

# COURSE HANDBOOK

## MASTER OF SCIENCE IN BUSINESS EDUCATION

Summer Semester 2023

FACULTY OF ECONOMICS AND BUSINESS

MIN1:S23	Cooperation in teams: competence and competence development	Elective	Total. 180h		6 CP
			In Presence 2 SWS / 23h	Self-study 157h	
<b>Allocation (Program / Faculty)</b>		M.Sc. in Business Education			
<b>Availability for Other Programs</b>		For non-enrollment programs, please refer to our website.			
<b>Content</b>					
<p>The ability to cooperate or work in a team forms the core of what is commonly referred to today as "social competence". What exactly lies behind these terms, however, has remained largely unclear, although the educational claim as such is at least 30 years old. The seminar will use economic - especially behavioural economic and game theory - as well as social psychological approaches to work out which cooperation problems arise when working together in teams, how these problems can be solved and what specific requirements this places on the morale of the team members.</p> <p>In particular, it is about what individuals can do through their actions in the team to establish and maintain cooperation. Equally, however, there is the question of how the corresponding competences develop or how they can be developed in others, whether through interaction in the team or through targeted pedagogical formats.</p>					
<b>Learning Outcomes / Competency Goals</b>					
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Students can work out, on the basis of behavioural economic and social psychological approaches, what (successful) cooperation in teams depends on, which competences this requires accordingly and how these competences can be developed.</li> <li>• Students are thereby enabled to pose and answer core questions in the context of "social competence" in a well-founded manner and to critically reflect and assess approaches.</li> </ul> <p><b>Contribution to AACSB Competency Goals</b></p> <ul style="list-style-type: none"> <li>• CGM-A Theoretical knowledge (totally)</li> <li>• CGM-B Quantitative methods knowledge (not addressed)</li> <li>• CGM-C Ethical reasoning (totally)</li> <li>• CGM-D Communication skills (totally)</li> <li>• CGM-H Pedagogical knowledge (totally)</li> </ul>					
<b>Pre-requisites</b>					
	<b>Participation requirements</b>	none			
	<b>Recommended prior knowledge</b>	none			
<b>Course Organization</b>					
	<b>Teaching mode</b>	Seminar (2 SWS)			
	<b>Language</b>	German			
	<b>Duration</b>	One Semester			
	<b>Frequency</b>	Yearly			
	<b>Recommended semester</b>	Semester 2			
	<b>Lecturer(s)</b>	Prof. Dr. Gerhard Minnameier			
<b>Semester Work</b>					
	<b>Proof of participation</b>	none			
	<b>Non-graded assignments</b>	none			
<b>Examination and Grading</b>					
	<b>Examination</b>	Term paper (12 -15 pages) and presentation (ca. 30 minutes)			
	<b>Elements of cumulative examinations</b>	70% term paper and 30% presentation			



AFWP	Current Problems in Business Education	Mandatory Course	Total. 150h		5 CP
			In Presence 2 SWS / 23h	Self-study 127h	
<b>Allocation (Program / Faculty)</b>		M.Sc. in Business Education			
<b>Availability for Other Programs</b>		For non-enrollment programs, please refer to our website.			
<b>Content</b>					
<p>Explanations are considered a core task in teaching and the ability to explain subject content is of high importance for (prospective) teachers. Explanations enable teachers to introduce new content in class or to react to difficulties in understanding as well as errors made by students. Studies point to a positive correlation between the quality of teachers' explanations and students' learning success. However, explanations play an important role not only in the school context, but also in the company context - e.g. in the onboarding of new employees or in training courses.</p> <p>Explanatory videos as a form of explanation have gradually gained in importance in recent years. In this module, students deal with the methodological and didactic principles of explanatory videos and produce their own video on an economic topic. Subsequently, the students reflect on their own video based on various didactic criteria.</p>					
<b>Learning Outcomes / Competency Goals</b>					
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Students will be able to relate theoretical models and research findings to current issues in the field of business and vocational education.</li> <li>• Students will be able to apply adequate procedures to solve business education problems.</li> <li>• Students will be able to collaborate effectively with others in solving business education problems.</li> </ul> <p><b>Contribution to AACSB Competency Goals</b></p> <ul style="list-style-type: none"> <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> <li>• CGM-H Pedagogical knowledge (partially)</li> </ul>					
<b>Pre-requisites</b>					
	<b>Participation requirements</b>	none			
	<b>Recommended prior knowledge</b>	none			
<b>Course Organization</b>					
	<b>Teaching mode</b>	Project seminar (2 SWS)			
	<b>Language</b>	German			
	<b>Duration</b>	One Semester			
	<b>Frequency</b>	Every semester			
	<b>Recommended semester</b>	Semester 4			
	<b>Lecturer(s)</b>	Prof. Dr. Eveline Wuttke			
<b>Semester Work</b>					
	<b>Proof of participation</b>	none			
	<b>Non-graded assignments</b>	none			
<b>Examination and Grading</b>					
	<b>Examination</b>	Written essay (ca. 12 pages) and presentation (ca. 20 minutes)			
	<b>Elements of cumulative examinations</b>	70% written essay and 30% presentation			
<b>Recommended Literature</b>					

DBWA	Didactics of Vocational Education and Training	Mandatory Course	Total. 150h		5 CP
			In Presence 2 SWS / 23h	Self-study 127h	
<b>Allocation (Program / Faculty)</b>		M.Sc. in Business Education			
<b>Availability for Other Programs</b>		For non-enrollment programs, please refer to our website.			
<b>Content</b>					
<p>The course 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 practical institutions (schools and companies) and reflect on them critically.</p> <p>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. 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 tasks.</p>					
<b>Learning Outcomes / Competency Goals</b>					
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Students learn to critically analyze problems arising from heterogeneity in vocational education and to develop theory-based innovative 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> </ul> <p><b>Contribution to AACSB Competency Goals</b></p> <ul style="list-style-type: none"> <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> <li>• CGM-H Pedagogical knowledge (partially)</li> </ul>					
<b>Pre-requisites</b>					
	<b>Participation requirements</b>	none			
	<b>Recommended prior knowledge</b>	none			
<b>Course Organization</b>					
	<b>Teaching mode</b>	Project seminar (2 SWS)			
	<b>Language</b>	German			
	<b>Duration</b>	One Semester			
	<b>Frequency</b>	Every semester			
	<b>Recommended semester</b>	Semester 1			
	<b>Lecturer(s)</b>	Prof. Dr. Helmut Niegemann			
<b>Semester Work</b>					
	<b>Proof of participation</b>	none			
	<b>Non-graded assignments</b>	none			
<b>Examination and Grading</b>					
	<b>Examination</b>	Written essay (ca. 12 pages) and presentation (ca. 20 minutes)			

	<b>Elements of cumulative examinations</b>	70% written essay and 30% presentation
<b>Recommended Literature</b>		

PEU1	Human Resource Development 1	Mandatory Course	Total. 150h		5 CP
			In Presence 2 SWS / 23h	Self-study 127h	
<b>Allocation (Program / Faculty)</b>		M.Sc. in Business Education			
<b>Availability for Other Programs</b>		For non-enrollment programs, please refer to our website.			
<b>Content</b>					
<p>In PEU1, students are given a broad view of the field of personnel development. They are enabled to prepare and implement personnel development measures.</p> <p>The focus is on: Theoretical and practical analysis of personnel development measures at various companies and Preparation of the block internship to be carried out.</p> <p>The students are accompanied and supported by experienced practitioners. In PEU1, students are also expected to conduct an interview with a personnel expert from their chosen practical company during the lecture period. Reflection on the interview is part of the module.</p>					
<b>Learning Outcomes / Competency Goals</b>					
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Our students learn to critically analyze personnel-related problems and to develop innovative and sustainable solutions for personnel issues.</li> <li>• Our students are familiar with a wide range of human resource development tools and know different ways to implement them in the company.</li> <li>• Our students are able to act professionally in personnel-relevant situations on the basis of their knowledge of economics and pedagogy.</li> <li>• Our students will be able to collaborate effectively with others in solving personnel-related problems.</li> </ul> <p><b>Contribution to AACSB Competency Goals</b></p> <ul style="list-style-type: none"> <li>• CGM-A Theoretical knowledge (partially)</li> <li>• CGM-B Quantitative methods knowledge (not addressed)</li> <li>• CGM-C Ethical reasoning (partially)</li> <li>• CGM-D Communication skills (totally)</li> <li>• CGM-H Pedagogical knowledge (totally)</li> </ul>					
<b>Pre-requisites</b>					
	<b>Participation requirements</b>	none			
	<b>Recommended prior knowledge</b>	none			
<b>Course Organization</b>					
	<b>Teaching mode</b>	Exercise (2 SWS)			
	<b>Language</b>	German			
	<b>Duration</b>	One Semester			
	<b>Frequency</b>	Yearly			
	<b>Recommended semester</b>				
	<b>Lecturer(s)</b>				
<b>Semester Work</b>					
	<b>Proof of participation</b>	none			
	<b>Non-graded assignments</b>	none			
<b>Examination and Grading</b>					
	<b>Examination</b>	Cumulative through: PEU1: Documentation and written reflection of the interview with practioners with a scope of 8 pages, written essay about an individual internship focus with a scope of 4 pages. PEU2: Internship report (8 pages).			
	<b>Elements of cumulative</b>	40% written reflection and internship focus and 60% internship report			

<b>examinations</b>	40% written reflection and internship focus and 60% internship report
<b>Recommended Literature</b>	



WUT1:S23	Learning on the job (in company training) - determinants and effects	Elective	Total. 180h		6 CP
			In Presence 2 SWS / 23h	Self-study 157h	
<b>Allocation (Program / Faculty)</b>		M.Sc. in Business Education			
<b>Availability for Other Programs</b>		For non-enrollment programs, please refer to our website.			
<b>Content</b>					
<p>The course includes the analysis of preconditions and effects of in-company learning processes in (dual) vocational training. Based on a framework model (Böhn &amp; Deutscher, 2021), the seminar addresses the input (e.g. company learning environment), process (e.g. work activities) and output (e.g. premature contract terminations, competence development) dimensions. Students will develop an overview of the state of research on the influence of factors of the input and/or process dimension on a selected output category.</p>					
<b>Learning Outcomes / Competency Goals</b>					
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Students are able to critically analyze problems related to (a lack of) quality of learning processes in the workplace and develop theory- and evidence-based solutions.</li> <li>• Students know the theoretical foundations of workplace learning, training quality, workplace learning opportunities and job satisfaction and are able to relate them to current issues.</li> <li>• Students will be able to answer questions related to the prerequisites and effects of in-company training using a wide range of analytical methods.</li> <li>• Students will be able to collaborate effectively with others in solving business education problems.</li> </ul> <p><b>Contribution to AACSB Competency Goals</b></p> <ul style="list-style-type: none"> <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 (totally)</li> <li>• CGM-H Pedagogical knowledge (not addressed)</li> </ul>					
<b>Pre-requisites</b>					
	<b>Participation requirements</b>	none			
	<b>Recommended prior knowledge</b>	none			
<b>Course Organization</b>					
	<b>Teaching mode</b>	Seminar (2 SWS)			
	<b>Language</b>	German			
	<b>Duration</b>	One Semester			
	<b>Frequency</b>	Yearly			
	<b>Recommended semester</b>	Semester 2			
	<b>Lecturer(s)</b>	Prof. Dr. Eveline Wuttke			
<b>Semester Work</b>					
	<b>Proof of participation</b>	none			
	<b>Non-graded assignments</b>	none			
<b>Examination and Grading</b>					
	<b>Examination</b>	Term paper (12 -15 pages) and presentation (ca. 30 minutes)			
	<b>Elements of cumulative examinations</b>	70% term paper and 30% presentation			



SPÜ1	Practical Application in Teaching 1	Mandatory Course	Total. 180h		6 CP
			In Presence 2 SWS / 23h	Self-study 157h	
<b>Allocation (Program / Faculty)</b>		M.Sc. in Business Education			
<b>Availability for Other Programs</b>		For non-enrollment programs, please refer to our website.			
<b>Content</b>					
<p>In SPÜ1, students are prepared to plan lessons in a manner appropriate to the target group, taking into account the framework conditions, didactic theories and models.</p> <p>Foci are: Lesson planning in terms of didactic goal setting, Methodical planning of teaching-learning arrangements, Formative and summative classroom evaluation.</p> <p>The students are guided and supported by experienced practitioners. Sitting in and working on observation tasks are part of the course.</p> <p>Note for participants: Please make sure that you look for a vocational school in Hesse for your internship in good time and if possible before the start of the lecture period. You can find more information on the Business Education website.</p>					
<b>Learning Outcomes / Competency Goals</b>					
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Our students analyse economic science contents under subject didactic aspects and with regard to relevant competence concepts and their teaching in the vocational school system.</li> <li>• Our students are enabled to transfer theories and approaches to teaching quality and other relevant theories to real teaching situations in order to analyse lessons and plan them in a theory-based manner (in particular also in connection with the relevant research projects of the Frankfurt Business Education Department).</li> <li>• Our students learn concrete teaching techniques and critically engage with them.</li> <li>• Our students also learn techniques, especially in the area of small group didactics, which allow them to deal with heterogeneous learning groups and to support them as optimally as possible.</li> <li>• Our students get to know forms of cooperation in teams of teachers.</li> </ul> <p><b>Contribution to AACSB Competency Goals</b></p> <ul style="list-style-type: none"> <li>• CGM-A Theoretical knowledge (partially)</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> <li>• CGM-H Pedagogical knowledge (totally)</li> </ul>					
<b>Pre-requisites</b>					
	<b>Participation requirements</b>	none			
	<b>Recommended prior knowledge</b>	none			
<b>Course Organization</b>					
	<b>Teaching mode</b>	Exercise (2 SWS)			
	<b>Language</b>	German			
	<b>Duration</b>	One Semester			
	<b>Frequency</b>	Yearly			
	<b>Recommended semester</b>	Semester 2			
	<b>Lecturer(s)</b>				
<b>Semester Work</b>					
	<b>Proof of participation</b>	The lecturer may set attendance mandatory.			
	<b>Non-graded assignments</b>	none			
<b>Examination and Grading</b>					
	<b>Examination</b>	Cumulative through: SPÜ1: 8 hours of observation of lessons at a vocational school; graded written			

	<b>Examination</b>	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 hours of 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.
	<b>Elements of cumulative examinations</b>	40% written reflection and 60% documentation
	<b>Recommended Literature</b>	

WLLF	Teaching and learning research in Business Education	Mandatory Course	Total. 150h		5 CP
			In Presence 2 SWS / 23h	Self-study 127h	
<b>Allocation (Program / Faculty)</b>		M.Sc. in Business Education			
<b>Availability for Other Programs</b>		For non-enrollment programs, please refer to our website.			
<b>Content</b>					
<p>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.</p> <p>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.</p> <p>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.</p>					
<b>Learning Outcomes / Competency Goals</b>					
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Students will be familiar with qualitative and quantitative research methods and will be able to apply them adequately to research questions and thus plan an appropriate research project.</li> <li>• Students are able to develop independent and theory-based research questions based on their knowledge of economics, business instruction and research methods.</li> <li>• Students will generate, interpret, and analyze self-obtained data based on their research question using appropriate software (SPSS or MAXQDA).</li> <li>• Students will be able to effectively collaborate with others in developing adequate research approaches.</li> </ul> <p><b>Contribution to AACSB Competency Goals</b></p> <ul style="list-style-type: none"> <li>• CGM-A Theoretical knowledge (partially)</li> <li>• CGM-B Quantitative methods knowledge (totally)</li> <li>• CGM-C Ethical reasoning (partially)</li> <li>• CGM-D Communication skills (totally)</li> <li>• CGM-H Pedagogical knowledge (not addressed)</li> </ul>					
<b>Pre-requisites</b>					
	<b>Participation requirements</b>	none			
	<b>Recommended prior knowledge</b>	none			
<b>Course Organization</b>					
	<b>Teaching mode</b>	Exercise (2 SWS)			
	<b>Language</b>	German			
	<b>Duration</b>	One Semester			
	<b>Frequency</b>	Every semester			
	<b>Recommended semester</b>	Semester 3			
	<b>Lecturer(s)</b>	Prof. Dr. Helmut Niegemann			
<b>Semester Work</b>					
	<b>Proof of participation</b>	none			
	<b>Non-graded assignments</b>	none			
<b>Examination and Grading</b>					

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

WPÄF	Theoretical Foundations in Vocational and Business Education	Mandatory Course	Total. 180h		6 CP
			In Presence 3 SWS / 34h	Self-study 146h	
<b>Allocation (Program / Faculty)</b>		M.Sc. in Business Education			
<b>Availability for Other Programs</b>		For non-enrollment programs, please refer to our website.			
<b>Content</b>					
<p>In the WPÄF module, fundamental topics, research and theory traditions are discussed. Currently, this concerns questions of teaching quality. 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 state of research is worked out for both aspects and practical examples are presented. Implications for teacher training are discussed.</p>					
<b>Learning Outcomes / Competency Goals</b>					
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <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 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 lessons.</li> </ul> <p><b>Contribution to AACSB Competency Goals</b></p> <ul style="list-style-type: none"> <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> <li>• CGM-H Pedagogical knowledge (totally)</li> </ul>					
<b>Pre-requisites</b>					
	<b>Participation requirements</b>	none			
	<b>Recommended prior knowledge</b>	none			
<b>Course Organization</b>					
	<b>Teaching mode</b>	Lecture (2 SWS) + Exercise (1 SWS) + Project seminar (2 SWS)			
	<b>Language</b>	German			
	<b>Duration</b>	One Semester			
	<b>Frequency</b>	Every semester			
	<b>Recommended semester</b>	Semester 1			
	<b>Lecturer(s)</b>	Dr. Rico Hermkes			
<b>Semester Work</b>					
	<b>Proof of participation</b>	none			
	<b>Non-graded assignments</b>	none			
<b>Examination and Grading</b>					
	<b>Examination</b>	Presentation (30 minutes) and written exam (60 minutes)			
	<b>Elements of cumulative examinations</b>	The grade for the module is established as the average of the grades of the individual submodule examinations of the module (50% each). Both submodules must be passed.			
<b>Recommended Literature</b>					