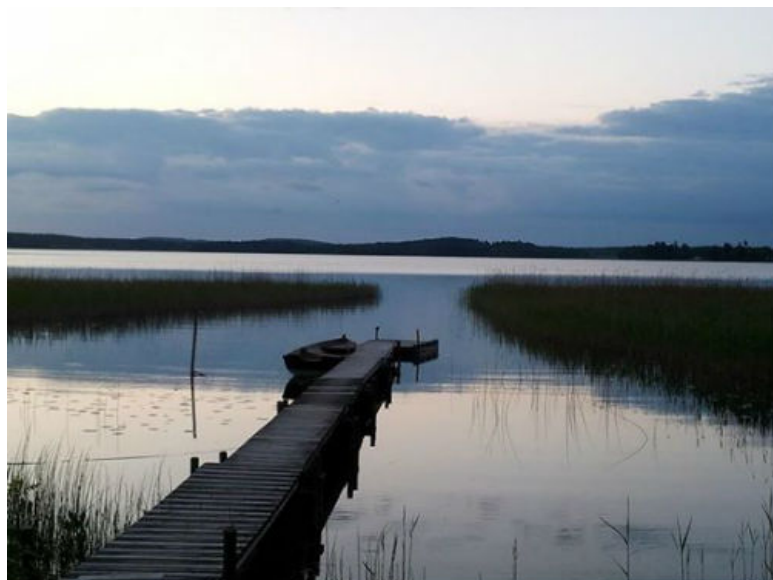
If you are visiting Karlstad you will also probably want to take a picture of the famous *Gamla stenbron* (the old stone bridge). The bridge was built around 1811, consists of twelve arches and with its 168 metres length it is the longest stone bridge in Sweden.



Karlstad has a population of about 87 000 people and is known for its hospitality towards visitors of the city. Especially around June and August, the Swedish region of Värmland is the perfect place to enjoy a nice Swedish summer as you can find

more than 10 000 lakes there. You will realize that especially in those summer months Karlstad is filled with visitors as it is a popular stop for tourists who visit Stockholm or Oslo.

Karlstad is particularly a paradise for people who love spending time in the nature. In winter you will meet cross country skiers wherever you go, car races take place on the frozen rivers and as soon as people feel the first sunshine nothing can keep them indoors and they enjoy the beautiful lakes around the city, go hiking or fishing.



There are nice beaches all around Karlstad and families often visit *Mariebergskogen*, Karlstad's wonderful city park with a small, nice beach with direct entrance to Klarälven, an adventure playground, a zoo, an open-air museum, entertainment in summer (like the free three days Putte i Parken festival with artists from all over Sweden in 2014) and a skating rink in winter.

From June till August you should definitely get on one of the famous boat busses that will take you around the city for the price of a normal bus ticket and that will give you a great first impression of lovely Karlstad.

If you are into cycling you can borrow free bikes at *Stora Torget* (market/main place of the city) in summer and enjoy the 90km asphalted car-free cycling and rollerblading trail from Karlstad to Uddeholm.



Karlstad University is only fifteen years old and hence one of the youngest universities in Sweden. You will realise the fresh and young atmosphere the moment you enter the building. The university puts a lot of effort into helping international students at the beginning of their exchange term at the university. Host groups will be provided that guide you through the university and special activities take place throughout the year.

Besides the Wermland Opera people also often visit Karlstad's Congress and Culture Centre, which is one of the largest and most modern congress and conference venues in Scandinavia and currently hosts a photo exhibition.

Studying in Karlstad - a comparison between education in Austria and Sweden

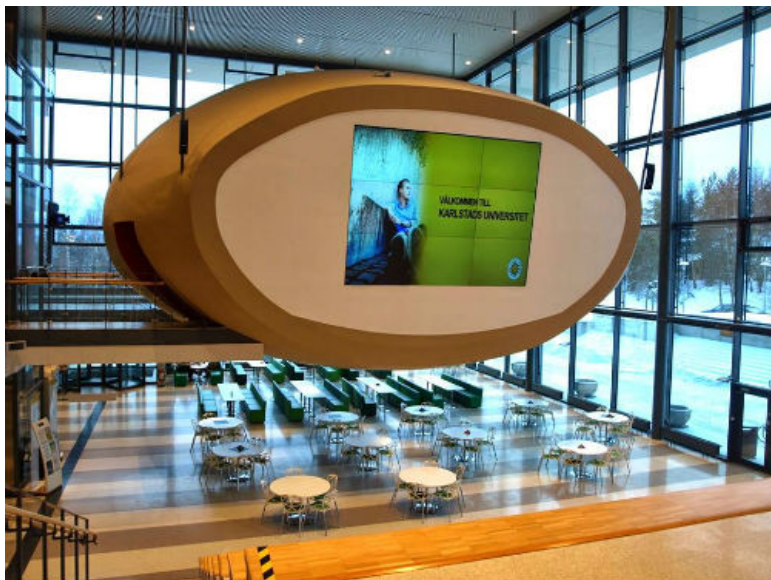


My courses at Karlstad University, whose special slogan is "Nobody puts baby in a corner" from Dirty Dancing, differed a lot from the ones I am taking at my home university.

After three terms at the *University of Teacher Training in Graz* I got used to having a constant schedule for all my English and History courses. Studying at this university meant being forced-organised. Classes have to be attended for a minimum of 75% and to successfully pass the different courses you have to actively participate in them, do home tasks and pass exams at the end of the term. In addition to the university life, you get prepared for your later teaching and have to hold two teaching lessons each week including a structured lesson plan in your chosen subjects.

Compared to our system, the education at the *University of Karlstad* seems to be more flexible and students have to decide themselves whether to take part in the courses or not. I had classes about three times a week and, therefore, had to do a lot of home tasks.

Moreover, there is a very special room for lectures at Karlstad University. It is called "the Egg" because of its shape. International students usually meet there once a week to watch a movie there.



Courses

If you decide to jump on the Erasmus-experience-train you get the possibility to try out different courses. I have always enjoyed learning new languages and so I decided to attend the courses *Swedish as a Foreign Language 1 & 2*. For each of those two courses you receive 7.5 credits after successfully passing the exams (the oral, listening and written exam make up the points for the course).

The third course I attended was *World Religions*, as it was the closest I could get to my subject at home, History. It was both a very exhausting but absolutely interesting course which was held by the inspiring young professor Kristian Niemi. The course took place in the second part of the term, twice a week and lasted for four hours each time. To get a positive grade I had to write several papers concerning the different religions which were then handed in on the learning platform from Karlstad University (itslearning.com) and graded.

In addition to the courses at the University of Karlstad I was given the chance to see how the Swedish school system differs from the Austrian one. Corina Hechl, the second student from the Teacher Training College in Graz, and me were allowed to observe all kind of different lessons in the *Engelska Skola Karlstad*. From the beginning we were warmly welcomed at the school. Everyone was really open-minded towards us, teachers asked us about the Austrian school system and the education process we are going through and everyone was very keen on making our stay at the school as nice as possible. We were able to speak with students at different levels and in different subjects. The school has, as its name suggests, a special focus on the English language and has a lot of teachers from Great Britain, the USA and Canada. I was mainly surprised by how talk-active and almost fluent most of the children in the classes were. We mainly walked around in the classroom and offered our help and very often someone of the class started to talk to us and asked us random questions. Besides that, I noticed some differences concerning the organisation of the daily school life compared to Austria. Smart boards are replacing chalkboards. There is a big "staff room" for comfortable breaks (coffee machines, tea machines, fridges, couches, large tables – not a place to work but to relax and talk to your colleagues) and also a "chill area" for learners. The children are offered great equipment including iPads, which are even used during presentations, and Mac Books.

I was surprised when an English teacher told me that homework, which is handed in on an online platform, is not graded and only discussed in class. The learners do not need to take books or even pencils with them to class as everything is provided for them in the classroom. Swedes take allergies very seriously and hence there are, for example, nut-free schools. Moreover, university students work as substitute teachers.

How to apply for Karlstad University

Before someone can attend courses at *Karlstad University* he/she has to fill in an online application concerning the courses the person would like to participate in. After some weeks an e-mail will be sent from the course administrator listing the courses the student has been accepted to for the following term.

The exchange student then has to fill in the so-called *Learning Agreement* (a document with the chosen courses, name of the university) which has to be signed from both, the home university and the exchange university. There is an additional document which can be used if the student decides to participate in another course - however, according to the guidelines of Karlstad University, there have to be specific reasons to enable a change of courses.

Applying for Karlstad University seems to be hard at the beginning as you do not know which courses you are allowed to take until some weeks before the beginning of university. However, a lot of information is sent out to new students and will give you all the help you need for successfully applying

Accommodation

Choosing a place to stay for half a year is, of course, not a very easy decision. Most exchange students choose to live on campus, which is situated in an about 10 minutes walking distance from the university. It is the perfect possibility to get to know people from all over the world as you will be living together with them as your neighbours. However, some students also choose to rent their own flat and live together with other students.

How to afford a living in Sweden and some life hacks

Everyone knows that living in Scandinavia is more expensive than in Austria. However, I was surprised how much the prices really differ from ours. Meeting friends in the city and having a nice evening with a glass of wine and a dinner is not what you can have very often during your stay in Sweden. If you want to enjoy a glass of beer in a pub you have to be aware that it costs twice as much as in Austria.

Due to the high prices, students most of the time bring their own food to the university (about 20 microwaves are available

for heating the food and the people are welcome to eat their own food in the cafeteria). A lot of money has to be spent for the monthly bus ticket (about 40€ a month) -there is the possibility to put money on your bus card and pay for each travel but as the university is about 25 minutes away from the city center it is probable more reasonable to buy a monthly ticket.

There are a number of discounts for students if you become a member of the Student Union - ice hockey games, food and in some stores also clothes have reduced prices - moreover, you can go to the student pub *Bunkern* and have a drink and food for normal prices. In general, being part of the Student Union in Karlstad is a good choice as then you even get discounts on several trips inside and outside of Sweden.

In total, I would say that I have spent about 700€ each month (travels are not included).

Depending on the courses you choose during the Erasmus term you will have some days off during the week which provides you with some time to explore Sweden together with your new Erasmus friends. Going by train is relatively cheap in Sweden. Students get discounted prices and there are quite a lot of last minute tickets. Going by the very popular, but also slower transportation option, Swebus is also very cheap (e.g. you pay about 16€ from Karlstad to Stockholm, which is about 4 hours away if you go by bus). You can also rent a car.

The organisation Scanbalt offers several trips within Scandinavia and, moreover, gives exchange students the chance to visit places all over Europe. A very popular trip is the St.Petersburg ferry trip, which takes you from Stockholm to the capital of Estonia, Tallinn, to Helsinki and finally to St.Petersburg.

A few things to know before visiting Sweden

People LOVE to *fika* – Swedes are crazy about their fika, which means having a coffee break with friends/family/ or at work. It usually includes something to eat like the typical Swedish cinnamon roll (*kanelbulle*) or a sandwich (*smörgås*). It is said that especially in Scandinavia people drink the most coffee throughout the day. It is served everywhere and usually included when you eat in a restaurant.

Only one store, called *Systembolaget*, sells strong alcohol as compared to Austria where you can buy alcohol in any supermarket.

Some people refer to Swedes as being unfriendly and shy. I, however, realised that Swedes are the most helpful people I have ever met. The only thing is that you most probably have to take the first step and talk to them.

Midsummer is the year's biggest holiday and for some people even more important than the Christmas celebration. It takes place at a time where the sun almost never sets and involves flowers in the hair of girls and women, dancing around a pole, singing songs and, as with all Swedish parties, a lot of alcohol and funny drinking songs. This special day, which is spent with family and friends outside, is often interrupted by rain. People serve all types of sea food, especially pickled herring, with fresh potatoes and sour cream. It is taking part at special festivities like *midsommar* that makes you a part of the Swedish culture.

Some last words...

Spending 8 months in Sweden has been the greatest adventure in my life so far. I met so many great people during this time and I am more than lucky to have friends all over the world and even a second family in Sweden now. Above that, Sweden is probably the most beautiful country I have ever seen and it offers far more than ABBA, Ikea, moose and the wonderful, cozy wooden houses.





15. Corina Hechl, Sweden, Karlstad University, Mobility For Studies

Author: Corina Hechl

The University and the city

Karlstad, with a population of 86,000, is the largest city in the province of Värmland in Sweden. The country is quite similar to the environment and surroundings in Austria. The winter was just a little bit stronger than in Austria, but the spring was nearly the same. The symbol of the city of Karlstad is a smiling sun, because Karlstad is often associated with sunshine. From day one I loved the city. The people were really nice and almost everybody spoke excellent English, because the Swedes have their television channels in English with Swedish subtitles. The first two months the weather was not beautiful, but in March it became mostly sunny. Starting at that time being outdoors was great and I could participate in many outdoor activities.



Lake Alster (Photo: Corina Hechl)

The dorms, where most of the students are living, are located near the University of Karlstad and this setup offers a modern and stimulating environment. Approximately 12,500 students and 1,200 employees occupy the building during the day. The University offers various Bachelor and Master programmes for students in Sweden and for students from abroad. Karlstad University offers courses in branches like humanities and fine arts, social and economic sciences, natural sciences, engineering and technology, health care and teacher training. Many Master programs and courses are offered in English, which is a big advantage for students who are visiting the University from abroad. The main task of Karlstad University is to become one of the major Universities in Europe with regard to external cooperation. One aspect, regarding to the comparison of my home University and the University of Karlstad is, that the University in Austria is a teacher training University and the University in Sweden is seen as an usual University with more than 40 Bachelor degree programmes and 30 Master degree programmes. The University of Teacher Education in Austria is practically oriented and well prepared and offers therefore the right preparation for becoming a teacher. On the other side, Karlstad University provides a variety of great programs and fields of studies with good chances for future employment.



University of Karlstad (Photo: Corina Hechl)

Application and Registration

Before I came to Sweden I had to fill out and submit some documents for the University abroad and I also had to register myself at the homepage of Karlstad University, to create my student account. This account helped me to check the results of my exams and to have a better overview about the whole organizational transactions of the University. The single steps of the registration process were at first the login, the fill in of diverse forms and the information meetings about our stay abroad. I also had to apply for a room at Karlstad's Campus, booked my flights and found out the way to the city where I would live for the next few months. One part of the registration process was the completion of the Learning Agreement, where I had to state the courses I wanted to take at the University abroad. The handing in of the Learning Agreement was quite important because in that document the credit points of the different courses were stated which would later be transferred to the University in Austria.

University courses

At the University of Karlstad I took two lectures, "Intercultural communication" and "World religions". The main goal of "Intercultural communication" was that the students gave an account of theories on how values and norms are formed in different cultures, the application of fundamental concepts and theories of intercultural studies to different cultures, and the analysis of diverse relationships between cultures, communications, identities and values. The course focused on the approach to intercultural studies, the basic terminology, concepts and theories in the field of intercultural studies and the survey of the development of the field and its relevance to contemporary society. Another part of the course was to look at the implications of the relation between cultures, verbal and non-verbal communications, identities and values. The course

was taught by two teachers, who separated the content into two parts. We had a good combination and variety of different teaching strategies because the two teachers taught the topics their own way. One was rather set on utilizing digital presentations, whereby the other one preferred personally developed outlines and notes on the blackboard. Both of them were competent and qualified in the way they presented the various contents and goals of the course. The evaluation of the course was made with three grades, which were "Pass with Distinction", "Pass" and "Fail". We had a few group presentations and individual home work and one exam at the end of the course. The combination of the three ratings constituted the final grade.

The learning outcomes of the second course, "World religions", were that the students should be able to describe similarities and differences in the phenomenological aspects of non-Christian religions such as sacred beings, sacred power, sacred myth, sacred belief, value systems and rituals. The proficiencies and capabilities should also have been given critical interpretations of religious and cultural documents and researches. The main goals were to identify the similarities and differences in religious thought, life of mankind and the ethnocentric descriptions of non-Christian religious systems. One part included the value assessment and attitudes which respectfully encounter and describe non-Christian sacred belief systems, spiritual needs, and behavior of man. This course was taught by one teacher who had great experiences with the diverse religions and their practices, so he was able to share his knowledge about them. We got an excellent overview of the differences and similarities between various religious groups. The evaluation of the course was the same as at the first course, but we only had assignments to write and there was no final exam. Our grade consisted of the grades from our assignments only.



Our nice teachers (Photo: Corina Hechl)



International dinner with my colleagues of the course "Intercultural communication" (Photo: Corina Hechl)

Differences between the education systems

The curriculum of my studies includes the entire amount of hours of my school practice which I have to complete during one semester. The practical part comprises 16 hours, where I also had to observe and teach the same amount of hours in a Swedish school. After a few meetings my colleague Sarah and I had the opportunity to fulfil our practice hours in the English International School in Karlstad. In Austria we hold the practical lessons every Friday because this day is kept open for the school practice. Besides the teaching there are also two lessons included, where we have a talk with the teachers about the various classes and the sequence of the lessons we have planned. After the performed lessons we meet a second time with our teachers where we go through and discuss the details of the time we spent in class. The differences and similarities of schools in Sweden and Austria is difficult to explain, because in Sweden schools are private and in Austria schools are public. As an exchange student I had to complete the same subjects, amount of lessons, and the school practice at the University abroad, as I would have at the home University, but it was less difficult. Most of the time, like in my case, I had to observe lessons of different teachers. My main task was to support them during the lesson I had conversations with the children and helped them when they needed encouragement to solve certain tasks. The process is the same as in an Austrian school, but at the home University I have to prepare the lesson plan. In Sweden I was just the assistant of the teacher and helped with the implementation of their lessons. The first impression of the Swedish school was really great. The teachers and the students were nice and courteous, and the whole atmosphere was pleasant. One aspect, which I immediately noticed, was the material of the teacher. It was limited to electronic tools, like computers and Ipads, and therefore the teachers did not have documents with them. They just took a little folder to check the attendance list. The children could

borrow Ipads and computers during the lesson to work on their tasks or projects. The students had no exercise books because everything they had to complete was done on the computer. The course literature was at the school and could be checked out whenever they wanted. This differs from Austrian school life because in Austrian schools the children always carry their own school material with them. The teachers were well-organized and planned the lessons carefully, just like in Austria. They quickly responded to the questions of the children and helped them with good advice. The teachers demonstrated everyday examples and tried to make them as understandable as possible. For me it was really impressive to see how the students and the teachers switched the language from English to Swedish. Almost every child spoke perfect English and because there are many teachers from Canada, the children helped the teachers with the translation of some Swedish words during the lesson, if they did not understand everything. At the end of the school practice in Sweden I tried to go through the various parts of the lessons again and found out that the steps of the schedule were not as clearly and understandable as during school practice in Austria. In every single lesson I have to prepare and indicate the certain steps of the lesson, like an introduction, a main part and a conclusion. In the Swedish school although I felt comfortable, it was not as clearly arranged as in Austria. All in all I can say that the school practice in Sweden helped me to get an overview and insight into another school and school system. It was not a challenge for me to work together with children and people from another country, but it was quite difficult to help them and speak with them in another language. It was interesting to see how subjects, such as Mathematics and History can be taught in another language.



English International School Karlstad (Photo: <http://www.vf.se/nyheter/karlstad/elever-kanner-sig-utputtade-ur-engelska-skolan>)

Contacts

Information of the university

Karlstads universitet

Universitetsgatan 2, 65188 Karlstad

Website: <http://www.kau.se>

E-Mail: information@kau.se

Phone: +46-(0)54-700 10 00

Information of the Coordinator of the International Office

Name: Linda Sundberg

Karlstads universitet

E-Mail: linda.sundberg@kau.se

Phone: +46-(0)54-700 17 77

E-Mail (exchange students): exchange@kau.se

Information of the practice school

Internationella Engelska Skolan Karlstad

Gruvgången 4, 65343 Karlstad

Website: <http://www.karlstad.engelska.se>

Phone: +46-(0)54-771 91 10

E-Mail: info@karlstad.engelska.se

My life in Karlstad

Living in Karlstad was as good as studying there. I lived in a student hostel with ten other flat mates. Most of the others were also exchange students. On my corridor there were also five Swedish people, which turned out great for me as I was able to practice and improve my Swedish and English skills. Everybody had their own apartment with individual bathrooms, but the kitchen was shared. Each of us had their own cupboards and spaces in the fridge. Every weekend we alternated who was responsible for cleaning the kitchen and the corridor, and to make sure that everything was available. Many times we organized and prepared different dinners so that everybody had the chance to taste the food specialties from the different countries. In week one we immediately went to Ikea and also went grocery shopping in one of the biggest and cheapest grocery stores in Karlstad. I noticed that food and the alcohol is really expensive in Sweden. It took quite a long time until we

were used to the price differences, but in the end it was okay. I just had to compare many different products and prices until I finally purchased something. I received financial support from the Austrian government which helped to pay off the rent for my room every month. Besides that I was depending on my parents. I was glad I did not have to worry about finances so I could concentrate on my studies and work on getting good grades.



„Stora Torget“ – the main square of Karlstad (Photo: Corina Hechl)



Famous statue (Photo: Corina Hechl)

One of many advantages of a semester abroad was to make a lot of trips and journeys. Besides Finland, Denmark, Estonia and Russia I went to the Swedish and the Norwegian part of Lapland. It was one of the most impressive and interesting week for me because I saw reindeers and mooses and I have got an insight into the real Swedish nature. The nature was beautiful and the mountains were as high as in Austria. I loved to travel around and to see new countries, with new cultures and new people.



Limousine tour through Saint Petersburg – church of resurrection (Photo: Corina Hechl)





Normal winter day in Lapland with my friends (Photo: Corina Hechl)

Conclusion

My motivation to go abroad was to meet new people, to get to know different cultures, to improve my English skills and to learn a bit of a new language. All in all I wanted to make those experiences before I will finish my studies. The reason why I decided to go to Sweden was that I have never been to one of the Northern or Scandinavian countries before and thus inspired me to live in one of those countries for a few months. Sweden in its culture and its weather is maybe not completely the opposite than in Austria. The only aspect which was challenging for me was that I had to live in another country for a certain time with a couple of other students from various countries.

If I had to evaluate my stay in Sweden I would say the following: I learned many things about myself and about others. To live together with people from different cultures can be challenging. I met new people with other personalities and different cultural backgrounds and I know now I had to find a way to handle all the different situations. At the beginning I had a few difficulties with Swedish people, not because we did not like each other, but because they were a little bit more reserved, and not as open-minded as I am. This was mostly differences in personalities and I found that they handle certain situations from a different point of view than me. I worked on it and tried to understand the people and after a while I was able to manage it better. As I mentioned before, I felt comfortable and in good hands at the University, but to have lectures and to write assignments in another language was quite difficult at the beginning. I was not used to studying in English and that caused a few difficulties in the beginning. I was able to overcome that after my first course.

In conclusion I can say that, if I had the same opportunity again to go abroad, I would definitely do it. I learned so many things about myself, about others, and about the problems and challenges which can occur in another country. I feel really strong now and my point of view has changed because I got new understandings and new perspectives of various issues. I experienced a lot and therefore I am confident in the acceptance to become and to be a teacher for the rest of my life.



Unbelievable one-day trip to Narvik (Photo: Corina Hechl)





Enjoying the last days with my friends at Lake Vänern (*Photo: Corina Hechl*)



Friends for life – biking tour through Copenhagen! (*Photo: Corina Hechl*)

16. Anna Schenn, Viktoria Ebner, The Netherlands, Katholieke Pabo Zwolle, Mobility For Studies

Autorinnen/Autoren: Anna Schenn, Viktoria Ebner

Overview

ZWOLLE

Zero boredom

Wonderful time

Open-minded people

Lots of green spaces

Lots of bike tracks

Experiences for life

Description of the city

The Dutch city Zwolle, the capital city of the province "Overijssel", is a paradise for students in a lot of ways. First of all the city isn't too big. There are about 118.000 inhabitants. The lively city combines modernity and relicts of the past. In the city centre are historical buildings like the city gate Sassenpoort, the tower Peperbustoren, remains of the City wall and the star-shaped moat. There are lots of bicycle tracks that make cycling to a real pleasure. Like several other Dutch cities Zwolle is intersected by canals and offers a lot of green spaces. Beside large chain stores like H&M and Lidl you can find small speciality shops in the city centre.



Description of the university: Katholieke Pabo Zwolle

One characteristic of Hogeschool Katholieke Pabo Zwolle is the personal relationship between students and tutors. In this university it is common that students address their tutors with their first names. Furthermore the tutors convey their subjects with a lot of passion and enthusiasm. The school building is modern and appeals welcoming. The equipment is great - There are a lot of computers available, printing in black/white is for free and KPZ offers tools which the students can use to prepare themselves for teaching practice.

Comparision Of Dutch And Austrian Primary School Education

Teaching in a Dutch primary school gave us the opportunity to compare two different school systems: The Dutch and the Austrian. However has to be regarded that Anna taught in a Dutch school which applies Jenaplan pedagogy and Viktoria in an ordinary primary school which also applies some alternative methods.

Anna:

Jenapleinschool Zwolle

Especially Jenaplan pedagogy wants children to develop to an individual personality. According to Jenaplan concept the personality of a child gets developed over years and needs community for glowing. Through working in groups the children are learning from each other - differences are regarded as a big enrichment. The Jenaplan concept wants the children to develop social skills at an early stage through sharing obligation. Projects are considered as very important. The period the children are working on a project always adapts on the importance of the topic and interest of the children (Herker, 2009, p. 1-2).

Jenaplan schools should be places where the children feel comfortable. They should feel like they are at home. The concept wants all members of the school including the parents of the children acting like a big family. This is also a reason why the children are in groups with mixed ages – The elder ones care for the younger ones. In Jenaplan school it is very common to discuss topics in a so-called circle talk. The children are sitting in a circle to ensure better communication and interaction. The children are working in groups of mixed ages to give them the possibility to learn from each other. They are just in groups of the same age when they get taught Maths and Dutch language. Four main activities are characteristic for Jenaplan schools: speaking, playing, working and celebrating. These activities should flow into each other.

Netherlands - primary school which applies Jenaplan concept	Austria - traditional primary school
The “basisschool” gets attended by children of the age of four until twelve (Seitz, 2001, p. 17).	Children attend the “Volksschule” at the age of six until ten.
The children are in groups with mixed ages. Very common is this division: <u>Lower grade</u> : four until six year old children <u>Middle grade</u> : six until nine year old children <u>Upper grade</u> : nine until twelve year old children (Seitz, 2001, p. 19).	The children are divided in groups of the same age.
Every week the children get a plan with given aims which they should achieve within one week. They can organise everything by themselves (Seitz, 2001, p. 20).	Every lesson lasts 50 minutes. After every lesson rings a bell. (there are some exceptions)
The main goal is to help children to develop their own personalities. The children become confident because they experience that they are able to reach their targets (Herker, 2009, p. 1-2).	The main goal is to learn the children basic knowledge of Maths and German.
The social skills are regarded as very important. The children get a lot of possibilities to develop them (Seitz, 2001, p. 74).	The social skills are just one of a whole lot of skills the children have to acquire.
Jenaplan schools offer their pupils a lot of different ways to gather new knowledge f. e. through listening to the teacher, working in groups, presenting topics, listening to presentations... The children get used to learn independently very early (Seitz, 2001, p. 145-150).	Children mostly learn through listening to the teacher. Even the children in the 4 th grade get a lot of instructions. There are not so many possibilities to become independent.
The teachers try to take the holistic development of the child into account and evaluate the individual stage of the child (Seitz, 2001, p. 238-239).	The teachers often focus on one particular subject and take the marks of tests very seriously.
The parents of the pupils have a very important role in school. They participate in decision-making. Furthermore they are more often present in school (Seitz, 2001, p. 238-239).	The parents get information about school but they are not really involved.

Herker, S. (2009). *Jenaplan-Pädagogik*. Available at: <http://www.kphgraz.at/index.php?id=229> [21.09.2014].

Seitz, O. (ed.). (2001). *Jenaplan 21. Schulentwicklung als pädagogisch orientierte Konzeptentwicklung*. Hohengehren: Schneider Verlag.

Though the Dutch system allows its pupils more freedom and independence than the Austrian, I discovered a lot of similarities. In the last years a lot of Austrian primary schools started focussing on the pupils and teacher-centred-teaching is not anymore the main method to convey new knowledge. Furthermore daily rituals like beginning the day with a circle talk, a song, a short game get more and more common in Austrian primary schools. Austrian teachers try to think about how to transfer the theoretical knowledge to practice. Fortunately learning happens often in an interactive way. The pupils are learning by doing.

Courses

Period 1

Culture and Society 1

Tutor: Emilie Grizell

Content: The students get an overview of Dutch culture.

Requirements: The students are giving lessons about their home countries considering art, music, architecture, sports, food, customs and so on. (teaching practice) Through these activities the children get an insight into different cultures. (project World Citizenship)

English

Tutor: Herman Engelsman

Content: The students get to know criterias of written papers.

Requirements: The students transfer the aquired knowledge through being aware of the criterias while writing the research paper.

Pedagogy 1

Tutor: Edith ten Berge, Dirkje Visser

Content: These lessons convey didactical teaching methods to the students and prepare them for teaching practice.

Requirements: The students have to hand in a lesson plan for teaching practice.

Dutch Language 1

Tutor: Veronique Damoiseaux

Content: The students acquire basic language skills of the Dutch language. The lessons are very interactive (dialogues, learning in a playful way...).

Requirements: The students have to pass an oral and written exam.

Research 1

Tutor: Wenckje Jongstra

Content: The students learn about research to be able to use it as a means of providing theoretical foundation for improved professional development and practice.

Requirements: At the end of the first term, a pair of students has to write a research plan and present it in a proposal.

Coaching/Counselling and Tutorship 1

Tutor: Bert Thole

Content: The wishes and needs of the students get discussed. Moreover the students receive a lot of information about the programme of the International Minor.

Requirements: All students keep a logbook of each meeting in which they describe situations and answer some questions. Furthermore the students have to present their home countries in groups.

Music

Tutor: Harrie Poulssen

Content: The students receive information how to use voice in a proper way and get taught a lot of games concerning the subject Music.

Requirements: During the first term the students are teaching each other childrens' songs from their home countries. After a few times practising these songs, the students are recording the songs.

Teaching Practice

Two students are teaching together or separated about 15 days in a primary school in Zwolle or in suburbs of Zwolle.

Requirements: The students have to write lesson plans before a lesson and a kind of reflection after each lesson.

Project Week (3 days)

During these three days the students accompanied by some tutors are travelling to Den Haag and Amsterdam to visit some cultural and social institutions.

Requirements: The students have to answer some questions about the project week in a short written paper.

Teacher in Europe Conference (3 days)

The first day the students get input, the second day they have time to develop a concept of a project (topic: values, international relationship), on the third day they have to finish their concept and present it to the coaches and fellow students. After getting a feedback the students have the possibility to improve their project.

Period 2

Culture and Society 2

Tutor: Johan Koers

Content: The students get involved in critical discussions concerning topics like culture, religion, art and so on.

Requirements: The students have to write a creative and critical essay.

Pedagogy 2

Tutor: Edith ten Berge, Dirkje Visser

Content: After getting a short instruction, the students get time to write on their papers.

Requirements: Groups of students have to describe the educational system of their home country according to different keywords and write it down.

Dutch Language 2

Tutor: Wenckje Jongstra

Content: The students gather insights in functions and components in languages, theories on language development and differences and similarities of languages.

Requirements: The students have to give a presentation concerning the documentary "why do we talk". Moreover the students need to include some linguistic aspects in one teaching practice lesson and have to document them. Last but not least two students with different mother tongues have to compare their languages and write down their conclusions.

Research 2

Tutor: Wenckje Jongstra

Content: The students get time to work during the lessons. The tutor answers questions if necessary.

Requirements: The students have to hand in a portfolio which contains a research report, a research poster and log book.

Coaching/Counselling and Tutorship 1

Tutor: Bert Thole

Content: The students get time to work during the lessons. The tutor answers questions if necessary.

Requirements: In groups the students have to design their ideal school. This final assignment gets presented on the last day

of university. The students should use information which they gathered during the five months in teaching practice and in the seminars.

Drama

Tutor: Harrie Poulssen

Content: The students gather information about how to include drama in primary schools and how to record short videos.

Requirements: In groups the students are drawing a story board and recording a short video.

How To Enroll

1.) First of all, you need to fill in an application form and send it to the International Office of the Hogeschool Katholieke Pabo Zwolle. Here you can find the link:

<http://www.kpz.nl/index.php?page=applicationform>

2.) If they accept you as a student for the next International Minor, they will send you the appropriate learning agreement.

Contact

Kontaktdaten der Universität

Name der Universität: Hogeschool Katholieke PABO Zwolle

Strasse: Ten Oeverstraat 68

Ort: 8012 EW Zwolle

Land: Netherlands

Website: <http://www.kpz.nl/>

Name des Koordiantors/ der Koordinatorin

Strasse: Ten Oeverstraat 68

Ort: 8012 EW Zwolle

E-Mail: h.poulssen@kpz.nl

Telefonnummer: 0031(0)384217425

Website: <http://www.kpz.nl/>

Student's Accomodation

Name der Unterkunft: Camping de Agnietenberg

Strasse: Haersterveerweg 27

Ort: 8034 PJ Zwolle

Land: Netherlands

Website: <http://www.campingagnietenberg.nl/de/>

The KPZ organises accommodations on the campsite Agnietenberg for students of the International Minor. Three students live together in one chalet. Everybody has its own room with a bed, little desk, wardrobe and cabinet. The living room, that includes a kitchen, and bathroom get shared. The campsite is about 5 km away from the city centre.

One monthly rent costs 325 € excluding water and electricity. For water and electricity the landlord of the campsite charges about 50€. The costs are always depending on the season of the year. The wireless LAN is for free.



Life

About 20 students are attending the same courses together. In general the tutors are requiring a lot of teamwork. This is one of a whole lot reasons why it is a big advantage to live so close to each other as on the campsite. The life on the campsite offers a lot of possibilities for leisure activities such as cycling, going for a walk, playing ball games, swimming (in summer) and so on. Especially in summer times the life at camping Agnietenberg is very enjoyable! From our experiences we can tell you that the life on the campsite is never boring. Very often we were cooking, eating, playing and studying together – we can guarantee you, you will never be lonely there! Although the chalets are quite small, they are comfortable and modern.

We can highly recommend you to choose the campsite as accommodation, but there are also disadvantages. Firstly you have to go by bike about 20 minutes to reach the city centre and secondly skypeing didn't work this year. For us going by bike was always fun and skypeing is also possible at the university.



Our marvellous fellow students

Tips

- You will buy in Zwolle a bike for sure. So don't forget to take a rain jacket and rain trousers with you, in case of rain.
- Don't buy the cheapest bike, because it is more likely to get broken. A bike that costs about 90€ should be fine.
- Here is a link to a nice song. Through listening and singing this song you can learn some useful Dutch phrases. -> http://www.youtube.com/watch?v=3QkKG2gNF_w
- Be aware that in "Agnietenberg" Skype doesn't work.
- In the drugstore "Kruidvat" you can buy daytickets for travelling by train for about 14€. With these tickets you can

travel one day through whole Netherlands. Some of them are just valid for the weekend and some for the weekend and also during the week. If you decide to buy some of those "Kruidvat" travelcards you may want to purchase as soon as possible as they are quite often sold out.

- Places you should definitely visit in the Netherlands: Beside Amsterdam, Utrecht, Den Haag, Leiden, Haarlem, Giethoorn...

Anna: *Living in Zwolle for five months was an experience that definitely has changed my life. I especially enjoyed living on a campsite closely to so inspiring people from different countries and travelling to so many beautiful places. In this time I found one of my best friends and it helped me to learn more about myself. My advice: Go abroad! :-)*

17. Katharina Körbler, Slovenia, Univerza V Mariboru, Mobilitay For Studies

Autorinnen/Autoren: Katharina Körbler
Peer-Review: Alexandra Zwetti

University And History Of The City

The city Maribor is about 45 minutes south of Graz and is the second largest city in Slovenia. The main university is in the city center, right next to the dome of Maribor.

The main university has many different faculties and not all of them are located in Maribor. The faculty of education is located on the west side of the city.

The oldest and most fabulous part of the city is called Lent. Here you can find the oldest vine world wide. The drava river runs through the city and seperates the old and the new part of the city. Because of the drava river Maribor had a lot of raftsmen and they used the drava river to connect Slovenia with Croatia and Serbia.

The city center has a lot of small and very charming coffee shops and great restaurants. Maribor has its own charm and the historic city center invites everybody to slow down and enjoy a cup of coffee.



(oldest vine world wide; Körbler, Katharina)

Comparison Of The Teacher Education System

To become a teacher in Slovenia you have to study teacher education at the faculty of education in Maribor. This education takes four years. The big difference is that the students have to do an internship for one month in their last semester. The classes and the topics that the students have are similar to the classes we have in Graz. They have to write lesson plans and prepare lessons that they teach to their classmates. I think the system in Austria is better, because we can do our internship starting with year one and can practice to teach with children right away.

During my exchange semester in Maribor I had to participate at seven different classes and I had to complete an internship for two weeks at a comprehensive school in Race. At the university of teacher education styria I have many more classes and the internship is one day a week during the semester.

The grading system at the university of Maribor was different from the system in Austria. In Slovenia at the university they have grades 1-10 and 10 is the best. Everything below 5 is a fail. In Austria the system is just from 1-5 and the grade 1 is the best. The grade 5 is the only grade where you fail.

University Courses

ENGLISH FOR PRIMARY SCHOOL TEACHERS - In this class we learned different techniques for teaching english. We had to choose one topic and had to present the topic for one hour. I picked the topic "TPR" and started my presentation with the game hangman. After the class figured out what the topic was, we summarized the knowledge about TPR (TPR=total physical response). The class had not had a lot of experience so I explained the methode a little bit and I combined my explanation with different games that are common for TPR.

We talked about a lot of topics and many times the teacher asked me how things are in Austria and we compared the systems. At the end of the semester two spanish erasmus students changed to my class so we compared the slovenian, austrian and spanish school system. Eventhough we are all european the school system is quite different. All in all it was a great class and I learned a few things.

FOREIGN LANGUAGE LERNING AND TEACHING AT THE PRIMARY LEVEL - The teacher showed us how she would teach a foreign language and after her presentation we had to present a foreign language lesson. Sanja, an erasmus student from croatia and I presented the song "I'm a little teapot". It was great to work with her, we had a lot of ideas and our presentation was really good.

Our teacher also presented a CLIL class. The CLIL methode is simple to explain but difficult to teach. The teacher teaches a subject like enviromentanel science or mathematic. Sanja and I picked the topic "vulcano" and we showed how a vulcano explodes and we taught them some words that were related to the topic. At the end of our presentation we brought a vulcano made out of clay and we mixed baking soda and vinegard to get an explosion.





(clay vulcano, Körbler Katharina)

THE NARRATIVE APPROACH AND GAMES IN FOREIGN LANGUAGE LEARNING AND TEACHING AT PRIMARY LEVEL - This class was also called "DRAMA" and we learned a lot about how we could use acting in our foreign language classroom. The teacher showed us many different games and examples for teaching a foreign language. We had to present a foreign language lesson. I had to do my presentation in German, because the teacher wanted the students to experience a foreign lesson where they don't understand a lot. I presented the story "Die Rübe" which I changed a little bit into "Die Karotte", because I used a real carrot for my presentation.

At the end of the semester we had to work out in a small group a short play. My group played a "crazy story" which was really hilarious.

PSYCHOLOGY IN EDUCATION - For this subject I had to read one chapter from the book "educational psychology" by Anita Woolfolk. I summarized my thoughts in a paper and I had an oral exam about that topic at the end of my semester. We discussed the topic and we compared the integration system from Slovenia and Austria and we both agreed that the system in Slovenia should change a little bit and should be more like the system in Austria.

ART DIDACTICS I - In the beginning of the semester I observed the Slovenian students when they presented their art lesson and their lesson plan. It was great, because they presented everything in Slovene so I learned a few vocabulary words about art. At the end of the semester the students had to teach the art lessons that they presented in the beginning of the semester to a class. I observed the lesson that the students taught and I discussed all the good and not so good parts with our professor.



(students painting, Körbler Katharina)

ART HISTORY I - I had to write a paper about art history and in that paper I picked a few Slovenian artists and their work that I liked the most. I would not pick that class again, because it was quite boring.

SELECTED CHAPTERS OF SPORT - The most exhausting class I have ever had. We learned the roll forward and backwards, a handstand, a wheel and how to support students when they learn these techniques. We also learned basics in basketball and volleyball. At the end of the semester we had to show everything to the teacher as an exam. Swimming lessons were also parts of the class. We learned the correct techniques in breast stroke, backstroke and crawl. At the end of the semester we had to swim 150 meters with all three techniques under 4 minutes. I had to train a little bit, but it was great to learn all techniques.

INTERNSHIP - I was for almost two weeks in the OS Race.

Application Process

To apply at the university you have to sign into an online-platform. Here you can see all the classes for the field of studies. The class description is very good and you can see which language they offer and what the main goal of the class is.

The only thing that they did not offer as a class in the online platform was an internship. I contacted the university about an internship and they confirmed that they would arrange an internship for my exchange semester. After the online application process was finished I received a letter of acceptance with further information.

Contact Information

Univerza v Mariboru

Pedagoška fakulteta

Koroška cesta 160

2000 Maribor, Slovenija

100

www.pef.um.si

Jelena Krivograd Erasmus coordinator for the faculty of education

Koroska cesta 160

2000 Maribor, Slovenija

jelena.krivograd@uni-mb.si

<http://www.pef.um.si/zaposleni/22/jelena+krivograd>

+386 (0)2 22 93 853

Life

Life in Maribor is easy and relaxing. It is not as expensive as it would be in Graz. The city is really not that big so I chose to walk around town a lot and I think that's the best way to see the small things that are special. A few other erasmus students bought a cheap bike which would be an option too. The dorms are right next to the faculty of education. The university provided a lot of information about accommodation. The rooms are quite small, with a single bed, a small closet and a desk. The apartment is built for about six students and they all share one bathroom and a kitchen. The walking distance to the city center is about twenty minutes.

What I will really miss, are the small coffee shops in the city center. The coffee is not just really good. It is also really cheap. Something really special is the green beer that you can order in a pub close to the dome. I liked the taste but I can't tell what the big difference is to normal beer.

Slovenia has a great student coupon system. In the beginning of the semester you get your slovenian simcard and then the ESN office puts some coupons for restaurants on your phone. I am not a technical person so I can't explain really how they do it, but it works.

For each day that you are in Maribor you have a four euro coupon which you can use in restaurants for dinner or lunch. You just order your menu and pay with your phone one part and the rest, which was about two euro, you pay in cash.

Meeting friends for lunch was not that expensive and always a pleasure.

What I really like about Slovenia is, that it is so close to my hometown and that I can go there whenever I want to.

Reflection

Review of my stay abroad in academic terms

I improved my english quite a bit and learned a few words in slovene. I really tried to learn more in slovene, but the other erasmus students were not so interested in learning that language, so the slovenian language course was canceled. I was lucky, because one of my friends was interested in learning German so I taught her German and she taught me Slovene. Except for two classes all of them were held in English so I learned more vocabulary related to the pedagogic topic.

During my internship I met new people and I am still in contact with a teacher from that school. Once I am a teacher, I try to plan some projects with her and her school. I think that this international relationship can be really useful for the future.

Review of the stay abroad in cultural terms

Slovenia, was part of Austria in the history and is really a close neighbour to Austria. The culture is similar to the culture in Austria. They also have a lot of historical buildings in the city center and combine these with new buildings.

Slovene are really friendly, helpful and the younger generation is open minded. Sometimes slovene tend to complain a little bit more than I would.

I think that slovene are enjoying the nature more. They have a great landscape and they use their leisure time to hike, take bike tours or to go for a walk. Family is also really important and I am glad that I had the chance to meet people that are relaxed and down to earth.

Review of the stay abroad in social terms

I met a lot of students from all over europe and I can recommend the stay abroad to everyone who is interested in getting to know new people and new cultures. One of my friends will come to Austria and do her erasmus in Klagenfurt so I will have the opportunity to meet her again and again and again. Slovenia was a great choice, because I can always go back and meet my slovenian and croatian friends. I am really glad that I made the decision to study abroad and I can recommend it to everyone.

Intership Osnovna Šola Rače

Osnovna šola Rače

Grajski trg 1

2327 Rače

Slovenia

<http://www.osrace.si/>

I had contact with Mrs. Romana Zupančič. She is a German teacher at this school.

Friday 4.4.2014: I started my internship and before I came to the school, the teacher asked me to prepare a presentation

about Graz. I already had the chance to teach my first lesson and I spoke about the city Graz or how they call it in Slovenia, Gradec. The teacher and the students really liked my presentation and I tried to speak slowly and clearly, because the students had their 3rd year in German.

I also prepared a crossword for them to check how much they understood. After my presentation, each pupil had to ask me one question in German about Graz and myself.

The students have a very good pronunciation and are eager to learn more about Austria. A few of them are shy and try to avoid speaking German. One student is autistic but completely included into the class and into the lessons.

Monday 7.4.2014: I taught one English lesson and one German lesson. In the English lesson, I talked about my year in America and told them a few stories about my traveling and about my American hostfamily. The students were eager to hear more and more and asked many different questions. It was easy for me to talk about my experience. I observed a science lesson and the teacher used the CLIL method.

Teacher use the CLIL method in this school to teach some environmental science in German or English. The teacher used many body movements and it was fascinating to see how the pupils follow the orders in a foreign language.

Tuesday 8.4.2014: We met at a close nature reserve in the morning and the pupils got instructions for the orienteering race. The German teacher and I waited at one checkpoint for the different groups of students and I asked them two questions. After they answered the questions, I gave them directions to the next checkpoint.

Friday, 11.4.2014: The first lesson of the day starts at 8:20 am, but this school gives the students the opportunity to start at 7:30 am with the so-called lesson zero.

In the lesson zero, I observed another student that had to do an internship teaching German and talking with the kids about "body parts". After the observation, I taught two English lessons in the 8th and 9th grade. It was very hard to motivate the students from the 8th grade to start a discussion. The 9th grade was very communicative and was motivated to work with me and to find out more about the USA.

Monday, 14.4.2014: I talked about Graz again, at the end of the day I had a meeting with the special needs teacher in school, and she explained me how things work in Slovenia. The system is similar to the special needs system in Austria. The only thing is that when there are students with special needs in the classroom they don't have a second teacher. The special needs teacher will get a few hours to work with those children in a separated room. In this area, they also have a few students that are romans and for the teachers it's difficult to work with them because they don't attend school on a regular base.

The school in Race is big and they have students from class 1 to class 9 in the building. The school system is divided in 3 periods. 1st – 3rd class is the first period; 4th – 6th second period and 7th till 9th is the last period.

The building has two gyms, a kitchen and a library and for 4th till 9th grade, they have different classrooms like geography and biology. Almost every classroom provides an overheadprojector.

They learn two foreign languages and the students can decide which one they would like to start with. In this school, they can pick between English and German. This system changed a few years ago before that change, the students had to learn German as their first foreign language and started with English later on.

The students eat everyday in the school kitchen and they have sports three times a week.

18. Lucas Herrmann, Spain, Universidad De Huelva, Mobility For Studies

Author: Lucas Herrmann

Übersicht, Geschichte

(Beschreibung der Universität, der Stadt, des Landes)

Huelva is a small and very unknown city in the southeast of Spain/Andalucia. It is located between two rivers the Rio Tinto and the Rio Odiel. These two rivers flow into the sea. The coast is 15 minutes from the city center by bus. The coast is located along the Gulf of Cadiz. The next big city is Sevilla. Sevilla is about 100 km far away. It is the capital of Andalucia. Also to the portuguese city Faro is only 100km far away. In Huelva live about 150 000 people. Instead of the other cities of Andalucia are in this city less tourists. The most important sector is the chemie-industry. The port of Huelva is one of the biggest in whole Spain. It is divided in two sectors, the inner port and the outer port. The port is also one reason why the industry is very important in this city. In 1755 was the earthquake from Lisboa. After this earthquake nearly all of the historical monuments were destroyed. Because of the iron mines from Rio Tinto there was a big british influence in the city. Also nowadays there is a british quarter where you can see typical british houses. The most famous happening of Huelva is that Christopher Columbus started his journey to America. In and around the city you can see a lot of monuments and statues from Christopher Columbus and even his boats.

The "Universidad de Huelva" is divided into three parts: El Carmen, La Rapida and La Merced. For studying education you have to go to El Carmen. El Carmen is outside of the city center. You need about 25 min by bus or 40 min by foot or 20 min by bike. You can borrow a bike at the university for one semester. In Huelva are about 10 000 students and about 300 Erasmusstudents.

Vergleich des Ausbildungssystems und des Studiums

I had in Huelva 4 courses, a teacher practicum and a spanish course. For every course I got 6 ECTS credits. For the spanish course I got 4 credits. All the courses I visited were in english. To get your marks was very easy. We didn't have any exams; only homeworks. The courses were also much more easier instead of the courses we have at the "Pädagogische Hochschule". At the PH we also have no course with 6 ECTS-credits. In Austria it is much more complicated and you have much more work to do for your credits.

The spanish grading system is also different to the system of Austria. In Spain they have the grades from 1 to 10; 10 is the best and 1 is the worst; with 5 you pass.

Lehrveranstaltungen

General Didactics

In this course we learned something about different methods of teaching.

Creativity and Learning

There we learned to focus as a teacher on the talents of the students.

Curriculum Making

At Curriculum Making we discuss about the different school systems over Europe and the advantages and disadvantages about it.

In the courses Creativity and Learning, General Didactics and Curriculum Making we discuss in small groups. For this we had to go to the office of our professor between 10 am and 2 pm and talked with him about different topics. After that we got an email with his blog. This blog we had to read and comment.

Intercultural Education

This subject was my favourite subject. Unfortunately the teacher couldn't speak english very good. At this subject we learned a lot of different cultures. We also learned how to teach in a class with a lot of different languages and cultures. To get our mark we had to read the book "I'm Malala" and to write a 10 pages portfolio about intercultural education.

Teacher Practicum

Teaching for ten days in a Spanish school was very interesting for me. I learned a lot of the Spanish school system. It was very interesting to compare a Spanish school and the Austrian schools. I also had the luck that I could see more classes and not only one. The most time I helped the teacher of Pedagogica Terapeutica but fortunately I also visited other classes with different subjects and a different age of children.

The main thing difference between Austria and Spain was the relationship between the pupils and the teacher/headmaster. A lot of pupils kissed their teachers or the headmaster at the morning; even on the mouth. Nobody could imagine this in Austria. If I would do this the police would catch me. On the one hand I was a little bit shocked when I saw this but on the other hand I recognized that the teachers have a very good relationship to their pupils. The students also have much more respect of their teachers. If the teachers say: "Silence!" The students are silent. In Austria this doesn't work so well. I think this is also one reason because of the relationship between the pupils and their teachers.

In Spain all the parents have to wait outside in front of the school before and after the school. In Austria a lot of parents go with their children into the classroom. I prefer the Spanish system. It is annoying that all the time, especially in the morning, are so much parents in the classroom.

One thing I really couldn't understand was the school bell. This bell was so amazing loud it started hurting in my ears. In the most schools in Austria we don't have a bell anymore. The teachers stop the class by him and this system works very well. One teacher used whistle in the big break if one child made nonsense. It was like in the military.

What I missed in the Spanish school was something to play during the break. They only could run at the cement ground. The children had no ball or something else to play.

The pedagogica terapeutica was very interesting for me. I really recognized in the first lesson that the teacher loves her

work. She had a lot very good tasks for the children. There was a lot of material. The most of them the teacher made it by herself. I also got some ideas because of the material. Because of all this material and the room I was a little bit jealous. On the other hand I have to say sometimes we played with the children for one or two hours learning games on the computer. That was so boring. There is so much good material in the classroom and we worked with the computer...

As I said I also spend some hours in other classes. Sometimes I was really shocked. I talked with some teachers and they weren't able to speak English. Some English teacher students had a very bad pronunciation.

In some classes the way of teaching was so boring. The teacher tells the children arithmetic and they had to write it down and calculate. Everybody the same! There was no creativity, there was no individuality. Because of that a lot of children become very loud, of course because they were very bored. At one arts class I visited all the children had to draw exactly the same picture. I really didn't understand it. What is the aim of this lesson? Why they didn't get a topic and they can draw what they want and have to explain it. It would be much better for the creativity of the children. I also saw lessons where I could figure out very quickly that the teachers really love their job. They thought in a very friendly and creativity way. These teachers had also some interesting ideas.

All in all it was a very interesting and exciting period during my Erasmus-time. I learned a lot! It was good to get in touch with another education system.

Anmeldeprozesse

(Onlineanmeldung, Applicationform, Learningagreement)

At the website of the university I checked the english courses and talked about it with my coordinators from Austria. I only had to talk 5 courses because for every course you get 6 ECTS credits. The austrian coordinators sent it to Spain and then I got the confirmation from Huelva.

In Huelva I had to fill out once again the applicationform. Unfortunately I had to change one course because the chosen one didn't exist anymore. I send the new application to Austria and get the confirmation. From the international office in Huelva I got a date for my registration. After one month(!) I was an official student of the University of Huelva.

Kontaktinformationen

Information of the university

Universidad de Huelva
Dr. Cantero Cuadrado, 6. 21071 Huelva, Spain
Website: <http://www.uhu.es/index.php>
Phone number: 959 218000

Information of the Coordinator of the International Office

Name: Isabel Leandro
Servicio de Relaciones Internacionales
Universidad de Huelva
Email: drinter02@sc.uhu.es
Phone number: 959219494
Pab. 13 Juan Agustín de Mora
Campus del Carmen
21071 Huelva, Spain

Unterkunft

I lived in a shared apartment with two girls from Costa Rica. The girls could speak English but I only wanted to talk with them in Spanish so I could improve my Spanish very well. I found the shared apartment on the internet but the international office also offers a lot of accommodations. In the most cases the international students live for two or three nights in the youth hostel. In this period they are looking with the address from the international office for an accommodation. In the most cases the rent is 150€ per month.

Leben

The live in Spain in general is cheaper. For a beer for example you pay 1,5€. Also the bus ticket is much cheaper as in Graz. For one way you pay 1,1€. A coffee you get for 1€. Also traveling by bus to a different city is much cheaper. If you want to travel around in Spain you should go by "Blabla-car" it's like the Mitfahrgelegenheit in Austria or Germany. Blabla-Car is very popular in Spain.

19. Matthias Klein, Spain, Universidad De Las Palmas De Gran Canaria, Mobility For Studies

Author: Matthias Klein

Overview, History

The Canary Islands are an archipelago off the coast of Morocco. Las Palmas de Gran Canaria is the Capital of the autonomic province of the Canary Islands and the largest city in the region.

When I came here I thought how much the island must have changed since the days of the conquest. Before the castilian crown gained the control over all 7 islands the people of the Guanches lived here. Experts are not sure where these people came from originally but most likely they where offspring of the "Berber" who live in the northern part of Africa. Till the year of 1873 the most important evidence of these people's life was not discovered. A farmer was about to extend his area of cultivable land for his bananas when whe fell into a hole and discovered the so called "cueva pintada" a richly colored cave built by the aboriginal people. It should take another 100 years till archeological ecavation started and a whole village in the surrounding area of the cave could be released. This cave can be visited in Galdar in the north west of the island.

The island is rich of beautiful places an perfect for all who like roadbiking! It is a bit of a quest till you find a good way out of the city because in many cases you just end up on the highway (they love highways here) but once you found it you will be rewarded for your efforts. I would strongly recommend to buy a streetmap at home because you will not find a good one here.



Picture 1: Cruz de Tejeda (Matthias Klein)

Comparison Of Education Systems

Compaired to the education in Austria the Spanish way is a bit different. The faculty of the "formacion de profesorado" is the university for every becoming teacher. You finish your career with a bachelor degree and depending on your interests you are free to choose a masters degree. I was told that it would not be obligatory for elementary school but for all higher schoolforms.

Although the training in Austria is quite practical the spanish curriculum is even more practicly orientated. I completed a 8 weeks teacher training that is part of 3 big practical units within the curriculum.

To my mind the spanish system has the big advantage that you are free to choose a masters degree after the bachelor. You are not that limited to one thing like in Austria. If you complete the bachelor of education in Austria you are prepared to teach only one certain age group there is no permeability in the system.

Courses

I took part in several courses that I am going to describe in detail now.

1. "Dificultades en el proceso de aprendizaje"-6 ECTS

Aims:

- . identify learning difficulties and assist in their psychoeducational attention
- . Identifying and planning on solving educational situations involving students with different abilities.
- . Understand the historical development of special education.
- . Analyze the institutional conditions and teaching practices that promote inclusion of pupils.
- . Analyze and understand innovative experiences in the field of diversity.
- . Designing measures of attention to diversity

Experience:

This course belongs to the module learning and personality development. It has to be absolved in the second year and forms a fundamental subject in the teacher training to facilitate the detection of special needs, learning disabilities and social problems. The students, future teachers, meet and identify the various difficulties that may arise within a classroom. I was not satisfied at the beginning of the course because we had to learn legal texts that were very difficult to understand because they were in Spanish. This went on for a couple of weeks but then we started to work out significant symptoms of different kinds of disabilities and derogation. During the last weeks of the class we worked with a quite useful index published by the Canarian educational department. This guideline mentioned various behaviour patterns that you could mark with applicable, quite applicable, not applicable. This does of course not count as a diagnosis but it may help you as a teacher to take the necessary steps.

2."Español como lengua extranjera"-6 ECTS

Aims:

- Get to know the Spanish culture and the way of life.
- Learn about the local habits, usages and important details in the daily life
- Improve the linguistic skills from the level of A1 to A2 at the end of the course.

Experience:

This course was very useful for me because I had the chance to strengthen my skills that I gained during my course at home. In the first week the course instructors organized a grading test for all incoming Erasmus students in order to find the group you belong to. The groups were fragmented into the levels: A1/A2, B1, B2, C1, C2

The book that we used in the course was called "gente 1" and costed more or less 30 €. We were also told to buy the workbook for about 20 € but we did not use it very often.

In addition to that we also used the online learning program "Duolingo" that is to be found under the following link:
<https://www.duolingo.com/>

Duolingo is a very simple program that allows you to learn vocabulary and grammar very effectively on your own. I did the whole course and I would say that I gained the predominantly majority of my lexis thanks to that program.

3."Practicum II"-21 ECTS

Aims

- Gain safety in the role as teacher
- widen the horizon of didactical possibility
- Gain an insight into the daily school operations

Experience:

I would call this part of my studies the most important one because it learned so much.

I started organizing my practicum when I was in Austria because I received a tip from a friend of mine who absolved this practicum last year at the same school. In hindsight I have to suggest everybody to take care of his/her things on his/her own this applies to all areas of life on this island but especially if you need something very urgent.

In the first week there was a lot of confusion about my practicum because although the learning agreement which contained the practicum II was transmitted out weeks before, no placement was provided for me. Nevertheless it worked out in the end so I was able to start my practicum.

Abigail Chavanel Cabrera, who is the very competent lady in the Erasmus office the "oficina de movilidad" helped me to clear up the misunderstanding.

The school where I did my internship was the colegio Heidelberg. (<http://www.heidelbergerschule.com/>) It is a private school where the kids can start in the Kindergarten and stay till they are 18 years old. The school is considered quite good however the parents have to pay a lot of money for the school because in many cases they are not satisfied with the condition of public schools. You can read more about that topic under the heading "Vergleich der Ausbildungssysteme und des Studiums".

On the first day at school I came into the conference room and I thought: What is going on here? Why is everybody so friendly and cheerful? My first idea was that it is because we are in a private school with well-behaved children with good working conditions... That idea was wrong. A Spanish teacher of the Eso. level (Educación secundaria obligatoria) that is more or less the same as the Austrian Unterstufe has to be in class 24 every week. So far so good but these 24 hours the teacher has to teach his subject, the one he studied for. Only in exceptional cases other subjects are taken. On the one hand that is good because it guarantees that the teacher knows what he is talking about but on the other hand there is an enormous pressure for the teacher preparing for example 24 classes of German every week. In my view the real reason is a drastic difference in the attitude to life. Here is laughed about problems and not cried like in Austria.

Now I am going to describe my obligations and the organization of my practical course.

My tutor during these 8 weeks was Hector Ariles a very likable and well-read man who has exactly my sense of humor. Therefore I came along very well with him and his class the 3 C. I spent most of the time in this class. For the first two weeks I was free to watch the tuition of the several teachers. Therefore Hector was so kind as to give me a little plan which I followed also for the rest of my stay.

	Montag	Dienstag	Mittwoch	Donnerstag
8:30-9:25		Deutsch Héctor 3º C	Deutsch Héctor 3º C	Deutsch Héctor 3º C
	Mathem. Yraida 4º B	Ethik Ioana 4º C	Mathematik Nacho 3º A	
9:25-10:15				
10:15-11:05	Englisch Zoraida 4º B		Mathematik Santi 4º C	Deutsch 1º BACH. (11. Klasse) Héctor
11:05-11:35	Pause	Pause	Pause	Pause

11:35-12:30	Deutsch Héctor 3º C	Deutsch 4º A	Deutsch Héctor 3º A	Gemeinschaftskunde Héctor 2º A
12:30-13:20		Deutsch (D) Mónica 1º B		Contemporary History Himar 4º C
Mahlzeit	Mahlzeit	Mahlzeit	Mahlzeit	Mahlzeit

Picture 2: time table (Matthias Klein)

During the next 2 weeks I was like an assistant teacher. I helped the different teachers to correct homework and tests furthermore I was also given the chance to do small instruction sequences on my own. In mathematics the teachers let me even give entire clases! I loved that!

In the 3 C of Hector my task became to prepare and to hold a 3 week sequence about Anne Frank. The first week Hector stayed in the class but the following two I was on my own and it worked out great!! After the 3 weeks the kids had to prepare wallpapers that where marked by Hector. The kids where satisfied and a bit sad when it was over.



Picture 3: 3c Colegio Heidelberg (Matthias Klein)

Accreditation Process

The process of application is quite simple. During the infomeeting that takes place in the first week of university you get told to appear in the "oficina de movilidad" in order to sign your matriculation. The matriculation is a piece of paper that contains your courses of the learning agreement and your user name for the online portal. Without a signed matriculation you are not allowed to take the exams.

But there is no need for stress because during the first mounth you are allowed to change your original courses if you want to. In that case speak with Abigail she will explain to you in detail what you need to do. However, I can tell you one thing, that it will cost a lot of patience.

The "oficina de movilidad" is to be found in the basement of the building of the linguists. And the building of the linguists is on the "campus de obelisco". The opening hours can be found in the picture below.



Picture 4: Oficina de movilidad (Matthias Klein)

Contact Information

Universidad de Las Palmas de Gran Canaria. ULPGC

Calle Juan de Quesada, nº 30 - Las Palmas de Gran Canaria - 35001 - España

<http://www.ulpgc.es>

Name of the Erasmus Coordinator: Abigail Chavenel Cabrera

achavenel@acciones.ulpgc.es

Accommodation

I found my shared flat very easy with the help of this facebook group:

<https://www.facebook.com/groups/accommodation.imp.ulpgc/>. I lived together with two others in calle viriato nr. 40. The flat was very nice and big. In general you got to calculate between 200 and 250 € for a good flat. If you do not care there are also cheaper ones starting from 150 € per month. Electricity and water are not included.

When I came here I had to stay in a hostel for 2 weeks because my contract with the flat owner was not valid to that time. I would not recommend the Lualua youth hostel. It is cheap but quite dirty. If I had the choice once more I would take the "ventana azul" <http://www.grancanariasurf.es/de/unterkunft/>. Some friends of mine lived there and they told me that it should be very nice.

Un Poco Sobre La Vida

In general the life is a bit cheaper than at home. Due to the fact that the island was declared as a free trade zone in 1852 the taxes are much lower compared to the main land. The special island value added tax is only 7%. Alcohol, cigarettes and petrol are also affected for instance one liter of petrol costs more or less one Euro.

The city is divided in three parts: the old town Vegueta, the more or less modern Las Canteras and the "barrios" the districts on the outskirts of the city. I like the old town very much especially on Thursdays because there is always a special offer that attracts the attention of many people. In the evening the bars sell drinks and tapas (little snacks) for very reasonable prices.

The district I lived in was Las Canteras. This part of the town is not very beautiful but therefore you can enjoy the very nice city beach and the night life with bars and clubs. For all those who like snorkeling I would strongly recommend to try out the area in front of the beach. Over a length of about 1.5 km a former reef builds a natural barrier for the big waves of the Atlantic. A lot of fish use this protected zone so you can enjoy a big diversity right in front of the beach. If your discipline is more the scuba diving I would take this diveshop: www.7mares.es I would recommend to visit the spots "el cabron" and the wrecks next to Mogán in the south. At both sights there is a lot of life and cool things to discover. The sea is in a good condition and very clean because there is hardly any industry on the island that could pollute it.

The third part I want to describe are the barrios on the edges of the city where the less privileged people live. Due to the great poverty and the lack of prospects the drug abuse and crime rate are high. Especially the very cheap and highly harmful methamphetamine enjoys strong popularity. One of the most famous residents of the barrio de Alcaravanas was "Batu the dog". Somehow he became quite famous in Spain with his videos maybe because they illustrate the situation: https://www.youtube.com/watch?v=3fDu7Dy_L_I



Margret Oberreither, Spain, Universidad De Las Palmas De Gran Canaria, Mobility For Studies

Autorin: Margret Oberreither

Peer-Review: Katharina Körbler

Übersicht, Geschichte

Huelva is the capital city with 150 000 inhabitants of the region Huelva in Andalusia, the south of Spain. The city was founded 3000 years ago, but a earthquake destroyed 1755 nearly all of the old buildings. That's the reason, why the city looks like a modern and not like a typical andalusian city. The harbor and the chemical industry are very important for the economy of Huelva. The most important places in Huelva are the Plaza de Toros, with the bullfight building, Plaza de las Monjas, with the Columbus statue, the Plaza de la Merced, with the huge Cathedral de la Merced, Plaza San Pedro with the San Pedro Church, the Santuario de la Cinta, the church where Columbus was praying before he started his journey and the harbor with a kind of bridge. There are also a football stadium, three shopping centers and nice parks. At the park moret it is possible to make a barbecue.

The city is also full of tapabars and pastery shops, where you can eat the typical spanish food. I can suggest the Bonilla, which has three localisations, but the flair at the Bonilla at the harbor is the best, which offers delicious food, but with a low price. There are also many bars for going out, like the Mombasa, which is always full of Erasmusstudents or the Mantua, where you meet many locals or the Mandala, which is on a hill and gives a beautiful view about the city and the Natural Park Donana.

It is possible to visit the Natural Park Donana by bike or by a walk and it is for free. There is also the Donana National Park, which is a half hour away from the city Huelva, but really worth seeing and huge. It is possible to visit the park with a special bus or by horseriding. The problem is, that there is no bus to the Donana National Park.

There are three beaches, Punta Umbria, el Portil and Mazagon, which you can visit by bus. To go to Punta Umbria or el Portil needs 20 minutes and to Mazagon 45 minutes by bus.

The university is located at 3 different places and the education studies are at the el Carmen university at the suburb of the city. It needs about 35 minutes from the citycenter to the university by bus and 20 minutes by bike. It is possible to rent a bike from the university (20 Euros for one semester and 50 taxes) or buy a bonobusticket for the bus, to get a lower price.

Vergleich Der Ausbildungssysteme Und Des Studiums

At my semester abroad I had six courses, which includes five subjects about teacher education and one spanish course.

At the "Pädagogische Hochschule Steiermark" are every semester much more subjects, which have less ECTS points.

The university of Huelva offers subjects only for Erasmusstudents in english, where you get 6 ECTS points with each of them. It is also possible to visit courses in spanish, but you are only allowed to make maximum 30 ECTS Points and the spanish course.

The higher level of education is in any case at the "Pädagogische Hochschule Steiermark". The subjects for the erasmus students are very easy, but the subjects in spanish are more ambitious.

Lehrveranstaltungen

Beschreibung der Lehrveranstaltungen (Bezeichnung der Lehrveranstaltung, Ziele, Inhalte, Lehrende/r, Beurteilung)

1. Didactica y Desarrollo Curricular

The teacher of this subject in english is Mr. Bautista. We discussed once a week at this subject the positive and negative aspects of the school system in general and the curriculum. Mr. Bautista sent every week an article, which I had to read and to comment.

2. Metodos y Tecnicas de Investigacion Psicologia

This subject is in spanish and the teacher is Mr. Perez Moreno. I had this subject every monday and wednesday, every other week, and we learned about statistics, surveys and methods of psychology. At the end of the semester is an examen, with a multiple choice and a writing part. The teacher wrote the exam for me in english. But all the documents I had to learn were in spanish. For homework I had to read articles in spanish and write summaries in english.

3. Teacher Practicum

The 50 hours internship in Spain was a good and very interesting experience next to the theoretical subjects at university. Before I went to the class the first time I was a little bit worried, because I only speak Spanish at an A1 level and I feared it would be difficult to communicate with children with special needs. But it was totally possible to communicate with them. My entire knowledge of sign language was very helpful with that. The children were very happy that I was part of their class and they perceived me in a very positive way. When the children were divided into two small groups for their work I was mostly responsible for one of the groups. I helped them to read in their books or to solve their mathematic exercises. During breaks we used to play with dolls or ballgames and had a lot of fun together. Sometimes it was very difficult to get in touch with some of the introverted kids. One girl really went far to push the limits of all the teachers. And for me it was difficult since I was not able to say what I wanted to say because of the barrier of language. It is difficult to work in pedagogic high grade if you are not able to communicate in the way you want.

The difficult behaviour of the children was the challenging part of my work. For me it is very important to work with logical consequences, but I could not practice it most of the time because I was not fluent in Spanish. Besides I also had to accept the methods of the class teachers even if I would have done it different. To be honest I mostly did not agree with many strategies the teachers used, but of course it is difficult to judge their work after just 10 days of working at the school. I just prefer to work with logical consequences and in a harmonious way. Sure it is important to be authentic, but it is also important to be very patient especially with children with special needs.

The methods of teaching which were used are as far as I am concerned not the most effective methods. There was no change in methods, no diversion and sometimes the children seemed bored to me. They made puzzles or drew pictures nearly every day, but the children sadly learned nothing from it. Maybe they only had to do that to relax between

mathematic and Spanish lessons, but still I did not find it wise to use the same games all the time without educational benefit.

In summary the class teacher and the educator were very friendly and open to me. They answered all my questions that I had and explained everything that I wanted to know.

It was also the first time that I had worked in a small group of children with special needs. Usually I always was placed in an integrated class with only 3 to 5 children with special needs. The way of teaching was also completely different because of this reason. The classes teacher and the educator were very good with the children, which is extremely important. For me the language barrier was very difficult because I was not able to communicate effectively in the Spanish language. But of course, I did as good as it was possible and with the help of sign language it turned out well. I became better in the Spanish language as time flew by. To centralize the experience I would say it was very interesting to see firsthand the way of teaching in another country and to participate myself in the education of children with special needs.

4. General Didactics 2

General Didactics 2 is also a subject of Mr. Baudista and we learned about methods for the school system. Once a week we discussed different topics and he sent us weekly an article to this topic, which we had to read and to comment.

5. Creativity and Learning 2

We learned in this subject, how we can support the children to be more creative and to improve their own talents in this way. Mr. Bautista also sent us at this subject every week articles, which we had to read and comment.

Anmeldeprozesses

At first I checked the subjects in english at the website of the University of Huelva and chose 4 of them and one subject in spanish. Then I talked with the coordinators about this subject and they agreed with them.

The next step was, that I filled the Learning Agreement, which I got from my homeuniversity and they signed it and sent it to the University of Huelva.

After I arrived in Huelva I had to fill out another Learning Agreement and give it to my coordinator. Then I got a date for the official application at the university, where I had to go with my new Learning Agreement to the office.

It is only possible to make 5 subjects, 30 ECTS, on the University of Huelva, if you are an Erasmusstudent and the spanish subject (4ECTS).

You have to apply yourself for the spanish subject, before you arrive in Huelva. The link with the application formular is also on the uhu.es webpage.

Kontaktinformationen

Information to the university

Universidad de Huelva

Dr. Cantero Cuadrado, 6. 21071 Huelva, Spain

Website: <http://www.uhu.es/index.php>

Phonenumber: 959 218000

Information to the Coordinator of the International Office

Name: Isabel Leandro

Servicio de Relaciones Internacionales

Universidad de Huelva

Email: drinter02@sc.uhu.es

Phonenumber: 959219494

Pab. 13_Juan Agustín de Mora

Campus del Carmen

21071 Huelva, Spain

Unterkunft

I lived in a shared flat in the citycenter of Huelva. Two of my flatmates are spanish girls and the third flatmate is an erasmus student from Slovenia. The adress of the flat is calle Rascon 33, Huelva and I paid around 200 Euro for the flat plus taxes and internet.

Leben

The life in Huelva is cheaper than in Graz, for example the rent for the flat is 200 Euros a month, the busticket is around 20 Euros every month and for food and drinks I need around 150 Euro.

Restaurants, bars and clubs are in general cheaper. For example one coffee is mostly for 1 Euro and one tapa for 1,5 Euro.

Bus and train tickets are also cheaper, for example a ticket from Huelva to Madrid by bus is for 50 Euros. But I prefer

"Blablacar", which is the cheapest and most interesting way to travel for me.

The most expensive part is traveling, I spend for every trip between 120 and 350 Euros. But it is really worth to travel a lot during the Erasmus semester.

21. Nina Trojer, Maria Rainer, Denmark, University College Syddanmark, Mobility For Studies

Authors: Nina Trojer, Maria Rainer

Overview, History

The little town Haderslev is situated on the east coast of Southern Jutland in Denmark and has a population of around 21,000 people. For four months we had the pleasure of being among them.

Haderslev was founded by Vikings and became part of royal Denmark in 1292 as a main trading centre. In the 16th century, the city was one of the first Scandinavian places to embrace the Lutheran Reformation. In the 19th century Haderslev was part of the German Empire until 1920 when it was returned to Denmark.

In earlier times there were watchmen who had to prevent the town from fires and make sure that there was peace and order. These watchmen still wander around in the town today, singing songs and telling visitors everything they want to know about Haderslev.

Because of its history and location near the German border, you will notice that there are many people who can understand and speak German very well and you will even find German schools and kindergartens.

If you walk through the town you will see lovely little houses, an impressive church, the 'Domkirke', a nice shopping street, green parks, a small harbour and an old outdoor museum. Twenty minutes away by bus you can enjoy a great day at the beach.

The University College Syddanmark consists of five different campuses: Esbjerg, Haderslev, Kolding, Aabenraa and Sønderborg. Around 1,200 students attend the university college in Haderslev. They offer a great variety of studies: Business Language and IT-based Marketing Communication, Graphic Communication, Media Sonic Communication, Nutrition and Health, Physiotherapy and Teacher Education for Primary and Lower Secondary Level. Due to the fact that all these study programmes are taught in Danish, the university college offers international classes in English, for instance for Teacher Education as well as Erasmus courses.

The campus consists of several brick buildings which are well equipped with smartboards in each classroom, a few pianos which everyone can use, a kitchen, cafeteria and sports hall.



Haderslev (Photo: Maria Rainer)



Differences Between The Education Systems

Most Danish schools are called 'Folkeskole', which are schools for classes 0 to 9. This means that the children spend all their compulsory schooling together without classification. For me this is one of the big differences between the Danish and the Austrian school systems. In Austria, children are divided into several types of school after four years of primary school. In my opinion, this is counter-productive and creates a certain social inequality early in life. The Danish system showed me that this inequality could be largely eliminated, if all the children stayed together until they finish compulsory education. I think this is one of the reasons people in Denmark are generally treated more equally, regardless of how they make their money. I believe it is due to this sense of 'classless' society, that Danes seem, and probably are, happier, than we Austrians. Another thing that particularly stood out to me is the relationship between teachers and their pupils. Both treat each other in a warm, respectful manner: for example, a pat on the back or the children giving their teacher a hug is not a rarity. Discipline is a word that is more or less unknown in Danish schools and Happiness and "Hygge" is much more important in Denmark than in Austria - in my opinion that is the reason why Danish children don't need to be tested all the time. If the surrounding is cozy and the atmosphere is positive, it seems logical to me that children will learn better and more easily and enjoy it more. The Danish slogan is "We learn for life." These aspects are also part of higher education in Denmark. Teachers and professors are addressed by their first names and treat their pupils and students in a very friendly and open way.



School And Field Experience

During our stay in Haderslev we twice had the chance to visit Danish schools to teach and be taught there.

The first school I visited was the "Kristne Friskole".

It was very instructive to stay there, because we had the chance to be part of the project week and this way we could explore how well Danish children can work independently. The results of that week were really amazing. The normal lessons in that school were a bit boring for us, because most of the time we were only watching the teachers giving lessons we couldn't understand in Danish.

Our second school practice was different - it took place in the German school, so we were able to teach by ourselves.

We spent about one month in that school and were treated like normal teachers. We worked closely together with the other teachers in the school and this way we got many useful ideas for good lessons, much advice and also links to nice websites to use in school.

It happened more than once that we were sent to teach a class on our own, when the teacher was absent- it was a great experience and, I guess, being forced to be spontaneous and independent is a very good way to get a taste of our future job as teachers.

Maria Rainer

During my stay in Denmark I had the opportunity to visit five totally different schools: Haderslev Kristne Friskole (Christian school), Vojens Gymnastik- & Idrætsefterskole (boarding school specialising on sport), VUC Syd (most modern school in Denmark), Fællesskolen Favrdal Fjelstrup (Danish school) and Deutsche Schule Hadersleben (German school).

Fællesskolen Favrdal Fjelstrup

My first field experience took place in Fællesskolen Favrdal Fjelstrup.

The school campus consists of many brick-buildings and the school hosts kindergarten, primary and secondary school.

Two colleagues and I got the chance to observe various lessons in English with different age groups, wonderful students and motivated teachers.

We soon found out that the students' level of English was quite good and they really wanted to talk to us and find out more about our home countries and us.

The teachers encouraged us to participate actively and do projects with the students. For instance, we were interested in the matter why Danish people are said to be the happiest in the world. We read some articles in class and found out that possible reasons could be that education and health care are for free, Danes cycle a lot and that they are masters of "hygge", which means cosiness.

I was impressed to see that the use of technical equipment is a natural part of teaching. All teachers used the smartboards, the students could use the school's laptops and some 6th graders produced their own movies on iPads.

These two weeks in a Danish school gave me some insight into the differences between the Danish and the Austrian education system.



Fællesskolen Favrdal Fjelstrup (Photo: Nina Trojer)

Deutsche Schule Hadersleben

I could spend my school experience in May, which lasted four weeks, at a German school. For many students German is not their first language and so they try to talk a lot in Danish.

There are German and Danish teachers who did their degree either in Germany or Denmark. All teachers speak German fluently. The school combines the rigid German education system and the open Danish system.

All lessons, except the Danish classes, are taught in German and the students have to communicate in this language as well.

My advisor was class teacher of 3rd grade. So I spent most of my time with this class. I observed German, Math and Music lessons and helped whenever I was needed. The whole group started together with a new topic and after a short introduction they continued to work alone or with partners. It was obvious that the children were used to doing their work independently and it was always really quiet in the classroom.

Sometimes the class teacher had other responsibilities to do and so I had to step in and finish the lesson. I learned to be flexible and spontaneous because I had to teach other subjects than the ones I study. Nevertheless, it worked quite well and was a good experience for my future teaching career.

I could also teach some lessons in English in 4th and 5th grade. The teacher told me what the topic would be and I planned and taught the whole lesson.

I really enjoyed the time I spent in the Deutsche Schule Hadersleben.



Deutsche Schule Hadersleben (Photo: Nina Trojer)

Austrians want to be powerful – Danes want to be happy

Now I would like to give you insight into my experience with the Danish education system in comparison with the Austrian one.

The first thing an Austrian will notice when entering a Danish classroom is that the students call the teacher by his or her first name. The relationship between adults and children is very close and from the students' perspective there seems to be no signs of fear of the teacher.

I always thought that it is essential for a teacher to keep distance to the students and to use a formal register because otherwise they will not respect the grown-ups.

But the Danish school system shows that it can work differently. In Denmark you can experience a feeling of equality which is hard to find in Austria. The big distance in our system just gives our teachers power to make them feel self-confident. We are trained to show respect but a person should not be respected because of his/ her position but of his or her behaviour.

The fact that students do not honour adults and call them bad names can happen everywhere, no matter if you call the teacher by his or her first name or surname. It is important to take the students seriously and that teachers are interested in them. Only if you do that you can earn their respect.

If you can call a person by first name you do not get the impression that he or she is unapproachable. It is also easier for students to go to a person that is closer to them if you have problems or just want to ask when you have not understood everything.

The Danish society wants young people to be prepared for life. The government puts a lot of money into technology because it appears that they see the future in technology. Therefore, all classrooms are equipped with smartboards and a certain amount of laptops for the children which teachers as well as students know how to use. It is not only amazing to observe that the teachers are willing to change their teaching style and use modern technology to teach but also that the teachers really use it all the time.

On the one hand using the newest technology can be really motivating for the students because it is part of their world. On the other hand always sitting in front of the screen and using programmes to create e. g. posters can make the students forget to use their own imagination and creativity.

A good way to deal with this matter is to alternate in using blackboard and smartboard, laptops and books or iPads and pens. For Danish schools there is no fixed curriculum which tells the teachers what to teach in class at a certain age or time. The teachers can decide on their own what they want to teach, when to teach it and how much time they want to spend on a topic. Consequently, there is no time pressure and so they can focus on different teaching and learning methods, like group work, and let the children work independently.

Compared to our system which follows a strict curriculum it might be a good thought if the teacher can choose the topics. He or she can find out the interests of the students or determine topics which are relevant at a certain time. Having a curriculum like in Austria helps to make sure that all young people have the same knowledge. However, it is motivating for a class if they can choose on their own which topics they want to cover in class.

In the Danish school students do not get marks until 9th grade. The fact that the Danish education system works without giving grades and having tests might be surprising for an Austrian person. Before that they receive verbal feedback each semester. The children do not write tests but they have to do homework and the teachers lay emphasis on group work and presentations. Therefore, there is less pressure on the children in doing well at school and almost no competition because the students are not compared with each other. Still, the students seem to be motivated and willing to study. We should think if we should change the Austrian way of putting pressure on our children by doing tests all the time.

In my teaching career I would like to find a balance between doing no tests and comprehension checks at all and doing exams every week.

When you ask a Danish teacher if a lot of students have to repeat a class you might find yourself looking into a confused face. The teacher will probably ask you why they should redo a class. In their opinion making someone repeat a year shows them at a really young age that they fail and are not able to achieve anything in their life.

There are also students who take advantage of this system and are lazy. But this can happen in almost any education system. A nice way to deal with those students might be to let them stay in their environment with their friends and make the students aware that they are good at something. It should be important for a society that its members are happy.

Although I do not agree with everything, I must say that the Danish way of teaching is really inspiring and the experiences in this country made me very happy.

The school experience allowed me to get a better understanding of the Danish education system and I would like to take some ideas from this system back to Austria.

One thought I will definitely keep in mind is: "You don't learn for school, you learn for life!"

Nina Trojer

University Courses

Erasmus course: LIVING AND LEARNING TOGETHER
February to May 2014:
In English
Courses at university: 20 ECTS
School and field experience: 10 ECTS

Target groups:

- Student teachers for pre-school, primary and secondary school
- Students studying social education
- Students studying to become Bachelors of Health and Nutrition

Goals:

The course will provide students with skills, knowledge and experience to increase their intercultural competence, i.e. the ability to live and work in heterogeneous groups. They will be made aware of the qualities of other teaching and learning traditions and can reflect on their new experiences through the use of weblogs, ...

1. Introduction to Denmark and the Danish language: 2 ECTS

- general introduction to Denmark, Danish history, culture and society
- crash course in the Danish language at the Language Centre (Sprogskole)

In the first two weeks we had to read a text about Denmark, compare it with our own country, make a presentation using Glogster and present it to the others. As we were students with ten different nationalities we discussed a lot about the Danish culture and society and what we had noticed so far, as well as about our own.

When you want to stay in Denmark for a longer time it is obligatory to attend Danish lessons at the Language Centre. So we spent two hours two times a week for two months at the Sprogskole. The language is really hard to learn but our teachers did their best in teaching us and were very patient with us. With the help of our teachers and in group work we managed to learn basic vocabulary and useful phrases.

2. European Education and Welfare Studies: 10 ECTS

- Edutopia: create your perfect school
- History project: Through use of ICT and creative and active learning we will furthermore experience different historical episodes in Europe and how they affected people in different countries.
- Project work: planning and arranging the International Week
- Book: Momo; reading, reviewing, thinking about the context of the book
- Freedom Writer: get to know the Freedom Writer pedagogy and write your own story
- Health and Nutrition
- Work methods: use of ICT tools by creating cartoons, homepages, ...
- Learning process and assessment: blogs and a final project: a written and oral presentation of a specific educational and professional problem

European Education and Welfare Studies consisted of different classes and projects which all affect society and our own lives in one way or another.

One big topic was called "Edutopia". We discussed in groups about the current school systems we knew and created a new one of which we thought was the perfect one. This wasn't very easy and we noticed that we were still stuck in our own education system as well as society that it was hard for us to think about a system which can suit everyone. In the end the results were quite different and it was good to hear the thoughts of the different groups.

Another project was the history project. We had the task to interview someone from our own country about a topic which we could choose on our own. In this project we had to deal with our own country's history and society's background, the opinion of people or a person's own story. The students gained an overall understanding when listening to other country's background and problems.

In the first week of April an International Week took place at the campus in Haderslev. Students from different partner universities spent one week in Haderslev and even stayed at our apartments. The Erasmus students were in charge of arranging projects for them during the week. For example, one group was responsible for planning and doing get-to-know-each-other-activities, some others worked with them on the perfect school system and another group prepared hot dogs and an international evening for them. We didn't only get to know various people from several countries but also felt what it means to be responsible and plan and think of activities.

In another class we had to read the book Momo, or the strange story of the time-thieves and the child who brought the stolen time back to the people. Reading the book Momo makes one really think about his/ her usage of time. We discussed the topics time, stress and happiness in those lessons and it was interesting to listen to the teacher's lecture and the colleagues' opinion on the moral of the story.

We were introduced to the Freedom Writers' methodology which is based on Erin Gruwell's pedagogy she used in school to help young people overcome their fears and past and write about their life. The end product of this class was a book we all wrote together, called Everybody Has a Story. Erasmus 2014. Campus Haderslev, with stories, poems and pictures made by the Erasmus students.

You can find (and buy) our book on amazon.de:

http://www.amazon.de/Everybody-Has-Story-Erasmus-Haderslev-ebook/dp/B00KCM1YRE/ref=sr_1_fkmr0_1?ie=UTF8&qid=1400507813&sr=8-1-fkmr0&keywords=everybody+has+a+story+torbjorn

Another interesting part of this module was the class with students from the study "Nutrition and Health". They told us a lot about healthy food and where we could find it in Danish supermarkets. We prepared together with them typical Danish food.

During this module we had to participate in class, discuss in groups, draw posters, work with ICT, create cartoons and homepages, write our own blog and just be creative. We had to do a written assignment for the Momo class and also one final paper about school practice, but the topic we could choose on our own. We had to do shorter and longer presentations about various parts of the module, like Edutopia or the History project, and a final one at the end of the semester, either

alone or in groups. The main aspects of doing a good presentation at Danish universities are to use technology and to make it interesting by for instance singing a song or making your own movie and including the whole group, for example creating a story all together.

During the whole semester we were definitely kept busy with all the different presentations we had to prepare, texts to read and cartoons to make but it was a wonderful time. It great to learn about other countries and school systems, to have fun with new people, discuss about serious topics and to talk in English all the time or even try to use words from other languages.

Everyone, not only future teachers, should take part in such a course because it broadens your horizon and makes you question things that you have always taken for granted.

3. School or field experience (2 weeks): 3 ECTS

- Observation, fieldwork, practical work, or teaching at schools and institutions. Visits to relevant institutions

In March we had two weeks of school practice, where we observed lessons in Danish schools and got to know the Danish education system which is very different to the Austrian one.

4. Choose either the a, be, c, or d option: 5 ECTS

a. Learning through creative and practical experiences: Art, Film, Outdoor Learning and Drama

In this module the students created their own Ibooks, cooked pancakes over a real fire place, made a movie about different countries and cultures and did some really nice artworks.

b. Food and Sports

The students who chose "Food and Sports" created, cooked and learned about healthy food and did different types of sport.

c. English

In "English" the students got to know different learning strategies and did presentations about them.

d. German

5. School and field experience in month 4



Campus Haderslev (Photo: Nina Trojer)

Application And Registration

Online Registration: The University College of Syddanmark uses a platform called Blackboard, which works almost the same as the PH Online Website. As a student you get a username and a password, with which you can enter the side to see your timetables and to send your homework etc.

Selection of Courses: Most of our courses had been selected for us, but we had the possibility to choose one course according to our personal interests (see section "Lehrveranstaltungen")

Learning Agreement: This form had to be filled out to make sure that you and the university agree to your courses and schedules.

At the end of the term the university handed us out our certificates.

Contacts

University College Syddanmark
Campus Haderslev
Lembckesvej 7
6100 Haderslev
Danmark
<http://www.ucsyd.dk/>

Erasmus Coordinator:
Carolin Parusel
Tel.: +45 7266 5222
E-Mail: cpar@ucsyd.dk

International Assistant:
Tanja Løwe Sørensen
Tel. +45 7266 5011
E-Mail: taso@ucsyd.dk

Tanja does a great job in managing all the important details of our Erasmus stay in Denmark. We could always ask for help and she solved our problems as quick as possible.

Accommodation

When we arrived on 27th January at around 11pm at the bus station in Haderslev we were picked up by our buddies, two girls who also attend the university, and brought to our accommodation.

Grøftholtvænget

My buddy Nehrida and I took a cab, paid by the university, to my apartment. It was dark and cold outside and I was really tired from spending a whole day in several trains.

For me, it seemed like an eternity until we finally reached the bungalows. I stumbled out of the car into snow, took my bags and followed my buddy to my flat. The few things I could make out in the dim light weren't so welcoming. I seemed to have ended in the middle of nowhere. I could only see some buildings which all looked the same, surrounded by nature.

In daytime it looked different and after a few days I felt quite comfortable living in my new flat. The whole area consists of around 50 apartments for one or two people. There weren't only students living there, but also people who are already working or mothers with their daughters. The flats have one bathroom, two big rooms with a bed, desk, chair, lamp and wardrobe, one kitchen with table, two or three chairs, oven, cooking elements, fridge, freezer and cupboards. The most necessary kitchen utensils are provided as well, although we had to buy some other useful stuff.

In an extra room there are two laundry machines and one dryer which everybody can use. Your rent includes an amount of 100 kroner per month with which you can use the laundry machine and dryer.

There is also a common room with bathroom and kitchen which everyone can use. We had some parties there, of course! If you have any problems with your flat, you just need to text the university and they will send the janitor to your place.

I lived with a girl from Spain who also attended the Erasmus course. As I found out, there were nine other Erasmus students living next to us. It was great that we lived all together, so you never felt lonely or when you ran out of food or something you could just knock on the door next to your flat to get what you need and when looking out of the window you could see what was going on outside.

Soon I noticed that it was a long way to walk to university, almost half an hour. But it was also a lot of fun because many of the Erasmus students walked together. Compared to Austria, Denmark is a very flat country, but Grøftholtvænget was situated behind the only real hill in Denmark. So in the morning we had to walk up the hill and walk it down and in the afternoon the same. By the second week we were able to rent some bikes, but had a hard time going up the hill, but it was much faster than walking, even with the typical Danish wind in our faces.

Although I thought in the beginning that my apartment was way too far away from the university and the city centre, I soon was more than happy with my flat. For me, this area was the most beautiful part of Haderslev, surrounded by green fields, flowers, horses, cows and green forests.

Grøftholtvænget
6100 Haderslev

Rent: 2950 kroner = around 400 €/ month

Pay in cash at university or via telebanking

Laundry/ drying machine: 100 kroner included in rent; 10 kroner/ 1x

Common room

Free parking lot

Apartment for two:

2 bed rooms: bed, table, desk, wardrobe, lamp

kitchen: table, chairs, oven, cooking elements, fridge, freezer, cupboards, plates, bowls, cutlery, pots, chopping board

bathroom

Distance to university: around 3 km

Time to university: 30 min when walking

Time to university: 15 min when going by bike

Nina Trojer





Grøftholtvænget (Photo: Nina Trojer)

Slagtergade

Before arriving in Denmark I couldn't imagine how my new home was going to look and, to be honest, I expected the worst. So I was more than happy when I first opened the door to that cosy, little, orange house which was going to be my new home.

We were four people sharing a house on three floors. Everyone had their own room with a bed, a desk, a chair and a wardrobe. We had a nice, sunny garden with furniture, a huge living room containing a couch and a big dining table, two bathrooms and, of course, a kitchen with all kinds of useful kitchen stuff. In an extra room there was also a laundry machine and a dryer which we could use for free any time we wanted.

The house was situated perfectly – it took us a five minutes walk to get to the university and on the other hand only five minutes to get in the middle of the city centre.

Same as in the Grøftholtvænget the rent was about 3000 kroner (about 400 Euros) a month.

Maria Rainer

Life

To start with, the most important point: I am now more than ever convinced that you can't learn more than while living and studying abroad and I can recommend it to everyone!

Everyday life at the University Syddenmark was filled with new impressions and new points of view. And although we never had stress or much work to do, I am sure I learned more valuable things for my future life and teaching career during this period than I could have anywhere else.

Since Denmark is a pretty expensive country, people spend a lot of time at home and it may seem a bit difficult to get in touch with Danes. As our professor in the university explained us in the beginning of our stay, is it difficult to find Danish friends, but once you have found some they will stay your friends for a lifetime. I can call myself a very happy person, because I met some people who are really close to me now. I have learned a lot about the Nordic culture from them and I was able to improve my Danish and English skills a lot.

As already mentioned above, Danes are very positive people, something which I think comes from having a functioning political system in which people feel safe and looked after.

In summary, I can say that I have been very happy, that I have enjoyed every single day and Denmark is definitely a great place to live!



cake "HYGGE" (Photo: Nina Trojer)

UNIVERSITY COLLEGE OF TEACHER EDUCATION STYRIA,

THAI STUDIES 2014

22. INTRODUCTION

23. THE "THAI STUDIES" PROJECT CAPTURED ON VIDEO

24. THE FIRST TWO WEEKS

25. THE LAST WEEK

26. SCHEDULE

**27. INFORMATION ABOUT SUAN DUSIT RAJABHAT
UNIVERSITY**

28. INFORMATION ABOUT THE PARTICIPANTS

22. Introduction



Picture 1: Group picture at Grand Palace

First of all there is to say that, what you learn in three weeks on such a journey is priceless and is quite difficult to describe to people who weren't there themselves. Nevertheless, we want to share a few impressions of our experience through this ebook.

During the time we stayed in Bangkok, there was quite a difficult political situation going on there. Demonstrations were going on, streets and bridges were shut down and shopping malls became the centre of the gatherings of the demonstrators. They put down their tents on the streets and public places, which looked like a little village within a huge city. Although we knew something was going on in this metropole we didn't feel like that it was dangerous for us. The staff of the Suan Dusit University did their very best to keep us safe during our trip and they also made us feel so welcome and tried to show us the best sides of their country and their culture which they are very proud of.

This trip was so well organized that we didn't have to worry about anything.

23. The "Thai Studies" Project Captured On Video

Video-Editor: Daniel Dulle



Some impressions of the "Thai Studies" project captured on video. Watch on Youtube: http://youtu.be/13RqZ3jd_yM

The First Two Weeks



Picture 2: Wat Phra Si Rattana Mahathat

Here are the highlights of this amazing journey:

14.01.2014 Welcome lunch

In the morning there was the welcome lunch and the introduction of the teachers and ourselves. They made us feel very important and welcomed. The first impression that I got about the Thai people is, that they love ceremonies. Everything seemed very formal and official, but as soon as we got to know the teachers a little bit more I realized that they are very open and polite people. The highlight of this morning was the traditional Thai dance that was performed just for us.

In the afternoon we got a tour around the campus. The university has 5 different departments. One thing that stuck out to me was, that in Thailand, when you want to become a flight attendant you have to study at the university whereas in Europe or at least in Austria you only attend a three months course.

In the evening we visited the Kao San Road which is also known as the backpacker road and is famous for the many little shops where you can buy cheap clothes, jewelry, food and technical advices.

15.01.2014 Thai History / Siam Museum

On our second day we visited „Dusit Palace“ from King Rama V, with our teacher Pinky. We were impressed by the area around the palace and the Thai style. The palace itself was very big, and the interior design was original and has never been touched since the king lived there. In the afternoon we visited the Siam Museum, near the “Grand Palace”. The museum shows the history of Thailand in a special and creative way. After the museum we walked to “Wat Pho”, which was very close. There you can find the biggest lying Buddha, which let us feel very small. At the end of this long and exhausting day, we treated ourselves with foot massage in a relaxing, very well-known medical center.





Picture 3: Thai Dancing class

16.01.2014 Temple / Thai Dancing

We started our fourth day with a trip to a small temple near the river “Mae nam chao phraya”. There we met a Buddhist monk, who told us about his fascinating life in the temple. There are 200 rules he has to follow, for example: not to eat anything after 12. At lunchtime we visited the fresh market in the center of Bangkok. There you can buy nearly everything you need for traditional Thai cooking, including frogs, snakes turtles and fish.

In the afternoon we joined a Thai dancing class at University. We learned a traditional Thai Dance and a song. Actually it was really hard to learn, because every single movement has to be carried out in a specific way, which requires a lot of body control. We tried our best and had a lot of fun, exploring a different kind of dancing.

17.01.2014 Grand Palace/Thai language course

This was one of my favourite trips, the visit of the Grand Palace. When you see the palace for the first time you are just in awe of its beauty. Everything is golden and sparkles and the deep blue sky and the sun make the building even more attractive. We got a great tour through the palace area. We even got to go into the Grand Palace itself, which is a restricted area. The Grand Palace looks like the Buckingham Palace, the roof is made in Thai style and inside it is built in French style. We only got the opportunity to see the inside because the Suan Dusit University arranged that for us.

In the afternoon we had a lecture about Thai language. It was a very interesting language class because our teacher was mainly speaking in Thai, which doesn't make a lot of sense when you don't understand a word. The difficult thing about learning Thai is the pronunciation and the way they write the words with our letters. There is not really a rule how to pronounce the letters. For example the word “keen” is pronounced as “kian”. But so far we learned the basic phrases like “my name is..”, “I am a student” and “not spicy” - which is a really important phrase!



Picture 4: Buddha at Grand Palace

18.01.2014 Chatuchak Market

On Saturday we went to Chatuchak weekend market, a big market area on the brink of Bangkok. On the market you can buy everything you need, clothes, books, shoes, food, pets, furniture, dishes, and decoration. You could spend a week there, to explore the whole market, but for us one day was totally enough.

19.01.2014 Palace of King Rama VI.

On this day we visited the palace of King Rama VI. He only got 45 years old when he died of cancer. He studied in England and was called the “philosopher king”. He was a very good king because he really cared about the education of his people and built a lot of streets and buildings.

Later on we got to see a floating market, which is a special experience. There are tons of people and of course tons of food as well. It's called floating market because they partly sell the food on the boats where they also cook it.

20.01.2014 Thai Food Nutrition and Floral Arrangement

We started our second week with a course about Thai Food and nutrition. Our teacher Tong presents a few typical Thai meals to us. Also we talked about Thai traditions compared to Austrian traditions in general. Afterwards we went out on the street and tried some typical Thai food like “Dom yum goong” (hot Thai spicy soup with prawn or shrimp), “Dom kha gai (soup with chicken and coconutmilk), “Pat Thai” (Thai noodles mixed with different ingredients like meat, vegetables), “Som-dam” (Thai cole salad with papaya), “Massamant Curry (specific Indian yellow Curry), “Green Curry” and sticky rice (which you eat with your fingers).

In the afternoon we joined a special course called “Floral Arrangement”. There we learned how to arrange flowers. We used red and white roses in a traditional Thai way. Detailed decoration is very common in Thailand. People here use it for festive occasions, like a wedding or a birthday party. We also tried our own arrangement, with the help of a very experienced lady. We were proud of our accomplishment and it was a lot of fun.





Picture 5: Lunch in a typical Thai restaurant



Picture 6: Floral arrangement course

21.01.2014 Education in Thailand

Education in Thailand is provided mainly by the Thai government through the Ministry of Education from pre-school to senior highschool. A free basic education of twelve years is guaranteed by the constitution, and a minimum of nine years' school attendance is mandatory.

Formal education consists of at least twelve years of basic education, and higher education. Basic education is divided into six years of primary education and six years of secondary education, the latter being further divided into three years of lower- and upper-secondary levels. Kindergarten levels of primary education, also part of the basic education level, span 2-3 years depending on the locale, and are variably provided. Non-formal education is also supported by the state. Independent schools contribute significantly to the general education infrastructure.

Uniforms are compulsory for all students with very few variations from the standard model throughout the public and private school systems, including colleges and universities.

Formal education has its early origins in the temple schools, when it was available to boys only. From the mid-sixteenth century Thailand opened up to significant French Catholic influence until the mid-seventeenth century when it was heavily curtailed, and the country returned to a strengthening of its own cultural ideology.

22.01.2014 Elementary School and cooking class

On Wednesday morning we found our way to the "Suan Dusit Culinary School for cooking". There we met "Chief Am", highly awarded in Thailand. He showed us how to cook two typical Thai meals. Pad Thai and Green Curry. It was very interesting for me, because of the special ingredients – a lot of them I haven't known before. Afterwards we were allowed to try ourselves in a professional kitchen. Cooking was a lot of fun and now we are all able to cook typical Thai food for our lovelies at home.

After lunchtime we visited the "Demonstration School" from Suan Dusit Rajabhat University. In Thailand primary schools

lasts for six years. We visited different classes only for a short time. One sixth class had English and I was really impressed by the students, how well they spoke English. Afterwards we had a "get to know" with a Dutch English teacher and some primary school students from Suan Dusit University. This afternoon was very special, because we finally met other students and got to share our experience about Thailand and the knowledge about our universities and our culture.



Picture 7: Cooking Class with Chief "Am"

24.01.2014 - 26.01.2014 Hua Hin

Friday morning we started our trip to Hua Hin. We stopped at a nice restaurant and had lunch together. Also our nice professors Miss Pronegg and Miss Linhofer joined our group for this special weekend at the beach.

Finally there we just took our clothes off and jumped into our beach wear and stormed into the sea. The beach was calm, not too many people and beautiful. We couldn't get enough of it!

We enjoyed the sun, ate a lot of food and got a tanned. In the evening we visited a nice market near the sea. There you can buy a lot of special handmade arts and crafts. The food corner looks great and we enjoyed our dinner there.

The next day there was an activity like banana boat ride, horse riding and massage on the beach. In the evening we visited another market. There you could find a lot of traditional Thai food, souvenirs and fun stuff. On the last day we left quite early around 10 o'clock. We stopped for a short visit in an outlet center and afterwards we drove back to Bangkok. Great weekend Trip to Hua Hin!



Picture 8: Beach at Hua Hin

25. The Last Week



Picture 8: Golden Mountain

In the third week we had a lot of free time compared to the last two weeks. We visited the Thai Airways Catering Department, learned how to make a traditional Thai dessert and made a trip to Ayutthaya, which was the former capital of Thailand. The city was founded in 1350 by King U Thong. Ayutthaya became the second Siamese capital after Sukhothai. In 1767, the city was destroyed by the Burmese army, resulting in the collapse of the kingdom. The ruins of the old city are preserved in the Ayutthaya historical park, which is recognized internationally as a UNESCO World Heritage Site. The ruins, characterized by the reliquary towers and gigantic monasteries, give an idea of the city's past splendor. Modern Ayutthaya was refounded a few kilometers to the east.

On our last day we had a farewell and certificate ceremony. We even presented the traditional Thai dance that we learned in one of the courses and sang a Thai song.



Picture 9: Farewell Ceremony

26. Schedule

The following courses were part of the program at the Suan Dusit Rajabhat University:

- Introduction to Thailand & Thai History
- Visit to Museum Siam
- Do's and Don'ts in Thailand
- Thai Dancing
- Visit to Emerald Buddha Temple & Grand Palace
- Daily Thai Language
- Visit to Chatuchak Weekend Market
- Visit to Nakornprathom Province, King Rama II Memorial Park and Umpawa Floating Market
- Thai Food & Nutritions
- Floral Arrangement
- Education in Thailand
- Visit to Matthayom Wat Nairong School
- Hua-Hin Weekend at the beach
- Presentation to Thai Students
- Practicum on Traditional Thai Dessert
- Visit to Thai Airways Catering Department
- Visit to Ayutthaya
- Farewell & Certificate Ceremony

As one can see the focus of this program was mainly to get to know the Thai culture better and also the education system there.

27. Information About Suan Dusit Rajabhat University

Prof. Dr. Niramit Kunanuwat, Vice-President for International Affairs of Suan Dusit Rajabhat University visited the University College of Styria in 2011 during the international week and gave a presentation about her home country and the Suan Dusit Rajabhat University. During her stay in Graz, the idea was born to create an opportunity for Austrian students to visit the Suan Dusit Rajabhat University and learn more about the education system and culture in Thailand.

Suan Dusit Rajabhat University was established as the first official home science school in Thailand, namely 'Home Science Secondary School', which was under the Vocational School Division, The Academic Department, Ministry of Public Instruction. This school was firstly set up on 17 May 1934 at the palace of Krom Luang Choomponketudomsak, presently known as Phra Nakorn campus of Rajamangala Institute of Technology; with the purpose to instruct women about home science for 4 years curriculum. Also, the training course for Home Science teachers were offered with the aim to train those who would like to further their careers in this realm. In 1937, the school was moved to Chankasem Palace (Presently the Ministry of Education) and changed the name into 'Chankasem Palace Home Science School' but was still under the same division. The school offered more courses, specifically, 3 years courses in Secondary level and Higher level.

In 1941, the school moved from Chankasem Palace into Suan Sunandha on the area of 37 rai and changed the name to 'Phra Nakorn Home Science School'. The school has continuously situated in this location till the present day. Apart from geographical moving, the school was also moved from being under the Vocational School Division, The Academic Department to be under Teacher Training Division, General Education Department, Ministry of Public Instruction. In the meantime, the Ministry of Education set up La-Orutis Kindergarten in this area and this school was subjected under the same division as Phra Nakorn Home Science School but the administration was separated from each other.

In 1954, the Ministry of Education declared the establishment of Teacher Training Department following the Act of Improving the Ministry and Department of 1955. This department was set to gather Teacher Training Section from all divisions together for the economical and professional purposes in developing teachers quantitatively and qualitatively.

Phra Nakorn Home Science School moved to be under Teacher Training Department in 1955 and transferred kindergarten teacher training division from La-Orutis Kindergarten to be under Phra Nakorn Home Science School.

For more information visit: <http://www.dusit.ac.th/sdu/ennew/eng/history.php>

28. Information About The Participants

All in all we were ten students from two different universities which cooperated in this project.

The students who took part in this project are listed below:

Anna-Maria Rauch - Primary School Teacher, University College of Styria

Natascha Simon - Primary School Teacher, University College of Styria

Bettina Zötsch - Primary School Teacher, University College of Styria

Daniel Dulle - Primary School Teacher, University College of Styria

Daniela Reiterer - Primary School Teacher, University College of Styria

Gregor Birkner - Teacher of Nutrition University College of Styria

Julia Fleischanderl - Teacher of Nutrition University College of Styria

Julia Kahofer - Teacher of Nutrition University College of Styria

Sandra Macher - Primary School Teacher, Catholic University College Graz

Claudia Pregartner - Primary School Teacher, Catholic University College Graz

KATHOLIEKE PABO ZWOLLE, INTERNSHIPS

- 29.** DANIQUE HANDSTEDE, ENGELAND, INTERNSHIP
- 30.** FLOOR BROEKAART, CURACAO, INTERNSHIP
- 31.** IVETTE VAN SCHOOTEN, SURINAME, INTERNSHIP
- 32.** JORIE OTTEN, ZUID-AFRIKA, INTERNSHIP
- 33.** JOYCE SCHOLTEN, TURKIJE, INTERN. MINOR
- 34.** KRISTY VERSLUIS, MALTA, INTERNSHIP
- 35.** LEONOR BERGHUIS, AUSTRALIE, INTERNSHIP
- 36.** LISA SEUTERS, SURINAME, INTERNSHIP
- 37.** LISANNE VAN DER VEEN, SURINAME, INTERNSHIP
- 38.** MAAIKE BOSSCHER, SURINAME, INTERNSHIP
- 39.** MARINDA WERMINK, SURINAME, INTERNSHIP
- 40.** MARLOES BRINKSMA, ZUID-AFRIKA, INTERNSHIP
- 41.** MIRIAM DEN BOER, ENGELAND, INTERNSHIP
- 42.** NANOE LORKEERS, AUSTRALIE, INTERNSHIP
- 43.** QUINTA VAN'T SPIJKER, CURACAO, INTERNSHIP
- 44.** SHARON BRINKHUIS, BONAIRE, INTERNSHIP
- 45.** SUSAN MOSSING HOLSTEIJN, UGANDA, INTERNSHIP
- 46.** SYLVIA SCHUTTE, MALTA, INTERNSHIP
- 47.** TESSA BERGHUIS, SURINAME, INTERNSHIP
- 48.** TIMON KOSTER, ZWEDEN, INTERN. MINOR
- 49.** VEERLE DIJKSMA, BONAIRE, INTERNSHIP
- 50.** YVANKA BUITENHUIS, NEPAL, INTERNSHIP

29. Danique Handstede, Engeland, Internship

Contact The Practice School

The KPZ contacted my internshipschool in England. It was a long search for a school. After we already had one school that cancelled the agreement of the internship. After the contact between the KPZ and Crescent was made we could send them some items as well. After the emails I knew where I was placed in the school and who my mentor was going to be. After that the first contact was in the school itself.

Overview Of Hours

In England you make long hours. The school expects you to be there at eight o'clock and you leave around five o'clock.

Comparing Of School Practice: England-The Netherlands

In England lots of things are different. The teaching really is different. The children are taught on the carpet and the teachers often yell at the children when they are doing the wrong things. I did my internship in a very poor area and the children were very poor as well. You could see that on the broken uniforms and the condition of the children. There were many staff members. You were together with a teacher and a teacher assistant in the group. This is very different to the Netherlands. In the Netherlands there are not often or never teacher assistants in the classroom. Also the children wear no uniforms. I personally prefer this.

Teaching Material

In England you don't have methods to teach with. The teachers have to find their own materials and make a lesson about it. They do have lots of materials to work with. Especially with ICT and extra help for the children.

Lesson Plans

In England you have to make a lesson plan every day for every subject. The success criteria is very important. You have to say what the children are going to learn and how you are going to do that. At the end of the lesson the success criteria has to be accomplished.

30. Floor Broekaart, Curacao, Internship

We had our internship at the Albert Schweitzerschool in Curacao. This is a very big school. With 1000 children. The school start every day at 7:15 and end at 12:15. The most of the teachers are a 7:00 at school en they are leaving at 12:45. So do we. There were the same methods as in Holland. And also the same teaching materials. But they have got less materials then in Holland. The classes are often borrowing materials from eachother. The language of the school is Dutch. The most of the children are speaking Papiamentu or Spanish at home. The time table of the week were almost the same as in Holland. They gave the same lessons with the same methods. So that was easy for me. The children have to take their scissors, glue and pencils by home.

Social, Cultural And Academisch.

The cultur of Curacao is different as in Holland. They most of the people are very friendly. In the first week we get lost with our car all the time. Many people were able to help us. Another difference is the relax modus. Everything is going much slower and relaxter than by us in Holland. They are never worrying. When it don't succeed today, they will try tomorrow. that's their institution. about the money. In curacao it's the same prices as in Holland. Only they have many Happy ours at the partys. In a happy our a drink is the helft of the price. They also have restaurants that are directed to students. there you can find a good meal for 5 euro. But the on the other side of Curacao there is a lot of criminality. You better never walk alone in the evening. Always go by car or with a group.

31. Ivette Van Schooten, Suriname, Internship

Articles About School Practice Abroad.

I went to Suriname for my internship. It was a amazing experience, but i will tell you more about this later. First of all, some general information.

The name of the school is Kathedrale Koorschool Suriname. The adress is Mgr. Wulfinghstraat 2 at Paramaribo. The schoolhours are from 07.30 am till 13.30 pm. It's a choircschool, the teachers teach the children 1 our a day music. They play music on instruments, they sing a lot of songs and teach a lot about musicnotes. The ambiance was very good because the music brings the children closer to eachother.

I had learning year three, in Netherland it's group five. There are thirteenth children in my class, five guys and eight girls. The moments we are together and learning togheter were fantastic.

32. Jorie Otten, Zuid-Afrika, Internship

Contact The Practice School

Bergvliet Primary School

<http://bergvlietprimary.co.za/>

Childrens Way Bergvliet

7945

Cape Town, South Africa

Comparing Of School Practice

The primary school in South-Africa is quite the same as in The Netherlands, but there are differences. The school in South-Africa is much more bigger. They've got seperated classrooms. For example the subject 'Arts'. The children are taught Arts in a special room for this subject. They've also got a swimming pool to practice the swimming of the children. There is also a seperated drama classroom.

The way of teaching is also different. The teachers are more stricted. But there are very nice things on the way of teaching in South-Africa. I liked it.

Overview Of Hours

I did my internship for about 330 hours.

Teaching Materials

I used papers to learn the six and seven times tables. The children had to make couples.

I also used own teaching materials. For example I used my guitar to teach them a Dutch song.

I used mirrors to learn them the line of symmetry.

It's important to use materials when you're teaching, to make it visual.

Lesson Plans

The teachers think, in the beginning, that you can't teach very well. Usually in South-Africa, they start with the internship in their third year.

So you need to say that you really want to teach. I've taught the following subjects: Music, Drama, English, Dutch, Arts, Maths, etc.

The ability to teach at this primary school is very good. You can just ask them if you can teach a lesson. Most of the time you can do it. I really wanted to give music, drama and arts lesson. I spoke to the teachers of those subjects. They were glad that I wanted to teach these lessons. They really enjoyed it.

Photos/Links To Videos

Review Of Your Stay Abroad In Academic Terms

I stayed at 15 glen alping way, Bergvliet.

The house were I stayed was very big. They had everything. There was for example a washing machine.

Review Of Your Stay Abroad In Cultural Terms

The culture was very good. You can just decide to eat with the family or you can make your own food. There are a lot of things to do in the surrounding. You can walk and you can do whatever you want.

Review Of Your Stay Abroad In Social Terms

The people in South-Africa are very nice. Before you go, they will tell you that South-Africa is very dangerous. I didn't notice anything about unsafety. It's safe and the people will always help you. You just need to be carefull when you're travelling by train at night. That's unsafe. The taxis are very good. You must not take the white taxis. The other ones are safe. I really enjoyed my stay!

33. Joyce Scholten, Turkije, Intern. Minor

I did my international minor at the Marmara university in Istanbul, Turkey. i studied at the sociology department because the education department was not in English. i studied in Istanbul for four months.

- Contact the University

the first thing before i could go to Istanbul was making contact with the Marmara University. this was not easy, but when i had contact with my coordinator; Esra, everything was fine. at my university there was an international office that was easy to go to.

- Contact the Erasmus office (with coordinator)

the contact with the international office was easy.the incoming hours at the international office were:

Monday 13:30-16:30

Tuesday 09:30-12:00 / 13:30-16:30

Wednesday 13:30-16:30

Thursday 13:30-16:30

Friday 13:30-16:30

M.U. LLP/ Incoming Student

Aynur Sağlam

Sevilay Barış

E-Mail: erasmus.incoming@marmara.edu.tr

- Description of the University (overview, history ...)

Marmara University with about 3000 distinguished faculty members and a student body reaching 60,000, located in several different campuses scattered throughout the most important city of our country, Istanbul, following a great tradition has been one of the leading institutions of higher education in Turkey. Together with the Faculties of Engineering, Medicine and Dentistry where the medium of instruction is in Turkish and English, Marmara University also comprises the Faculty of Economic and Administrative Sciences which provides education in four different languages: Turkish, English, French and German, thus making Marmara University the only “multi-lingual” university in Turkey.

A count of 51.227 students, 2839 faculty members and 1354 administrative personnel make Marmara University the third biggest university in Turkey.

- Comparing studies at your institution and at the guest institution.
- Description of Courses (name of the course, goals, content, teaching / partner, assessment)
- Detailed description of the registration process (online registration, application form, learning Agreement)
- Description of the accommodation
- Cost of Living
- Photos / links to videos

34. Kristy Versluis, Malta, Internship

Contact The Practice School

Before I went to Malta I contacted the ESE organisation. This is an organisation in Malta that provides English courses, but also provides work placements. On the website I've found the contact person for the work placements: Simon Agius. I've had contact via mail a year before my leaving, and I've contacted him almost every month. Simon found a work placement for me and my friend, a private primary school. We (me and my friend) didn't have any contact with the primary school before we went, so we didn't know the teachers at our school or the class we would get. In our first week in Malta we went to visit our practice school, and there we met the staff and I found out that I would be teaching prep 1 (5-6 years old). They placed me in this group since I need to talk English and the English in higher classes is much more difficult than in the lower classes.

Overview Of Hours

Malta has a lot of holiday since it is a very Catholic country. In a regular week we would go to the primary school from Monday through Thursday. On Friday we went to the ESE-school for our English course, but these lessons were only once in two weeks. During our stay (end of February till end of May) we had one week off because of the Carnival holidays and we have two weeks off because of the spring holidays. We had about 5 days off because of religious days.

At school the day starts at 08.00 am, we arrived at school at 07.45 am.

The day ended at 13.30 p.m.

All teachers came at the same time as the children, and the teachers left at the same time as the children.

It was a 45 minute drive from our home to the primary school, so we were home at 14.30

Comparing Of School Practice: Malta - Netherlands

A primary school in Malta is very different from a primary school in the Netherlands.

I didn't have the opportunity to visit any other schools, so I only know the education in Malta based on my own workplacement.

Parents have to pay for their children to go to the private school, they don't have to pay for their children to go to the government school. A lot of children go to the private school when they are young to learn basic English. When they are 6/7 years old, their parents place them in a government school. The classes are very big in the younger groups. I had a group of 25 children (which is normal in Holland), but the classroom was very small. My mentor has a group of 33 children next year.

Even though the children in my class were 5/6 years old, they could read, write and do maths. The children get homework every day. The education is very outdated. The teacher stands in front of the classroom and tells all the information. They do have a smartboard in the classroom, but the smartboard is almost only used to write on, just like they would do on a blackboard. The children have lessons in English, Maltese, Maths and religion. The children have work books for every lesson, they also take the workbooks home for homework. All the children have their own bags which they bring to school every day. In their bags is their lunch and their folder. Their folder contains their reading book and it contains a little book for parents and the teacher to write notes in. Parents are not allowed to come into the school, they drop their child off at the gate and the children walk into the school on their own. Communication between teachers and parents is through notes

35. Leonoor Berghuis, Australie, Internship

Contact The Practice School

Ascham School
188 New South Head Rd, Point Piper NSW 2027, Australië
+61 2 8356 7000

Overview Of Hours

Contact with the students: 08.30 - 14.30 uur
Contact with the teachers: 08.00 - 16.00 uur

Teaching Materials

At Ascham School they use a lot of materials in the lessons. For example: books, iPad, writing utensils, HD-bord, time-timer, workbooks

36. Lisa Seuters, Suriname, Internship

I went to Surinam for my internship. It was amazing, but i will tell you more about this later. First of all, some general information.

The name of the school is Renckewitzschool and the adress is Wichterstraat 156. The school was well organized and they tried to work pedagogical. The schoolhours are from 07.45 am till 13.00 pm. In Surinam they talk about learning years in stead of groups. Learning year 2 is agual to group 4 in Holland. I did my internship in group 4 with 16 children in class.

The school works with a method for math, but that's the only one they have. The school is required to give four differents lessons a morning.

There a not many materials and stuff for the kids. The have to take it from their own home, for example: crafft supplies.

The Chapter Studies And Teaching Practice Can Be Written In Teams Or Individually.

Academic:

Cultural:

I really had to get used to the culture. In Surinam teachers are

Social:

37. Lisanne Van Der Veen, Suriname, Internship

I went to Suriname for my internship. It was amazing, but I will tell you more about it later. First of all, some general information.

The name of the school is Sint Elisabethschool 1. This school stay in Paramaribo. The schoolhours are from 07.30 am till 12.30 pm. Every morning she start with a song with the hole school. I have an internship in class 6, that is in the Netherlands group 4. An average of 20 childeren In the class. It is quite an experience and well worth the effort.

Greetings,

Lisanne

38. Maaïke Bosscher, Suriname, Internship

I went to Suriname for my internship. I'm learning to become a teacher of primary school. First of all, Some general information.

The name of the school was Mariaschool and it stays in Paramaribo. My schoolday starts at 7:50 and it ends at 12:50. I'm a teacher in class 1, in the Netherlands they call it class 3. There are not many materials, but the pupils appreciate everything i brought. My mentor and I were not very close, but she also appreciates what i have done.

in the beginning, it was shocking. Teachers hid the pupils and also the school leader hid them.

39. Marinda Wermink, Suriname, Internship

Contact The Practice School

Petrus Dondersschool
Hofstede Crullaan 25
Paramaribo - Suriname

Overview Of Hours

Monday till friday; 7:45 - 12:45

Teaching Materials

Op mijn stageschool hadden ze weinig tot geen materiaal. Voor de vakken rekenen en taal hebben de leerlingen een eigen lesboek, deze is op school aanwezig en krijgen de leerlingen mee naar huis wanneer ze huiswerk hebben.

De schriften waar de leerlingen in werken, moeten ze allemaal zelf aanschaffen.

In elke klas is een krijtbord aanwezig met krijtjes, waar de leerkracht gebruik van maakt tijdens de lessen.

Bij een handvaardigheidles is het de bedoeling dat de leerlingen zelf materiaal meenemen. De leerkracht geeft een week van te voren aan wat de leerlingen mee moeten nemen voor de handvaardigheidles. Dit is vaak in ieder geval een schaar en lijm. Daarnaast moeten ze ook gekleurd papier meenemen naar school, om hier iets mee te kunnen doen. Kinderen die thuis niets hebben, kunnen dus niet meedoen met de les.

Lesson Plans

De leerkracht van de klas maakt een korte voorbereiding van alle lessen. Deze moeten eerst naar het schoolhoofd, om goed gekeurd te worden.

40. Marloes Brinksma, Zuid-Afrika, Internship

Grade 6 Westcott Primary School: First Impressions

Cape town 25 February 2014. The first day at school, was already an eye-opener. The school was really big, with a lot of space around the school. We came in and the greetings were already warm and kind. The principal, Mr. Robertson, showed us the school. I noticed he is very proud at his school. Everytime he told something, he was full with passion about the school, the learners and the staff.

The first experience in the class was very different from what we are used to. When the principal came in all the children of grade 6 had to stand and say: "Goodmorning Mr. Robertson". He told the children that Ms. Brinksma will teach here and that they had to give a big hand. I felt really awkward about it, but the intentions were kind.

As I got to know the teachers and the school, they made me feel more at home. I was really excited to work there and learn a lot.

Overview Of Hours And Overview Of A Day At School

We were in Cape Town for 12 weeks. We had a 10 week internship. Every week we were at school for four days. Because I wanted to be flexible, every week had different days to go to school. One week is was there monday till thursday or an other week was monday, wednesday, thursday and friday. We came at school 07.30H and went home after 3 o'clock. Also we had to prepare our lessons during the evenings or the one day off.

Comparing Of School Practice Holland - South Africa

First the cultural difference is a big part in South-Africa. They have a different way in there history when you talk about the cultures. 'Apartheid' is still a thing. White and coloured are not seperated anymore, but you still see a lot of differences. In school they were school uniforms so they don't have differences. We don't have that in Holland, but we all live tolerated more now next to each other.

41. Miriam Den Boer, Engeland, Internship

Contact The Practice School

The KPZ contacted the internship school in England and sorted out a placement for me. They sorted out a class and made all the arrangements for me. I only had to contact the school to introduce myself to them and arrange the final things like who my mentor was etc.

Overview Of Hours

The timetable of English schools are quite long. Every day the children go to school from half past 8 till approximately 3 o'clock. My internship here lasted for 3 months.

Comparing Of School Practice: England - The Netherlands

The main differences between these both countries are the dress code, in England the children wear school uniforms and also the teachers have a guide which tells them what they can and can't wear in class. For example, jeans are not allowed! The male teachers have to wear a suit, and the female teachers often wear dresses and leggings. Also in the Netherlands, the children can skip, or stay a year behind if their level isn't high enough yet. In England the children can't skip or stay a year behind, this results in mayor differences in each class. As a teacher, you also learn a lot about differentiating between the different levels of the children.

Teaching materials

The teaching materials the school has, are quite similar to what dutch schools have with their materials. A good investment (as I may say) are the mini whiteboards where children can write on. This saves a lot of paper and you get the same results.

Lesson Plans

In England there are no methods. Every single lesson is created by the mind of the teacher himself. This often takes a lot of work to make and to cover the goals of the curriculum, is also a harder job to succeed in.

42. Nanoe Lorkeers, Australie, Internship

Contact The Practice School

Ascham School

Adress: 188 New South Head Road

Point Piper NSW 2027, Australia

<http://www.ascham.nsw.edu.au/>

Overview Of Hours

Every schoolday: (Monday till Friday)

Contacthours with students in Hillingdon (year one): 8.30 till 15.00

Hours for the teachers: 8.00 till about 16.00

Teaching Materials

You've got all the materials you need to give a good lesson. It is compare to the Netherlands or I think a big part of Europe. For example: a HD-board, computers, I-pads, booklets, desk, chair, paper(white and coloured), materials to write and paint, materials for mathematics and for spalding (English).

Comparing Of School Practice: Holland And Australia

There are a lot of differences between Holland and Australia:

- The students have very high thinking skills
- The students all will learn a lot.
- The students weares uniformes. They have to wear it with proud.
- There are a lot of teachers for different lessons like:
- All the teachers are working for 5 days a week. So they can help you the whole week.
- Australia is very expensive. Food, drinks, everything. It is almost the double in compare with the Netherlands.
- It is the only Dalton School in Sydney

Lesson Plans

Every year have four terms. One term is about 9 till 11 weeks. The teachers prepares all the lessons before the term started. So when we were there, it was a term of 11 weeks. All the teachers have got the lessons prepared on paper for every day, for every lesson. As an intern, you don't have to think what you want to teach. You can make your own lesson with their own learning intention.

In the Ascham school are a lot of teachers for special lessons like: gymnastic, library skills, spalding, music and swimming.

Photos / Links To Videos

I like to send a lot of photo's and videos, but I can't do that. They are very carefull with the privacy of the students.

There is a video on YouTube about the Ascham School: <http://www.youtube.com/watch?v=RjVzwDM-x3Q>

You can also have a look on their site with pictures for an impression: <http://www.ascham.nsw.edu.au/>

43. Quinta Van't Spijker, Curacao, Internship

We had our internship at the Dr. Albert Schweitzer school in Curacao. The school was big. There were like 1000 children. The school starts at 7:15 and ends at 12:15. The children arrived between 6:30 and 8:00. My internship was in group 3 (grade 1). They had the same books as in Holland. That was easy for me. But, some children spoke not good Dutch. They didn't understand my instructions. And, they don't have structure and rules. They hadn't Digiboards and they had less materials. They shared the books with other classes. Each kid had to bring his own pencil but some kids didn't have pencils at home. So, they couldn't do anything. I learned a lot at my internship. Especially management.

Social, Cultural And Academisch

The culture at Curacao is different than Holland. They are strong believers. The songs at school were always about God. They are also very lazy. They work slow, walk slow just do everything slow. Pokopoko. If it doesn't succeed today, they will try it tomorrow.. or a day after tomorrow..

The island is very dirty. Only the beaches are beautiful.

The traffic is very dangerous. They drink and use drugs all the time, also when they drive their cars.

The people from Curacao get less money for their jobs. so there is a lot of criminal. because the supermarket is the same price as in Holland.

Our homes were expensive. we paid 400 euro's every month. Our car was 500 euro's every month.

44. Sharon Brinkhuis, Bonaire, Internship

Contact The Practice School

Basisschool de Pelikaan
Kaya Amsterdam 3
Bonaire
Tel: 717-4301
Directeur : de heer André Sijtsma
E-mail: info@pelikaanschool.com

Overview Of Hours

Our internship takes 3 months.
We went five times a week to the school.
We gave lessons in our class, We had our own group

Comparing Of School Practice: Bonaire - Host Country

There wasn't a big difference in the different schools. But the reason for that is that we use the same methods as we used in Holland. Of course there is a difference in culture. The children had a big temperament. Children with an IQ lower than 75, can go to special schools. In Holland the children get tested and if they need, they can go to a special school. In Bonaire, all of the children with problems, stay in your class. That takes a lot of the teacher. There was much difference in level between the children. That takes also a lot of the teacher. The children have a different vocabulary. But it was amazing, we learned a lot!!

Teaching Materials

Teaching Materials

Lesson Plans

Contact the practice school (address, website ...)

UP4S kids gear
P.O Box 1078 Masaka

Overview of hours

Monday till Friday from 08.30-13.00 (for us)

Comparing of school practice: The Netherlands - host country

In Uganda teachers teach a certain subject, for example mathematics and physics. They teach different classes in their own subject, so every class has a different teacher for different subjects.

There are not enough books for the pupils, all the exercises are written on the chalkboard and the pupils have to write them down in their books. The lessons are very frontal and the children have to repeat a lot of times what the teachers say. Children don't learn to think by themselves. There is just one way, one rule and you have to know that one way, that one rule, to solve something. They don't have to understand why it's like this they just need to know the rule, there is no other way.

In Uganda it seems a little bit like; the more the better. The days on school are very long. They start at 07:00 in the morning and sometimes they go on to 19:00 in the evening. On Saturday they stop at 12:00 in the afternoon. So don't be surprised if you see somebody fall asleep in class, even teachers ;) A teacher has a lot of status. Children kneel for them if they ask them something.

There is no child following system like here in Holland. If a kid gets low grades it's because he didn't study hard enough or just because he's not smart enough. There is no attention for kids who stay behind. During our internship we worked as remedial teachers. We helped six children from p.2 till p.7 with their English and mathematics. The teachers from these classes picked out six children who needed help with one of the subjects. But like I said before, there is no following system and it was quite difficult to find out what the kids exactly needed. Because of that and some other things we decided to do it our own way and taught the kids we thought what was important. We tried to keep up with the chapters and took the most important goals to create our lessons.

The way of teaching is very different from ours. Even though they try to put some Dutch elements in their way of teaching. A few times I've seen teachers using some cooperative elements in their lessons and I've also seen a teacher using inside circle outside circle. I talked to the school inspector and she told me that they really wanted teachers from Holland to educate the teachers from Uganda, because they want to change the way of teaching. They have followed courses for cooperative learning but if nobody is there to keep them up to date, they fall back in their old pattern.

Teaching materials:

There are only books for the teachers, in the expertise centre there are some more books. All the kids have their own exercise book. There are pens and pencils, some kids have rulers and gums.

Lesson plans:

The teachers use a syllabus to prepare their lessons. In the syllabus is written which goals belong to the exercises in the exercise book. They prepare their lessons very well and let them check by the headmaster. There are no such things as methods where is told how to teach.

Photos / links to videos

46. Sylvia Schutte, Malta, Internship

Contacts The Practice School

With a friend I did go to Malta. My friend did find a organisation: ESE school, European School of English. This organisation did arrange an English course for us and a work placement. We didn't had any contacts with primary schools in Malta. They found us a school and did go with us to the school.

We had contact with: Simon Aguis. On the site of the school you can find more information.

<http://ese-edu.com/>

Overview Of Hours

The first week we had an English course. On Monday morning we had a test to find out what our level is. We had both B2 level. We had lessons with other students from other countrys. We had a different class! With different people. Our lessons did start at half past 9 and the end was at 12.

After the first week our work placement started. In the first week we had a quick look in the classroom, we did go to the school with Simon. The school did arrange for us a pick up with one off the busses near our house. The bus picked us up every morning at 7 o'clock. Then we did go to different houses of children from the school. The school started at 8 o'clock and did end at 13.30. Then the bus picked us up at the school and brought us home. We did go to our work placement on Monday till Thursday.

Once in the two weeks at Friday we had English course again. This time with all Dutch students. Sometimes we had a morning lesson and sometimes in the evening. The other Friday we had a meeting with Simon to check if everything was oké.

47. Tessa Berghuis, Suriname, Internship

I went to Surinam for my internship. It was amazing, but I will tell you more about this later. First of all, some general information.

The name of the school is St. Petruschool. And the address is Arctonstraat 76. The school hours are from 7.45 am till 12.30 pm. In Surinam they talk about learning years instead of groups. I did my internship in class 1, that is in Holland group 3, I had 30 children in the class.

The school had not many materials, the children have to bring their own stuff.

It is quite an experience and well worth the effort.

48. Timon Koster, Zweden, Intern. Minor

International Students please fill out those fields per person:

- How to Contact the University

It is easy to make contact with the university if you want to go to Linköping. They have an international office. Their e-mail address is: international@ffk.liu.se

- How to Contact the Erasmus office (with coordinator)

At this moment they have a couple of employees in the international office. The best thing is to visit the website: www.liu.se
- education - exchange students - educational sciences - contact
You can find there a name and phone number.

- Description of the University (overview, history ...)

The university is kind of young in comparison with other universities in Sweden. They have a lot of technical studies but also other studies. The campus is really nice and they have lots of sport facilities. The residential for students is close to the campus so you can go easily by bike. The city centre is also close.

- Comparing studies at your institution and at the guest institution.

The studies at Linköping university are very interesting and easy going. Everything is in English but the expectations are not really high.

- Description of Courses (name of the course, goals, content, teaching / partner, assessment)

The courses are not that difficult. Level 1 is mostly easy, level 2 a bit more difficult and so on. I really recommend the higher levels and Nordic culture. Nordic culture is the best course I ever had. During the course they offer you nice trips and they do a lot of outdoor education. The language course is really cool but you need some luck with the teacher. My teacher was not the best. Introduction to special needs is really interesting because you see a lot about the Swedish school system. Beside that I really recommend a workplacement, I missed that a lot!

- Detailed description of the registration process (online registration, application form, learning Agreement)

You have to fill in the forms and agreements. The best thing to do is take a look at the Portal and follow the steps. Beside that, take a look at the website of Linköping university and follow the steps for the course registration and sign in at the University. During the first weeks in Sweden they explain you everything what you have to do.

- Description of the accommodation

The accommodation is really good. The best way is to sign in for a room at the university. Mostly you get a room with your own bathroom and hall. You share the kitchen and living room with 7 other Swedes/internationals. The price is around 335€ each month.

- Cost of Living

Costs for room: €335,- p/m

Costs for necessary food: €200-250,- p/m

Extra costs: trips/hobbies/pubs and clubs (student trips are really cool, for example 8 days to Russia and Finland for €300,-)

- Photos / links to videos

Google Linköping and Linköping university

49. Veerle Dijksma, Bonaire, Internship

Contact The Practice School

Basisschool de Pelikaan
Kaya Amsterdam 3 Bonaire
Tel: 717-4301
Directeur : de heer André Sijtsma
E-mail: info@pelikaanschool.com

Overview Of Hours

Maandag - donderdag 07.30 - 12.45 lessen geven
Vrijdag studiedag op stage

Comparing Of School Practice: Holland - Bonaire

Verschillen op stage:

- Kinderen hebben veel temperament
- Kinderen zijn meertalig opgevoed en hebben daardoor een beperkte Nederlandse woordenschat
- Bonaire heeft een tropenrooster

Verschillen op het eiland:

- Bonaire is ongeveer 40% duurder dan Nederland
- De wegen op Bonaire zijn slecht. Geen strepen op de weg en stoplichten kennen ze niet
- Wegen van rechts hebben geen voorrang
- Het eiland is gemoedelijk en de mensen zijn vriendelijk

50. Yvanka Buitenhuis, Nepal, Internship

Address School:

Bal Prabhat Boarding School
Newroad, Pokhara
Nepal

Hours:

10 p.m. - 4 a.m. teaching = 7 periods, including 2 periods break

Comparing Of School Practice:

There's a different schoolsystem in Nepal. On the Bal Prabhat Boarding School (BPBS) there are several classes: Nursery - Lower Kindergarten - Upper Kindergarten - Class 1-10 (which includes primary school and secondary school). You can teach various subjects: English, Maths, Science, Arts, Social Studies, General Knowledge, Nepali (last three are about Nepal). Every day school starts in the Assembly. There's a speech, they do some morning gymnastics, sing the national anthem and pray. After assembly the lessons start. Every teacher teaches one or two subjects. You get a your own time table for class routine. The children stay in the classroom, for every subject another teacher comes to teach. Every time you enter the classroom the children stand up to greet you. The rules are very strict. The level of English speaking is high. Grammar is very important, so they pay a lot of attention to spelling. The way of teaching is very monotonous, but most teachers you coöperate with are open-minded. They want to learn from your way of teaching.

Teaching Materials:

The children have books for every subject. There's a whiteboard in every classroom and a 'book buddy,' a project from Maya Foundation. A few books for kids to read are inside the book buddy. Teacher don't use this, but you can use this when students have finished their work. Previous students of KPZ left some materials such as traffic light and clocks which you can use for classroom management. There's a storage room with some materials for science. If you want to make posters etc. you have to buy materials yourself.

Lesson Plans:

The teachers don't ask for lesson plans. Discussing and showing your ideas is enough. The principal will ask you to do some teacher trainings. You have to organize this yourself. Teachers are very motivated to learn from you. If you don't feel comfortable doing this, no problem, you don't have to do this. It's a good opportunity to share your vision though.

STUDYING IN GRAZ - FALL TERM 2013/14

- 51.** ANA RUIZ, HAJNI VIRAG, GEMMA RUÉ, VIRAG DAN: ERASMUS WELCOME DAYS
- 52.** GEMMA RUÉ, SPAIN: WHAT DO YOU WANT TO ACHIEVE IN THIS ERASMUS?
- 53.** VIRAG DAN, HUNGARY: WARUM ERASMUS? WARUM GRAZ? DAS LEBEN IN GRAZ.
- 54.** ANA RUIZ, GEMMA RUÉ, SPAIN: INTERNATIONAL VOICES
- 55.** GEMMA RUÉ, SPAIN: EXPERIENCES WITH THE PRACTISES
- 56.** HAJNALKA VIRAG, HUNGARY: LIVING ABROAD
- 57.** ANA RUIZ, SPAIN: THE MOST INTERESTING PLACES TO VISIT IN GRAZ
- 58.** VIRAG DAN, HUNGARY: ZOTTER SCHOKOLADEN MANUFAKTUR
- 59.** ANA RUIZ, HAJNI VIRAG, GEMMA RUÉ, VIRAG DAN: SALZBURG

51. Ana Ruiz, Hajni Virag, Gemma Rué, Virag Dan: Erasmus Welcome Days

Authors: Ana Ruiz, Hajni Virag, Gemma Rué, Virag Dan

What are the “Welcome days”?

Every year, lots of students all over the world do Erasmus studies, which means that they are studying abroad for a time. Studying in a new country, living abroad and learning a foreign language are some of the challenges they have.

The “Welcome days” are a 3-days trip organised by the UNI to help the incomings to integrate more easily into their new environment. In it are taking part not only the incomings but also teachers and their families, friends and “buddies”. In that sense, it is also a big opportunity to get to know each other in a friendly and cozy way.

Our trip: day by day

Our welcome days consisted in a 3-day trip to Dachstein, the highest montain in upper Austria.



Day 1: The arrival

We arrived at the hotel at 18.00 and had dinner together. After that, the incomings played some games with the buddies and then we met all together to talk about the welcome days and our plans for the weekend. Here are some photos of the first evening.

Day 2: Hoher Dachstein



View from Dachstein. (CC by sa-2.0) Anna Jimenez

On Saturday, we went to Hoher Dachstein by taxi. Hopefully, the weather was really good and we could reach the top of the mountain and enjoyed its beautiful sights. We also visited the ice museum –it was for most of us the first time to visit one like this-.

At night, we had a meeting with the teachers and buddies about our first sensations and feelings about our experience in Austria. We also talked about our future lessons and plans in university. It was very helpful for us to resolve our first doubts and to answer our questions.

In two groups, we did this murals answering the next questions related to our erasmus studies:

1. Why Erasmus?
2. Why Graz?
3. Expectations
4. Your first impressions

Both groups conclude that our main aims and goals for this erasmus are, first of all, to learn from the experience, not only to achieve new knowledges but also to learn about the people and the life in Graz. Secondly, we wanted to enjoy our stay here and meet new friends from all over the world. We also were interested in knowing new places and travelling around Austria and its neighbour countries. In other words, the Erasmus studies are for us an opportunity to learn by ourselves and from the others, to share and discover new sites and cultures with people around the world and to gain new personal skills and experiences from our studies abroad.

Why Graz? Most of us choose this city because of the possibility to study and learn two languages: English and German. Graz is also a perfect combination of green -the nature- and entertainment -thousands of students come to Graz every year-.

Day 3: The last day.

On Sunday morning, we had breakfast at the hotel and after that we had our last meeting of the trip. We did a collaborative evaluation of the trip and talked about our impressions about it, possible suggestions for future trips, etc. In my opinion, it was very nice to put in common our feelings and sensations of the trip and I think that everybody felt comfortable talking and assessing our trip.

To sum up...

I really enjoyed these days spent together and I think it brings the incomings the opportunity and the possibility to meet new friends and know a little bit more of their new country. All my memories from this experience are positive and I totally recommend to continue with that "tradition" because it's very helpful for us. Both teachers and buddies have done a big effort for us and we also want to thank them their compromise. To sum up, I want to share some reviews from the other incomings about the trip.

52. Gemma Rué, Spain: What Do You Want To Achieve In This Erasmus?

Author: Gemma Rué



First of all, to introduce the topic I want to specify what is an Erasmus plan and what that means. Erasmus is a management plan by the various public authorities that supports and facilitates academic mobility of students and academics within the Member States of the European Union. Virag, Hajni, Anna, Ana and me, are students who have chosen this alternative type of studies.

Now, that I presented a little bit what does this project represent, the Erasmus students want to share with all the readers our expectations and our objectives from this new experience. This is an opportunity that not everyone has and we all agree that could be the best chance of our life.

The main question we did to write this chapter is “What do you want to achieve in this Erasmus?” It is known that everyone has its personal aims and has its own expectations but we all wanted to come to Graz, and that is for one or more reasons.

First of all, we want to emphasize that all of us wanted to learn and improve in foreign languages either German or English. In our group of Erasmus students, which consists of five girls, two of them Hungarian and two from Spain. The different nationalities make us to have a big chance to exchange both languages. For example, Virag speaks an awesome German but Anna and me don't. That situation makes us to improve faster our German and Virag's English too. We agree that we, now, know more than before but our expectation is to come back home with a big improvement.

Another of our common aims is to meet new people and exchange traditions and culture. We also have to say that we are learning a lot of our Erasmus colleges. The Hungarian and Spanish combination is working perfectly. We made a nice group and we can count on each other when we want.

We are in the Pädagogische Hochschule Steiermark, and for us it is a pride to be here and have the chance to learn with other type of education. One of our objectives is to learn and take advantage of the great teachers in this College and learn of them.

The Spanish girls and me want to be teachers, therefore it is an incredible opportunity to learn different kind of teaching and see how they interact with children. Hajni is studying tourism, although she is not studying now what she studies at home, she first wanted to improve English and already she decided to join a German course. Virag is going to be a Kindergarten teacher so she is also interested in education and she is really making a big effort to improve her English and she is getting the goal.

Last but not least, we all want to have fun and enjoy the city of Graz as a typical Austrian guy. We want to benefit of our experience here and try to make juice of the Intercultural situation where we are joining.

53. Virag Dan, Hungary: Warum Erasmus? Warum Graz? Das Leben In Graz.

Author: Virag Dan

Ich schreibe jetzt über, ob warum wähle ich Erasmus, und warum komme ich in Graz. Und ganz wichtig: Wie ist das Leben in Graz?!

Warum Erasmus ?

Von Erasmus hat man ja vieles gehört. Unter anderem wir auch. Es sind welche auch unter unseren Bekannten, die mit Erasmus schon an verschiedene Orten waren. Wir konnten ihren Erlebnisberichten zuhören ihre Fotos anschauen, die dort gemacht wurden. Das hat uns dabei geholfen die Entscheidung zu treffen, uns hierher zu bewerben. Es war doch eine schwere Entscheidung, die Familie, die Freunde zu Hause zu lassen. Das hier ist aber ein Erlebnis für ein Leben lang, und dabei wollten wir nicht vorbeigehen. Wir wollen neue Freunde erwerben und kennenlernen, Sprachen lernen, Ausflüge machen, und die Welt sehen und erleben.

Warum Graz ?

Vor allem wegen der deutschen Sprache. Hier haben wir die Gelegenheit auch englisch zu üben.

Wir wollten die Stadt, die Kultur, die Leute und die Umgebung von Graz näher kennenlernen.

Hier besteht für uns die Möglichkeit Ausflüge zu machen. Hier ist ZB. der Schlossberg. Hier bekommen wir eine schöne Aussicht (ein schönes Panorama) auf die Stadt. Im Winter können wir sogar Ski fahren. In Österreich gibt es jede Menge Skipisten. Wer Lust hat oder eben diese Sportart erlernen möchte, kann eine von denen aufsuchen. Wir dürfen die Weihnachtsmesse und die Vorweihnachtstimmung auch nicht vergessen. Die Stadt ist um die Zeit wunderschön.



Aussicht

Das Leben in Graz:

Graz ist eine angenehme Stadt. Als wir hier ankamen, haben wir noch nicht gewusst, was für Schönheiten sie verbirgt, aber wir hatten doch Hoffnungen. Das Leben hier ist super umgeben von netten Leuten, die uns jede Zeit behilflich sind, wenn wir es brauchen. Es befinden sich hier zahlreiche Sprachschulen, die unser Sprachstudium noch fördern können. Wir können hier auch gut einkaufen, es gibt in Graz viele Lebensmittelgeschäfte und Kaufhäuser, wo wir Kleider kaufen können. Zur Unterhaltung erwarten uns die immer besseren Lokale auf der Elisabethstrasse. Die Erasmus-Studenten verfügen über eine ESN-card, die uns viele Ermässigungen und Programme bietet. Studenten vieler Nationen lernen in Graz. (ungarisch, spanisch italienisch, kroatisch....) Graz ist eine grosse Universitätstadt. Wir können uns mit ihnen treffen und Programme organisieren. Das ESN bietet auch solche Programme. (karaoke -Abend, Kennenlernen-Party, Ausflüge). Die Postmoderne und die Tradition strebt sich, statt der Kontraste, eher nach der Harmonie.



Das war eine gute Entscheidung, dass ich in Graz mit Erasmus komme. Ich kann nur jedem empfehlen, dass sie mit Erasmus lernen und hier in Graz lernen. Hier alle Menschen sind sehr herzlich und hilfreich.

54. Ana Ruiz, Gemma Rué, Spain: International Voices

Author: Ana Ruiz, Gemma Rué

International Voices

The 29th of October, the Erasmus students of the Pädagogische Hochschule Steiermark, together with their buddies, their Erasmus teachers and other ones involved in diversity programmes, met at the College to talk and share interesting experiences they had.

The meeting was divided in three parts, the first one consisting on presentations made by different teachers who wanted to explain their own knowledge and experiences.

Once every teacher had done its presentation, the Erasmus students (Hungarian and Spanish girls) could do a short dynamic introduction of their own countries. In fact, they prepared a Quiz for the participants to test them about what they knew about the two countries.

The final of the meeting was a delicious tasting of typical dishes from Hungary, Austria and Spain. Everyone was able to taste the sweets from Hungary, the Styrian apples and the Spanish omelette. At the same time, there was the opportunity to exchange traditions and culture.

To conclude, everyone enjoyed the moment because it was an awesome chance to discuss and talk about differences and points in common about some European countries.

55. Gemma Rué, Spain: Experiences With The Practises

Author: Gemma Rué

What is different in school practise (Spain and Austria)?

I have never done Praxis in English with little Children and the opportunity to do it here is awesome. I personally want to be an English teacher and there is no best way to do it than practising. When I arrived to Pädagogische Hochschule Steiermark and they told me I would have the opportunity to do English practice I was exited and agog.

In my university we also do practise but there is no comparison doing English practice in Graz than doing it in Barcelona. Last year, in Barcelona, I did practice in the second year (6-7 years) of a Primary school, almost every class was taught in Catalan and Spanish and they had two hours of English per week. When I was in the class I was just observing what did they do and how does the teacher explains the lesson. I hadn't the opportunity to practise as a teacher, just observing.

One of the biggest difference of doing practise in Graz is that my tutor allows me to teach by myself. I can prepare what I want to teach, either the topic or the material, and that gives you freedom and that is really good point. It is also a good way to learn how to plan the lesson and how to search for good material for what do you want to teach. Our tutor, Katharina, helps us and gives us advises of what is suitable or what is not at their level. Having a great teacher who can support your work and help you is also amazing. And another you must teach in English, and there is no other option because is the only way of communication with the children.



When I arrived the first day at class, I was a little bit afraid due to the kind of children we would teach and the type of communication we would have. But there is no fear anymore; I was absolutely proud and satisfied with our job. I realised that between the students and me there are an interactive learning, they learn with me and, of course, I learn with them.

Why is it a great experience?

Each day is a new experience and a new chance to do my best and learn with it. I feel it is an enriching experience and I am very grateful with the College that gave me that great opportunity. We are doing as we were real teachers, something that we haven't done before. Now, we are totally sure that this is our future job.

56. Hajnalka Virag, Hungary: Living Abroad

Author: Hajnalka Virag

Living abroad

I am writing about my challenges, an experiences, why important to me living in abroad, and i would like to help you to can make a good decision, and spend in abroad some month you can read negative and positive things too. So let't read. Have fun for reading!

What does it really mean to learn abroad?

At first it means a lot of fun, parties, making new friends, meeting new people, new nationalities, new cultures, new cusines. Also you can collect a lot of new knowledges from all over the world



Halloween party

Even if you are staying just in one new country you can meet lots of students from all over the world and if your mind is opened to learn from foreign people, you will be richer with new knowledges and experiences when you will return home.

Furthermore you can improve your language skills and you have the opportunity to use them. In my opinion, in this century that is the most important thing: to use 1 or 2 or more foreign languages. Many companies all over the world look for candidates that had a chance to study abroad because of the skills and trails they have developed- so it will affect your future.

What else does it mean to study abroad?

It means lots of programs too, sightseeings, visiting places that interested you, hikkings, triping and eatings—you need to taste your new country cusine!

Beside the positive things, it means self-sufficiency, responsibility for yourself, lots of studying, independence, problems that just you can solve alone. This negative things will become positive things. Maybe you feel bad yourself, in a difficult situation when you are abroad, but when you return home it will be useful, because you already have an experience.

Here is one simply example: You will have already known how to find accomodation abroad, or how to organise your programs to have enough time to learn, to meet your friends or to go on a trip or to do something else. Or how to deal with your money.

What does it mean for me?

It means the all for me that I wrote above.

I could compare the hungarian people with other nationalities. Why am I writing this? Because I am leaving in biggest dorm in Graz and there are lots of nationalities from all over the world.

For example my roommate is Egyptian. I had never spoken with Arabic people before I arrived here, but now I am living with her in a same room.

I have lots of opportunities to ask her about Arabic culture, people habits, cities and sights. In the dorm I can meet French, Italian, German, Russian, Spanish, Indian, American... and so on.

I really like this situation.- and I think it will be very important for me if I work in tourism.



In Graz with a lot of nationality



If you have the opporunity to spend a couple of months abroad just come on do that. I am sure you won't regret it.

In the last part I would like to thank to my buddies and my teachers from Pedagogische Hochschule Steiermark, who support me in whole semester, they make my Erasmus life more exciting, with lot of programs. And i also thank my techer from Nyugat-Magyarorszag Egetem who give me a chance to apply in this program. It was my best few mounth of my whole life.

57. Ana Ruiz, Spain: The Most Interesting Places To Visit In Graz

Author: Ana Ruiz

As a cultural city full of remainings of different epochs, Graz has many places that are worth being visited. The city has a mixture of beautiful ancient buildings and modern constructions that, together with the typical Austrian nature landscape, give to the city its own amazing presence.



Views of Graz (CC by sa-2.0) Ana Ruiz

Once you are in Graz, you should go to visit the centre of the city. There is located the Hauptplatz, the main square of the city, which has a big fountain in its centre; this place is one of the most common meeting points. As a centre point, around the square there are many shops and a few cafés, but the most important thing located in it is the Rathaus, the city council, which occupies almost one of the Hauptplatz sides.



The Rathaus of Graz (CC by sa-2.0) Ana Ruiz

One of the most interesting things involving the landscape of Graz is that the city is divided in two by a river, the Mur; and to cross from one side to the other, it has many bridges adapted to pedestrians, cars, trams and bikes. Crossing one of these bridges (in which there are lots of different padlocks with love inscriptions from people that has once been in Graz), just next to the river you can find one of the most contemporary buildings, the Kunsthaus; that is the modern art museum, and its main characteristic is its shape, which reminds as an alien. And not so far from it, you can see a platform in the middle of the river, the Murinsel, which contains an amphitheatre and a restaurant in it.

As a cultural city where the art forms are very important, there are many other museums, such as the Neue Galerie, another

art museum, the Museum im Palais, in which you can learn the history of the city and its land, or the Stadtmuseum. Graz counts with an Opera, the Opernhaus, which is the second biggest one of Austria, and also with the Schauspielhaus, where many theatre plays take place.

There are many interesting places to be visited in Graz and there is a way to see all of them together: from the highest point of the city centre, the Schlossberg; it is a 475 metres hill with a park and cafés around it. You can arrive to the top walking or by the Schlossbergbahn, a funicular. There, on the top there is also a beautiful building, the Uhrturm, a big clock tower that can be seen from many points of the city, and a castle. Both of them are illuminated at night, and therefore the views of them from the bottom are amazing at that time.



Views of the Schlossberg and the Uhrturm (CC by sa-2.0) Ana Ruiz

Apart from its cultural sightseeing, Graz hosts every year to lots of Erasmus students who also want to meet new people. Being aware of it, the city counts with many discos -many of them located in a long street named Elisabethstrasse-, where the foreign students have the opportunity to meet with Austrian people. Some of the most known ones are the Three Monkeys or Kultus, but you can also find discos outside that street, as Postgarage, where many Erasmus students go to have a good time.

If you prefer to meet new people in a quieter atmosphere, there are also some pubs and cafés open to people from around the world to exchange experiences with new people; one of them, well-known by many young people, is Flann O'Brien, an Irish Pub with good food and lots of different drinks to offer, with music and screens to watch the sports, where you will not only meet new people, but also find, for sure, other people that you already know, so there is no doubt that if you go there you will have a good time.

So, it doesn't matter if you prefer the ancient history or the modern one, the nature or the facilities of the city; you can find all what you want in Graz.

58. Virag Dan, Hungary: Zotter Schokoladen Manufaktur

Autorin: Virag Dan

Ich berichte über den Besuch in der Schokoladefabrik von Zotter. Darüber von wie vielen Köstlichkeiten wir mehrere Kostproben gemacht und wie wenig wir davon gesehen haben und wie Schokolade hergestellt wird.



Am Vormittag um 11:08 machten wir uns mit dem Zug auf den Weg nach Feldbach, von dort mit zwei Taxis fuhren wir nach Riegersberg, wo sich die Fabrik befindet. Hier bekommt man „hand made“, Schokolade etwa in 300 Variationen. Die Fabrik erstreckt sich auf einem riesigen Gebiet. Wir gingen zuerst in die Vorhalle, wo wir uns ausgezogen und unsere Taschen abgelegt haben. Die Schränke hier waren anders als sonstwo. Es waren keine Zahlen zu sehen, wie üblich, sondern jeweils eine Schokolade, auf dem Schlüssel dieselbe Schokolade, wie auf dem Schrank.

Wir waren hineinspaziert, wo wir die Karten kaufen konnten, erhielten hier auch einige Prospekte und zugleich konnten wir hier



gleich eine kleine Kostprobe genießen.

Unsere erste Station führte uns in ein Kino. Da haben wir allerlei Informationen über die Firma, die Kakaobohnen, woher diese stammen und was sie für eine reiche Auswahl aufweisen, erfahren. Uns wurde bekanntgegeben, wenn wir eine bestimmte Sorte Schoko kaufen, können wir Kindern helfen. Ein Schoko ein Kind. Beim Fortgang gab man uns einen Porzellanlöffel, dies half uns später bei den Kostproben und bekamen einen Hörer auch, mit dessen Hilfe wir immer wussten, wo wir sind was sehen. Nachher konnten wir rohe Bohnen probieren, das hat uns aber gar nicht geschmeckt. Im Weiteren konnten wir Schokolade aus einem Sprigbrunnen probieren. Jeder von uns hat das sehr erwartet, aber das war doch eine Enttäuschung. Es war bitter ohne Zucker. Nachher bekamen wir verschieden Schokopulver, man konnte soviel schmecken, soviel man nur konnte. Wir probierten 80 prozentige bis zu den weissen Sorten. Später Schokolutscher und Tafelschokoladen machten uns immer lustiger, dann kamen Sorten von heißen Schokoladen an die Reihe und konnten sogar heiße Schoko trinken. Jeder konnte wählen, was man konsumieren möchte. Dann gingen wir weiter. In diesem Gebäude

konnten wir Bonbons naschen. An unserer vorletzten Station durften wir Tafelschokoladen konsumieren. Wir konnten allerlei gefüllte Kostbarkeiten probieren. Gefüllt mit Rum – Apfel, Zimt-Apfel, Ketchup. Diese waren sehr aussergewöhnlich zugleich auch faszinierend. Da waren wir schon total voll, es fiel uns immer mehr schwieriger immer wieder neue zu kosten. Als wir elztendlich zur Verkaufstelle ankamen, wollte keiner mehr kaufen, da wir schon so viel konsumiert haben. Selbst der Anblick einer Schoko verursachte Bauchschmerzen. Nachher machten wir noch einen kleinen Rundgang auf dem riesigen Hof, wo viele Tiere auch zu sehen waren. Lama (Guanako) Schweine, Esel, Hühner, Gänse usw.

Das war ein erlebnisvoller Tag, den wir kaum vergessen werden.

59. Ana Ruiz, Hajni Virag, Gemma Rué, Virag Dan: Salzburg

Authors: Ana Ruiz, Hajni Virag, Gemma Rué, Virag Dan

I am writing about our trip to Salzburg. I think that the incomings who are learning in Phst are very lucky, because this university has organised some programmes for us during all this new semester in Graz. Firstly, we travelled to Niederöblarn and then to Dachstein, and we had the opportunity to take part in other programmes too: we went to play bowling together and to climb to the gym with Heiko; we also met one afternoon with our buddies in a pub. So we are a very good team and we have already known each other. Because of all these things, our last trip has been the best ever with this people.

On the 13th of December we met on a railway station and took on a train to go to Salzburg.

When we were on our way to Salzburg, we had amazing views along. There were some places where we could see snow too, and the beautiful mountains with lovely typical Austrian houses. It was amazing for me and I think that for the Spanish girls too.

When we arrived to our accommodation after 6 hours travelling by train, we weren't tired; we had lot of energy to visit at least a little part of the lovely city and we were so excited about visiting it, so we left our luggage in the hostel and went out to the city.

At that time it was already dark, so we just took a walk and then looked for a place where we could eat something for dinner, but it wasn't easy because we were there before Christmas and the city was full of people: everyone had arrived because of the „Christkindlmarkt“.

Finally we ate pizza because there was nowhere to eat „Wiener schnitzel“ or a kind of „wurst“ or any dish with „kürbiskernöl“. But this fact does not bother to a student, it is normal, you know what is that you would have to taste, but sometimes you haven't got time, money, mood, or opportunity. But we didn't mind to eat pizza, because everyone loves pizza. And at least we drank beer, according to the Austrian habit.

So I continue with my story. The tourists particularly like this place on December, before Christmas. I totally agree with them because it was amazing, with so many Christmas decorations and lights.

Our second day:

We spent all our day sightseeing. Salzburg is not a too big city, so we were walking all day. Fortunately, we had a very nice weather. We started our walking near the river of Salzburg, named Sazach. There are several bridges over the river. The view is really amazing: the old buildings, the hill with the castle and the churches; this view was like in a fairytale and we needed to take lots of photos there.





We also visited the Christmas market next to the Dom and we could see Wolfgang Amadeus Mozart's House, because Mozart was born and lived in this city. Therefore you can see everywhere Mozart, -in little souvenir shops, in the street where "he" played piano or if you go to a cafe. There is an example: we went into a cupcake shop to have a break, and we drank coffee and ate cupcakes. There I ate a lovely cake with "Mozart kugel" flavour.





So I have written about views and Mozart, but now I am writing about us and what we did. After the café we visited some shops because we were looking for Christmas presents and, of course, a dress for New Year's eve. It was a perfect programme for 7 girls. Finally, our gorgeous day finished with a common dinner.

We chose a Japanese restaurant where you can choose whatever you want and eat what you can. There was a kind of table that turns around in the middle. It was funny, we discussed our day and ate a lot of food. Everyone was exhausted. So we decided that "we should go back in our hostel."

So we went back, but our day was not over yet, because we visited the bar of the hostel where we played cards, drank beer and laughed a lot. I enjoyed this day too, with my new friends.

There was a lot of programme in just two days, but I love it. This is Erasmus: talking to each others, get to know places and people, and tasting new flavours.

So this trip is a really unforgettable experience in my list. So thank you Phst and the other one.



STUDYING IN GRAZ - SPRING TERM 2014

- 60.** TESSA FROONINCKX, BELGIUM: ERASMUS NEVER LEAVE ME!
- 61.** NIENKE HOGENKAMP, NETHERLANDS: GRAZ, OHYEAH!
- 62.** TUBA KAVUNCU, TURKEY: ERASMUS IN GRAZ
- 63.** ANNELIEN BOSMANS, BELGIUM: A LITTLE BIT IN LOVE...
- 64.** LILLA VASARHELYI, HUNGARY: ABENTEUER IN GRAZ
- 65.** MEINE ERLEBNISSE IN GRAZ
- 66.** TEREZA KALINOVA, CZECH REPUBLIC: UNFORGETTABLE EXPERIENCE
- 67.** KAROLINA VIRAG, HUNGARY: MEMORIES IN GRAZ
- 68.** MARTINA SYROVA, CZECK REPUBLIC: BE BRAVE AND TRAVEL
- 69.** ESZTER PORPÁČZY, CZECK REPUBLIC: MEIN ERASMUS 2014
- 70.** KITTI PAPP, HUNGARY: ERLEBNISSE IN GRAZ
- 71.** FLORA BODROGI, HUNGARY: MEIN GROSSES ERLEBNIS
- 72.** MADELEINE FRÖSCH, SWITZERLAND: LIFE IN GRAZ
- 73.** BÜSRA YILMAZ. TURKEY: STUDYING ABROAD

60. Tessa Frooninckx, Belgium: Erasmus Never Leave Me!

Author: Tessa Frooninckx



Erasmus (Image Tessa Frooninckx)

I can't believe I did this. Two months ago I still was in Belgium, enjoying French fries, watching television with my family... And now here I am, in Graz, writing an article about the biggest adventure that I, until now, had. So, be prepared cause the next experiences will blow you away!

Twee jaar geleden zou ik nooit gezegd hebben dat ik op erasmus zou gaan, maar toen ze op school dit aanboden, kreeg ik opeens een ingeving. Dit moest ik doen! Het zou me helpen om verantwoordelijker te worden, nieuwe mensen te ontmoeten en misschien ook om nieuwe persoonlijkheden van mezelf te vinden. De aankomst hier was overweldigend: iedereen ontvingde me met open armen. Ook de school PHST wist me onmiddellijk een welkomend gevoel te geven: alle leerkrachten hier staan altijd voor je klaar en dat geeft een veilig gevoel, zeker als je in een onbekend land gaat wonen voor vier maanden.

Het eerste obstakel dat ik moest overwinnen, was de taal: Duits. Ondanks dat ik Duitse lessen heb gehad tijdens mijn drie laatste jaren van het secundair onderwijs bleek het toch niet gemakkelijk om de taal dagelijks te gebruiken. Zeker niet wanneer de Oostenrijkers in hun 'plat Duits' beginnen te praten. Vier maanden is daarom ook te kort om hun dialect over te nemen, maar dat betekent niet dat mijn Duits geen vooruitgang heeft geboekt. Integendeel, het is zelfs zover gekomen dat ik soms in het Duits begin te denken...

Daarnaast bleek ook de school erg interessant te zijn. Ongeacht dat ik in mijn thuisland (KHLim) ook voor leerkracht studeer, bleek de opleiding

hier een nieuwe ervaring te zijn. Zo moeten de leerlingen hier bijna nooit examens maken, maar krijgen ze voornamelijk doorheen het jaar veel taken opgelegd. Bovendien is het ook opmerkelijk dat de vakken veel actiever worden gegeven. Mindmaps, filmpjes, presentaties maken en dansen zijn enkele voorbeelden van activiteiten die

in de binnen een les kunnen vallen. Naast de gewone vakken heb ik ook nog Erasmusvakken. Dat betekent concreet dat alleen de erasmusstudenten deze vakken hebben. Vaak bereiden we dan activiteiten voor die we later moeten presenteren of voorstellen zoals een toneelstukje of een quiz. Deze lessen waren in het begin voornamelijk een pluspunt omdat ik dan meer in contact kwam met

Tenslotte wil ik nog iets vertellen over wat Erasmus voor mij heeft betekend. Enerzijds ben ik door Erasmus zelfze

kerder geworden. Waarschijnlijk komt het doordat ik nieuwe mensen heb leren kennen en dat ik zelf verantwoordelijk moest zijn om de zakelijke dingen in orde te brengen. Anderzijds heb ik een nieuwe liefde leren kennen: Oostenrijk. Het land heeft mijn hart helemaal veroverd. De ontzettend mooie bergen, de authentieke gebouwen, de -meestal- rustige omgeving... de erasmusstudenten en ze zo beter kon leren kennen.

Erasmus is just something you have to experience in your life and then it will never leave you!

61. Nienke Hogenkamp, Netherlands: Graz, Ohyeah!



The decision to go abroad was an easy one, the decision where to go even harder. After changing my mind a couple times it was clear, mhoa, kind of clear, I would go to Graz. I didn't know anything about Austria or Graz at all. In my mind it looked like one big ski resort where it's always cold (even in Summer).

Ofcourse I'm a great student and I did a lot of research, NOT... So well prepered I left my house at Februar 19th, with in my suitcase a lot of warm winter clothes. Eighteen hours later I arrived at the main trainstation of Graz, you will think 19 hours, that's a long time. Yes, it was a long time, but that was because of my little bit to relaxed breakfast (I had more than an hour to transfer and I still missed my train, good job!).

But go on, I arrived (little bit later than expected) in Graz. BAM! Culture shock, it was not cold in Graz and there was no snow at all. I actually found out that Graz is not a big ski resort with blond heidi's who bring you liters of beer all the time and the people here are no big fans of the schlager musik, actually it is a nice city with a crazy wild west river (Mur), a lot of Kebap stores (cheap food, around 2 euro^^) and nice people!

In my first week we meet up with the Erasmus girls, we did some sight-seeing and discovered our new living area for the next 5 months. After a week it was time to go to the PH (Pädagogische Hochschule^^), enrole for the courses that will fill up your timetable. This was not so easy for me, 30 ECT's, that's a lot of courses. Enrolling for the courses was more like one big puzzle for me and it took me at least 4 weeks to complete it in a perfect way.

But there is more, THE WELCOME WEEKEND. We said we should meet up with our buddies in front of the main trainstation at 15.15 or something. Good for me, because I live 1 minuut form the main train station. It was a big miracle, but I was on time, till I found out that I forgot my discount card. Mmm, I ran back home to get it, pfieuw, still on time. We were talking about that everybody had so much stuff with them, warm clothes, ski pants... ski pants... ski pants... Aha, I forgot my ski pants, so I ran back home again to get it. Clumsy me, but I made it on time and we didn't miss our train.

While I'm typing this it's already the 12th of May, almost 3 months are already over and only 2 months left. It's nice to see your self (and your self-confidence) grow while your here. The day I arrived I was a bit scared to speak in an other language (especially in German), I didn't know people here and everything was new. Now, almost 3 months later I've made so many friend, my German and my Englished are so much better and Graz is feeling as home!

ERASMUS, OHYEAH!
GRAZ, OHYEAH!

62. Tuba Kavuncu, Turkey: Erasmus In Graz

Author: Tuba Kavuncu



I think Graz is the best city for Erasmus. I like people who are very kind and happy also styrian dessert which are delicious. If I can go abroad with Erasmus I want to come to Graz again.

Erasmus programı farklı insanlar tanımak, farklı kültürler görmek ve hayata bakış açımızı değiştirmek için güzel bir fırsat. Yurt dışına çıkıp gezip görmekten çok paylaşımlar ve değişime yönelik ve tabii ki eğlenme. Bu benim liseden beri hayalimdi ve gerçekleştirebildiğim için çok mutluyum. Matematik bölümünde okuduğum ve İngilizceye dair hiçbir ders almadığım için çoğu insana göre bana bir yararı olmayacak çünkü İngilizceyi hayatımda kullanacağım alan yok. Bu gerçekten çok yanlış bir düşünce, yabancı dilinizi geliştirmenin yanı sıra güzel deneyimler kazanıyorsunuz. Aynı zamanda burada Almanca öğrenme fırsatını yakaladım. Diğer ülkelerin okul sistemleri hakkında çok fazla bilgi öğrendim, matematik derslerine girip müfredatı ve işlenişini görebildim. Türkiye'deki sistemle karşılaştırıp eksik ya da doğru yönlerimizi görebildim.

Erasmusla giden kime sorsanız hayatımın en unutulmaz 5 ayı diyorlar, benim için de en unutulmaz ve eğlenceli zamanı oldu. Bol bol gezmek, fotoğraf çekmek, farklı ülkeleri görmek için belki de bir daha yakalanamayacak bir fırsat.

Neden Graz diye sorarsanız ;burası hakkında güzel şeyler duydum. Dili Almanca olduğu için endişeliydim ama aynı zamanda çok iyi İngilizce konuşabildiklerini duydum gerçekten de bu doğru. Çikolatala ve tatlı konusunda da çok başarılılar. Burada olduğu için çok şanslı ve mutluyum.

63. Annelien Bosmans, Belgium: A Little Bit In Love...

Author: Annelien Bosmans

Just like the famous Dutch song *Een beetje verliefd* (ein bisschen verliebt), I fell in love with the Erasmuslife here in Graz! Meeting new people, getting to know a new culture, learning a wonderful language... These are only 3 things that makes you fall in love with Erasmus.

In Februari startte voor mij het grote avontuur. Gepakt en gezakt vertrok ik naar het *wonderschone* Graz. Al snel was ik gewend aan het vrije erasmusleven. Ja, je moet voor je eigen was en plas zorgen, maar die vrijheid die er aan vasthangt, maakt dat allemaal meer dan goed.

Al snel kwam ik in contact met verschillende andere erasmusstudenten van de PHST. Je wordt zo onmiddellijk ondergedompeld in het Duits, wat natuurlijk zeer bevorderend is voor de taal. Dat was dan ook één van mijn grootste redenen waarom ik voor Graz koos. Ik heb deze taal altijd graag gehoord, gesproken en geleerd in de middelbare school. Hier kom je er elke dag mee in aanraking. Helaas heb ik minder veel bijgeleerd dan verwacht. Ik spreek de taal wel steeds vloeiender, maar de grammaticakennis is niet echt gevorderd. Ach ja, misschien komt er in de volgende 2 maanden nog verandering in! :-)

Graz is een gekende studentenstad in Oostenrijk. Dat is onmiddellijk de tweede reden waarom ik koos voor deze stad. Je vindt hier zeer veel universiteiten en hogescholen. In Hasselt, waar ik studeer, heb je ook verschillende universiteiten. Toch zie ik Graz meer als een studentenstad! Je hebt hier ontelbaar veel studentenvoorzieningen en vooral studentenparty's :-)

Dat hoort natuurlijk ook bij het grote erasmusavontuur... ;-)

Wanneer ik voor de eerste keer in Graz rondwandelde, leek het wel of de tijd hier stilstond. Je hebt hier Schlossberg, grote historische gebouwen, ouderwetse stadspleintjes... Graz heeft zo zijn charmes en is een *gemütliche* stad! (Soms kom ik enkel maar op het Duitse woord... Even opzoeken... Oh ja. Graz is een *gezellige* stad!)



Erasmus (image Annelien Bosmans)

Zo, dit waren de 3 grootste redenen die mij lieten verliefd worden op het erasmusleven hier in Graz. Ik wil enkel nog even de PHST vermelden die ervoor zorgt dat dit avontuur in goede banen loopt. Ze helpen ons in alles met de grootste zorg!!!

64. Lilla Vasarhelyi, Hungary: Abenteuer In Graz

Author: Lilla Vasarhelyi



I would like to describe my experiences in Graz, during my stay. We have already spent a lot of fun time in this beautiful city.

Februárban kezdetet vette életünk egyik legnagyobb elmenye, az Erasmus felev Grazban. 16 fős csoportunkat nevezhetjük internacionálisnak, 2 lány Belgiumból, 2 Csehországból, 1 Svájcból, 2 Horvátországból, 1 Hollandiából és végül mi magyarok nyolcan Magyarországról. Még az iskola kezdete előtt már szerveztünk magunknak saját programokat, így az első napon már úgy ültünk a teremben hogy szinte ismertük egymást. Az első elmenyeim mind pozitívak, mindenki nagyon kedves volt és segítőkész, bárkihez fordulhattunk segítségért, türelmesen álltak rendelkezésünkre. És mondhatom, hogy ez azóta is így van. Grazban egy Wohngemeinschaft-ban lakom, a lakás az egyetemi negyedben helyezkedik el. Nagyon jó környezet, nyüzsgő a sok diáktól, és rendkívül biztonságos. 3 osztrák lakótársammal lakom itt. Négy kötelező tantárgyunk van, a többi amit választhattunk ki, hogy melyiket szeretnénk felvenni. A programok közé tartozott egy közös hétvége Eisenerzben, és egy kirándulás Szlovéniában, Mariborban is. Illetve megnéztük már Graz nevezetességeit, legelőször is a Schloberget. Jártunk azóta fürdőben, Operában, kirándultunk a Burgruine Götting-en és még sok egyéb helyen. Hamar összehozta az embereket

65. Meine Erlebnisse In Graz

Negy hónapot töltök itt Grazban. Számomra minden nap egy új élmény, hiszen rengeteg program és újdonság vár rám nap mint nap. Úgy gondolom, hogy az Erasmus program mindenki számára nagy lehetőség. Nemcsak új barátokra tehet szert az ember, hanem megismerkedhet új kultúrákkal, nevezetesen nyelvi képességeit fejlesztheti. Erasmus csoporttársaimmal rengeteget kirándulunk, közös programokat szervezünk. Graz centrumában egy gyönyörű kollegiumban a Neutorgasseben lakom.

66. Tereza Kalinova, Czech Republic: Unforgettable Experience

Author: Tereza Kalinova



Full of expectations I was looking forward to come to Graz for almost half a year. After two months spent here I find out every day, that the expectations have been not only fulfilled, but even overcome.

Jaka tedy byla moje očekávání? Odpověděla bych asi jako drtivá většina studentů chystající se na Erasmus. Tzn. především zlepšení jazykových dovedností, jak v němčině, tak angličtině, noví přátelé, nová kultura, cestování a v neposlední řadě naučit se samostatnosti. Po téměř dvou měsících zde musím říct, že se vše plní. Poznala jsem mnoho milých lidí, o kterých již dříve mohu říct, že jistě zůstaneme přáteli ještě dlouho po návratu do svých vlastí. Již nyní planujeme, jak se vzájemně navštívíme. Díky mě vyborné spolubydlici se poměrně daří i integrace mezi místními rakouskými studenty. Díky tomu i cítím, že se moje němčina zlepšuje a strach z mluvení je zcela pryč. Bohužel zjistuji, že je bohužel pro mě velmi komplikované, udržet si oba mě cizí jazyky na vysoké úrovni. Proto je mým plánem pro příští dva měsíce setkat se více s anglicky mluvícími studenty. Pro mě jako sportovního nadšence je Graz naprosto ideální. Lidé v Grazu jsou velcí sportovní nadšenci, proto je provoz na stezkách podél řeky Mur mnohdy hustější než na zdejších silnicích. Myslím, že v Grazu není člověk, který by nevlastnil jízdní kolo. Čím starší, tím lepší, bohužel i zde se kola často kradou. Město samo o sobě je velmi malebné a nabízí radu kulturního vyžití. Stejně tak blízké okolí Grazu. Se spoluzáky tak často vyrazíme na výlety nejen po celém Rakousku (Klagenfurt, Wörthersee, Salzburg, Eisenerz, Vídeň, Mauthausen), ale i do sousedních států (Slovensko, Itálie). O program se starají místní studenti a učitelé. Všichni jsou neuvěřitelně milí a není problém se na ně obrátit s jakýmkoliv problémem.

Thank you very much for this opportunity!!!

67. Karolina Virag, Hungary: Memories In Graz

Author: Karolina Virag

My name is Karolina Virag. I wanted to go abroad because i wanted to get some experiences and learning other languages.

A 2014-es felev elejen megpalyaztam az ERASMUS osztondijat. Egy honap elteltevel mikor ertesitettek e-mailben, hogy elnyertem a palyazatot. Nagyon orultem a hirnek, ugyanis nagyon szerettem volna kulfodon tanulni legalabb egy felevet. Igy 2014. februar 17-tol 2014. junius 31-ig tartozkodhatom itt, ebben a gyonyoru varosban.

Graz nincs messze Gyortol (itt lakom), igy edesapam es a batyam segített nekem a kikoitozesben. Autoval jottunk. Koran reggel indultunk, mert a kulcsot a szállashoz csak 14:00-ig lehetett atvenni. Itthon nagyon meleg volt a teli idoszakhoz kepest, de Grazi utunk során esett a ho. Akkor lattam iden eloszor havat. A kulcs felvetele utan, a Neubaugasse 12-es szamu hatalmas kollegiumhoz erkeztunk. Nincsen portas, nincsen recepcio, egy kulcsunk van, ami mindent nyit. Nagyon furcsa volt, mert ez nem tudtam volna elotte elkepzelni. Teljesen olyan igy itt elni, mintha nem is kollegiumban laknank hanem egy onallo lakasban. A lakasunkhoz egy konyha, 3 furdoszoba es ket toalett tarozik. En es a szobatarsam kaptuk meg a legszebb szobat. Az ablakunkbol ralatni a kozelben levo Schlossberg-re. A lakasban rajtam es a szinten magyar szobatarsamon kivul, 2 spanyol, 1 ukran es egy pakisztan lany lakik. Nagyon jol kijovunk egymassal, nagyon kedvesek. Kozosen szoktunk ebedelni vagy vacsorazni, ha alkalmunk van ra. Ilyenkor mindenki mesel a saját kulturajarol, etkezesi szokasairól, mi történt vele aznap... Ez mindig nagyon erdekes. Voltunk már közös városnézésen, szórakozni és piknikezni a parkban.



Az ERASMUS kozossege nagyon jo. A barati kapcsolatok is gyorsan kialakulnak egy ilyen program alatt. Szamos uj ismerosom van. Kozosen kirandulunk, szorakozunk, tanulunk. Voltunk helyet maszni, bowlingozni, sielni, színházba...stb. Megneztuk kozosen a környező városokat. Rengeteg fenykepet keszítettünk, ezeket kesobb is nagyon jo lesz majd visszanezni.

Az ERASMUS program egy nagyon nagy lehetoseg, megismerni uj embereket, egy másik kulturat es nyelveket tanulni. Mindenkinek tudom ajanlani, hogy hasznaljak ki ezeket a lehetosegeket, ameddig meg tanulnak. Esetemben egy nagyon nagy kaland, rengeteg elmennyel.

68. Martina Syrova, Czech Republic: Be Brave And Travel

Author: Martina Syrova



Hallo everyone, my name is Martina. I have decided to go abroad because I study languages and I think that it is a duty of every linguist to experience life and culture of a foreign country.

I did not think much about the reasons why I should participate on the Erasmus program. I just asked myself why I should not. And because I could not answer this question, here I am. In Austria's second largest city, Graz.

I would like to share with you my experience and in order to do so I need to tell you something about me. The first thing you need to know is that I love to travel. And I love languages. Erasmus provides both. I am very grateful for this amazing opportunity to be able to explore an interesting country, meet new friends and improve my language skills. I met a lot of people who told me that they do not want to go abroad because of the complications which are due to Erasmus connected with their studies, because they just do not feel like it or because they are scared... But to be honest I had the same worries. At the beginning it is normal to have doubts. Of course, I will not manage to pass all my exams at home in time but I believe that my teachers will be forthcoming and that we will be able to set some special dates so that I could take the exams later. Naturally, I asked myself if I am able to spend a semester on my own, without my friends, without the possibility to go home whenever I want to... At first you think that it is not a problem, that you can easily live like that but the thing is, that you actually DO NOT KNOW till you try it. It was a challenge for me. I said to myself that if I could do this, I could do anything. After finishing my studies, I would like to work in a foreign country so I thought that this program is a great way how I could find out if I am really able to live away from home for a longer period of time. And by "live away from home" I am not talking about homesickness, I am talking about the fact, that you will not speak your native language anymore, you will not hear the latest news from your country, maybe you will not understand a new kind of humour and you will definitely not know the habits of ordinary people. For example when I went to a shop, I just said: "Guten Tag." And the clerk looked at me in a way, that made me feel really uncomfortable. Later I found out that no one in Styria greets like that. They simply say: "Grüß Gott." Oops. Faux pas. It can happen to anyone, right?

I am not saying this to discourage you. I am saying this to make you realize that there are problems, but they can be - in most cases - easily overcome. And overcoming these problems is fun! Don't you like to be challenged? Because Erasmus is challenging. Wait, right, it is not always true. It can be also lots of parties, lots of drinking and lots of silly behaviour. And that is totally ok if you like it that way. But here is something else you probably did not know about me: I am not a party person. Erasmus made me actually realize it. But you do not have to be a party boy or a party girl to have fun on Erasmus! I think this is another myth connected with the Erasmus program. You and only you decide how your Erasmus is going to look like. There are some other factors you must take notice of, but how your free time is going to be like is really mainly your decision. Here is another example I can give you: I signed myself up for sport lessons here in Graz so instead of partying all night long I am sweating five times a week in a gym. And I love it. I have new friends there. I do something healthy and I practice German with other people from the gym.

To be honest, I want to get as much from this program as possible. To improve my language skills, to have fun, to make friends, to explore the country, to test my limits... These are the reasons why I am here. And these are the reasons why you should go as well.

At the end I would like to apologize for being so straightforward, I know it may sometimes sound impolite or even rude. But I just wanted to express my feelings properly, so that you would understand what I was trying to say. I hope I managed to do so.

69. Eszter Porpáczy, Czech Republic: Mein Erasmus 2014

Author: Eszter Porpáczy

Wenn ich meine Studium in Ungarn begonnen habe, könnte ich niemals vorstellen, dass ich einmal hier in Graz studieren werde. Nicht nur für meinen Freundinnen und meiner Familie war es eine riesengroße Überraschung, sondern auch für mich. Es war eine unerwartete Idee, Eine Idee wofür ich immer in meinem Leben dankbar werde. Ich kann mich noch daran klar erinnern, wie waren die letzten Tagen zu Hause. ich war sehr aufgeregt. Ich konnte nicht vorstellen, was wird mit mir hier passieren. Ich hatte keine Ahnung davon, wie freundlich die Menschen sind hier in Österreich. Ich konnte auch nicht vorstellen, wie viele neue Erlebnisse ich bekommen werde, wie viele neue, interessante und wertvolle Personen hier kennen lernen werde. Diese Stadt ist wunderschön, voll mit Leben, voll mit Kultur. Ich hab hier in zahlreiche Programmen teilgenommen, mit mir hat es jeden Tag etwas neues passiert.

Danke sehr für dieses Semester in Graz, es wird eine lebenslange Erfahrung für mich. :)

70. Kitti Papp, Hungary: Erlebnisse In Graz

Autorin: Kitti Papp



Ich schreibe jetzt mein Erlebnis in Graz. Was haben wir schon hier gemacht und wohin haben wir schon Ausflug organisiert.

Mikor megérkeztem Grazba első dolgom természetesen a kollégiumba való beköltözés volt, ahol nagy meglepetésemre egy egyiptomi lány fogadott, akivel két hétig laktam együtt, mert neki akkor kellett haza utaznia. Első héten még nem kezdődött el az egyetem, így csak a város felfedezése, az új emberek megismerése foglalkoztatott. Először furcsa volt, hogy mindenhol németül kell megszólalni, de utána egyre jobban élveztem. Az itteni Erasmusos csoporttal már előtte facebook-on felvettük a kapcsolatot, így már az első héten tudtunk találkozni, ami megkönnyítette az ismerkedést. Sok programot szerveztünk a városban, már a második napon felgyalogoltunk a Schlossberghez, bár akkor még februárban nem volt a legszebb idő, de mi látni akartuk mindenkepp Graz legnépszerűbb nevezetességét. Természetesen az első buli se maradhatott el, amivel megünnepeltük a szemeszter kezdetét vagyis, hogy ilyen csodálatos városban tölthetjük el ezt a pár hónapot.

Később sok kirándulást szerveztünk a csoporttal, hiszen mindenki szeretne minél több helyre elutazni. Egyik hétvégén Klagenfurtba látogattunk el, ahol a Minimandus-t néztük meg. Gyönyörű egy nap volt.

A legnagyobb élményeim közé tartozik az iskola által szervezett kirándulás Eisenerzbe, ahol életembe először kiprobálhattam a síelés egyik változatát a sífutást. Nagyon élveztem és az ottani táj lélegzetelállító.

Voltam már operában is, ahol az Aladdin és a csodalámpát néztük meg. Következő kirándulási célpontunk Salzburg lesz.

Egy szó, mint száz, aki részt vesz ezen az ösztöndíj programon biztos nem bánja meg, hiszen rengeteg élménnyel gazdagodik. Új kultúrát és új embereket ismerhet meg a külföldi tartózkodása alatt :) Nem beszélve arról, hogy az idegennyelveket kitűnően lehet gyakorolni.

71. Flora Bodrogi, Hungary: Mein Großes Erlebnis

Autorin: Flora Bodrogi



Schlossbergplatz (Foto mit meinem Fotoapparat)

Ich studiere seit 2 Monaten in Österreich. Ich bin so froh, dass ich hier sein kann. Ich glaube, dieses Erasmus-Programm ist eine sehr große Möglichkeit um Sprachen zu lernen, neue Leute kennenzulernen, zu reisen und viele Erlebnisse zu bekommen. Jetzt möchte ich ein bißchen darüber schreiben, was für Eindrücke ich bisher hatte. Hier ist alles so interessant, also ich kann sehr viel erzählen.

Nagyon örülök neki, hogy eltem ezzel a lehetőséggel, es beadtam a jelentkezesem az ösztöndíjra.

Szuper dolognak tartom, hogy itt tanulhatok! Mar az első pár nap is nagyon tetszett itt. Minden olyan érdekes, teljesen más, mint otthon. Először természetesen feltem, hogy a papirokat, hogyan tudom majd elintezni, de szerencsere itt mindenki nagyon segítőkész es mindent sikerült rendesen megoldanom. A lakotarsaim osztrakok, amit nagyon pozitívnak tartok, mivel így legalább tőlük is tudok tanulni, illetve egy kicsit bele tudok latni a mindennapjaikba. Az iskola nagyon tetszik! Annyira jónak tartom, hogy rengeteg a csoportmunka, mindig aktivizálnak minket, nincs egy olyan óra sem, amikor csak végig egy helyben ülünk, mert mindig történik valami. A csapat is zsenialis, vagyunk mindenfelől: belgák, csehek, törökök, magyarok, egy holland lány es egy svajci. Tehat hatalmas elmeny az, amikor ennyien összegyűlünk, mindenki annyira más, megis megtaláljuk a közös hangot! Szerencsere mindenki belevalo, szeretünk új helyeket megismerni, tehat az itt eltöltött idő alatt sikerült már nagyon sok mindent felfedeznünk. Sokan mondjak, hogy az erasmusosok egy idő után jobban ismerik a varost, mint a helyiek.. Hat latnivalok ternen biztos! A lakotarsaim is mindig nevetnek ezen, hogy en mióta itt vagyok, több helyen voltam, mint ők. Igyekszem kihasznalni minden lehetőséget! Egyszerűen csak azt tudom mondani, hogy ez egy életre szolo elmeny. Mar eddig is annyi pluszt kaptam es tudom, hogy meg fogok is, hogy tenyleg, ha haza megyek mindenkinek csak ajánlani fogom, meg mar persze most is. Elni kell ezzel, hiszen ilyen lehetőség csak egyszer adodik, de egy életre meghatározza az ember életet!

72. Madeleine Frösch, Switzerland: Life In Graz

Autorin: Madeleine Frösch

People in Graz are usually very open-minded and friendly. They try to help you as good if they can and it's very easy to find friends if you are open-minded yourself. I've already met a lot of people from Graz and have been invited to parties at their home. This way you get to know more people and find new friends. It's like a circle.



Die Menschen in Graz sind meiner Meinung nach sehr aufgeschlossen und freundlich. Sie versuchen einem immer zu helfen, wenn man ein Problem hat. Wenn man selber offen ist, kann man hier leicht Freunde finden. Ich habe schon jede Menge Leute kennengelernt, die mich zu Parties bei ihnen zuhause eingeladen haben. So habe ich wieder neue Leute kennengelernt, mit denen ich mich angefreundet habe. Somit kann man sich sehr schnell in einen Freundeskreis integrieren, weil alle unkompliziert sind und man bei ihnen immer willkommen ist. Es ist wie ein Freundeskreislauf: Hat man einmal ein paar Freunde gefunden, so nehmen diese einen gleich wieder zu anderen mit und schon bald kennt man jede Menge Leute.

Wenn dieser Kreislauf begonnen hat, ist es schwer ihn zu stoppen, doch das will man ja auch gar nicht. Auf diese Weise habe ich einiges über die steirische Mentalität gelernt und bin zu dem Schluss gekommen, dass die Menschen in Graz das Leben allgemein gerne gemütlich nehmen, sich keinen Stress machen lassen und sehr gerne fortgehen. Dies kann man hier auch sehr gut. Ist man in Feierlaune, so findet man garantiert mehrere Leute, die gerne bereit sind, die Nacht zum Tag zu machen. Jeden Tag findet mehr als nur eine Party statt, doch auch kulturell interessierte Menschen kommen in Graz auf ihre Kosten. Es gibt ein Opernhaus, ein Theater, Konzerte und vieles mehr. Tagsüber lohnt sich ein Besuch im Kunsthause, das aussieht wie ein UFO. Auch kulinarisch hat Graz einiges zu bieten. Unbedingt zu empfehlen sind sicher ein Wiener Schnitzel mit Kartoffelsalat und typisch steirischem Kernöl. Ich könnte noch unzählige weitere Dinge aufzählen, die das Leben in Graz so unvergesslich machen, doch am besten erlebt man es selbst.

73. B sra Yılmaz. Turkey: Studying Abroad

Author: YILMAZ B sra

If its your first time to go abroad,especially for studying, at the begining, maybe you can afraid little bit.I think It's so natural.But if you come to Graz, be relax :)



 niversiteye bařladıđımda erasmusla yurt dıřında okumak gibi bir d ř ncem yoktu aslında.  nk  erasmusun daha  ok dil  đrencilerinin ilgi alanı olduđunu d ř n yordum. Erasmusla ilgili yaptığım kısa arařtırmadan sonra verdiđim kararın  đrencilik hayatımın en dođru kararlarından biri olduđunu řimdi daha iyi anlıyorum.

Graz'a gelmeden  nce ve geldiđim ilk zamanlarda bir ok konuda endiřelerim vardı,  zellikle de dil konusunda.  nk  yeterli olmadığımı biliyordum ama řimdi İngilizceye alıřtıķa isler kolaylařmaya bařladı.Ayrıca  nyargılarımdan da kurtulmaya bařladım mesela Avusturyalılar hi  de sođuk insanlar deđiller.Aksine gayet nazikler. zellikle P dagogische Hochschule Steiermark hocaları bir harika. Her konuda her zaman bize yardımcı olup her řeyi kolaylařtırıyorlar.Sırası gelmiřken hepsine teřekk r etmek isterim.

řunu  ok rahat s yleyebilirim ki erasmus kesinlikle herkesin katılması gereken bir program. Yabancı dilinizi geliřtirebilir, farklı k lt rler tanıdık a daha hořg r l  olabilir,keřfetmenin tadına varabilir,  nyargılarınızı yıkabilir ve belki de hayatınızın en g zel d nemini yařayabilirsiniz. Eđer b yle bir fırsatınız varsa kesinlikle ka ırmayın.

KATHOLIEKE PABO ZWOLLE, INTERNATIONAL MINOR

- 74.** ANNA SCHENN, AUSTRIA, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 75.** VIKTORIA EBNER, AUSTRIA, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 76.** ANA RODRIGUEZ AURIOLES, SPAIN, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 77.** KLARA MRAZOVA, THE CZECH REPUBLIC, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 78.** SIBEL AYBEK, TURKEY, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 79.** OZAN BERK, TURKEY, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 80.** PATRICIA SERRANO, SPAIN, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 81.** EMRE GÖZÜTOK, TURKEY, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 82.** IBAI DUQUE NARCUE, SPAIN, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 83.** ANA LIDUEÑA LÓPEZ, BASQUE COUNTRY, SPAIN, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 84.** LUCÍA AREIZAGA, BASQUE COUNTRY, SPAIN, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 85.** PAULA LLOPIS BALLESTER, SPAIN, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 86.** INTERNATIONAL MINOR ZWOLLE NL, GARAZI ZALAKAIN, BASQUE COUNTRY
- 87.** LORENA NAVARRO DOMINGUEZ, SPAIN, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 88.** ELIF ÇAMSARI, TURKEY, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE
- 89.** TOMAS HURDALEK, CZECH REPUBLIC, INTERNATIONAL MINOR, KATHOLIEKE PABO ZWOLLE

74. Anna Schenn, Austria, International Minor, Katholieke Pabo Zwolle

Overview

ZWOLLE

Zero boredom

Wonderful time

Open-minded people

Lots of green spaces

Lots of bike tracks

Experiences for life

Description of the city

The Dutch city Zwolle, the capital city of the province "Overijssel", is a paradise for students in a lot of ways. First of all the city isn't too big. There are about 118.000 inhabitants. The lively city combines modernity and relicts of the past. In the city centre are historical buildings like the city gate Sassenpoort, the tower Peperbustoren, remains of the City wall and the star-shaped moat. There are lots of bicycle tracks that make cycling to a real pleasure. Like several other Dutch cities Zwolle is intersected by canals and offers a lot of green spaces. Beside large chain stores like H&M and Lidl you can find small speciality shops in the city centre.



Description of the university: Katholieke Pabo Zwolle

One characteristic of Hogeschool Katholieke Pabo Zwolle is the personal relationship between students and tutors. In this university it is common that students address their tutors with their first names. Furthermore the tutors convey their subjects with a lot of passion and enthusiasm. The school building is modern and appeals welcoming. The equipment is great - There are a lot of computers available, printing in black/white is for free and KPZ offers tools which the students can use to prepare themselves for teaching practice.

Comparision Of Dutch And Austrian Primary School Education

Teaching in a Dutch primary school gave me the opportunity to compare two different school systems: The Dutch and the Austrian. However has to be regarded that I taught in a Dutch school which applies Jenaplan pedagogy.

Jenapleinschool Zwolle

Especially Jenaplan pedagogy wants children to develop to an individual personality. According to Jenaplan concept the personality of a child gets developed over years and needs community for growing. Through working in groups the children are learning from each other - differences are regarded as a big enrichment. The Jenaplan concept wants the children to develop social skills at an early stage through sharing obligation. Projects are considered as very important. The period the children are working on a project always adapts on the importance of the topic and interest of the children (Herker, 2009, p. 1-2).

Jenaplan schools should be places where the children feel comfortable. They should feel like they are at home. The concept wants all members of the school including the parents of the children acting like a big family. This is also a reason why the children are in groups with mixed ages - The elder ones care for the younger ones. In Jenaplan school it is very common to discuss topics in a so-called circle talk. The children are sitting in a circle to ensure better communication and interaction.

The children are working in groups of mixed ages to give them the possibility to learn from each other. They are just in groups of the same age when they get taught Maths and Dutch language. Four main activities are characteristic for Jenaplan schools: speaking, playing, working and celebrating. These activities should flow into each other.

Netherlands - primary school which applies Jenaplan concept	Austria - traditional primary school
The "basisschool" gets attended by children of the age of four until twelve (Seitz, 2001, p. 17).	Children attend the "Volksschule" at the age of six until ten.
The children are in groups with mixed ages. Very common is this division: <u>Lower grade</u> : four until six year old children <u>Middle grade</u> : six until nine year old children <u>Upper grade</u> : nine until twelve year old children (Seitz, 2001, p. 19).	The children are divided in groups of the same age.
Every week the children get a plan with given aims which they should achieve within one week. They can organise everything by themselves (Seitz, 2001, p. 20).	Every lesson lasts 50 minutes. After every lesson rings a bell. (there are some exceptions)
The main goal is to help children to develop their own personalities. The children become confident because they experience that they are able to reach their targets (Herker, 2009, p. 1-2).	The main goal is to learn the children basic knowledge of Maths and German.
The social skills are regarded as very important. The children get a lot of possibilities to develop them (Seitz, 2001, p. 74).	The social skills are just one of a whole lot of skills the children have to acquire.
Jenaplan schools offer their pupils a lot of different ways to gather new knowledge f. e. through listening to the teacher, working in groups, presenting topics, listening to presentations... The children get used to learn independently very early (Seitz, 2001, p. 145-150).	Children mostly learn through listening to the teacher. Even the children in the 4 th grade get a lot of instructions. There are not so many possibilities to become independent.
The teachers try to take the holistic development of the child into account and evaluate the individual stage of the child (Seitz, 2001, p. 238-239).	The teachers often focus on one particular subject and take the marks of tests very seriously.
The parents of the pupils have a very important role in school. They participate in decision-making. Furthermore they are more often present in school (Seitz, 2001, p. 238-239).	The parents get information about school but they are not really involved.

Herker, S. (2009). *Jenaplan-Pädagogik*. Available at: <http://www.kphgraz.at/index.php?id=229> [21.09.2014].

Seitz, O. (ed.). (2001). *Jenaplan 21. Schulentwicklung als pädagogisch orientierte Konzeptentwicklung*. Hohengehren: Schneider Verlag.

Though the Dutch system allows its pupils more freedom and independence than the Austrian, I discovered a lot of similarities. In the last years a lot of Austrian primary schools started focussing on the pupils and teacher-centred-teaching is not anymore the main method to convey new knowledge. Furthermore daily rituals like beginning the day with a circle talk, a song, a short game get more and more common in Austrian primary schools. Austrian teachers try to think about how to transfer the theoretical knowledge to practice. Fortunately learning happens often in an interactive way. The pupils are learning by doing.

Courses

Period 1

Culture and Society 1

Tutor: Emilie Grizell

Content: The students get an overview of Dutch culture.

Requirements: The students are giving lessons about their home countries considering art, music, architecture, sports, food, customs and so on. (teaching practice) Through these activities the children get an insight into different cultures. (project World Citizenship)

English

Tutor: Herman Engelsman

Content: The students get to know criterias of written papers.

Requirements: The students transfer the aquired knowledge through being aware of the criterias while writing the research paper.

Pedagogy 1

Tutor: Edith ten Berge, Dirkje Visser

Content: These lessons convey didactical teaching methods to the students and prepare them for teaching practice.

Requirements: The students have to hand in a lesson plan for teaching practice.

Dutch Language 1

Tutor: Veronique Damoiseaux

Content: The students aquire basic language skills of the Dutch language. The lessons are very interactive (dialogues, learning in a playful way...).

Requirements: The students have to pass an oral and written exam.

Research 1

Tutor: Wenckje Jongstra

Content: The students learn about research to be able to use it as a means of providing theoretical foundation for improved professional development and practice.

Requirements: At the end of the first term, a pair of students has to write a research plan and present it in a proposal.

Coaching/Counselling and Tutorship 1

Tutor: Bert Thole

Content: The wishes and needs of the students get discussed. Moreover the students receive a lot of information about the programme of the International Minor.

Requirements: All students keep a logbook of each meeting in which they describe situations and answer some questions. Furthermore the students have to present their home countries in groups.

Music

Tutor: Harrie Poulssen

Content: The students receive information how to use voice in a proper way and get taught a lot of games concerning the subject Music.

Requirements: During the first term the students are teaching each other childrens' songs from their home countries. After a few times practising these songs, the students are recording the songs.

Teaching Practice

Two students are teaching together or separated about 15 days in a primary school in Zwolle or in suburbs of Zwolle.

Requirements: The students have to write lesson plans before a lesson and a kind of reflection after each lesson.

Project Week (3 days)

During these three days the students accompanied by some tutors are travelling to Den Haag and Amsterdam to visit some cultural and social institutions.

Requirements: The students have to answer some questions about the project week in a short written paper.

Teacher in Europe Conference (3 days)

The first day the students get input, the second day they have time to develop a concept of a project (topic: values, international relationship), on the third day they have to finish their concept and present it to the coaches and fellow students. After getting a feedback the students have the possibility to improve their project.

Period 2

Culture and Society 2

Tutor: Johan Koers

Content: The students get involved in critical discussions concerning topics like culture, religion, art and so on.

Requirements: The students have to write a creative and critical essay.

Pedagogy 2

Tutor: Edith ten Berge, Dirkje Visser

Content: After getting a short instruction, the students get time to write on their papers.

Requirements: Groups of students have to describe the educational system of their home country according to different keywords and write it down.

Dutch Language 2

Tutor: Wenckje Jongstra

Content: The students gather insights in functions and components in languages, theories on language development and differences and similarities of languages.

Requirements: The students have to give a presentation concerning the documentary "why do we talk". Moreover the students need to include some linguistic aspects in one teaching practice lesson and have to document them. Last but not least two students with different mother tongues have to compare their languages and write down their conclusions.

Research 2

Tutor: Wenckje Jongstra

Content: The students get time to work during the lessons. The tutor answers questions if necessary.

Requirements: The students have to hand in a portfolio which contains a research report, a research poster and log book.

Coaching/Counselling and Tutorship 1

Tutor: Bert Thole

Content: The students get time to work during the lessons. The tutor answers questions if necessary.

Requirements: In groups the students have to design their ideal school. This final assignment gets presented on the last day of university. The students should use information which they gathered during the five months in teaching practice and in the seminars.

Drama

Tutor: Harrie Poulssen

Content: The students gather information about how to include drama in primary schools and how to record short videos.

Requirements: In groups the students are drawing a story board and recording a short video.

How To Enroll

1.) First of all, you need to fill in an application form and send it to the International Office of the Hogeschool Katholieke Pabo Zwolle. Here you can find the link:

<http://www.kpz.nl/index.php?page=applicationform>

2.) If they accept you as a student for the next International Minor, they will send you the appropriate learning agreement.

Contact

Contact information: University

Hogeschool Katholieke PABO Zwolle
Ten Oeverstraat 68
8012 EW Zwolle
Netherlands
<http://www.kpz.nl/>

Contact information: Coordinator

Harrie Poulssen
Ten Oeverstraat 68
8012 EW Zwolle
h.poulssen@kpz.nl
0031(0)384217425
<http://www.kpz.nl/>

Student's Accommodation

Camping de Agnietenberg
Haersterveerweg 27
8034 PJ Zwolle
Netherlands
<http://www.campingagnietenberg.nl/de/>

The KPZ organises accommodations on the campsite Agnietenberg for students of the International Minor. Three students live together in one chalet. Everybody has its own room with a bed, little desk, wardrobe and cabinet. The living room, that includes a kitchen, and bathroom get shared. The campsite is about 5 km away from the city centre.

One monthly rent costs 325 € excluding water and electricity. For water and electricity the landlord of the campsite charges about 50€. The costs are always depending on the season of the year. The wireless LAN is for free.



Life

About 20 students are attending the same courses together. In general the tutors are requiring a lot of teamwork. This is one of a whole lot reasons why it is a big advantage to live so close to each other as on the campsite. The life on the campsite offers a lot of possibilities for leisure activities such as cycling, going for a walk, playing ball games, swimming (in summer) and so on. Especially in summer times the life at camping Agnietenberg is very enjoyable! From my experiences I can tell you that the life on the campsite is never boring. Very often we were cooking, eating, playing and studying together - I can guarantee you, you will never be lonely there! Although the chalets are quite small, they are comfortable and modern.

I can highly recommend you to choose the campsite as accommodation, but there are also disadvantages. Firstly you have to go by bike about 20 minutes to reach the city centre and secondly skypeing didn't work this year. For me going by bike was always fun and skypeing is also possible at the university.



My marvellous fellow students

Tips

- You will buy in Zwolle a bike for sure. So don't forget to take a rain jacket with you, in case of rain.
- Don't buy the cheapest bike, because it is more likely to get broken. A bike that costs about 90€ should be fine.
- Here is a link to a nice song. Through listening and singing this song you can learn some useful Dutch phrases. :-> http://www.youtube.com/watch?v=3QkKG2gNF_w
- Be aware that in "Agnietenberg" Skype doesn't work.
- In the drugstore "Kruidvat" you can buy daytickets for travelling by train for about 14€. With these tickets you can

travel one day through whole Netherlands. Some of them are just valid for the weekend and some for the weekend and also during the week. If you decide to buy some of those "Kruidvat" travelcards you may want to purchase as soon as possible as they are quite often sold out.

- Places you should definitely visit in the Netherlands: Beside Amsterdam, Utrecht, Den Haag, Leiden, Haarlem, Giethoorn...

Living in Zwolle for five months was an experience that definitely has changed my life. I especially enjoyed living on a campsite closely to so inspiring people from different countries and travelling to some many beautiful places. In this time I found one of my best friends and it helped me to learn more about myself. My advice: Go abroad! :-)

75. Viktoria Ebner, Austria, International Minor, Katholieke Pabo Zwolle

Katholieke Pabo Zwolle

The city: Zwolle

Zwolle is the capital city of the province Overijssel and has about 120 000 inhabitants. It is a very old city; therefore you can find a lot of wonderful buildings to visit:

Sassenport: It is one of the old gates from Zwolle. It was built 1408 and sometimes it is open for visitors. In the whole city are some remnants of the city wall.

Peperbus: The Peperbus is very famous and translated means the name “pepper box”, because it looks like a pepper grinder. It is one of the tallest church towers in the Netherlands.

Sint-Michaelskerk: This gothic church was built from 1370 to 1446. It is not used for Holy Masses anymore, but for visiting with a tour guide. In front of the Sint-Michaelskerk is an angel made out of glass. It is a perfect meeting point.

Houses in the city: There are a lot of beautiful houses in the city. The most important point is to look up.

For sure there are more interesting and beautiful buildings in this city, but the list would be too long.

There are as well parks, where you can play games with your friends or just relax. In the middle of the city are restaurants and small really nice shops and cafes.

So, it is a perfect place to relax, go for a coffee, to go shopping, to go out or only to walk around and look at the beautiful buildings.



Zwolle (photo: Viktoria Ebner)

The University: Katholieke Pabo Zwolle

Katholieke Pabo Zwolle is a small University in the Netherlands. It is located in the southern part of Zwolle. The KPZ is one of the best teacher training universities in the Netherlands.

Comparing studies at my home institution and at the guest institution

Comparison Universities

The studying is more or less the same. We are at home as well in small groups and the lessons are more practical than theoretical. There are about 25 people in one class. A difference is that the lessons are more open for discussions.

Comparison teaching practice schools

I wasn't in a teaching practice school with alternative education like Jenaplan or Dalton, but my school included a lot of alternative methods.

Here are a few methods of my teaching practice school what I haven't seen before:

The instruction table is for children, who have problems in different subjects. First they start the lesson together and then the children with problems in this subject sit together on this table and the teacher helps them. The other children work on their own on their ordinary desks.

In Maths and Dutch they have three different levels.

First all the children do the same tasks in a lesson. After that they have to look at a list next to the blackboard. There they can see what they have to do next. The levels are differentiated with stars, like in their books and the pupils know in which level they are.

The timetable includes a lot of reading times of approximately 15 minutes. Each child reads there a book, what it has chosen in the library on their own. When it is finished the child can take another book from a bookshelf in the class with the right level (children know their level).

Courses

CCT

At the beginning of our stay we get to know each other better in this course and presented our countries to our classmates. This course was to discuss our worries, to ask questions and to fix appointments.

In the second part of our stay we created our ideal school in a group of four, which we presented on our last day in the university to our teachers and classmates.

Culture

Culture I: This course was about the similarities and differences of cultures. We talked about dances, languages, clothes and gestures.

At the beginning of each lesson we played a warm-up game to get motivated and fresh.

Culture II: We talked a lot about prejudice and what we think about ourselves. We also draw ourselves for the course and wrote an essay about the perfect teacher.

Drama

The main assignment of this course was to record a short movie in groups of 3-5 people. We could choose the topic and the story on our own and had only a few points which were prescribed, for example: In the group are different nationalities, a Storyboard of every scene, length of the video of minimum three minutes etc.

Dutch

Dutch I: This course helped us to communicate in the teaching practice and as well in the city. We learnt in this course in a playful way the most important phrases and words in Dutch. The book of this course included songs, games, talks and a lot of pictures.

Dutch II (Linguistic): This course was about the language development of the human beings in the last thousands of years, the development of babies till they are adults and differences between languages. Therefore we did presentations in groups of 4, about the development of the language with a subsequently discussion about the content of the presentation.

To exemplify the differences of languages, we talked with a classmate of another country about the differences of our languages. This talk included for example these points: sentence structure, synonyms and articles. At the end of the discussion we have had to write it down and hand it to get a grade.

English

The whole group could decide which topics are most important to improve, for example: pronunciation or write in an academic way. We discussed about this topics in the lessons. For the grade, the teacher included our research and if we were active in the lessons.

Music

In the first term we learnt some songs in Dutch and English and how we can learn children songs. Our exam in this course was to teach the others a song from our home country in groups of two or three. To remind these songs we recorded a video in which we sang the songs and danced the right movements.

Pedagogy

We have had this course in both parts.

The first one was to prepare us for the teaching practice. We talked about the important points for class management and our personalities.

The second one was about different teaching methods like Jenaplan and Dalton. In each lesson the teachers presented one of them first and after that we asked questions and discussed about the pros and contras.

Research

We learnt a lot about how to collect and evaluate data. In the first part of this course we did more theoretical work. We get a lot of documents about: How to do a research?, What is important when you do a research? etc. At the end of the first part we did a research plan.

The second part was to do our own research together with the teaching practice partner. The research includes theory to the topic and a questionnaire or/and an interview.

Conclusion Katholieke Pabo Zwolle

What I really liked was that the teachers help us any time and if we have had a problem with something we could ask at the

reception, the library or of course in the Erasmus office. Another positive point was that there are a lot of computers in the university, which you can use to study or in the free time till the school is closing.

Teaching Practice School: Sint Bernardusschool

My teaching practice school was located in a small city next to Zwolle. The way to get to this school was a little bit long, because we have had to use bike, train and bus, but most of our colleagues could go by bike to their teaching practice school.

The teachers and the headmaster in my school welcomed my teaching practice partner and me very friendly and showed us the school.

The first two times we only did observations and helped the teacher. After this two times we have had to teach two weeks one lesson a day. Then the teaching practice weeks started. That means that we have had from Monday till Thursday teaching practice where we taught two lessons a day. We could choose, if we want to do these lessons together with our teaching practice partner or alone, with the whole class or only a small group of children.

The teachers of my teaching practice pointed me in the right direction. They helped me to prepare the lessons and when I have had questions.

At the beginning it was a little bit hard to teach because the pupils couldn't speak English at this moment. So, my teaching practice partner and I taught them some English phrases like: Take your pencil, Sit down etc. I also have had to learn Dutch phrases and taught in Dutch, that the pupils can understand the content. For sure I also used sometimes my whole body and mime to communicate, but in these situations you understand the importance of the body language.

At the end of my teaching practice it was like teaching practice at home. I didn't feel uncomfortable or like a stranger from another country. I was really sad to leave this place, because everyone was really pleasant to me and the pupils were awesome.



Teaching Practice (photo: Viktoria Ebner)

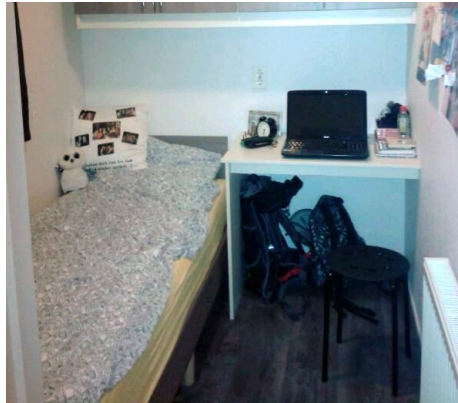
Registration process

Open the homepage of the Katholieke Pabo Zwolle: <http://www.kpz.nl>. After that click on the button "International Office". There you can find "Important informations". To register you only have to click at the list on the left side on the point "International Office" and fill out the application form.

Description of the accommodation

I lived in a small Charlet on a camping place in Agnietenberg together with two other Erasmus students. It takes 15 min to get to the city center and 20 min to the Katholieke Pabo Zwolle. The rooms are really small, but it is quite cheap for the Netherlands and most of the Erasmus students live next to each other in the Charlets. Another plus is that you live next to a pond and a really good way to go jogging.





Room (photo: Viktoria Ebner)

Cost of Living

Apartment € 375,- (with electricity, water and wlan)

Eating and Drinking You need a little bit more than in Austria, it depends what you like to eat and if you cook yourself or not. Every weekend is a market in the city. There you can find fresh and cheap food.

Bike € 70 - 120 (you definitely need a bike, when you stay here)

My Erasmus was one of the best experiences of my live. In the first days I have had a lot of worries how it will be and if it was the right choice to come here. At the end of these five months I have to say it was the right choice. I made a lot of new experiences, I gain on knowledge, have found new friends from other countries - I am still in contact with them and we are going to visit each other - and get a lot more life experience and self confidence. If you have the opportunity to do Erasmus, do it. It will be one of the most exciting times in your live.



Trip to Maastricht (photo: Viktoria Ebner)





In the park (photo: Viktoria Ebner)

Contact Information

Katholieke Pabo Zwolle
Ten Oeverstraat 68
8012 EW Zwolle
T: 038 421 74 25

Erasmus office
International office coordinators:
International office: internationaloffice@kpz.nl
Harrie Poulssen (International Officer): h.poulssen@kpz.nl
Ria Posthumus (Assistant International Office) : r.posthumus@kpz.nl

Teaching Practice School
Sint Bernardusschool
Nering Bogelstraat 3
7731 EL Ommen
www.bernardusommen.nl

76. Ana Rodriguez Auriolles, Spain, International Minor, Katholieke Pabo Zwolle

- Description of the University (overview, history ...)

It looks like a new building, they have many good devices and every thing is bright here. They have the newest technologies and the atmosphere in the building is nice, specially in the cantene, where all the students have lunch in the tables.

- Comparing studies at your institution and at the guest institution.

In my University they hardly know even your name, but here they know about you and they show their interest about you. The level of the subjects is much higher, even too much. It is a big challenge to come here because they are so hard. The pressure is big, and you need to pay a lot of effort.

- Description of the accommodation

It is quite difficult to find accomodation here. At first I realised there were no students flats available for international students. You find many difficulties to rent a flat if you do not live in The Netherlands. Finally I contacted with a company of acoomodation and I applied for a students residence.

- Cost of Living

I spent about 600 euros per month, including accomodation, transportations and everything.

- Photos / links to videos

77. Klara Mrazova, The Czech Republic, International Minor, Katholieke Pabo Zwolle

How to contact the University: You can visit internet website www.kpz.nl

How to contact the Erasmus office: website of the University International Office (International Minor) and write an email to Harie Poulsen, Ria Posthumus or Bert Thole

Description of the University: University of KPZ is located near the centre of Zwolle. The building is new and modern and open. The equipment of University is high quality, for example: library, pc room, canteen and classrooms.

Comparing studies at my institution and the guest institution: My home University is more theoretical than practical. On the other hand, I am just in my second year, so the next years I will have more and more practice. The level of both Universities is similar. The Erasmus study was here definitely challenging and you have to be aware a lot of work.

Description of courses: I attended Teaching Practice training program. Some of subjects belong to my home University studies. We had two terms of study.

- English
- Dutch 1, 2 - linguistic
- Pedagogy 1 - hand in Lesson Preparation Form
- Pedagogy 2 - Essay about Educational system in Your home country comparing with Dutch educational system
- Music - song from Your home country, logbook
- Drama - making Your own video
- CCT - logbook
- CCT 2 - Ideal School project in groups
- Research - Proposal for research in twosome
- Research 2 - research, assignments
- Teaching Practice - one month of teaching practice in pairs at Dutch Primary School, Your own lessons - Lesson Preparation and Evaluation forms, assignments belong to TPR, final evaluation of Your work by tutor and creating Your portfolio

78. Sibel Aybek, Turkey, International Minor, Katholieke Pabo Zwolle

How to Contact the University

I contacted with university thorough Internet site of university.

How to Contact the Erasmus office (with coordinator)

After I was accepted to this university, I was sent a message by Erasmus office confirming my approval. And then I started to contact.

Description of the University (overview, history ...)

University is a primary teaching training institute and specialised for it. It is not useful for other departments. There are good qualified teachers and Ict usage is really good. Lessons are interactive and there are numerous materials in the school including classrooms and library.

Comparing studies at your institution and at the guest institution.

There are really big differences between my university and KPZ. KPZ is specialised for training primary school teachers. However, I am studying English Language Teaching at my university and I was not informed about what kind of education provides me here. There are many lessons here and their credits are really not too many and thats why there are 16 lessons but I only have 7 classes at my university for per term. There are only exams in my university and it is important how you are doing in the process however, in KPZ, there is not any exams only assignments and portfolios. It is not important what you did at the end rather than how you do it.

Description of Courses (name of the course, goals, content, teaching / partner, assessment)

There are 16 courses which are Teaching Practice, Research, Music and Drama, Culture and Society 1-2, Project Week, CCT 1-2, Pedagogy 1-2,

79. Ozan Berk, Turkey, International Minor, Katholieke Pabo Zwolle

How to Contact the University

We usually contacted with Ria Posthumus after we chose coming here

How to Contact the Erasmus office (with coordinator)

We usually handled all contact with "r.posthumus@kpz.nl" although "h.poulssen@kpz.nl" can be used for Harrie Paulsen

Description of the University (overview, history ...)

KPZ has a good, small (compared to Turkish average universities) building with lots of ICT support and free materials.

Comparing studies at your institution and at the guest institution.

We usually worked on ELT subject in my university while here, at KPZ, we usually worked on primary school teaching.

Description of Courses (name of the course, goals, content, teaching / partner, assessment):

Detailed description of the registration process (online registration, application form, learning Agreement):

Description of the accommodation:

We live in a camping place named Agnietenberg, little outside of the Zwolle. It is pretty expensive, especially for Turkish students.

Cost of Living:

About 400 euro for accommodation each month + meals. I should add prices are expensive for a Turkish student.

Photos / links to videos

<https://www.youtube.com/watch?v=5D5SVAa4Ong>

This video is definitely misleading. Forget having fun every day and prepare yourself to working for days without any sleep. And prepare yourself for writing hundreds of documents.

80. Patricia Serrano, Spain, International Minor, Katholieke Pabo Zwolle

How to Contact the University: Katholieke Pabo Zwolle Ten Oeverstraat 68 8012 EW Zwolle T: 038 421 74 25

How to Contact the Erasmus office (with coordinator):

For more information please contact: International Officer and Erasmus Coordinator: Mr. Harrie Poulssen
h.poulssen@kpz.nl

University of Applied Science, Teacher Training Institute Primary Education Hogeschool Katholieke PABO Zwolle Ten Oeverstraat 68, 8012 EW Zwolle, The Netherlands Tel.: +31 (0)384217425 Fax: +31(0)384210914
webaddress:www.kpz.nl Erasmus code: NL ZWOLLE06

Description of the University (overview, history ...): Is very big and is so modern and new, but is hard to study here.

Comparing studies at your institution and at the guest institution: Is difficult and hard to study here (more than in our own country)

Description of Courses (name of the course, goals, content, teaching / partner, assessment): It is a University where you are going to receive classes of Dutch, and you also have the opportunity of doing teaching practice in a typical school of Netherlands.

Description of the accommodation: The University only offer you the opportunity of the Agnietenberg Camping, but is so much better if you are going to a residence (where is all Erasmus people), although the camping is really cool because there is a lake and a beach.

Cost of Living: Is not cheap, and if you compare with oriental countries, is much more expensive. One beer is 3€ aprox.

81. Emre Gözütok, Turkey, International Minor, Katholieke Pabo Zwolle

How to Contact the University

We contacted with Erasmus Office

How to Contact the Erasmus office (with coordinator)

After the results of Erasmus exam, Ria Posthumus and Harrie Poulssen from Katholieke Pabo Zwolle contacted with us and send some information about the documents which we should prepare.

International Officer and Erasmus Coordinator:
Mr. Harrie Poulssen h.poulssen@kpz.nl

Description of the University (overview, history ...)

We find out that Katholieke Pabo is the best Pabo in the Netherlands. It is a small teacher training university.

Comparing studies at your institution and at the guest institution.

Description of Courses (name of the course, goals, content, teaching / partner, assessment)

Detailed description of the registration process (online registration, application form, learning Agreement)

Description of the accommodation

I stayed in one Camping in Zwolle. It is 5 km far away from school. So i had to ride bicycle each school day at the morning.

Cost of Living

It is quite expensive to live in the Netherlands if i compare with Turkey. Accommodation was really expensive for a small chalet.

82. Ibai Duque Narcue, Spain, International Minor, Katholieke Pabo Zwolle

How to Contact the University,

Ten Oeverstraat 68 | 8012 EW Zwolle | 038 421 74 25

How to Contact the Erasmus office (with coordinator)

to contact with coordinators you should send emails to the coordinators of the KPZ.

Description of the University (overview, history ...)

Is really modern university, it is complete, because it have nice staff to the students, nice ICT resources and it is beatiful university.

Comparing studies at your institution and at the guest institution.

Here is more hard to study.

Description of Courses (name of the course, goals, content, teaching / partner, assessment)

RESEARCH: The goal is to research about one topic in the TPR school. After you have to make a wor about it.

CCT: We speak about our different cultures and countries and we make the preparation lessons about teaching practice.

TPR: Make 22 lessons in one school that you cannot understatn the childrens if you do not know Dutch.

DUTCH LANGUAGE 1: Know some basic words and sentences about Dutch language.

DUTCH LANGUAGE 2: Make one work comparing 2 different languages.

CULTURE 1/2: Make two portfolios and a presentation of Pechakutxa (20 images, 20 seconds each one about the culture lessons that you make in TPR)

MUSIC/DRAMA: Record songs of all the countries and make a short portfolio. In Drama make a film of 5 minutes, and a little portfolio.

ENGLISH: We dont make it, I dont know why.

Detailed description of the registration process (online registration, application form, learning Agreement) ask help in your home university or to the International Minor coordinators.

Description of the accommodation:

Small little bit uncomfortable and stressing, but nice place (Agnietenberg).

Cost of Living:

Very expensive

83. Ana Lidueña López, Basque Country, Spain, International Minor, Katholieke Pabo Zwolle

How to Contact the University

Ten Oeverstraat 68
8012 EW Zwolle
T: 038 421 74 25

How to Contact the Erasmus office (with coordinator)

Ten Oeverstraat 68,
8012 EW Zwolle,
The Netherlands
Tel.: +31 (0)384217425
Fax: +31(0)384210914
webaddress:www.kpz.nl
Erasmus code: NL ZWOLLE06

Mr. Harrie Poulssen h.poulssen@kpz.nl

- **Description of the University (overview, history ...)**

The KPZ is a Normal School for primary teachers. Training is "mixed" in the sense that students are trained to work in Catholic, Protestant or non-denominational schools. There are possibilities of full-time or part-time, for Jenaplan and education for Dalton.

Students from around the region have chosen this university and the number is increasing. The training course is well known for its intimate atmosphere combined with modern education. In the newspapers of our university has been deemed an excellent school and the last of accreditation, including the judgment about the quality of universities, was excellent. In the ranking list of universities training teachers KPZ placed as the first in 2009 and 2010. Alongside this the KPZ was announced as the best school of all colleges.

In the new study environment modern views on the active expression to find the optimal learning. There are facilities for work and study, educational units and a multimedia library with lots of documentation material. All this is supported by modern information and communication facilities (ICT).

More than 100 primary schools in the region supervise students during their practical training. There are a variety of educational systems ranging from religious and non-denominational special school founded on the pedagogy of reform, such as Core Development (Basisontwikkeling) Montessori, Freinet, Dalton and Jenaplan schools.

- **Comparing studies at your institution and at the guest institution.**

They are so different. My university in Spain is more focussed in the theory and knowledges. There are not too many subjects in English and bigger than PABO

- **Description of Courses (name of the course, goals, content, teaching / partner, assessment)**

I think this course is focused in international students but the part of the teaching practice is not related to us because of the language and the assignments to fill in as the observation where is necessary to know Dutch to understand all what is happening in the school and in the class.

- **Description of the accommodation**

I was not living in the camping because I thought it was so far away so I decided to live in a residence with more students of other countries and universities. Right now I can think it was a good decision because I had a good time there.

- **Cost of Living**

425 per month

84. Lucía Areizaga, Basque Country, Spain, International Minor, Katholieke Pabo Zwolle

CONTACT WITH UNIVERSITY:

Our university told us we have some universities to choose for our Erasmus. The first one I had chosen was KPZ. To contact with teachers and university we spoke with coordinators by email.

DESCRIPTION OF KPZ:

KPZ university is located near the centre. There is a residence Lelistraat in a few minutes and a park in front of the university.

The installations of this university are really good. It is so new and modern, it is not too big but is the necessary space to work. There is a library, computer room, canteen, garden...

COMPARING STUDIES AT YOUR INSTITUTION AND THE GUEST INSTITUTION:

Study in KPZ is more difficult than in our university, Deusto, the level of subject is higher and we have to do all the work in English and sometimes is a bit difficult to write or say what really you want it. Teachers level to correct our works is really hard.

DESCRIPTION OF COURSES:

We had a lot of subjects in our Erasmus. The most hardest subject is research, because of the level of teacher; the most interesting one and where you really learn is music and drama and Culture 2; we also had teaching practice, I am lucky because I was just in the centre of Zwolle and my pupils spoke a little bit English, so I could communicate with them, but for example, some people who came with me, could not speak with her/his pupils because they did not know anything in English.

DESCRIPTION OF THE REGISTRATION PROCESS:

We had a lot of documents to write and hand in. For example, learning agreement, final attendance...It is a bit chaotic the first days, but when you know what is each document is too easy and International Minor office is always helping you.

DESCRIPTION OF THE ACCOMMODATION:

I lived in Agnietenberg camping. It is 20 minutes for the centre of Zwolle. I lived in a bungalow but it was really funny, comfortable, clean...For five months I had different experiences and living there was one of the bests. In another bungalows lived more people who is in your classroom.

COST OF LIVING:

Holland is cheaper than I thought before coming. For my accommodation I paid, 375 euros per month. The buses to go from the camping to the university, centre, train station, is 3 euros, but we had bikes (more comfortable).

Supermarkets and shops are not more expensive than Spain.

85. Paula Llopis Ballester, Spain, International Minor, Katholieke Pabo Zwolle

One year ago, I was thinking about to have an Erasmus experience. I didn't know which would be the best country to go, but if one thing I had clear it was to go to a country that feels the education. I didn't know exactly when I could go, but all change when the sister of one friend of my brother said to me that the Netherlands would be a good option. After this conversation, I started to search in Internet about the education in this country and also in the web page to my "supposed" university. It was a little bit difficult because practically all in this page was in dutch. However, the with the help of the translator I observed how they work. Finally, I chose this option with two friends more. With them I started this adventure.

The truth is that to have contact with our coordination from our university was a little bit difficult, however although some problems, he helped us to have all the subject recognizes.

86. INTERNATIONAL MINOR ZWOLLE NL, Garazi Zalakain, Basque Country

- **How to Contact the University**

Katholieke Pabo Zwolle Ten Oeverstraat 68 8012 EW Zwolle T: 038 421 74 25

- **How to Contact the Erasmus office (with coordinator)**

International Officer and Erasmus Coordinator: Mr. Harrie Poulssen h.poulssen@kpz.nl

- **Description of the University (overview, history ...)**

Katholieke Pabo Zwolle, is an independent college. There are more than 650 students and about 70 staff. Students appreciate the KPZ for years as the best teacher training and best small university in the Netherlands.

It is a Catholic teacher with an open identity.

- **Comparing studies at your institution and at the guest institution.**

It is different, here you have to make more group assignments. The teachers are in the same level of the students and most of them are very friendly.

- **Description of Courses (name of the course, goals, content, teaching / partner, assessment)**
- **Detailed description of the registration process (online registration, application form, learning Agreement)**
- **Description of the accommodation**

I have been living in Agnietenberg camping, the bungalows are new and the surroundings are perfect: lake, forest... I have to tell that the rooms are tiny.

- **Cost of Living**

It depends on your origin country. Compared to the Basque Country it is a bit more expensive but not much difference. The most expensive is transport (train, bus ...)

87. Lorena Navarro Dominguez, Spain, International Minor, Katholieke Pabo Zwolle

I am 21 years old and I come from Valencia, Spain. At the beginning of this Erasmus we were a bit lost about the subjects we were supposed to take. Nobody in our University in Valencia told us the subjects or the kind of education they had, so we decided to come to The Netherlands for the general characteristics of the country and for the landscapes, but not for the subjects or the University. After we arranged everything and we had just one or two months left in Valencia, this University (Katholieke Pabo Zwolle).

From the beginning, when we arranged everything to come to Zwolle, the Erasmus office was in contact with us. That is, we knew Ria and Bert for their multiple and useful mails. They were really considered and when we sent an email they answered us very early.

88. Elif Çamsari, Turkey, International Minor, Katholieke Pabo Zwolle

- (overview, history ...)
- Comparing studies at your institution and at the guest institution.
- Description of Courses (name of the course, goals, content, teaching / partner, assessment)
- Detailed description of the registration process (online registration, application form, learning Agreement)
- Description of the accommodation
- Cost of Living
- Photos / links to videos

- How to Contact the University/Erasmus Office

Before coming here Sakarya University said "you have to go Katholieke Pabo's web page and find e-mail". I found a mail easily. I contact with KPZ by mail. They were interested with us. First, they were busy they didn't answer our question immediately but after they write mail to us immediately. Also I contact with Erasmus office by mail.

- Description of the University

Firstly, Introduction week was perfect and enjoyable but after lessons start. Some lessons were useful for me but all of the lessons need hard work. Before coming here if I knew there is lots of work I don't want to come for the work here. I know it is good for my development I learn lots of things but in Turkey my Erasmus dream wasn't like that.

89. Tomas Hurdalek, Czech Republic, International Minor, Katholieke Pabo Zwolle

How to Contact the University:

Katholieke Pabo Zwolle Ten Oeverstraat 68 8012 EW Zwolle T: 038 421 74 25

How to Contact the Erasmus office (with coordinator):

Ten Oeverstraat 68, 8012 EW Zwolle, The Netherlands Tel.: +31 (0)384217425

The most important people in the office are Ria Posthumus, Harrie Poulssen and Bert Thole

Description of the University (overview, history ...)

The Katholieke PABO Zwolle is small pedagogical university in the small city - Zwolle (in the middle of the Netherlands). It is perceived as one of the best pedagogical universities in the Netherlands. It's small but modern school with amazing equipment for all activities from gym to special room for music and drama. Its reputation corresponds with level and requirements so it's not so easy to study here and the same requirements are for Erasmus students.

Comparing studies at your institution and at the guest institution.

- Description of Courses (name of the course, goals, content, teaching / partner, assessment)
- Detailed description of the registration process (online registration, application form, learning Agreement)
- Description of the accommodation
- Cost of Living
- Photos / links to videos

AUTHORS

- 90.** BODROGI FLORA
- 91.** BOSMANS ANNELIEN
- 92.** BREYNER, SARAH
- 93.** DAN,VIRAG
- 94.** EBNER, VIKTORIA
- 95.** FAULAND, BIRGIT
- 96.** FRÖSCH MADELEINE
- 97.** FROONINCKX TESSA
- 98.** HEBER ZSOFIA
- 99.** HECHL, CORINA
- 100.** HOGENKAMP NIENKE
- 101.** JIMENEZ, ANNA
- 102.** KALINOVA TEREZA
- 103.** KAVUNCU TUBA
- 104.** MATTHIAS, KLEIN
- 105.** KÖRBLER, KATHARINA
- 106.** MOLNAR ESZTER
- 107.** MALOVERSNIK, SANDRA
- 108.** MINIBEK, LISA
- 109.** DANIELA MOHR
- 110.** NEUMEISTER, JULIA
- 111.** LISA OFNER
- 112.** KITTI PAPP
- 113.** PEER, LISA
- 114.** PORPÁCZY ESZTER
- 115.** PRUTSCH, K.
- 116.** RAINER, MARIA
- 117.** RAML, EVA-MARIA
- 118.** DANIELA REITERER
- 119.** RUÉ, GEMMA
- 120.** RUIZ, ANA
- 121.** KATRIN SCHAFFER

- 122.** SCHENN, ANNA
- 123.** SZILVIA SIPOS
- 124.** SYROVA MARTINA
- 125.** TROJER, NINA
- 126.** VASARHELYI LILLA
- 127.** VIRAG,HAJNI
- 128.** KAROLINA VIRÁG
- 129.** VOGL, HEIKO, MA BED
- 130.** YILMAZ BÜŞRA
- 131.** ZWETTI ALEXANDRA

90. Bodrogi Flora



Flora Bodrogi ist eine Studierende aus Ungarn. Sie studiert Andragogik, also Erwachsene Pädagogik, auf der Universität von Westungarn in Győr. Sie möchte später Eventmanagerin sein.

91. Bosmans Annelien



Annelien Bosmans is an Erasmusstudent from Belgium. She is studying to become a teacher in the secondary school. In her last semester she really wanted to go on Erasmus and she definitely is enjoying it in the PHST. She will never regret her choice to go on Erasmus to Graz!

92. Breyner, Sarah



Sarah Breyner, born on 28th July 1993 in Kapfenberg (Austria), is currently studying at the University College of Teaching Education (Styria), Graz to become a teacher of secondary school in English and History. She spent the spring semester of 2014 in Karlstad (Sweden) to get to know a new culture, to strengthen her skills in English and to learn a new language. Sarah is very interested in music, languages, books and loves spending time with her family.

93. Dan, Virag



Virag Dan kommt aus Ungarn. Sie studiert an der Universität of West Hungary in Sopron Kindergartenpädagogik. Im Wintersemester 2013 absolviert sie ein Auslandsemester an der Pädagogische Hochschule Steiermark. Sie hat bereits ein Praktikum als Kindergärtlerin absolviert.

94. Ebner, Viktoria



Viktoria Ebner is a student on the University College of Teaching Education of Styria.

95. Fauland, Birgit



Birgit Fauland was born in 1994 in Leoben (Austria) and is a student at the University College of Teacher Education Styria becoming a primary school teacher. She attended Erasmus Mobility at the University of Barcelona in 2014. She is interested in learning new languages, that is why she decided to spend half a year in Spain. Birgit loves music, reading, dancing salsa and her dog Ellie.

96. Frösch Madeleine



Madeleine Frösch is a student from Switzerland who studies Primary School Education at the Pädagogische Hochschule Zug. Currently, she is studying at the PH Steiermark in Graz for one semester.

97. Frooninckx Tessa



This is Tessa Frooninckx who lives in Belgium. She's 20 years old and has 4 brothers. In Belgium she's studying for teacher for the secondary school. There she gives the subjects Dutch and PAV. Right now she's in her last semester of her education.

98. Heber Zsafia



Heber Zsafia is a student from Hungary. She`s studing at the University of West-hungary. Now she in 2014 attended one semester in Graz at the University of Teacher Education Styria.

99. Hechl, Corina



Corina Hechl, born on 11th December 1989 in Rottenmann (Austria), is currently studying Mathematics and History at the University College of Teaching Education (Styria). Her aim is to become a teacher at the secondary school. In the spring semester 2014 she went to Karlstad (Sweden) and made her exchange semester there. Studying abroad means for her meeting new people, getting to know a different culture and learning a new language.

100. Hogenkamp Nienke



Nienke Hogenkamp is an Erasmus student from the Netherlands. She is in her 6th semester of her education for primary school teacher and studies at Saxion.

101. Jimenez, Anna



Anna Jimenez is a student from Barcelona who is studying Teacher training for Primary Education. She has been studying at the University of Barcelona for two years and currently she is doing an Erasmus Exchange in Graz, Austria. She is specially interested in special needs education. In 2012, she joined practical lessons in a primary school called "Maria Osso" in Sitges, Barcelona. She worked in Spain as an English teacher in "Escuela Santa Eulalia" for one year and she will continue on it after her exchange.

102. Kalinova Tereza



Tereza Kalinova is a student of the master programme Teaching of English and German for Lower Secondary Schools at the University of Hradec Kralove in the Czech republic. In 2014 she spent a semester at the University of Teacher Education Styria in Graz.

103. Kavuncu Tuba



Tuba Kavuncu from Turkey. She`s studying at Uludag University and she will became a mathematic teacher at secondary school next year. Now She is a Erasmus student in Graz at the University of Teacher Education Styria.

104. Matthias, Klein



Matthias Klein is a student of the University Collage For Teacher Education Styria with the aim to receive the BEd by the year of 2015. Due to the fact that he is a becoming teacher he is interested in mathematics and its didactics. In the year of 2014 he did an exchange semester at the Universidad de Las Palmas de Gran Canaria which put hin into the position to experience another educational system.

105. Körbler, Katharina



I am student of the university of teacher education Styria. I spent a semester abroad in Maribor, Slovenia. I will become a special needs teacher and I plan to continue my education at the university of teacher education Styria to become an elementary school teacher too.

106. Molnar Eszter



Eszter Molnar is an Erasmus student and came here to Graz to improve her german language knowledge.

In Hungary she studies Recreation which has a lot to do with Pedagogy that is why she was thinking of studiing here at Pädagogische Hochschule.

Of course an other reason was for her to see the culture of this amasing country.

107. Maloversnik, Sandra

Sandra Maloversnik is a student of the University College of Teacher Education Styria in Graz with the main subject English and the second subject Geography in the lower secondary school teacher certification programme. The summer term 2014 she spent in Huelva in Spain where she really improved her Spanish. During her previous school education she already spent three month in Spain to work in the gastronomy.

108. Minibek, Lisa

Lisa Minibek is a student at the University College for Teacher Education Styria in Graz, Austria. Her main subject is English and her second subject is Geography in the lower secondary school teacher certification programme. In the summer semester 2014 she did an Erasmus exchange for six months at the Universidad de Huelva in Spain. From 2008 - 2014 she worked in a summer camp for children in Bibione, Italy.

109. Daniela Mohr



Daniela Mohr was born on 18th July 1991 in Graz. Daniela lives in Fladnitz an der Teichalm and she is currently studying at the University College of Teacher Education in Graz (Austria) to become a primary school teacher. In the spring semester 2014 Daniela studied on the University of Örebro (Sweden). In Sweden she visited four courses and learned Swedish and a lot of English.

In her free time she really likes to go skiing and to go out with my friends. She also enjoys it to have a nice dinner and to watch a good movie on TV. She also loves to spend time with her family.

110. Neumeister, Julia



Julia Neumeister was born on 27th March 1991 in Graz. Julia lives in Graz and she is currently studying at the University College of Teacher Education to become a primary school teacher. In the spring semester 2014 Julia studied on the University of Örebro (Sweden). In Sweden she visited four courses and learned swedish and a lot of english. In her free time she meets some friends, does sport activities and reads a little bit.

111. Lisa Ofner



Lisa Ofner was born on 26th August 1992 in Voitsberg. Lisa lives in Köflach and is currently studying at the University College of Teacher Education in Graz to become a secondary school teacher with the subjects German and Nutrition. In the winter semester 2013/14 Lisa studied at the University of Örebro (Sweden).

Um neue Erfahrungen zu sammeln, internationale Kontakte zu knüpfen, meine Sprachkenntnisse zu erweitern, einen Einblick in andere Kulturen zu erhalten und um meiner Leidenschaft, dem Reisen und Kennenlernen anderer Länder, nachzukommen, habe ich mich dazu entschieden, ein ganzes Semester lang im Ausland zu studieren. Aufgrund meiner fünfjährigen Ausbildung an der Höheren Lehranstalt für wirtschaftliche Berufe in Köflach, deren Schwerpunkt das Erlernen verschiedener Fremdsprachen ist, habe ich grundlegende Voraussetzungen für die sprachliche Bewältigung eines Auslandssemesters in Schweden mitgebracht. Das Erlernen der schwedischen Sprache ist jedoch eine weitere persönliche Bereicherung für mich gewesen.

Zu meinen besonderen Stärken zählen vor allem meine Kontaktfreudigkeit und die Offenheit für Neues. Aufgrund dessen war ich sehr bestrebt darin, in Schweden viele Kontakte zu knüpfen und den unterschiedlichsten Menschen zu begegnen. Des Weiteren ist mir mein ausgeprägtes Organisationstalent und meine Zielstrebigkeit bei der Arrangierung und Durchführung dieses Auslandssemesters eine große Hilfe gewesen.

Um eine Erweiterung meines Kompetenzfeldes als Lehrerin zu erreichen, um einen ausreichenden Einblick in das schwedische Schulsystem zu erhalten und um eine Entwicklung meiner Person zu veranlassen, war die Absolvierung dieses Semesters in Örebro sehr gewinnbringend für meine Persönlichkeit und meine berufliche Zukunft.

Bewertung des Auslandsaufenthaltes in akademischer Hinsicht:

In akademischer Hinsicht konnte ich durch das in Schweden durchgeführte Auslandssemester meine Fremdsprachenkenntnisse auf alle Fälle erweitern. Zu Beginn war es für mich eine Herausforderung, alle Kurse und Prüfungen auf der Universität in Englisch zu absolvieren, allerdings konnte diese Aufgabe mit der Zeit ganz gut gemeistert werden. Desgleichen bereitete es mir sehr viel Freude, die schwedische Sprache in Form von zwei Universitätskursen zu erlernen. Die Bildungsqualität der Seminare und Vorlesungen war stark von den Lehrenden der jeweiligen Kurse abhängig, auch beim vielfältigen Angebot an Kursen für Studierende aus anderen Ländern gab es Unterschiede. Demnach ist es zu empfehlen, das Auslandssemester in Örebro im Sommersemester zu absolvieren, da ein breiteres Angebot im Frühjahr vorhanden ist. Einen Kurs gab es jedoch im Wintersemester, der mich unglaublich faszinierte und in akademischer Hinsicht bereicherte: "Developmental Psychology". Ich wusste vorab bereits, dass mir diese Vorlesung einiges für den Lehrberuf mitgeben würde. Tatsächlich wurde uns die gesamte Psychologie der Entwicklung eines Menschen auf mitreißende Art und Weise näher gebracht. Trotz des großen Lernaufwandes bin ich froh, diese Vorlesung besucht zu haben, da sie eine riesengroße Bereicherung für meinen zukünftigen Lehrberuf darstellte.

Bewertung des Auslandsaufenthaltes in kultureller Hinsicht:

Auch zahlreiche kulturelle Erfahrungen konnte ich während meines fünfmonatigen Aufenthaltes in Hinsicht auf das Land und dessen Einwohnerinnen und Einwohner gewinnen. Schweden hat vor allem auch historisch einiges zu bieten: eine Vielzahl an Museen und Schlösser, die einen Besuch für Begeisterte der Geschichte unentbehrlich machen. Das kulturelle Leben vorort unterscheidet sich nicht wirklich stark von Österreich. Die Mentalität der schwedischen Einwohner/innen kommt die der Österreicher/innen sehr nahe. Wie sagt man aber so schön: "Andere Länder, andere Sitten". Dieser Spruch trifft trotzdem immer wieder ins Schwarze. Grundsätzlich lieben es die Schwedinnen und Schweden zu feiern. Es gibt unzählig viele Feste und Feierlichkeiten mehr als in Österreich. Auch das Essen variiert stark zwischen diversen Veranstaltungen. Für die Einwohnerinnen und Einwohner von Schweden gibt es einfach immer einen Grund, das Leben zu genießen und es zu feiern. Das ist durchaus bewundernswert. Mein kulturelles Wissen hat sich natürlich auch durch die zahlreichen durchgeführten Reisen erweitert. Estland, Russland, Finnland und Dänemark gewährten mir einen guten Einblick in andere kulturelle Gegebenheiten.

Bewertung des Auslandsaufenthaltes in sozialer Hinsicht:

Durch das Knüpfen vieler Kontakte mit Studierenden aus der ganzen Welt kann ich das Auslandssemester auch in sozialer Hinsicht nur positiv bewerten und weiterempfehlen. Es entstanden einige gute Freundschaften, die auch nach Beendigung des Semesters noch Bestand haben. Die soziale Interaktion mit den Einwohner/innen Schwedens war desgleichen durch deren

ausgezeichneten Englischkenntnisse kein Problem. Der Aufenthalt in Schweden trug einen wesentlichen Beitrag zu meiner Entwicklung als Person bei und förderte sowohl meine Selbstständigkeit als auch mein Selbstbewusstsein. Ich bin sehr froh darüber, den Entschluss über die Absolvierung eines Auslandssemesters getroffen zu haben. Es war mit Sicherheit eine meiner besten Entscheidungen meines bisherigen Lebens!

Lisa Ofner

112. Kitti Papp



My name is Kitti. I'm 21 years old. I come from Hungary. I'm studying at the University of West-hungary in Győr. I like travel and bicycle. The languages is very important for me because i would like to work later in tourism, hotel and catering trade.

113. Peer, Lisa



Lisa Peer is a student on the University College of Teacher Education Styria and studied to become a primary school teacher. She spend her exchange semester on the University of Autònoma de Barcelona.

114. Porpáczy Eszter



Eszter Porpáczy comes from Hungary. At home in Győr she is studying tourism at the University of West Hungary. In this Semester she is studying at the PH in Graz.

Karoline P. is currently studying to become a primary school teacher at the University of Teacher Education in Styria/Austria. She will attend Erasmus Mobility at the University of Teacher Education in Schwäbisch-Gmünd/Germany from April till July 2014. This time will be such a big enrichment in her life, because she improves her personality and her language skills, specifically in phrases and treasury of words. She tries to gain experiences in another school system and culture. To become a teacher and having the possibility to study abroad, a dream comes true for her. She is an open minded person, spontaneously and sporty woman. Additionally to her teacher education she is attending a sports and healthy alimentation, natural cooking course. She is looking forward to life in another country and meeting new people!

116. Rainer, Maria



Maria Rainer is a student of the University College of Teacher Education Styria in Graz, Austria. She is studying the lower secondary school teacher certification programme. Her main subjects are German and Arts. After she had traveled to the South, the East and the West of Europe, she decided to discover the North too. Luckily she got the opportunity to spend an Erasmus semester abroad in Haderslev, Denmark.

117. Raml, Eva-Maria



Eva-Maria Raml was a student on the University of Barcelona (Universidad de Autonomia) and studied primary education. She is 22 years old and loves to work with children. She is interested into different cultures and countries and is open for new experiences.

118. Daniela Reiterer



I am student of the University College of Teaching Education (Styria). I spent a semester abroad in Denmark and took part in the Thai studies program. I am about to finish my studies and am going to work as a primary school teacher in autumn.

119. Rué, Gemma



Gemma Rué is a student of the University of Barcelona who is now doing an Erasmus (study abroad) in Graz in the Pädagogische Hochschule Steiermark.

She is studying to be a Primary Education Teacher and therefore she enjoys the opportunity to study abroad and learn about and with the others. She is an active person who likes to move around and not be quiet and that is a reason why she wants to discover new countries and cultures.

She thinks that Erasmus can provide her an incredible experience where she can discover different behaviours and knowledges that would be useful for her future.

120. Ruiz, Ana



Ana Ruiz is a student of Primary Education at the University of Barcelona. She is currently doing an Erasmus exchange in the University College of Teacher Education Styria in Graz, Austria.

As a future teacher, she thinks that any experience abroad will be useful to learn about other teaching experiences, methods and new cultures, and she is excited about this opportunity, hoping that it helps her in her future work with children.

121. Katrin Schaffer



Katrin Schaffer is 25 years old and she studies at the University College of Teacher Education in Graz to become a secondary school teacher with the subjects German and Arts. Katrin was an exchange student at the University of Örebro (Sweden) in the winter semester 2013/14.

Als mich das Fernweh gepackt hat, habe ich mich für ein Auslandssemester in Schweden /Örebro entschlossen. Ich reise gerne und bin sehr kontaktfreudig; diese Aspekte haben wesentlich zu meiner Entscheidung beigetragen. Außerdem war es mir ein Anliegen, meine Englischkenntnisse zu verbessern. Das Interesse am schwedischen Schulsystem und die Tatsache, dass mir die Kälte lieber ist als die Hitze, haben mich in den Norden gezogen.

Während meines Studiums und der zu absolvierenden Praxis an einer Schule in Örebro wurde mir schnell klar, dass ich ein Fan des unkomplizierten Schulsystems bin. Das Studieren ist meiner Meinung nach profitabler, wenn die Kurse – so wie in Örebro – hintereinander stattfinden, sodass man sich voll und ganz auf die einzelnen Fächer konzentrieren kann. Auch die Selbstständigkeit, die eine Lehrperson bei StudentInnen und SchülerInnen voraussetzt, habe ich als sehr positiv und zweckmäßig empfunden.

Schweden ist ein herrliches Land, das durch atemberaubende Naturreservate und Seengebiete besticht. Viele Sehenswürdigkeiten warten nur darauf, besichtigt zu werden. Die Hauptstadt, Stockholm, ist eine wunderschöne Hafenstadt und trägt nicht umsonst den Titel „Venedig des Nordens“. Die Altstadt ist gekennzeichnet durch enge ineinander verschlungene Gassen und Souvenirshops. Die Menschen im Norden sind durchwegs freundlich und hilfsbereit, wenngleich ein wenig schüchtern. Ein Schwede – so wurde uns erklärt – ist sehr darauf bedacht, nicht aufzufallen, weder im positiven, noch im negativen Sinne. Aufgrund der guten Englischkenntnisse hat man nie Probleme sich zu verständigen, was auch wesentlich zum Wohlfühlfaktor beiträgt.

Erwähnenswert ist auch das Aufeinandertreffen der verschiedenen Kulturen. Erst wenn man um 3 Uhr morgens Brasilianer im Pyjama im Freien tanzen sieht und singen hört, weiß man, dass gewisse Länder unterschiedlicher nicht sein könnten. Auch ein Mittagessen mit Chinesen oder das Partyleben mit Italienern ist nicht außer Acht zu lassen.

Ich lege allen StudentInnen, denen es irgendwie möglich ist, einen Erasmusaufenthalt ans Herz. Man sammelt in vielerlei Hinsicht unterschiedlichste Erfahrungen, die einen prägen. Man knüpft Kontakte, teilt Interessen und unterstützt sich gegenseitig, man findet Freunde... man findet Familie.

122. Schenn, Anna



Anna Schenn is currently studying to become a primary school teacher at the University of Teacher Education Styria. She tries to gain experience for her future job by working with children in her free time. For more than two years she has been looking after a group of children aged 6 to 10 years once a week. In Summer 2012 she was in charge for a group of children at a children's camp in the country. There she did a lot of outdoor activities such as hiking, swimming and many more things. Anna's hobbies are working creatively, playing the guitar and doing sports. Since she discovered her great interest for different cultures, she has been travelling to several destinations all over Europe. In summer 2013 she worked as an au pair in Ireland. This time was such a big enrichment that she decided to do Erasmus to further improve her language skills and to experience the Dutch culture and school system.

123. Szilvia Sipos



Szilvia Sipos ist Erasmus aus Ungarn. Sie studiert Rekreation und Gesundheitentwicklung in Ungarn. Sie ist 22 Jahre alt. Sie möchte gern Deutsch lernen in Graz.

124. Syrova Martina



Martina Syrova is a student of University of Hradec Kralove in the Czech Republic, where she studies foreign languages. She loves German, English, Russian and of course Czech.

In 2014 she spent 4 months at the University of Teacher Education Styria in Graz, the second largest city of Austria.

125. Trojer, Nina

Nina Trojer is a student of the University College for Teacher Education Styria in Graz, Austria. She is currently studying the lower secondary school teacher certification programme. Her subjects are English and Music. She spent a semester abroad in Denmark, from the end of January 2014 till the end of May. In 11th grade at school she went to California for three weeks with her school class, stayed with a host family and went to high school. In summer 2013 Nina Trojer was in Canada as an au pair and looked after two children.

126. Vasarhelyi Lilla



I am Lilla, 23 ys old, erasmus student in Graz. I come from Budapest, Hungary. I study tourism and want to work in this industry. I love travelling, that is my hobby. In my free time i do sports, for example jogging, cycling.

127. Virag,Hajni



Hajnalka Virag came from Hungary . She is learning in University of West Hungary she was specialised Tourism and Catering, but in this semester she is learning in Graz, in Pädagogische Hochschule Steiermark.

It is a new field with a lot of new experience to her, but she does not mind it. She likes it very much. Is a very good opportunity to her, to meet a different nationalities people and know cultures and habits from them. She also likes to go on a trip, and visit new cities and Austria is a very good place for it.

She believes it is a very good experience, what will be very important and useful when she will work in tourism. Learning in abroad is also improve to solve problems alone , and do not give up if something is not managed at first. She knows it was her best decision of her whole life, that she applied in Erasmus program. It could be useful for her future life.

128. Karolina Virág



Karolina Virág is a student from Hungary. She is studying at the University of West-Hungary. In 2014, she attended one semester in Graz at the University of Teacher Education Styria.

129. Vogl, Heiko, MA BEd



Heiko Vogl BEd MA is a member of the international office and lecturer at the University College of Teacher Education Styria. As a member of the Steering Group in the European Comenius Network VoiceS he is responsible for the digital communication in this network. For the Erasmus projects Facelt and ETsize he worked as an e-learning expert. His work and research interests are in the field of internationalization, digital communication and technologie enhanced learning. He is publisher of the blogs www.erasmus-journal.eu and www.mylearning.at.

130. YILMAZ Büşra



Büşra is a student from Turkey. She's studying at Uludağ University to become a math teacher.

131. Zwetti Alexandra



Alexandra is a student of the University College of Teacher Education Styria in Graz. She is going to be a teacher for children with special needs. She spent a semester in Las Palmas, Gran Canaria. There she joined the University of Las Palmas de Gran Canaria.

APPENDIX

132. WRITTEN MENTION

133. CREATIVE COMMONS LICENSE (CC BY 3.0)

132. Written Mention



"This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

The written mention is available online in different languages:

http://ec.europa.eu/dgs/education_culture/publ/graphics/beneficiaries_all.pdf

133. Creative Commons License (CC BY 3.0)



Erasmus+ Journal. Issue 2 CC BY 3.0 by Heiko Vogl is licensed under a Creative Commons Attribution 3.0 Unported License.

Human-Readable Summary

You are free:

to Share — to copy, distribute and transmit the work
to Remix — to adapt the work
to make commercial use of the work

Under the following conditions:



Attribution — You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).

With the understanding that:

Waiver — Any of the above conditions can be waived if you get permission from the copyright holder.

Public Domain — Where the work or any of its elements is in the public domain under applicable law, that status is in no way affected by the license.

Other Rights — In no way are any of the following rights affected by the license:

Your fair dealing or fair use rights, or other applicable copyright exceptions and limitations;

The author's moral rights;

Rights other persons may have either in the work itself or in how the work is used, such as publicity or privacy rights.

Made With Booktype

Visit <http://www.booktype.org>