Study Manual

Status August 2016

In cooperation with:

Welcome to inema!

Congratulations, you have made it!

The decision to begin an extra-occupational master's program is a tough one. In addition to all the activities you have managed so far, you have now enrolled yourself in an upgrading study program. We know that this will be an additional load and might sometimes push you to your limits. But you have taken the first step and we, the inema team, are willing, committed and highly motivated to accompany and support you as you take your next steps on the road to finalizing your personal vision for your career – something that will benefit the education sector and the development of your country.

Inema is a very young master's program. It is one out of four bi-cultural programs, which are funded and supported by the German Ministry for Economic Cooperation and Development (BMZ), the German Agency for International Cooperation (giz) and the German Academic Exchange Service (DAAD). These programs are related to the focus areas of the German - Arab development cooperation.

The inema study program is based on the experience of national programs in education management. The content has been developed commonly by German and Egyptian experts to ensure that national peculiarities and needs are reflected. The overall aim is to qualify you as an expert in international education management so you can act in an intercultural environment and identify, initiate and guide necessary and sustainable reform processes in the education sector. The enhancement of the cooperation between Germany and the MENA region is to be reached through the composition of students. An equal number of Germans study together with Arab professionals to learn and benefit from each other. The course will result in an international network of education management specialists.

This study handbook contains the necessary information for your study program. We would greatly appreciate your feedback which will support us in our effort to permanently develop and improve inema.

We wish you all the best.

Your inema team

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1.Goals of the inema Program & Program Orientation

Goals of the "International Education Management" Master's Program

According to a BMZ study carried out in 2005, there is a high demand for professional managers in the education sector of the MENA region.

The Institute for Educational Leadership of the University of Education Ludwigsburg and the Helwan University Egypt have developed a cross-cultural M.A. study program "International Education Management" that bridges the gap between current shortcomings and future challenges in the field of education management and cooperation development. The program focuses on current and prospective education managers developing and implementing ideas for a future-oriented education.

The guiding principle of the program is to focus on the development of managerial skills and of cross-cultural cooperation.

The expected educational outcomes should enable the participants:

- to organize their educational institutions and structures efficiently and functionally,
- to develop innovative and creative approaches dealing with modern educational concepts, strategies and processes of quality development and assurance,
- to handle cross-cultural challenges and diversity in a proper and correct way.

The course follows **an interdisciplinary and holistic approach**, aiming at general skills and knowledge in educational planning and education management with an enhanced application orientation. The program equips participants with leadership skills, as well as strategic and operational knowledge to lead teams to specific goals. After finishing this program, participants should be able to take responsibility, adopt innovative ideas for modern educational processes, set up strategies and structures, as well as implement quality management. The international dimension of the educational sector (e.g., national and international educational systems and theories of education, etc.) and socio-cultural aspects are both equally reflected in the curriculum.

Relevance

Focusing on cross-cultural and sector-specific challenges the transfer of knowledge into practical competencies, and vice versa, is achieved by highlighting real work problems and the finding of proper solutions. This practical approach is supported and completed through scientifically-proven theories. Key modules contain approved and established instruments (e.g. case studies setting, balanced scorecard, business games) concerning decision-making in complex authentic situations.

Quality

The academic quality of the activities will be measured and monitored by accreditation agencies recognized in both countries, Germany and Egypt. The Master's Program ends with a Master of Arts (M.A.) joint degree. The quality of the preparation, attendance and follow-up phases of each module is regularly evaluated. These evaluations are integral parts of our quality management system.

Cross-Cultural Design

International study programs unite students of different origin and culture. Being a foreigner in a different system offers both opportunities and limitations. Hence, training and reflection of cross-cultural competencies of students and lecturers is a guiding principle of this program. Learning in a cross-cultural environment requires great efficiency in the areas of cross-cultural perception and cross-cultural communication. Cross-cultural competencies can be improved not only in theory, but also in connection with training, evaluation, and reflection in multiple perspectives.

Thus, the focus is on the basic cultural needs and conditions of the participants, placing them in the center of a cross-cultural planning, teaching, and learning context. This holistic view requires a highly efficient learning environment:

In this way, culturally sensitive teaching aims for the:

- knowledge of different levels of cultural influence,
- development of cultural consciousness,
- control of a wide repertoire of critical incident learning situations.

The didactic planning includes methods and trainings tailored to:

- culture: coaching, cross-cultural teamwork,
- interaction: role play, feedback, business simulation, cross-cultural project methods,
- understanding: twinning, best practice methods, role play, coaching, internships.

2.Architecture of the "International Education Management" Master´s Program

Architecture of the "International Education Management" Master´s Program

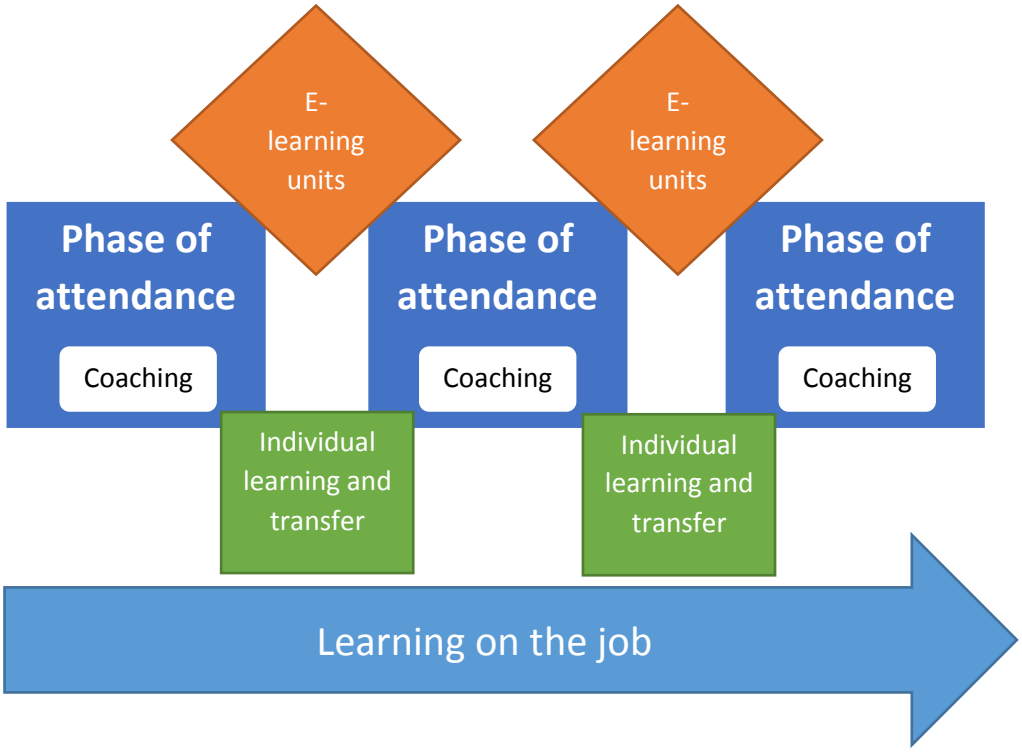
As the particular target group is composed of professionally experienced participants who are generally only available for shorter phases of continued education, the course is designed with an extra-occupational structure and elements of blended learning. There are two attendance phases per semester: one in Germany and one in Egypt. The duration of each attendance phase is nine or ten days, including two weekends. Individual learning, which occurs between each session, applies the topics of each previous session and helps to prepare the topics of the next attendance phase.

The Master's program meets the following structural requirements:

- A completion of the entire Master's program after three years with a total of 120 ECTS points.
- The attendance phases are concentrated within two academic years.
- Cross-border education (several weeks spent in Germany and Egypt - respectively), practice-oriented portions through projects, and internships in Arab and German educational institutions and education-related projects.
- English as the instructional language.
- Individual coaching and group coaching throughout the entire course period, preferably in international tandems.
- Project work in small international groups (preferably with a balanced composition of international students, based on the principle "each one teach one").
- Further components of the program are specialist workshops, intercultural weekends and summer schools, preferably scheduled to allow an exchange among groups from two or three different intakes.

The students are registered at both Helwan University and Ludwigsburg University of Education.

Blended-Learning Design of the Master's *Program*



The figure above shows how the program is organized. The alternating character of the structure involves both locations equally. This supports mutual understanding and cross-cultural perspectives.

The program is completed with a three-week internship and the master's thesis itself.

E-Learning in Online Phases

The Phases, which organize the study, link and connect the attendance phases and other learning activities by the learning management system called MOVE. An e-learning platform that is used for the preparation of attendance phases, for reworking, for communication among students and lecturers, and for study packages.

Aims of using our learning platform:

- distributing knowledge
- initiating learning activities
- initiating cooperation
- facilitating learning transfer

Organization of the learning platform:

- discussion forums
- networks
- knowledge storage (documents & tools)
- portfolio tasks
- feedback tools

E-learning is used in support of tasks and contents of regular modules and for communication-oriented, case-based scenarios in which students can design learning projects and discuss their own professional expertise.

Students enjoy continued access to the learning portal MOVE after having finished the inema program in the form of an alumni portal. The community of learning that will have been developed over the two/three years of mutual work and learning will change into a community of practice and will be maintained beyond the duration of the study period. This is a beneficial aspect of sustainability of the program: A community of learners will be transformed into a community of experts.

3.Study Schedule and ECTS Points

inema-Study Schedule

The inema-Study Schedule displays an overview of the study program.

- The arrangement of the attendance phases during the semesters 1 to 4 is shown in the study plan (see p. 14).
- The Master´s thesis and viva (see CER §25) and the Internship (see CER §6) are done in the third year of study.

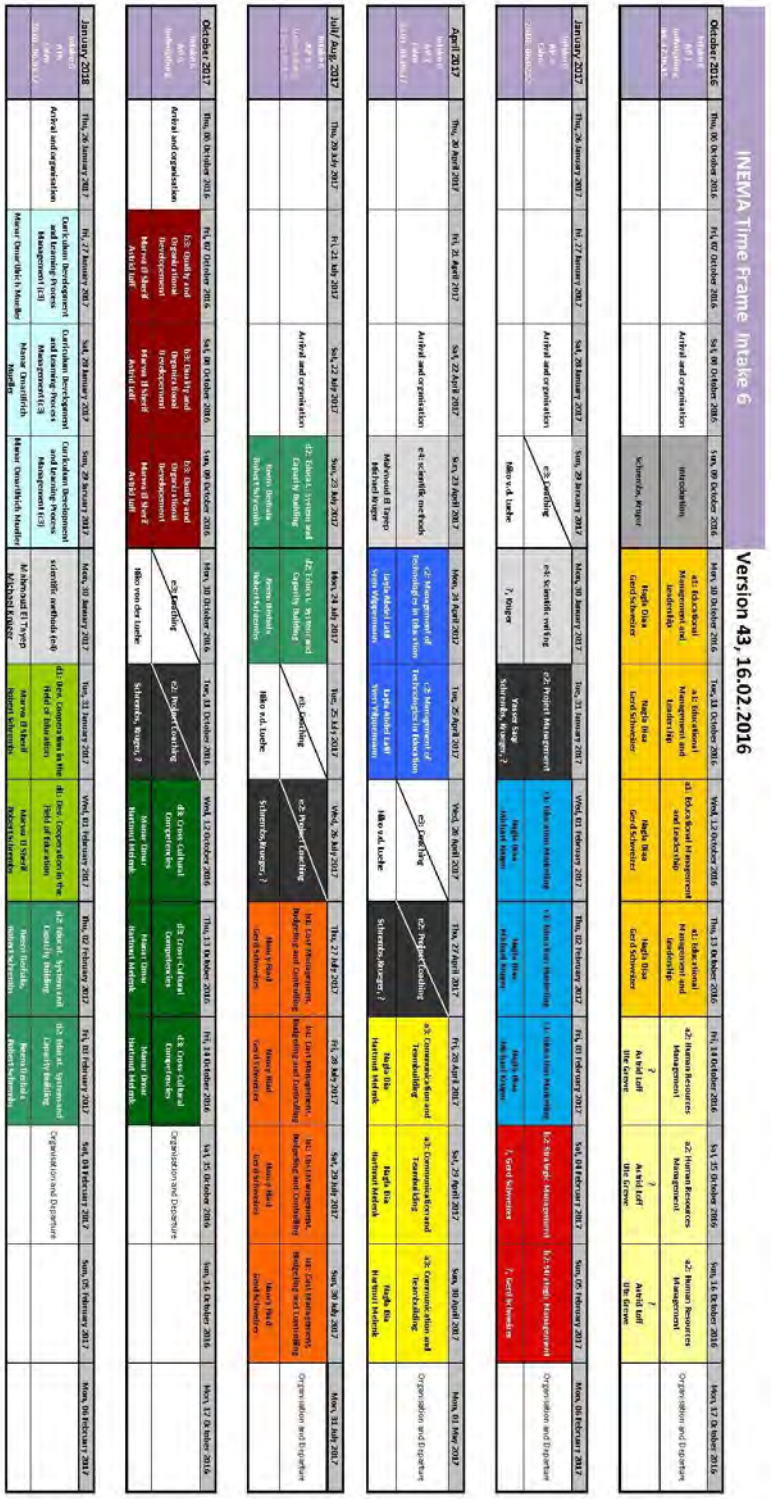
		Semester							
	Semester/Module		1	2	3	4	5	6	Total
Study field A: General Competencies									
A	A0 Basics of Language	6							6
A	A1 Introduction to Educational Management and Leadership		4	1					5
A	A2 Human Resource Management		3	2					5
A	A3 Communication and Teambuilding		3	3					6
Assessment: Portfolio including at least one scientific paper of about 10 pages									
Study field B: Organizational Processes and Controlling									
B	B1 Cost Management, Budgeting, and Controlling				6				6
B	B2 Strategic Management				5				5
B	B3 Quality Management and Organizational Development				3	2			5
Assessment: Two-hour written test									
Study field C: Management of Educational Planning and Administration									
C	C1 Education Marketing			3	2				5
C	C2 Management of Technologies in Education					5			5
C	C3 Curriculum Development and Learning Process Management			3		2			5
Assessment: Portfolio including at least one scientific paper of about 10 pages									
Study field D: International Affairs and Intercultural Competencies									
D	D1 Development Cooperation		2	2	1				5
D	D2 Education Systems and Capacity Building					5			5
D	D3 Cross-Cultural Competencies		2	1	1	1			5
Assessment: Portfolio including at least one scientific paper of about 10 pages									
Study field E: Research and Practical Work									
E	E1 Best Practice and Internship		1	2	1	1	7		12
E	E2 Project Management		4	3	2	2			11
E	E3 Coaching		2	1	1	1			5
Assessment: Project Documentation									
	E4 Master's Thesis					1	12	11	24
Total		6	21	21	22	20	19	11	120

Overview of the Credit Hours (ECTS) and the Corresponding Work Load

	ECTS	Hours
Study Field A: General Competencies	**22**	**550**
Basics of Arab/German Language/Culture	6	150
Module A1: Educational Management and Leadership	5	125
Module A2: Human Resources Management	5	125
Module A3: Communication and Team Building	6	150
Assessment: Portfolio including at least one essay of about 10 pages		
Study field B: Organizational Processes and Controlling	**16**	**400**
Module B1: Cost Management, Budgeting and Controlling	6	150
Module B2: Strategic Management	5	125
Module B3: Quality Management and Organizational Development	5	125
Assessment: Two-hour written test		
Study field C: Management of Educational Planning and Administration	**15**	**375**
Module C1: Education Marketing	5	125
Module C2: Management of Technologies in Education	5	125
Module C3: Curriculum Development and Learning Process Management	5	125
Assessment: Portfolio including at least one essay of about 10 pages		
Study Field D: International Affairs and Intercultural Competencies	**15**	**375**
Module D1: Development Cooperation in the Fields of Education	5	125
Module D2: Educational Systems and Capacity Building	5	125
Module D3: Cross-cultural Competencies	5	125
Assessment: Portfolio including at least one essay of about 10 pages		
Study Field E: Research and Practical Work	**28**	**700**
Module E1: Best Practice and Internships	12	300
Module E2: Project Management	11	275
Module E3: Coaching	5	125
Assessment: Project documentation		
Module E4: Master's Thesis and Viva	**24**	**600**
Total	**120**	**3000**

Study Plan

The study plan displays an overview of the study program. Firstly, it shows the arrangement of the single modules. Secondly, it shows where the lectures will take place. Each attendance phase is completed with an online-phase including preparation and follow-up tasks in MOVE.



4.Assessment

Assessment

Continuous Assessment Examinations (see Course and Examination Regulations – CER – § 17 to 24)

Each study field A to E is concluded by a continuous assessment examination. The examination of the study fields A, C, and D consists of a portfolio including at least one essay of about 10 pages.

The first part of the portfolio consists of all the tasks elaborated by the student in each module of the study field. This part is evaluated with either a 'pass' or 'fail'. The heads of module are responsible for the organization and the evaluation of the tasks. They can delegate this function to a lecturer who has taught the subject in question.

The second part of the portfolio is at least one scientific paper chosen out of the subjects of the study field. The topic of each scientific paper is given to the student by one of the heads of modules who also defines the time limitation to deliver the essay. The heads of module can delegate this function to a lecturer who has taught the subject in question. The student can make suggestions concerning the topic.

The examination of study field B is a two-hour written test covering the subjects of all modules of this study field.

The examination of study field E is the written documentation of the project work done by the student until the last attendance phase. This documentation is submitted to one of the heads of module.

The scientific papers (A, C, D), the test (B), and the project documentation (E) are evaluated by two examiners each (see CER § 13) who agree on a common grade taken from the grading scale (see CER § 14). If this is not possible, the grades shall be calculated from the arithmetic average of the individual grades. If more than one essay has been written in one of the study fields A, C, or D, the grade shall also be calculated from the arithmetic average of the individual grades.

Master's Thesis (see CER § 25)

The Master's thesis is the part of the examination procedure that concludes the academic education in the program. A viva is also part of the examination. (CER § 25.1)

The Master's thesis documents the evidence of conformity with standards of scientific work. Students proof their ability to overview study fields and the implicit interference as well as their own ability of self-reliant scientific research. Outcomes should show that they are able to find access and solution to scientific research questions, critical thinking and social responsibility with the specific background of education reforms and development cooperation. According to the strategic orientation of the inema program, it is explicitly promoted that the students' Master's thesis topics identify and integrate education-reform tasks. The choice of a Master's thesis topic is therefore individually supported by the core staff team to ensure this demand.

The thesis can be commenced only when a sufficient number of continuous assessment examinations have been passed and the resulting total of 60 credits has been accumulated. Prior to registration the precise formulation of the thesis topic is to be formulated in writing by the adviser. The student has the right to propose a thesis topic. (CER § 25.2)

The time normally devoted to the Master's thesis is five months. The topic can be changed only once and only within the first month following the date of issue of the topic. (CER § 25.4)

The Master's thesis can in adequately substantiated cases be completed as a group project when the test performance under examination for each student is so clearly demarcated that the individual contributions can be evaluated. (CER § 25.5)

The Master's thesis, normally of 40 to 60 pages, must be drafted in English and submitted to the Examination Committee in triplicate, printed and bound in A4 or Letter format, on or before the deadline. Significant detailed results can, where applicable, be summarized in an annex. (CER § 25.6)

The Master's thesis is normally to be graded, and the grade justified, by two examiners; the first examiner (adviser) should be the member of staff who proposed the topic of the dissertation. The grade on the Master's thesis is an arithmetic average of the two examiners' grades as long as the difference is not more than 2.0. […] The time spent grading the dissertation normally is not to exceed six weeks. (CER § 25.7)

The viva can be extended to other topics than that of the Master's thesis. The candidate has the possibility to propose a plan of further research and/or two topics from the contents of the program. The viva is organized as an oral examination (viva, see CER § 21). (CER § 25.8)

inema – Formal Beginning of the Master's Thesis

The students have to think about the subject of their Master's thesis and to discuss their ideas with a possible adviser as soon as possible.

The subject of a Master's thesis can be definitely formulated only if it is approved by a person who is eligible as examiner in accordance with CER § 13.1. This person will be the adviser of the thesis.

The precondition is that the student has passed a number of continuous assessment examinations which correspond to at least 60 ECTS points. This is the case when the student has

- successfully finished the portfolio tasks of the first three semesters and
- completed two essays concluding the study fields A and C or D and
- written the test concluding the study field B
- and when these examinations have been approved by the examiners.

This is normally possible in the second half of the second academic year.

When the subject of the Master's thesis is officially registered, the thesis has to be finished within five months.

Final Grade for the Master of Art's Degree (CER § 27)

The final grade for the Master of Arts degree is calculated and expressed as a grade point average (GPA). In the calculation of this final grade point average only the first two decimal places are relevant; all other decimal places are to be disregarded. (CER § 27.1)

The grades of the successfully completed continuous assessment examinations correspond to 75 % of the final grade point average. The grade of each study field A to E (excluding module E4, the Master's Thesis) corresponds to 15 % of the final grade point average. (CER § 27.2)

The grade of the Master's thesis corresponds to 25 % of the final grade point average. The grade of the thesis itself corresponds to 15 %, that of the viva 10 %. (CER § 27.3)

If the GPA for the Master's degree is 1.4 or better, the notation 'Passed with Distinction' ('cum laude') will be entered on the Certificate and/or Diploma Supplement. (CER § 27.4)

Continuos assessment examinations (grade point / average)	Study field A	15%	→	75%
	Study field B	15%		
	Study field C	15%		
	Study field D	15%		
	Study field E	15%		
Master's Thesis	Thesis	15%	→	25%
	Viva	10%		
				↓
	final grade of the M.A.			

Example of the study map

The study map displays the five study fields (A-E) and the related modules (A1-E3).

Study field A: General Competencies

Study field B: Organizational Processes and Controlling

Study field C: Management of Educational Planning and Administration

Study field D: International Affairs and Intercultural Competencies

Study field E: Research and Practical Work

You can also find the form of examination required in the specific study field. All grades are exemplary ones.

	Module	Form of examination	Module	ECTS	Grade	Factor		
Study field A	Educational Management and Leadership	Portfolio + Essay	A1	5	1,0	*0,15	0,15	Grade point average of continuous assessments
	Human Resources Management		A2	7				
	Commucation and Team Building		A3	7				
Study field B	Cost Management, Budgeting and Controlling	Written test	B1	6	1,7	*0,15	0,255	
	Strategic Management		B2	5				
	Quality Management and Organisational Development		B3	8				
Study field C	Education Marketing	Portfolio + Essay	C1	3	3,3	*0,15	0,495	
	Management of Technologies in Education		C2	3				
	Curriculum Development and Learning Process Management		C3	4				
Study field D	Dev. Cooperation in the Fields of Education	Portfolio + Essay	D1	4	2,7	*0,15	0,405	
	Education Systems and Capacity Building		D2	6				
	Cross-Cultural Competencies		D3	6				
Study field E	Best Practice and Internships	Internship documentation	E1	11	1,7	*0,15	0,255	
	Project Management	Project documentation	E2	7				
	Coaching		E3	6				
								1,56

Module	Form of examination	ECTS	Grade	Factor		
Master's Thesis	Thesis	24	1,5	*0,15	0,225	
	Defence		2,0	*0,1	0,2	
						0,425

Total	1,985
	good +

5.Guidelines on Research & Papers

Guideline on Research Papers and How to Work Academically

This guideline provides helpful information on how to write research papers and furthermore gives general input on how to work academically and accurately.

General Requirements

There are seven main aspects that have to be taken into consideration.

Scientific context:

The scientific context of a research paper is guaranteed when:

- the motives for choosing a particular topic are explained,
- arguments and trains of thought are presented in a systematic and comprehensible way,
- the individual methodical approach is reflected and evaluated,
- your own thoughts and ideas are integrated into existing theories and approaches.

Comprehensibility:

A clear and comprehensible style of writing is essential:

- simple and clear structure,
- proper length,
- vivid language,
- proper grammar and orthography.

Consequences and decision-making:

While writing a research paper, a lot of decisions have to be made:

- which terminology to use,
- which rules of citation to follow,
- which bibliographic framework to implement,
- how to structure.

It is crucial to be coherent and consistent once a choice has been made.

Experiment design for empirical study:

Selection and justification of experiment design need to be embodied in the text; statistical data can be represented in attachment.

- Is experiment design and evaluation design clear and thoroughly proven?
- When foreign empirical studies are used, are experiment design and evaluation design recognized and taken into consideration?

Style and language:

Only put into words what benefits your topic, avoid long sentences (more than two lines).

- Is word choice and phrasing clear and accurate?
- Are sentences clear and well-structured?
- Can some sentences be left out with losing input?
- Are sentences longer than two lines?
- Is there a coherent train of thought?
- Are sentences stylistically acceptable? linguistically and logically thorough?
- Are orthography, grammar and punctuation followed?

Literature:

Literature used and cited must be published and of appropriate academic quality.

- Used in proper amount?
- Literature evaluated and represented in proper way (without falsification and up to date)?
- Is a critical analysis of literature in evidence?
- Do bibliography and cited literature fit together?
- Is literature properly listed in bibliography?

Citations:

Citations must be comprehensible and coherent (detailed requirements see annex). Citations embodied in text are recommended, e.g.: [Gabele, E., 19889, 256] or [Gaugler, E., Mitbestimmung, 1983, 201]

- Is material and information comprehensible and cited?
- When using information gained from interviews / discussions with experts, citations are needed.
- Proper amount of citations?
- Are all citations properly quoted in bibliography?
- Style of citation needs to be coherent and thorough.
- All citations need to be represented in bibliography.

6.Scientific Writing

Structure and Form

Structure

This is the form and structure we recommend:

1. Front page
2. Preface (optional)
3. Abstract
4. Table of Contents
5. Table of Figures
6. Table of Abbreviations
7. Body
8. Endnotes Page
9. Bibliography/ Works Cited
10. Attachments (optional)
11. Declaration of Authenticity

Form and Layout

All research papers have to be printed on white DIN-A4 paper. No duplex (front and reverse) printing!

Use 1.5 line spacing for the text of your paper, and use a legible font (e.g. Times New Roman or Arial). The font size should be 12pt.

Margins: top: 2.5 cm; bottom: 2,5 cm; left: 4 cm, right: 2,5cm

Sample of front page

PH Ludwigsburg
University of Education

Helwan University

Thesis Title

A Thesis presented to obtain the Master Degree in International Education Management

Presented by

Complete Name

Address

Student ID

Under the supervision of

Prof. Dr.
Titles

Prof. Dr.
Titles

Cairo/Ludwigsburg 2014

The file is available in the Master Thesis course in MOVE.

Illustrations, Tables and Figures

Illustrations appear directly embedded in the document. Each illustration must include a label, a number, a caption and / or source information.

- The label and number should always appear in two places: in the main text (e.g. see Fig. 1) and near the illustration itself (Fig. 1).
- Captions provide titles or explanatory notes.
- Source information documentation will always depend upon the medium of the source illustration. If you provide source information with all of your illustrations, you do not need to provide this information on the Works Cited page.

Abbreviations

Abbreviations should be used as seldom as possible. Do not use periods or spaces in abbreviations composed solely of capital letters, except in the case of proper names:

- US, CD, HTML
- P. D. James, J. R. R. Tolkien, E. B. White

Use a period if the abbreviation ends in a lower case letter, unless referring to an Internet suffix, where the period should come before the abbreviation:

- assn., conf., Eng., esp.
- .com, .edu, .gov (URL suffixes)

Footnotes and Endnotes

The extensive use of footnotes is discouraged as it distracts the reader, however footnotes and endnotes should be used when needed:

- Bibliographic notes, which refer to other publications used for your research paper.
- Occasional additional information

Footnotes (below the text body):

- Footnotes are single-spaced with a hanging indent. Place a period and space after each footnote number. Provide the appropriate note after the space.

Endnotes Page:

- The Note page should appear before the Works Cited page. The notes themselves should be listed by consecutive Arabic numbers that correspond to the notation in the text.

Declaration of Authenticity

It is necessary that every scientific work contain a Declaration of Authenticity. It can be formulated like this:

I, the undersigned, _____, declare that this thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been personally consulted.

Signature and Date: _____

Guidelines on Citation:

Information that always has to be cited:

- Quotations and opinions, whether directly quoted or paraphrased.
- Statistics derived by the original author.
- Visuals in the original.
- Another author's theories.
- Another author's direct experimental methods or results.
- Another author's specialized research procedures or findings.

Also to keep in mind:

- If directly quoted, be 100% accurate.
- If a sentence is only quoted partially, highlight the part you leave out: "…"
- Quotes from foreign languages need to be translated.
- A direct quote ends with its source.

More can be found in the: Publication Manual of the American Psychological Association on pages: 117 ff.; pages 207 ff.; pages 292 ff. or on https://owl.english.purdue.edu/owl/resource/560/18/

Quotes

Short quotations (fewer than four lines) in your text are enclosed with double quotation marks. Provide the author and specific page citation in the text. Include a complete reference on the works cited page.

Exp: According to some, dreams express "profound aspects of personality" (Foulkes, 2004, p. 184), though others disagree.

For quotations that extend to more than four lines of verse or prose, place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented from the left margin; maintain 1.5 spacing.

Exp:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration: They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte, 1978, p. 78)

Bibliography/ Works Cited

Basic Rules

- Begin your Works Cited page on a separate page at the end of your research paper.
- 1.5 line spacing between all citations, but do not skip spaces between entries.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-250.
- Capitalize each word in the titles of articles, books, etc., but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: Gone with the Wind, The Art of War, There Is Nothing Left to Lose.
- Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name.

Basic Format

The author's name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last name, First name. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Book with One Author

Gleick, James. Chaos: Making a New Science. New York: Penguin, 1987. Print.

Henley, Patricia. The Hummingbird House. Denver: MacMurray, 1999. Print.

Book with More Than One Author

The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Gillespie, Paula, and Neal Lerner. The Allyn and Bacon Guide to Peer Tutoring. Boston: Allyn, 2000. Print.

An Edition of a Book

There are two types of editions in book publishing: a book that has been published more than once in different editions and a book that is prepared by someone other than the author (typically an editor).

A Subsequent Edition

Cite the book as you normally would, but add the number of the edition after the title.

Crowley, Sharon, and Debra Hawhee. Ancient Rhetorics for Contemporary Students. 3rd ed. New York: Pearson/Longman, 2004. Print.

A Work Prepared by an Editor

Cite the book as you normally would, but add the editor after the title.

Bronte, Charlotte. Jane Eyre. Ed. Margaret Smith. Oxford: Oxford UP, 1998. Print.

Anthology or Collection (e.g. Collection of Essays)

To cite the entire anthology or collection, list by editor(s) followed by a comma and "ed." or, for multiple editors, "eds" (for edited by). This sort of entry is somewhat rare. If you are citing a particular piece within an anthology or collection (more common), see A Work in an Anthology, Reference, or Collection below.

Hill, Charles A., and Marguerite Helmers, eds. Defining Visual Rhetorics. Mahwah, NJ: Lawrence Erlbaum Associates, 2004. Print.

Peterson, Nancy J., ed. Toni Morrison: Critical and Theoretical Approaches. Baltimore: Johns Hopkins UP, 1997. Print.

A Work in an Anthology, Reference, or Collection

Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form is for this sort of citation is as follows:

Last name, First name. "Title of Essay." Title of Collection. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.

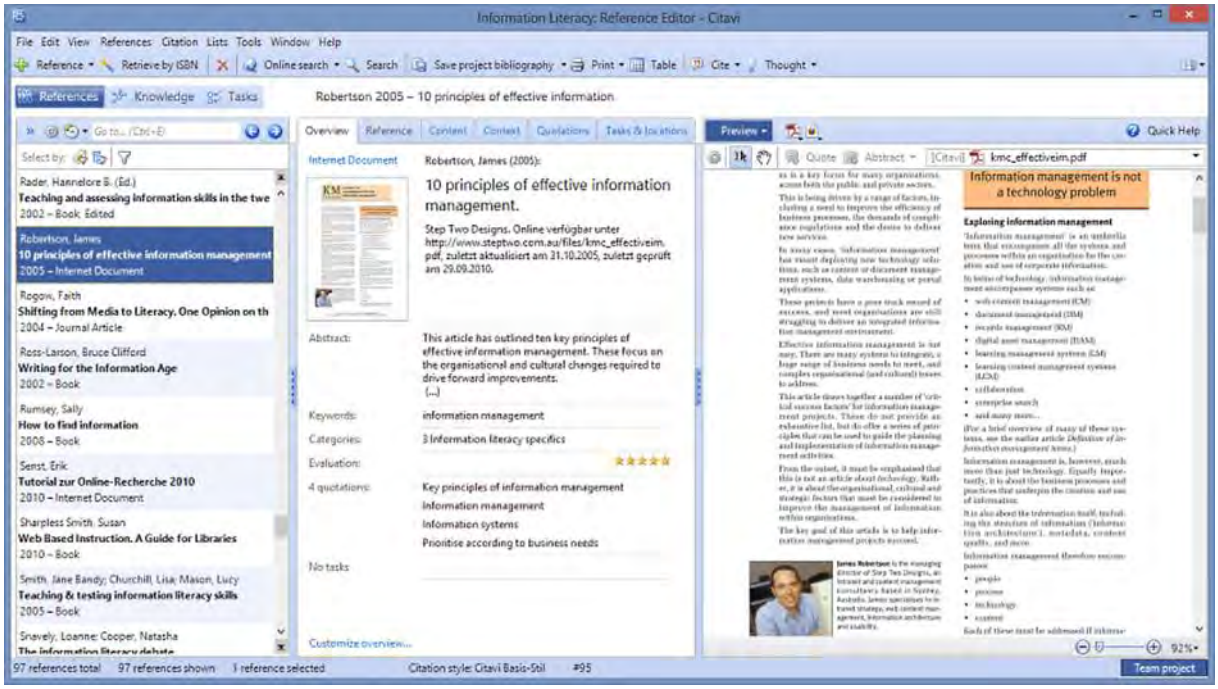
Some examples:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." A Tutor's Guide: Helping Writers One to One. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.

Swanson, Gunnar. "Graphic Design Education as a Liberal Art: Design and Knowledge in the University and The 'Real World.'" The Education of a Graphic Designer. Ed. Steven Heller. New York: Allworth Press, 1998. 13-24. Print.

Literature and citation management

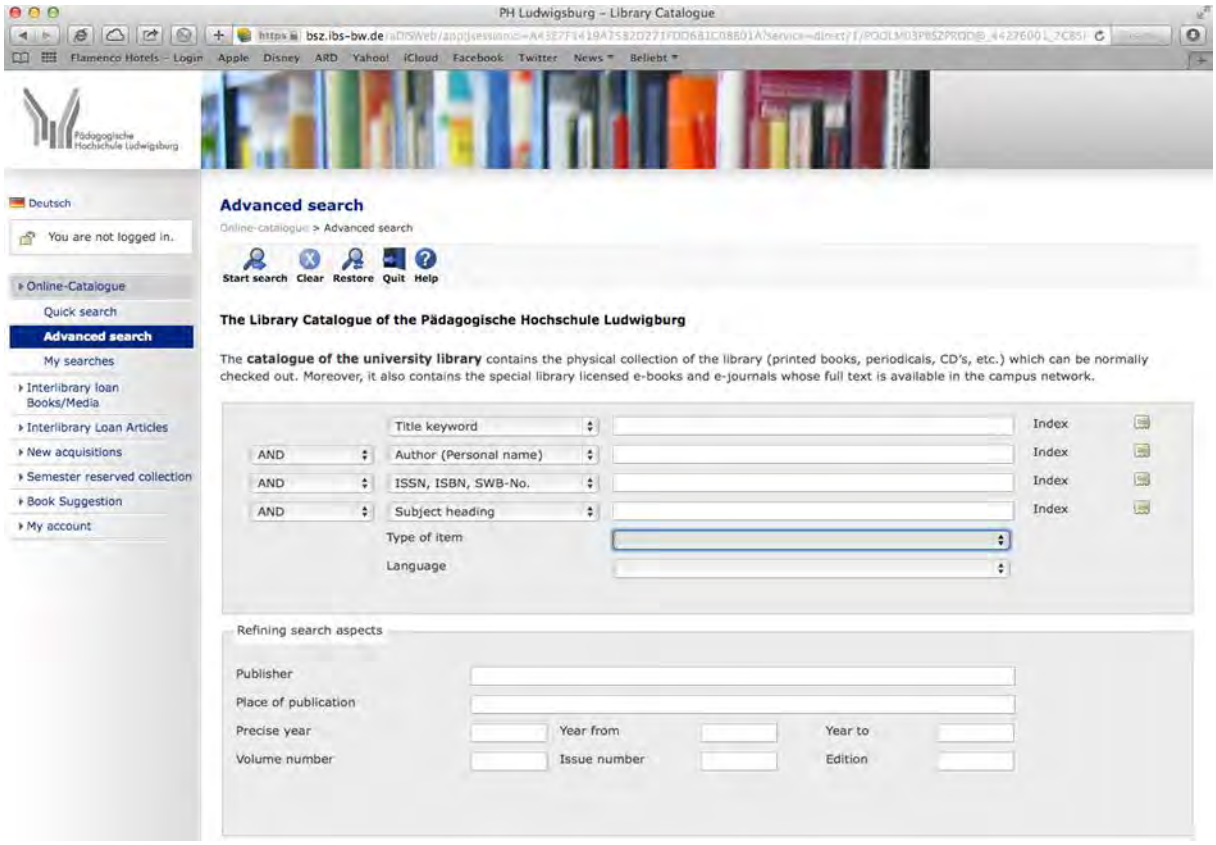
We recommend the usage of a citation management software: Citavi. The basic idea of this software is on the one hand a management tool for scientific writing and on the other hand it is a tool to gather “unorganized” knowledge for future writings, e.g. while reading to ad text bricks or interesting literature. Within citavi you can add or download bibliographic information for your references, list quotations, related to a book, article etc., formulate tasks and so on. Additionally, there are add-ons for browsers and Microsoft Word available to make your scientific writing a little bit easier. It can be downloaded for windows on: https://www.citavi.com/en/download.html.



Where to find Literature – Online

Library of PH-Ludwigsburg

You can search for books and e-books on the PH OPAC (Online Public Acces Catalogue). If a E-Book is available and you want to take a closer look, you need to access the PH network. You can do this via VPN (AnyConnect http://www.ph-ludwigsburg.de/9075.html) or Shibboleth. Please do NOT use Web-VPN. Shibboleth is a 'single-sign in' for computer networks and the Internet. It allows people to sign in, using just one 'identity' run by 'federations'. The federations are often universities.



Other (free) Online-Databases:

- EconBiz – find economic literature: http://www.econbiz.de/en/
- Sowiport – social science information: http://www.gesis.org/sowiport/en/home/overview.html
- Eric – education resources: http://www.eric.ed.gov/
- KVK - Karlsruhe Virtual Catalog, a meta search interface for more than 500 million books and serials in library and book trade catalogs worldwide: http://www.ubka.uni-karlsruhe.de/kvk_en.html

Types of Papers

There is a huge variety of scientific papers. A list can be found below. Nevertheless, please contact us in advance if you are planning a paper, we will be happy to support you.

Argumentative papers

Argumentative papers, also called „Discussion papers“, present two sides of a Controversial issue.

Citations from researchers that present logical facts from both sides of an issue should be included in the argumentation. They have to be combined with your (the authors) analysis of the pros and cons of each argument.

Though you have to find your own position at one side finally, you have to write unemotional and factual and include both sides fair and balanced.

The choice is yours if the sequence of arguments (pros and cons) is “pro - con, pro - con, etc.” or if you put all arguments of one side first and then all arguments of the second side later. Attention: please stick to your decision.

Analytical papers

Again you start from a problem you revealed, but now you analyze the conditions of the problem and the findings of other researchers.

These papers’ focus is in analyzing different viewpoints from a factual standpoint, not from an opinion-based standpoint. After having stated the problem and whom it may concern, you may focus on describing the conditions you meet around that problem and the findings, methodology or conclusions of other researchers. Often, you will be able to sort them into different categories of views upon the problem, which would be an appreciable finding of your paper.

Definition papers

Definition papers describe a topic from a factual standpoint, totally free of emotion or your personal opinion. The paper includes facts from a variety of sources, this information is usually left unanalyzed and contains only facts found in other research paper or literature findings.

You will be surprised how many definitions you will find for single words or issues from different resources.

In case you like discussing things very much, you might find it difficult, but especially this paper can provide a valuable information framework for other argumentative or analytical reports on the same topic.

Comparison & Contrast papers

Usually, you compare two different authors’ standpoints on the same subject, e. g. different understandings of a specific leadership style. Another possibility is to compare the same subject in two different environments, e. g. in German and in Arab institutions. A third possibility is to compare two different characteristics of a subject, e. g. comparison of different leadership styles.

Cause & Effect papers

These papers trace results from a particular action of policy in a logical progression. The results may be probable or expected. Make sure that it is easy for your reader to follow your thoughts.

In this paper, you will not only outline the predicted results from the action or situation you specified, but also which other factors influence the result, which might be a wide range of factors to be taken into consideration.

In terms of English grammar, please revise “if-clauses”.

Reports

In a report, you are usually expected to describe the key issues in a workplace scenario – in terms of writing: You outline a case study situation. In most reports, you can choose a specific perspective from where you view the case, e. g. from a human resources standpoint, or from the development cooperation standpoint of a spending or receiving country.

The report would include a summary of the current situation (and maybe a view back on how this situation came up); and identification of the main issue or concern, a breakdown of elements of the main issue and then recommendations on what one should consider when dealing with the situation.

Reports are free of emotion. You need to give prove to your findings in graphs and tables. In case they are too big to bring all of them into the text, put them in the appendix and just in a short form into the text.

Empirical research papers

With the specific features of research papers, we will give further explanations in the context of preparing your master thesis. Simplified, the relevant parts are:

- Research question and objective
- Theoretical framework
- Method or design (with several sub-parts)
- Findings
- Discussion and Conclusions

In case you are planning to do empirical research, please contact the head of module in charge as early as possible.

Writing a paper

After having chosen the type of paper you should start with writing an abstract.

Writing an abstract:

First of all: Write 100---200 words, not more!

The abstract gives a short overview of your paper, including (1) the problem, (2) the type of paper you are writing, (3) what you have been writing (in short) and (4) the conclusions.

The aim is to show a reader that your paper is worth reading. Later (when you publish your thoughts) much more people are going to read your abstracts than your papers, so the abstract double---functions: It has to provide information for those reading the whole paper and outline the most important things to those who are not experts in your field.

Relevant parts of an abstract are:

1. Motivation (Why do we care about the problem?)
2. Problem statement (What problem/question is the paper going to deal with and
3. hopefully solve? What is the scope of your work?)
4. Approach (What was done?)
5. Results (What is the answer to the problem/question?)
6. Conclusions (What implications does the answer imply? Is there something generally relevant?)

You should be able to answer each part's question within one sentence, then you will have no trouble in keeping the limited amount of words.

Writing a paper – what counts

Dimension	Elements	Explanation
Research Approach: Issue, question and structure	Personal responsibility	Self-engagement in finding an issue and a title
	Structure	Stringency, clarity, matching paper type
Problem/Research question	Research question & relevance	Reliability: Research question is not ambiguous; relevance given for that field of science
	Literature references	Wide range used, cited correctly
Research Method/ Choice of type of paper	Appropriate choice of method/type for the question	Validity: Type of paper fits the research question & problem
	Appropriate volume of facts backup (In empirical research: sampling)	Theoretical or empirical base is solid
	Research replicable / reproducible	Objectivity: Another person could come to the same results based on what was documented and used in the paper. Reliability: A new testing would bring the same findings again
Results & findings	Documentation complete	Nothing relevant is skipped
	Comprehensibility	No need to read several times to understand
	Findings contribute to solving the problem/ give answer to the research question	Research question is answered
Interpretation, discussion, conclusions	Precision/Limitations	Limitations are documented, no obvious mistakes
	Bias/Falsification	Fact, not fiction
Further specific aspects for master programs: (esp. for education management papers)	Leadership aspects	Stringently implemented
	Transfer aspects	Stringently implemented
	Multiple perspectives	Stringently implemented
	Intercultural aspects	Stringently implemented

Annotations:

- Based on Friedrichs 1990 who refers to APA Criteria Rating referring to inema assessment regulations: very good – good – satisfactory – sufficient – insufficient.
- In empirical work, objectivity and reliability have to be clearly differentiated. In theoretical papers, both aspects cross over