

## **COURSE HANDBOOK** MASTER OF SCIENCE IN BUSINESS EDUCATION

Summer Semester 2023

14

## FACULTY OF ECONOMICS AND BUSINESS



|   | Cooperation in teams:<br>competence and competence<br>development  |  | Total. 180h   |  |   |  |  |  |
|---|--|--|---|--|---|--|--|--|
| MIN1:S23  |  | nce Elective   | In Presence<br>2 SWS / 23h  | Self-study<br>157h   | 6 CP  |  |  |  |
| Allocation (Program /   | Faculty)   | M.Sc. in Business E  | M.Sc. in Business Education   |  |   |  |  |  |
| Availability for Other F  | Programs   | For non-enrollment p   | For non-enrollment programs, please refer to our website.   |  |   |  |  |  |
| Content   |  |  |   |  |   |  |  |  |
| behind the<br>The semir<br>which coo<br>places on<br>In particula<br>is the que | ese terms, however, has re<br>har will use economic - espe<br>peration problems arise wh<br>the morale of the team me<br>ar, it is about what individua          | ls can do through their actions<br>ding competences develop or   | gh the educational claim<br>nd game theory - as well<br>how these problems can<br>in the team to establish ar | as such is at least 30 yea<br>as social psychological ap<br>be solved and what spec<br>ad maintain cooperation. Ec | rs old.<br>proaches to work out<br>ific requirements this<br>qually, however, there |  |  |  |
| Learning Outcomes /   | Competency Goals   |  |   |  |   |  |  |  |
| Learning (  | Learning Outcomes  |  |   |  |   |  |  |  |
| teams dep<br>• Stude  | ends on, which competence  | sis of behavioural economic an<br>es this requires accordingly and<br>pose and answer core question<br>es. | how these competences   | can be developed.  | ·   |  |  |  |
| • CGM·<br>• CGM·<br>• CGM·<br>• CGM·  | A Theoretical knowledge (to<br>B Quantitative methods knowledge (to<br>C Ethical reasoning (totally)<br>D Communication skills (tot<br>H Pedagogical knowledge ( | otally)<br>owledge (not addressed)<br>)<br>ally)   |   |  |   |  |  |  |
| Pre-requisites  |  |  |   |  |   |  |  |  |
| Participati   | on requirements  | none   |   |  |   |  |  |  |
| Recomme   | nded prior knowledge   | none   |   |  |   |  |  |  |
| Course Organization   |  |  |   |  |   |  |  |  |
| Teaching  | mode   | Seminar (2 SWS)  |   |  |   |  |  |  |
| Language  |  | German   |   |  |   |  |  |  |
| Duration  |  | One Semester   |   |  |   |  |  |  |
| Frequency   | /  | Yearly   |   |  |   |  |  |  |
| Recomme   | nded semester  | Semester 2   | nester 2  |  |   |  |  |  |
| Lecturer(s  | )  | Prof. Dr. Gerhard Minnameier   |   |  |   |  |  |  |
| Semester Work   |  |  |   |  |   |  |  |  |
| Proof of pa   | Proof of participation none  |  |   |  |   |  |  |  |
| Non-grade   | ed assignments   | none   |   |  |   |  |  |  |
| Examination and Grad  | ding   |  |   |  |   |  |  |  |
| Examination   | on   | Term paper (12 -15 pages) an   | d presentation (ca. 30 min  | utes)  |   |  |  |  |
| Elements<br>examination   |  | 70% term paper and 30% pres  | entation  |  |   |  |  |  |

|   | Current Problems in Busine   | 255   | Total  | . 150h  | 5 CP   |  |  |
|---|--|---|--|---|--|--|--|
| AFWP  | Education  | Mandatory Course  | In Presence<br>2 SWS / 23h   | Self-study<br>127h  |  |  |  |
| Allocation (Program /   | Faculty)   | M.Sc. in Business Education   |  |   |  |  |  |
| Availability for Other  | Programs   | For non-enrollment p  | rograms, please refer to o   | ur website.   |  |  |  |
| Content   |  |   |  |   |  |  |  |
| Explanation<br>Studies p<br>play an in<br>courses<br>Explanato<br>methodolo | ons enable teachers to introd<br>oint to a positive correlation<br>nportant role not only in the s<br>my videos as a form of expl                            | sk in teaching and the ability to<br>duce new content in class or to<br>between the quality of teacher<br>school context, but also in the<br>lanation have gradually gaine<br>of explanatory videos and pro-<br>arious didactic criteria. | o react to difficulties in und<br>ers' explanations and stud<br>company context - e.g. in<br>d in importance in recent | derstanding as well as error<br>lents' learning success. H<br>the onboarding of new em<br>t years. In this module, st | ors made by students.<br>owever, explanations<br>ployees or in training<br>rudents deal with the |  |  |
| Learning Outcomes /   | Competency Goals   |   |  |   |  |  |  |
| Learning  | Outcomes   |   |  |   |  |  |  |
| Stude   | ents will be able to apply ade   | pretical models and research fin<br>quate procedures to solve busi<br>e effectively with others in solv   | ness education problems.   |   | rocational education.  |  |  |
| Contributi  | on to AACSB Competency G   | ioals   |  |   |  |  |  |
| • CGM<br>• CGM<br>• CGM   | -A Theoretical knowledge (to<br>-B Quantitative methods kno<br>-C Ethical reasoning (partiall<br>-D Communication skills (par<br>-H Pedagogical knowledge (p | wledge (partially)<br>y)<br>tially)   |  |   |  |  |  |
| Pre-requisites  |  |   |  |   |  |  |  |
| Participat  | on requirements  | none  |  |   |  |  |  |
| Recomme   | ended prior knowledge  | none  |  |   |  |  |  |
| Course Organization   |  |   |  |   |  |  |  |
| Teaching  | mode   | Project seminar (2 SWS)   | ect seminar (2 SWS)  |   |  |  |  |
| Language  | , (  | German  | an   |   |  |  |  |
| Duration  |  | One Semester  |  |   |  |  |  |
| Frequenc  | y  | Every semester  |  |   |  |  |  |
| Recomme   | ended semester   | Semester 4  | ster 4   |   |  |  |  |
| Lecturer(s  | 3)   | Prof. Dr. Eveline Wuttke  |  |   |  |  |  |
| Semester Work   |  |   |  |   |  |  |  |
| Proof of p  | articipation   | none  |  |   |  |  |  |
| Non-grad  | ed assignments   | none  |  |   |  |  |  |
| Examination and Gra   | ding   |   |  |   |  |  |  |
| Examinat  | ion  | Written essay (ca. 12 pages) a  | nd presentation (ca. 20 mi   | nutes)  |  |  |  |
| Elements<br>examinati   | of cumulative  | 70% written essay and 30% pr  | esentation   |   |  |  |  |
| Recommended Litera  | ature  |   |  |   |  |  |  |

| DBWA         and Training         Mandatory Course         In Presence<br>2 8/05/281         Sold study<br>(27)         Sold study<br>(27)           Allocation (Program / Faculty)         M.Sc. in Business Education         For non-enrollment programs, please refer to our webste.           Control         The course includes the exemination of various inhibitation the standards desgroatic approaches that can be used to solve current problems in<br>traccose and comparise) and refer to them oriclash.<br>The course includes on the examination of the trading the standards desgroatic approaches that can be used to solve current problems in<br>traccose and comparise) and refer to them oriclash.<br>The course floated problems intered of testing toweldes, as has been the test evalues. Examinations and the shades the standard by the standards of the standards and the independent design of new tasks.<br>Beveloped tasks are then to be implemented on a platfum. In order to make this successful, both media instruction and technical basics are<br>traught.           Learning Outcomes / Compotency Goals         - <td< th=""><th colspan="2">2214</th><th>Didactics of Vocational Education</th><th>ducation</th><th></th><th colspan="3">Total. 150h</th></td<>   | 2214         |  | Didactics of Vocational Education | ducation  |                             | Total. 150h                |              |  |  |  |
|---|--------------|--|-----------------------------------|-----------|-----------------------------|----------------------------|--------------|--|--|--|
| Content         Content           Availability for Other Programs         For one encollment programs, please refer to our webate.           Content         The sources includes the examination of various instructional theories and diagnostic approaches that can be used to solve current problems in school and company education and training. Based on this, the students design learning units or examination situations for problems in school and company education and training. The students the semination situations of problem instead of the include, the perificipants learning units or examination situations of problem instead of the problem instead of   | DBWA         |  | and Training                      |           | Mandatory Course            |                            |              | 5 CP   |  |  |
| Content Conte | Allocation   | (Program /   | Faculty)                          |           | M.Sc. in Business Education |                            |              |  |  |  |
| Image: Contrast includes the examination of various instructional theories and diagnostic approaches that can be used to solve current problems in school and company education and reliand ().           The course finates on necessary dramages in the commercial vocational examination system. Examinations should here thow well trainees are able to solve professional problems instead of training. Based on this, the students design learning units or examination should here thow well trainees are able to solve professional problems instead of training. Subject is a share the the case up to now. To this end, the participant's learning and examination tasks.           Learning Outcomes         Subject is a sound knowledge of how to create problem-based and media-instruction appealing learning and examination tasks.           Learning Outcomes         - Students haun to critically analyze problems arising from heterogeneity in vocational education and to develop theory-based innovative solutions.           - Students and to able on ecopices social changes, to reflect on them systematically and to transfer them into consequenting business effect.           - Contribution to ACSS Competency Coals           - Contribution to ACSS Co   | Availability | y for Other I  | Programs                          |           | For non-enrollment p        | rograms, please refer to c | our website. |  |  |  |
| school and company education and training. Based on this, the students design learning units or examination situations for practical institutions is and refere on theme mitically.         The course focuses on accessary changes in the commercial vacational examination system. Examinations should test how well trainees are also to solve professional problems instead on a platform. In orde to make this successiful, both successifue how the trained basis of new tasks.           Learning Outcomes         -           - Students learn to ortically analyze problems arising from heterogeneity in vocational education and to develop theory-based innovative as a sound knowledge of how to create problem-based and media-instruction appealing learning and examination trains.           - Students learn to ortically analyze problems arising from heterogeneity in vocational education and to develop theory-based innovative education.           - Students learn to ortically analyze problems in stand to corresponding business education.           - Students are also to recognize social changes, to reflect on them systematically and to transfer them into corresponding business education.           - Students are also to recognize social changes, to reflect on them systematically and to transfer them into corresponding business education.           - Students are also to recognize social changes, to reflect on them systematically and to transfer them into corresponding business education.           - Students are also to recognize social changes, to reflect on them systematically and to transfer them into corresponding business education.           - Students are also to recognize social changes, to reflect on them systematically and to transfer them into corresp   | Content      |  |                                   |           |                             |                            |              |  |  |  |
| Learning Outcomes         • Students learn to critically analyze problems arising from heterogeneity in vocational education and to develop theory-based innovative solutions.         • Students are able to recognize social changes, to reflect on them systematically and to transfer them into corresponding business education problems.         • Students are able to percognize social changes, to reflect on them systematically and to transfer them into corresponding business education.         • Students are able to apply various analytical methods to current issues in business education.         • Students will be able to work with others in small groups to solve heterogeneity problems in a goal-oriented and constructive manner.         Contribution to AACSB Competency Goals         • CGM-A Theoretical knowledge (totally)         • CGM-A Denomination skills (partially)         • CGM-A Dedagogical knowledge (partially)         • CGM-A Dedagogical knowledge (partially)         • CGM-A Pedagogical knowledge (partially)         • CGM-A Theoretical knowledge (partially)         • CGM-A Theoretical knowledge (partially)         • CGM-A Dedagogical knowledge (partially)         • CGM-A Dedagogical knowledge (partially)         • CGM-A Dedagogical knowledge       none         Countribution requirements       none         Learning node       German         Countribution       German         Language       German   |              | <ul> <li>school and company education and training. Based on this, the students design learning units or examination situations for practical institutions (schools and companies) and reflect on them critically.</li> <li>The course focuses on necessary changes in the commercial vocational examination system. Examinations should test how well trainees are able to solve professional problems instead of testing knowledge, as has been the case up to now. To this end, the participants learn about the characteristics of problematic tasks and apply these both in the evaluation of previous tasks and in the independent design of new tasks.</li> <li>Developed tasks are then to be implemented on a platform. In order to make this successful, both media-instruction and technical basics are taught. The students thus gain a sound knowledge of how to create problem-based and media-instruction appealing learning and examination</li> </ul> |                                   |           |                             |                            |              | or practical institutions<br>how well trainees are<br>pants learn about the<br>n of new tasks.<br>I technical basics are |  |  |
| solutions:       - Students learn to critically analyze problems arising from heterogeneity in vocational education and to develop theory-based innovative solutions:       - Students are able to recognize social changes, to reflect on them systematically and to transfer them into corresponding business education problems.         - Students are able to acopy various analytical methods to current issues in business education.       - Students are able to more with others in small groups to solve heterogeneity problems in a goal-oriented and constructive manner.         Construction to AACSB Competency Colling       - Students are able to more with others in small groups to solve heterogeneity problems in a goal-oriented and constructive manner.         Code Code Chick Interfact anowledge (totally)       - CGM-A Theoretical knowledge (totally)         - CGM-A Theoretical knowledge (totally)       - CGM-C Chick Interfact reasoning (partially)         - CGM-C Encient reasoning (partially)       - CGM-D Communication skills (partially)         - CGM-D Communication skills (partially)       - CGM-D Communication skills (partially)         - CGM-D Enginements       none         Course to code Encient and constructive manner.       - Students are able to more anotation code and constructive manner.         Course to code Encient and constructive mainers       - Students are able to acount and constructive manner.         Code Encient reasoning (partially)       - CGM-D Communication skills (partially)         - CGM-D Enginements       - None         I and ton   | Learning     | Outcomes /   | Competency Goals                  |           |                             |                            |              |  |  |  |
| solutions:       - Students learn to critically analyze problems arising from heterogeneity in vocational education and to develop theory-based innovative solutions:       - Students are able to recognize social changes, to reflect on them systematically and to transfer them into corresponding business education problems.         - Students are able to acopy various analytical methods to current issues in business education.       - Students are able to more with others in small groups to solve heterogeneity problems in a goal-oriented and constructive manner.         Construction to AACSB Competency Colling       - Students are able to more with others in small groups to solve heterogeneity problems in a goal-oriented and constructive manner.         Code Code Chick Interfact anowledge (totally)       - CGM-A Theoretical knowledge (totally)         - CGM-A Theoretical knowledge (totally)       - CGM-C Chick Interfact reasoning (partially)         - CGM-C Encient reasoning (partially)       - CGM-D Communication skills (partially)         - CGM-D Communication skills (partially)       - CGM-D Communication skills (partially)         - CGM-D Enginements       none         Course to code Encient and constructive manner.       - Students are able to more anotation code and constructive manner.         Course to code Encient and constructive mainers       - Students are able to acount and constructive manner.         Code Encient reasoning (partially)       - CGM-D Communication skills (partially)         - CGM-D Enginements       - None         I and ton   |              | Learning Outcomes  |                                   |           |                             |                            |              |  |  |  |
| Participation requirements       none         Recommended prior knowledge       none         Course-V=ntzation       none         Course-V=ntzation       Project seminar (2 SWS)         Language       German         Duration       One Semester         Recommended semester       Every semester         Recommended semester       Semester 1         Lecturer(s)       Prof. Dr. Helmut Niegemann         Semest=//V       Non-graded assignments         Inone       none   |              | <ul> <li>solutions.</li> <li>Students are able to recognize social changes, to reflect on them systematically and to transfer them into corresponding business education problems.</li> <li>Students are able to apply various analytical methods to current issues in business education.</li> <li>Students will be able to work with others in small groups to solve heterogeneity problems in a goal-oriented and constructive manner.</li> <li>Contribution to AACSB Competency Goals</li> <li>CGM-A Theoretical knowledge (totally)</li> <li>CGM-B Quantitative methods knowledge (partially)</li> <li>CGM-C Ethical reasoning (partially)</li> <li>CGM-D Communication skills (partially)</li> </ul>   |                                   |           |                             |                            | ing business |  |  |  |
| Action       Action         Recommended prior knowledge       none         Course U=Jization       Project seminar (2 SWS)         Ianguage       German         Duration       One Semester         Image       German         Recommended semester       Every semester         Recommended semester       Semester 1         Image       Semester 1         Semester       Prof of participation         none       none         Semester       none         Semester       Non-graded assignments         Non-graded assignments       none   | Pre-requis   | sites  |                                   |           |                             |                            |              |  |  |  |
| Image       Image         Feaching mode       Project seminar (2 SWS)         Ianguage       German         Duration       One Semester         Frequency       Every semester         Recommended semester       Semester 1         Semester/semester       Prof. Dr. Helmut Niegemann         Semester       Image         Image       none         Image       none         Image       none   |              | Participati  | on requirements                   | none      |                             |                            |              |  |  |  |
| Teaching mode       Project seminar (2 SWS)         Language       German         Duration       One Semester         Frequency       Every semester         Recommended semester       Semester 1         Lecturer(s)       Prof. Dr. Helmut Niegemann         Semester       inone         Recommented assignments       none         Examination       none  |              | Recomme  | ended prior knowledge             | none      |                             |                            |              |  |  |  |
| Language       German         Duration       One Semester         Frequency       Every semester         Recommended semester       Semester 1         Lecturer(s)       Prof. Dr. Helmut Niegemann         Semester       Non-graded assignments         none       none         Examination of participation       none         Examination of the semester       Semester  | Course O     | rganization  |                                   | 1         |                             |                            |              |  |  |  |
| Instruction     Duration       Duration     One Semester       Frequency     Every semester       Recommended semester     Semester 1       Lecturer(s)     Prof. Dr. Helmut Niegemann       Semester     Vork       Proof of participation     none       none     none  |              | Teaching   | mode                              | Project s | seminar (2 SWS)             |                            |              |  |  |  |
| Frequency     Every semester       Recommended semester     Semester 1       Lecturer(s)     Prof. Dr. Helmut Niegemann       Semester     Non-graded assignments       Non-graded assignments     none       Examinational Grading     Image: Semester Semest   |              | Language   |                                   | German    |                             |                            |              |  |  |  |
| Recommended semester     Semester 1       Lecturer(s)     Prof. Dr. Helmut Niegemann       Semester     Work       Proof of participation     none       Non-graded assignments     none       Examination     none   |              | Duration   |                                   | One Sen   | Semester                    |                            |              |  |  |  |
| Lecturer(s)     Prof. Dr. Helmut Niegemann       Semester     Nor- of of participation     none       Non-graded assignments     none       Examination     None  |              | Frequency  | /                                 | Every se  | / semester                  |                            |              |  |  |  |
| Semester Work       Proof of participation     none       Non-graded assignments     none       Examination     and Grading   |              | Recomme  | ended semester                    | Semeste   | er 1                        |                            |              |  |  |  |
| Proof of participation     none       Non-graded assignments     none       Examination and Grading   |              | Lecturer(s) Prof. Dr. Helmut Niegemann   |                                   |           |                             |                            |              |  |  |  |
| Non-graded assignments     none       Examination and Grading   | Semester     | Work   |                                   |           |                             |                            |              |  |  |  |
| Examination and Grading   |              | Proof of participation none  |                                   |           |                             |                            |              |  |  |  |
|   |              | Non-grade  | ed assignments                    | none      |                             |                            |              |  |  |  |
| Examination Written essay (ca. 12 pages) and presentation (ca. 20 minutes)  | Examinati    | ion and Gra  | ding                              |           |                             |                            |              |  |  |  |
|   |              | Examinati  | on                                | Written e | essay (ca. 12 pages) a      | nd presentation (ca. 20 m  | inutes)      |  |  |  |

|        | Elements of cumulative examinations | 70% written essay and 30% presentation |
|--------|-------------------------------------|--|
| Recomm | nended Literature                   |  |

|             |   |   |  |  | Total. 150h  |  |   |
|-------------|---|---|--|--|--|--|---|
| PEU1        |   | Human Resource Development 1  | opment 1   | Mandatory Course   | In Presence<br>2 SWS / 23h                             | Self-study<br>127h   | 5 CP  |
| Allocation  | n (Program /  | Faculty)  |  | M.Sc. in Business Ed   | lucation   |  |   |
| Availabilit | y for Other F   | Programs  |  | For non-enrollment p   | rograms, please refer to c                             | our website.   |   |
| Content     |   |   |  |  |  |  |   |
|             | developme<br>The focus<br>internship<br>The stude   | ent measures.<br>is on: Theoretical and pr<br>to be carried out.<br>nts are accompanied and | actical an   | alysis of personnel dev  | velopment measures at v<br>tioners. In PEU1, students  | e anabled to prepare and<br>arious companies and Pre<br>s are also expected to cono<br>n the interview is part of th | paration of the block<br>duct an interview with |
| Learning    | Outcomes /  | Competency Goals  |  |  |  |  |   |
|             | issues.<br>• Our s:<br>company.<br>• Our s:<br>• Our s:<br>• Our s:<br>• Contribution<br>• CGM-<br>• CGM-<br>• CGM-<br>• CGM- | tudents are familiar with a   | wide rang<br>fessionally<br>aborate eff<br><b>Goals</b><br>(partially)<br>nowledge<br>ally)<br>otally) | e of human resource d<br>y in personnel-relevant<br>fectively with others in s | evelopment tools and kno<br>situations on the basis of | we and sustainable solution<br>w different ways to implem<br>their knowledge of econom<br>problems.                  | ent them in the                                 |
| Pre-requi   | sites   |   |  |  |  |  |   |
|             | Participatio  | on requirements   | none   |  |  |  |   |
|             | Recomme   | nded prior knowledge  | none   |  |  |  |   |
| Course O    | rganization   |   |  |  |  |  |   |
|             | Teaching  | mode  | Exercise   | se (2 SWS)   |  |  |   |
|             | Language  |   | German   |  |  |  |   |
|             | Duration  |   | One Ser  | mester   |  |  |   |
|             | Frequency   | 1   | Yearly   |  |  |  |   |
|             | Recomme   | nded semester   |  |  |  |  |   |
|             | Lecturer(s  | )   |  |  |  |  |   |
| Semester    | Work  |   |  |  |  |  |   |
|             | Proof of participation none   |   |  | 9  |  |  |   |
|             | Non-graded assignments none   |   |  |  |  |  |   |
| Examinat    | Examination and Grading   |   |  |  |  |  |   |
|             | Examination   | on  | scope o  |  |  | reflection of the interview w<br>ternship focus with a scop  |   |
|             | Elements  | of cumulative   | 40% wri  | tten reflection and inter  | nship focus and 60% inte                               | rnship report  |   |

|         | examinations     | 40% written reflection and internship focus and 60% internship report |
|---------|------------------|---|
| Recomme | ended Literature |   |

| Learning on the job (in con   |  |   | Total. 180h  |  |                        |  |  |
|---|--|---|--|--|------------------------|--|--|
| WUT1:S23  | training) - determinants and<br>effects  | Elective  | In Presence<br>2 SWS / 23h                             | Self-study<br>157h   | 6 CP                   |  |  |
| Allocation (Program /   | Faculty)   | M.Sc. in Business Ed  | lucation   |  |                        |  |  |
| Availability for Other I  | Programs   | For non-enrollment p  | rograms, please refer to c                             | our website.   |                        |  |  |
| Content   |  |   |  |  |                        |  |  |
| Based on<br>work activ  | e includes the analysis of pred<br>a framework model (Böhn & l<br>vities) and output (e.g. premate<br>will develop an overview of th<br>tegory.  | Deutscher, 2021), the semina ure contract terminations, con   | r addresses the input (e.g                             | g. company learning enviro<br>imensions.                   | nment), process (e.g.  |  |  |
| Learning Outcomes /   | Competency Goals   |   |  |  |                        |  |  |
| and evide<br>• Stude<br>are able to<br>• Stude<br>methods.<br>• Stude<br><b>Contributi</b><br>• CGM<br>• CGM<br>• CGM<br>• CGM<br>• CGM | Outcomes<br>ents are able to critically analy:<br>nce-based solutions.<br>ents know the theoretical found<br>o relate them to current issues<br>ents will be able to answer que<br>ents will be able to collaborate<br>on to AACSB Competency Go<br>-A Theoretical knowledge (tota<br>-B Quantitative methods know<br>-C Ethical reasoning (partially)<br>-D Communication skills (total<br>-H Pedagogical knowledge (no | dations of workplace learning,<br>s.<br>estions related to the prerequis<br>effectively with others in solvi<br><b>pals</b><br>ally)<br>vledge (partially)<br>)<br>lly) | training quality, workplac sites and effects of in-com | e learning opportunities an<br>apany training using a wide | d job satisfaction and |  |  |
|   |  |   |  |  |                        |  |  |
|   | •  | one   |  |  |                        |  |  |
| Recomme   | ended prior knowledge  | one   |  |  |                        |  |  |
| Course Organization   |  |   |  |  |                        |  |  |
| Teaching  | mode S   | Seminar (2 SWS)   |  |  |                        |  |  |
| Language  | G  | German  |  |  |                        |  |  |
| Duration  |  | One Semester  | Semester   |  |                        |  |  |
| Frequency   |  | 'early  |  |  |                        |  |  |
|   |  |   | nester 2   |  |                        |  |  |
| Lecturer(s  | <b>N</b>   | Prof. Dr. Eveline Wuttke  |  |  |                        |  |  |
|   |  |   |  |  |                        |  |  |
|   | Proof of participation none  |   |  |  |                        |  |  |
| Non-grade   | ed assignments   | one   |  |  |                        |  |  |
| Examination and Gra   | ding   |   |  |  |                        |  |  |
| Examinati   | Examination         Term paper (12 -15 pages) and presentation (ca. 30 minutes)  |   |  |  |                        |  |  |
| Elements<br>examination   |  | 0% term paper and 30% pres  | entation   |  |                        |  |  |

|   | Practical Application in Te   | aching  |   | Total  | . 180h  |  |  |
|---|---|---|---|--|---|--|--|
| SPÜ1  | 1   | J   | Mandatory Course  | In Presence<br>2 SWS / 23h   | Self-study<br>157h  | 6 CP   |  |
| Allocation (Program   | / Faculty)  |   | M.Sc. in Business Ed  | lucation   |   |  |  |
| Availability for Other  | Programs  |   | For non-enrollment p  | rograms, please refer to o   | ur website.   |  |  |
| Content   |   |   |   |  |   |  |  |
| didactic<br>Foci are:<br>classroo<br>The stud<br>Note for   | , students are prepared to p<br>theories and models.<br>Lesson planning in terms o<br>m evaluation.<br>ents are guided and support<br>participants: Please make s<br>of the lecture period. You ca  | f didactic<br>ed by exp<br>ure that y   | goal setting, Methodic<br>erienced practitioners.<br>ou look for a vocation   | al planning of teaching-lea<br>Sitting in and working on<br>al school in Hesse for you                       | arning arrangements, Form<br>observation tasks are part<br>ir internship in good time a | native and summative of the course.          |  |
| Learning Outcomes   | / Competency Goals  |   |   |  |   |  |  |
| <ul> <li>Our their tead</li> <li>Our order to Frankfur</li> <li>Our groups a</li> <li>Our Contribut</li> <li>CGN</li> <li>CGN</li> <li>CGN</li> <li>CGN</li> <li>CGN</li> <li>CGN</li> <li>CGN</li> </ul> | Outcomes<br>students analyse economic s<br>ching in the vocational schoo<br>students are enabled to tran<br>analyse lessons and plan the<br>t Business Education Depart<br>students learn concrete teac<br>students also learn techniqu<br>nd to support them as optime<br>students get to know forms of<br>tion to AACSB Competency<br>A-A Theoretical knowledge (I<br>A-B Quantitative methods kn<br>A-C Ethical reasoning (not ac<br>A-H Pedagogical knowledge | I system.<br>sfer theori<br>em in a the<br>ment).<br>ching techn<br>les, especi<br>ally as pos<br>of coopera<br><b>Goals</b><br>partially)<br>owledge (<br>ddressed)<br>otally) | ies and approaches to<br>eory-based manner (in<br>niques and critically en<br>ially in the area of sma<br>ssible.<br>ation in teams of teacher<br>(not addressed) | teaching quality and other<br>particular also in connecting<br>age with them.<br>Il group didactics, which a | r relevant theories to real to<br>ion with the relevant resear                          | eaching situations in<br>rch projects of the |  |
| Participa   | tion requirements   | none  |   |  |   |  |  |
| Recomm  | ended prior knowledge   | none  |   |  |   |  |  |
| Course Organization   | 1   |   |   |  |   |  |  |
| Teaching  | j mode  | Exercise  | e (2 SWS)   |  |   |  |  |
| Languag   | e   | German  |   |  |   |  |  |
| Duration  |   | One Sen   | nester  |  |   |  |  |
| Frequen   | cy  | Yearly  |   |  |   |  |  |
| Recomm  | ended semester  | Semeste   | er 2  |  |   |  |  |
| Lecturer  | (s)   |   |   |  |   |  |  |
| Semester Work   |   |   |   |  |   |  |  |
| Proof of  | participation   | The lectu   | cturer may set attendance mandatory.  |  |   |  |  |
| Non-grad  | led assignments   | none  |   |  |   |  |  |
| Examination and Gr  | ading   |   |   |  |   |  |  |
| Examina   | tion  | Cumulati  | ive through: SPÜ1: 8 h  | ours of observation of less  | sons at a vocational schoo  | l; graded written                            |  |

|                                     | Examination | reflection (composition) of an observation task with a scope of 8 pages. SPÜ2: Practical school exercises (2): 3 weeks of block work placement before beginning SPÜ2; subsequently 8 hoursof observation of lessons during the semester at a vocational school, of which 1 double hour for own teaching approach; graded documentation of the preparation, delivery and reflection on one's own lesson with a scope of 8 pages. |
|-------------------------------------|-------------|---|
| Elements of cumulative examinations |             | 40% written reflection and 60% documentation  |
| Recommended Literature              |             |   |

| Teaching and learning resea   |   | earch   | Tota  | . 150h   |                |  |  |  |
|---|---|---|---|--|----------------|--|--|--|
| WLLF  | in Business Education   | Mandatory Course  | In Presence<br>2 SWS / 23h                            | Self-study<br>127h                                     | - 5 CP         |  |  |  |
| Allocation (Program   | / Faculty)  | M.Sc. in Business E   | ducation  |  | ·              |  |  |  |
| Availability for Other  | Programs  | For non-enrollment  | programs, please refer to c                           | our website.   |                |  |  |  |
| Content   |   |   |   |  |                |  |  |  |
| instructio<br>selected<br>relevant<br>Students<br>they plan<br>company<br>Since stu<br>introduce                        | Students will gain a comprehensive insight into qualitative and/or quantitative research methods in the context of business education instruction and learning research. In order to be able to independently test and implement all stages of a research project, they will work on selected issues of business education instruction research in a project-oriented manner, e.g. business instruction issues, research topics relevant to teaching with content-related or methodological issues, questionnaire development and review, etc. Students develop a research question independently and theory-based on a content from instruction and learning research. In small groups, they plan a research project of appropriate scope and develop a suitable research design. They will carry out this research project in a school, company or university context. They analyze, interpret and present the data obtained. Since students are expected to develop the research questions themselves, there are no predetermined topics, however, topic areas are introduced and explained in the first session. In addition, the groups are to consult with the professor or lecturer at the times agreed upon in each case. |   |   |  |                |  |  |  |
| Learning Outcomes / Competency Goals  |   |   |   |  |                |  |  |  |
| questions<br>• Stud<br>instructio<br>• Stud<br>MAXQDA<br>• Stud<br><b>Contribut</b><br>• CGM<br>• CGM<br>• CGM<br>• CGM | and thus plan an appropria<br>ents are able to develop inden<br>n and research methods.<br>ents will generate, interpret,<br>().  | ependent and theory-based res<br>and analyze self-obtained data<br>y collaborate with others in dev<br>Goals<br>partially)<br>owledge (totally)<br>lly)<br>tally) | earch questions based on<br>based on their research q | their knowledge of econon<br>uestion using appropriate | nics, business |  |  |  |
| Pre-requisites  |   |   |   |  |                |  |  |  |
| Participat  | ion requirements  | none  |   |  |                |  |  |  |
| Recomm  | ended prior knowledge   | none  |   |  |                |  |  |  |
| Course Organization   |   |   |   |  |                |  |  |  |
| Teaching  | mode  | Exercise (2 SWS)  |   |  |                |  |  |  |
| Language  | 9   | German  |   |  |                |  |  |  |
| Duration  |   | One Semester  |   |  |                |  |  |  |
| Frequenc  | ÿ   | Every semester  |   |  |                |  |  |  |
| Recomm  | ended semester  | Semester 3  | ster 3  |  |                |  |  |  |
| Lecturer(   | s)  | Prof. Dr. Helmut Niegemann  |   |  |                |  |  |  |
| Semester Work   |   |   |   |  |                |  |  |  |
| Proof of p  | participation   | none  |   |  |                |  |  |  |
| Non-grad  | ed assignments  | none  |   |  |                |  |  |  |
| Examination and Gra   | ading   |   |   |  |                |  |  |  |

|    | Examination                         |  | Research sketch (5-7 pages) and presentation (ca. 30 minutes) |  |  |
|----|-------------------------------------|--|---|--|--|
|    | Elements of cumulative examinations |  | 50% research sketch and 50% presentation                      |  |  |
| Re | Recommended Literature              |  |   |  |  |

| WPAF         Vocational and Business         Mandatory Course<br>(Subcrition<br>3 KWS / SM<br>140h         Set study<br>140h         6 GP           Allocation (Program / Faculty)         M.S.: in Dusiness Education         M.S.: in Dusiness Education         Immediate and the set study<br>of the one-monthly this concerns questions of teaching quality discussed in the relevant literature are worked out. On the other handlo, we address the<br>question of how leading quality discussed in the relevant literature are worked out. On the other handlo, the other<br>question of how leading quality concerns questions of teaching quality discussed in the relevant literature are worked out. On the other handlo, the other<br>question of how leading question of the other handlo (set Resonance are presented. Implications for teacher training are discussed.           Learning Outcomes         - The students how methods for feacuring quality features and quality features and can assess the quality features with<br>register of their discust center discussed (relevance);<br>- The students how methods for feacuring the quality of teaching and can apply and ortically reflect on them. They are able to analyze<br>out for discustories worked (season);<br>- Contribution to AACSB Competency<br>- Contribution to AACSB Competency to the other training and can apply and ortically reflect on them. They are able to analyze<br>out for discustories in controloging (total discussed)<br>- Contribution to AACSB Competency<br>- Contribution to AACSB Competence<br>- Contributi  |                                |   | Theoretical Foundations in | n                |  | Total. 180h |   |      |  |  |  |  |
|--|--------------------------------|---|----------------------------|------------------|--|-------------|---|------|--|--|--|--|
| Number ly control (Control Program)         For non-enrollment programs, please refer to our website.           Context         For non-enrollment programs, please refer to our website.           Context         For non-enrollment programs, please refer to our website.           In the WPAF module, fundamental topics, research and theory traditions are discussed. Currently, this concerns questions of teaching quality.         For non-enrollment programs, please refer to our website.           In the WPAF module, fundamental topics, research and theory traditions are discussed. Currently, this concerns questions of teaching quality.         For non-enrollment programs, please refer to our website.           Learning Outcomes         For students and quality care to survey duality dranosesements, teaching traditions are discussed.         For non-enrollment programs, please refer to our website.           Learning Outcomes         For students from website of teaching quality desures and practical examples are presented. Implications for teacher training are discussed.         For non-enrollment programs, please refer to our website.           Learning Outcomes         For students from website of teaching quality of teaching and can apply and citically reflect on them. They are able to analyze quality characteristics using example examples are presented.         For non-encoding f   | WPÄF                           | Vocational and Business<br>Education  |                            | Mandatory Course |  |             | • | 6 CP |  |  |  |  |
| Context         Context           Context         In the WPAF module, (undernotal topics, research and theory traditions are discussed. Currently, this concerns questions of teaching quality, discussed in the relevant literature are worked out. On the other hand, we address the surveyed using various methods (self-tassessments, teacther tests, lesson observation). The current state of research is worked out for both aspects and practical examples are presented. Implications for teacher training are discussed.           Learning Outcomes         Learning Outcomes         Implications for teacher tests, lesson observation). The current regard to their didacto relevance.         Implications for teacher tests, lesson observation). The current regard to their didacto relevance.         Implications for teacher tests, lesson observation). The current regard to their didacto relevance.         Implications for teacher tests, lesson observation. The current for teaching quality features and can assess the quality features with regard to their didacto relevance.         Implications for teacher tests, lesson observation. The current regard to their didacto relevance.         Implications for teacher tests, lesson observation. They are able to analyze quality characteristics using example lessons.           Vision to AACSE Competency Goals         - (GMA Theoreteal knowledge (fortal diressed) - (GMA Cellinari reassioning (fortal diressed) - (GMA Celine) reassissis - (GMA Cellinari reassis - (GMA Cellinari reassis  | Allocation (Program / Faculty) |   |                            |                  | M.Sc. in Business Education                                  |             |   |      |  |  |  |  |
| In the WPAF module, fundamental topics, research and theory traditions are discussed. Currently, this concerns questions of teaching quality discussed in the relevant literature are worked out. On the other hand, we address the question of how teaching quality discussed in the relevant literature are worked out. On the other hand, we address the questions of how teaching quality characteristics of teacher teats, leson observation. The current state of research is worked out for both aspects and practical examples are presented. Implications for teacher training are discussed.           Learning Outcome  | Availability                   | y for Other F   | Programs                   |                  | For non-enrollment programs, please refer to our website.    |             |   |      |  |  |  |  |
| On the one hand, the characteristics of teaching quality discussed in the relevant literature are vorted out. On the other hand, we address the quarity discussed and practical examples are presented. Implications for teacher training are discussed.           Learning Cutomes <ul> <li>The students gain an understanding of the importance of different teaching quality features and can assess the quality features with regard to their didactic relevance.</li> <li>The students gain an understanding of the importance of different teaching quality features and can assess the quality features with regard to their didactic relevance.</li> <li>Contribution to ACSB Competency Geals</li> <li>Cother the students on methods of reaccing the quality of teaching and can apply and critically reflect on them. They are able to analyze quality characteristics using example (stally)</li> <li>Cother the students knowledge (cotally)</li> </ul> Preceduity characteristics (cotally)           Cotarbottion to ACSB Competency Geals           · CotAre Quantitation welds of reaccing the quality of studenssed)           · CotAre Quantitation welds of (cotally)           Preceduity characteristics (cotally)           CotAre Quantitation welds of none           CotAre Quantitation welds of none           Quality characteristics (cotally)           CotAre Quantitation welds of none           CotAre Quantitation welds of none           CotAre Quantitation welds of none           Quantity of none           Quantity of none <td< td=""><td>Content</td><th></th><th></th><th>I</th><td colspan="5"></td></td<>  | Content                        |   |                            | I                |  |             |   |      |  |  |  |  |
| Learning Outcomes         • The students gain an understanding of the importance of different teaching quality features and can assess the quality features with regard to their didactic relevance.         • The students know methods of recording the quality of teaching and can apply and critically reflect on them. They are able to analyze quality characteristics using example leasons.         Cothibution to AACSB Competency Scals         • CGM-A Theoretical knowledge (totally)  |                                | On the one hand, the characteristics of teaching quality discussed in the relevant literature are worked out. On the other hand, we address the question of how teaching quality can be surveyed using various methods (self-assessments, teacher tests, lesson observation). The current |                            |                  |  |             |   |      |  |  |  |  |
| Image: | Learning C                     | Learning Outcomes / Competency Goals  |                            |                  |  |             |   |      |  |  |  |  |
| regard to their didactic relevance.         quality characteristics using example lessons.         contribution to AACSB Competency Gele (totally)         c.CGM-A Theoretical knowledge (not addressed)         c.CGM-E thicat resoning (not addressed) <td< td=""><td></td><td colspan="9">Learning Outcomes</td></td<>  |                                | Learning Outcomes   |                            |                  |  |             |   |      |  |  |  |  |
| <ul> <li>CGM-A Theoretical knowledge (not addressed)</li></ul>   |                                | regard to their didactic relevance. <ul> <li>The students know methods of recording the quality of teaching and can apply and critically reflect on them. They are able to analyze</li> </ul>   |                            |                  |  |             |   |      |  |  |  |  |
| Participation requirements         none           Recommended prior knowledge         none           Course U         Interface           Course U         Exacting mode           Language         German           Our ation         One Semester           Image         Semester           Recommended semester         Semester           Image         Dration           Image         Semester           Image         Semester           Image         Semester           Image         Image           Image         Semester           Image         Image           Image         Semester           Image         Semester           Image         Image           Image         Image           Image         Semester           Image         Image           Image         <  |                                | <ul> <li>CGM-A Theoretical knowledge (totally)</li> <li>CGM-B Quantitative methods knowledge (not addressed)</li> <li>CGM-C Ethical reasoning (not addressed)</li> <li>CGM-D Communication skills (totally)</li> </ul>  |                            |                  |  |             |   |      |  |  |  |  |
| Image: constraint of the state of the s        | Pre-requis                     | sites   |                            | -                |  |             |   |      |  |  |  |  |
| Image       Image       Image         Course Juration       Lecture (2 SWS) + Exercise (1 SWS) + Project seminar (2 SWS)         Image       German         Image       German         Image       One Semester         Image       Semester         Image       Every semester         Image       Semester         Image       Duration         Image       Semester         Image       Semester         Image       Dr. Rico Hermkes         Image       Dr. Rico Hermkes         Image       Proof of participation         Image       none         Image       Non-graded assignments         Image       Presentation (30 minutes) and written exam (60 minutes)         Image       Image for the module is established as the average of the individual submodule  |                                | Participation requirements none   |                            |                  |  |             |   |      |  |  |  |  |
| Teaching mode       Lecture (2 SWS) + Exercise (1 SWS) + Project seminar (2 SWS)         Ianguage       German         Duration       One Semester         Frequency       Every semester         Recommended semester       Semester 1         Lecture(s)       Dr. Rico Hermkes         Semester/       Dr. Rico Hermkes         Semester/       Non-graded assignments         none       none         Examination       Presentation (30 minutes) and written exam (60 minutes)         Elements of cumulative       The grade for the module is established as the average of the grades of the individual submodule  |                                | Recommended prior knowledge none  |                            |                  |  |             |   |      |  |  |  |  |
| Language       German         Duration       One Semester         Frequency       Every semester         Recommended semester       Semester 1         Lecturer(s)       Dr. Rico Hermkes         Semest-       Proof of participation         none       none         Examination       Presentation (30 minutes) and written exam (60 minutes)         Elements of cumulative       The grade for the module is established as the average of the grades of the individual submodule   | Course Or                      | rganization   |                            |                  |  |             |   |      |  |  |  |  |
| Image: Series of Constant       Procession         Image: Duration       One Semester         Image: Frequency       Every semester         Recommended semester       Semester 1         Image: Lecture(s)       Dr. Rico Hermkes         Semester       Dr. Rico Hermkes         Semester/       Non-graded assignments         Image: Non-graded assignments       none         Image: Non-graded assignments       none         Examination       Presentation (30 minutes) and written exam (60 minutes)         Image: Elements of cumulative       The grade for the module is established as the average of the grades of the individual submodule   |                                | Teaching mode L   |                            |                  | Lecture (2 SWS) + Exercise (1 SWS) + Project seminar (2 SWS) |             |   |      |  |  |  |  |
| Image: Accord of the served        |                                | Language  |                            |                  | German   |             |   |      |  |  |  |  |
| Recommended semester       Semester 1         Lecturer(s)       Dr. Rico Hermkes         Semester       Froof of participation       none         Non-graded assignments       none         Examination       Presentation (30 minutes) and written exam (60 minutes)         Elements of cumulative       The grade for the module is established as the average of the grades of the individual submodule  |                                | Duration  |                            |                  | One Semester   |             |   |      |  |  |  |  |
| Lecturer(s)       Dr. Rico Hermkes         Semester       Vork         Image: Semester in the semister in  |                                | Frequency   |                            | Every semester   |  |             |   |      |  |  |  |  |
| Semester       Vork         Proof of participation       none         Non-graded assignments       none         Examination       none         Examination       Presentation (30 minutes) and written exam (60 minutes)         Elements of cumulative       The grade for the module is established as the average of the grades of the individual submodule   |                                | Recommended semester  |                            |                  | Semester 1   |             |   |      |  |  |  |  |
| Proof of participation       none         Non-graded assignments       none         Examination       Grading         Examination       Presentation (30 minutes) and written exam (60 minutes)         Elements of cumulative       The grade for the module is established as the average of the grades of the individual submodule  |                                | Lecturer(s) Dr. Rico Hermkes  |                            |                  |  |             |   |      |  |  |  |  |
| Image:        | Semester Work                  |   |                            |                  |  |             |   |      |  |  |  |  |
| Examination       And Comparison         Examination       Presentation (30 minutes) and written exam (60 minutes)         Elements of cumulative       The grade for the module is established as the average of the grades of the individual submodule   |                                | Proof of participation r  |                            |                  | none   |             |   |      |  |  |  |  |
| Examination       Presentation (30 minutes) and written exam (60 minutes)         Elements of cumulative       The grade for the module is established as the average of the grades of the individual submodule  |                                | Non-grade   | ed assignments             | none             |  |             |   |      |  |  |  |  |
| Elements of cumulative         The grade for the module is established as the average of the grades of the individual submodule  | Examination and Grading        |   |                            |                  |  |             |   |      |  |  |  |  |
|  |                                | Examination P   |                            |                  | resentation (30 minutes) and written exam (60 minutes)       |             |   |      |  |  |  |  |
|  |                                |   |                            |                  |  |             |   |      |  |  |  |  |
| Recommended Literature   | Recomme                        | ended Litera  | ture                       |                  |  |             |   |      |  |  |  |  |