Universität Münster

Institut für Erziehungswissenschaft

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Guidelines
Credit Acquisition

International and Comparative Education Research Group,

Prof. Dr. Marcelo Parreira do Amaral

Dear students,

in courses offered by the International and Comparative Education Research Group, you can choose among different formats of Credit Acquisition (**Studienleistung or Prüfungsleistung**). In the following, you will find information on the different formats. Please use the Office Hours to clarify any further question and to sign in a credit acquisition format. Please also note that all written papers (except exams) must be discussed with me before you start writing. Therefore, please register for my office hours. Registrations for my office hours can be sent by e-mail to Mrs Marburger.

Deadline for submissions is always the end of the semester period (Summer Term end of September, Winter Term end of March) - please contact me if you need a justified extension. The submission does not have to be in person, the printed paper can be dropped in my mailbox. Please let me know at an early stage if separate registration deadlines or similar have to be taken into account. Please also note this on the paper.

I will read all *written assignments* thoroughly and make use of the entire range of grades; a short explanation based on a feedback form (see below) will be attached to the grade. All papers will be re-viewed as soon as possible. Please refrain from individual requests by e-mail in unjustified cases

We wish you good luck!

Prof. Dr. Marcelo Parreira do Amaral

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1 Notes on Academic Work

In courses offered by the International and Comparative Education Research Group, students can choose among different formats to complete a **Studienleistung or Prüfungsleistung**. In the following, you will find general information on academic work; you will find further information on the different formats of Credit Acquisition (Studien- and Prüfungsleistungen) below. The individual guidelines and instructions are intended to help you prepare and conduct written work. Read them thoroughly and follow them in your written work. You can clarify further questions at any time during my office hours.

Generally, these examination formats consist – at least partially – of written work. Students can show that they are able to independently work on an educational science question within a previously defined framework and according to the general rules of scientific work. In doing so, scientific papers follow certain standards in terms of *content, form* and *language*.

In terms of *content*, it usually involves a systematic presentation of the expertise on a specific question and the logical structure of trains of thought to answer a question formulated as precisely as possible. *Linguistic* characteristics of scientific work include the appropriate use of technical language, conceptual precision, factual-analytical and clear explanations. Furthermore, a correct use of grammar, spelling and punctuation is required. *Formally*, specific requirements are also imposed, since written works usually include publications and intellectual property of other authors. The intellectual property of others must therefore be fully disclosed both in direct (i.e., literal) and indirect (i.e., paraphrased in one's own words) citations. In one's own text, it must therefore become clear which statements represent a reproduction of other sources and which derive from one's own analyses, classifications, and evaluations. There are pertinent citation systems for labelling and source references. Finally, a clear and uniform graphic design and formatting of the work meet important formal standards of scientific work.

Pertinent Sources on Working Methods of Scientific Work

In educational science work contexts, different systems of citation and bibliography are used. I do not define a citation system for my course but expect students to choose one and apply it ***systematically*** and ***consistently***.

There are numerous publications on the formal design of scientific written works that are strongly recommended for purchase or loan. Below are four persistent works that you can use as a guide:

American Psychological Association (2020). *Publication Manual of the American Psychological Association. The Official Guide to APA Style*. 7. Aufl. Washington, D.C.: APA.

Bohl, Thorsten (2018). *Wissenschaftliches Arbeiten im Studium der Erziehungs- und Bildungswissenschaften. Arbeitsprozesse, Referate, Hausarbeiten, mündliche Prüfungen und mehr* ... 4., überarb. Aufl. Weinheim und Basel: Beltz.

Fromm, Martin & Paschelke, Sarah (2017). *Wissenschaftliches Denken und Arbeiten. Eine Einführung und Anleitung für pädagogische Studiengänge*. 2. aktual. Auflage. Münster et al.: Waxmann.

Rost, Friedrich (2018). *Lern- und Arbeitstechniken für das Studium*. 8., überarb. und aktualisierte Aufl. Wiesbaden: Springer VS.

Dealing with scholarly literature

Articles in journals or books (anthologies, handbooks, etc.) as well as individual books (monographs) are important for producing scientific texts. *WIKIPEDIA is not a scientific source*. Nevertheless, references to Wikipedia entries should not be prohibited generally, but they must *always* be supplemented by further references to and quotations from academic-scientific literature!

The use of text-generating AI systems for the creation of written assignments is not generally prohibited. If you use text-generating AI tools, you must of course cite them as the source, as this is the only way to determine what performance the learner has achieved and to assess this performance. Any use of text-generating AI tools that is not clearly labelled is an infringement of the law and will be punished accordingly. Please note the regulations for *safeguarding good scientific practice at the University of Münster* at: https://www.uni-muenster.de/Senat/kodex.html and the FAQs on the topic of AI at: https://www.uni-muenster.de/studium/orga/ki/index.html.

The literature on a topic should be as up-to-date as possible (max. 10-15 years old, unless it is in some way "classic"). In the case of empirical data, you should also always refer to the most recent available figures, especially if the data are statistics on education that are continuously collected and published. Literature on a topic can be found particularly well in the online catalogues of the ULB or in the literature lists of important texts on a topic, e.g. seminar literature. Furthermore, you can also use electronic databases. Some of these databases are:

FIS Bildung. Online: http://www.fachportal-paedagogik.de/fis_bildung/fis_form.html [last retrieved April 27, 2026]

Portal Forschungsdatenzentrum. Online: http://www.fachportal-paedagogik.de/forschungsdaten_bildung/ [last retrieved April 27, 2026]

Eurydice. Online: https://eacea.ec.europa.eu/national-policies/eurydice/ [last retrieved April 27, 2026]

However, it is important that you analyse the found texts in detail with regard to their type of text and text quality - often there are online texts which do not meet the basic scientific criteria.

In the case of final theses, it is expected that the current state of the literature on the topic will be comprehensively processed. The presentation of the scientific literature's state of the art should be based on a differentiation between different approaches, strands of discussion or various scientific discourses on a topic and, if possible, should include an examination of the different approaches.

2 Guidelines for drafting a Blog Post (Studienleistung)

The word *blog* is a short form of the words web and log (logbook or diary) and refers to an internet-based, publicly accessible diary or journal in which a person writes down and comments on his or her notes, sketches and thoughts on specific issues. Since the 1990s, this form of media communication has established itself and developed into its own blogosphere by means of links and networking (cf. Kahrs and Kohl, 2018). In the meantime, scientists, research groups and networks also use blogs to publicly document and discuss their work.

Blogs offer the possibility of collecting subject contents of a teaching/learning context, e.g. a lecture or a seminar, through so-called blog posts (blog entries) by the participants. In general, blog entries are targeted at documenting, following up and reflecting on course content with the help of digital e-learning systems such as Learnweb.

As a *Studienleistung* in my seminars, a blog post consists of *a cover page with all necessary information about the author (see below), a running text without headings/subheadings (between 2 and 3 pages long) and a signed declaration of intellectual integrity. The blog post checked by me will then be uploaded online in the respective Learnweb course, made visible to all participants of the course and activated for comments.*

These guidelines are intended to help you prepare and conduct book reviews as a Studienleistung. First, an important note: Please discuss your book selection with me personally before starting your writing process.

Components of a Blog Post

The blog post consists of a short introduction, a main part and a conclusion: The introduction should lead to the question or term, and above all highlight the interesting part of it. In the main part, the content is presented and briefly illustrated with an example. Here, you are welcome to use additional literature provided. The text ends with a short commentary and a factual question that goes beyond the subject matter presented. Please also consider an interesting title for your blog post that marks the aspect you would like to emphasize. Pictures and graphics may be used as long as their rights of use are clarified, i.e. that they are licence-free.

Delivery rules for Blog Posts

A blog post is a *Studienleistung* in lectures and seminars which is closely linked to the respective course in terms of content. A list of suggestions will be provided at the beginning of the course; other, alternative entries can also be suggested by students, but must be discussed with me personally. The blog posts will be prepared and submitted in advance for each session of the course. Please send them to me by e-mail as a Word document.

Helpful suggestions for Blog Posts

The starting point of a blog post is essential and should correspond to one of the following three.

The Blog Post …

deals with a specific question regarding the subject content, e.g.:

- What characterizes the German education policy in the post-war years?
- What does Bourdieu mean by habitualization?
- What are the dimensions of comparison in International and Comparative Educational Science?

deals with a specific term, e.g.:

- Education as a transformation process;
- transnational educational area;
- forms of capital according to P. Bourdieu

reflects the content of a seminar or lecture session in the form of a protocol of the results.

Formal design

- Cover sheet: university, department, module, course, lecturer, semester, type of work; (sub-)title of the paper; name, telephone number, e-mail, study semester, matriculation number, date of submission, indication whether the paper must be graded;
- scope: 2-3 pages (approx. 700 words with usual formatting, i.e. serif font: 12 pt.; line spacing: 1,5; page margins: 2,5 cm);
- bibliography;
- do not forget a signed declaration of intellectual integrity (!).

Examples of scientific blogs

Think Ordo! Ordnungspolitik neu denken. Online: http://www.think-ordo.de/ [last retrieved April 27, 2026]

Inklusion in der Sozialen Arbeit. Online: https://inklusion.hypotheses.org/ [last retrieved April 27, 2026]

Literature

Kahrs, Miriam & Kohl, Sandra, (2018). Blogbeitrag. In: Gerick, Julia, Sommer, Angela, & Zimmermann, Germo (Eds.), *Kompetent Prüfungen gestalten* (p. 38–41). Münster: Waxmann.

Knauf, Helen, (2017). Lehre 2.0: Wissenschaftliches Bloggen mit (früh-)pädagogischen Fachkräften. In: *Das Hochschulmanagement* 6/2017, 192–197.

3 Guidelines for writing a Book Review (Studienleistung)

Book Reviews are central in the scholarly discourse. They inform their readers about content and quality of a book, and they align it within the state of research of a discipline. The aim is to present and acknowledge scholarly publications by describing the text's structure and logic, the selection and arrangement of arguments, the theoretical and methodological foundation as well as the empirical background and its reflection.

As part of the course work, writing reviews allows students to probe their text comprehension, summarizing and paraphrasing of longer texts as well as to practice the phrasing of one's own standpoint and lines of argument. As a *Studienleistung* in my seminars, a book review consists *of a cover page with all necessary information about the author (see below), a running text without headings/subheadings (between 4 and 6 pages long) and a signed declaration of intellectual integrity.*

These guidelines are intended to help you prepare and conduct book reviews as a ***Studienleistung***. First of all, an important note: Please discuss your book selection with me personally before starting your writing process.

Components of a Book Review

Book title and name of the author

The review begins with a bibliographical indication of the work reviewed as well as information on the number of pages, price and ISBN number. Example:

[Adick, Christel (2008). *Vergleichende Erziehungswissenschaft. Eine Einführung*. (Grundriss der Pädagogik /Erziehungswissenschaft, vol. 34). Stuttgart: Kohlhammer, 242 pages, 19,00 €, ISBN: 978-3170188587].

[Phillips, David & Schweisfurth, Michelle (2014). *Comparative and International Education. An Introduction to Theory, Method, and Practice*, 2nd ed. London: Bloomsbury, 222 pages, 109,00 €, ISBN: 978-1-4411-2242-1].

Content

The main text with the actual book review offers a short introduction to the book's topic, provides concise information about the author(s), the context/development of the work reviewed and the conditions of writing. The research problem and aim(s) of the book are also presented and explained here. This is followed by a concise, focused description of the book's content (What are the individual chapters of the book about?). The organisation of the book is also briefly described (length, book parts, chapters etc.). Next, the theoretical and methodological framework is assessed before the empirical procedures and use of methods are described (How does the work proceeds empirically? Which methods of data collection and analysis are used?). The final part includes the presentation of the central results of the book.

All citations – direct or indirect – must be marked. It suffices to mention the page number in square brackets (e.g.: [p. 8] or [cf. p. 14f.]). External sources should only be used in exceptional cases and then very sparingly. These are listed in with the help of endnotes.

Assessment

A concise assessment of the book in its scientific context (In which research tradition/discipline can this book be embedded?), the quality of the presentation (structure and logic, selection and arrangement of arguments, examples, clarity/readability, etc.), the quality of the methodology, as well as one's own opinion (clearly

presenting one's own position/opinion at selected points – commenting on or critiquing passages in the text) are the central elements of a book review.

Appraisal and recommendation

The critical appraisal of the reviewed work concludes with an assessment of the book with regard to the author's achievements. Here the self-imposed goals – as they are often presented in the introduction – are of particular importance. Furthermore, the suitability of the work as an introduction, study book or book of specialization in a subject area or for a specific audience is to be assessed: Would you recommend the book to others? If so, to whom and why? If not, give reasons for it!

Formal design

- Cover sheet: university, department, module, course, lecturer, semester, type of work; (sub-)title of the paper; name, telephone number, e-mail, study semester, matriculation number, date of submission, indication whether the paper must be graded;
- scope: 4-6 pages (with usual formatting, i.e. serif font: 12 pt.; line spacing: 1,5; page margins: 2,5 cm);
- if applicable, bibliography or endnotes;
- do not forget a signed declaration of intellectual integrity (!).

Samples of Book Reviews:

All relevant scholarly journals have a *Book review* section, which can be read as samples of this text genre. The following journals are useful sources in (International and Comparative) Educational research:

- Journal „*Tertium Comparationis (TC)*“ Online: https://www.waxmann.com/waxmann-zeitschriften/ [last retrieved 2026, April 27]
- Journal „*Erziehungswissenschaftliche Revue (EWR)*“ Online: https://www.klinkhardt.de/ewr/ [last retrieved 2026, April 27]
- Journal „Comparative Education Review (CER)“ Online: https://www.journals.uchicago.edu/toc/cer/current [last retrieved 2026, April 27]

4 Guidelines for drafting an Encyclopedia Entry (Studienleistung)

A scientific Encyclopedia Entry is a text similar to the model of specialist Encyclopedia concerning structure and form. The main purpose is to provide a general introduction to a term, a concept or an author without focusing on a specific question.

As a *Studienleistung* in my seminars, an Encyclopedia Entry consists of a *cover page with all necessary information about the author (see below), a running text without headings/subheadings (between 1 ½ and 2 pages long), and a signed declaration of intellectual integrity.*

On page 21 you will find the feedback form that I use to evaluate Encyclopedia Entries. Please have a thorough look at it.

These guidelines are intended to help you prepare and conduct an Encyclopedia Entry as a ***Studienleistung***. Typically, during the course of study, individual terms/concepts/authors are identified as suitable for an Encyclopedia Entry. Alternative entries are possible but must be agreed upon in advance with me personally. After you have made a first selection and have already read some texts on the topic or have found relevant sources, we can determine the concrete structure of your Encyclopedia Entry together during my office hours. Afterwards you can start writing.

Structure and form

In an Encyclopedia Entry basic terms and concepts are to be explained. Typical contents are:

- General explanation(s) or definition(s);
- explanation of the context where the subject arose;
- significance in different (sub-)disciplines and theories;
- application in specific contexts, e.g. according to life phases, fields of work, countries, historical;
- critique of the term: concept, context of use, implicit values, (socio-)political implications;
- up to five relevant literature sources

The article's focus is to provide a concise overview of a term (concept, theory, author etc.) as well as a more in-depth presentation of the currently available expertise on the respective term. Controversial positions should be presented neutrally in the overview, without giving preference to individual positions. The article should be written as comprehensible as possible. Therefore, a reserved use of technical terms is necessary.

Formal design

- Cover sheet: university, department, module, course, lecturer, semester, type of work; (sub-)title of the paper; name, telephone number, e-mail, study semester, matriculation number, date of submission, indication whether the paper must be graded;
- scope: approx. 1 ½-2 pages incl. max. 5 literature resources (with usual formatting, i.e. serif font: 12 pt.; line spacing: 1,5; page margins: 2,5 cm);
- bibliography;
- do not forget a signed declaration of intellectual integrity (!).

5 Guidelines for drafting a Scientific Essay (Studienleistung)

A scientific essay is a short and clearly structured, yet critical text. At its core, it is a matter of thinking about a concrete question from different perspectives and developing your own viewpoint in an original way during the course of the essay.

In an essay, a line of argument for answering a question is to be developed in a stylistically elegant way. The chosen topic/object should be examined from different perspectives in a main section and presented with the help of a few, but scientifically relevant sources. It is important to note that the focus must not be on your own opinion, but on a sound and objective argumentation with which you try to convince the reader. The title should already be chosen suitably and interestingly.

As a *Studienleistung* in my seminars, an Essay consists of *a cover page with all necessary information about the author (see below), a running text without headings/subheadings (between 4 and 6 pages long) and a signed declaration of intellectual integrity.*

These guidelines are intended to help you prepare and conduct essays as a Studienleistung.

Recommended approach

Thematic fokus and question

The essay should be developed and structured on the basis of an explicit question. It should make clear what it is about, i.e. what you want to show/work out. The content and scope of the question must fit the topic. Often the question poses a stronger limitation of the topic. After you have selected a topic and carried out initial research, we can narrow down and define the topic as well as the question together during my office hours. All essays must be discussed with me personally before starting your writing process.

A proposal to develop a question and argumentation structure

I recommend reading some texts on the topic first in order to collect ideas and arguments through a brainstorming, which will enable you to develop a question afterwards. Based on the concrete question you can then evolve a line of argument in keywords on one page: Question - individual arguments - answer(s) to the question.

Components of an Essay

Although an essay consists of an introduction (1), a main part (2), and a final section (3), the text should not contain subheadings but rather guide the reader through a clearly identifiable "red thread". The individual parts should be clearly separated from each other by paragraph spacing. The introduction should introduce the topic as swiftly as possible and present your thesis/question (text ratio approx. 10% (1); 80% (2); 10% (3)). In the final part, you should reach your own position. This is primarily intended to provide a cause for thought for subsequent discussions. Here, it is not a question of summarizing your entire line of argument, but rather of resolutely defending a well-founded opinion that you have developed through your line of argument in the main section.

Formal design

- Cover sheet: university, department, module, course, lecturer, semester, type of work; (sub-)title of the paper; name, telephone number, e-mail, study semester, matriculation number, date of submission, indication whether the paper must be graded;
- scope: 4-6 pages incl. literature references (with usual formatting, i.e. serif font: 12 pt.; line spacing: 1,5;

page margins: 2,5 cm);
- bibliography;
- do not forget a signed declaration of intellectual integrity (!).

6 Guidelines for the creation of Open Exam Tasks (Studienleistung)

The format of creating *open exam tasks* is aimed at the competency-based assessment of basic knowledge about the content of the lecture. The demand for competence-orientation indicates that the exam not only requires the reproduction of expert knowledge, but is designed to be action-oriented, so that students demonstrate their actual skills – and not just their knowledge. By creating exam tasks, students can (1) test their own knowledge and understanding, (2) transfer, apply, analyse and synthesise their knowledge to other areas and finally (3) practise the interpretation, analysis, and evaluation of content. The format therefore enables students to critically and reflectively analyse the content of the lecture.

As *Studienleistung* in my courses, students will create two open exam tasks based on two different sessions.

These guidelines are intended to support you in creating potential open exam tasks as ***Studienleistung***.

On the one hand, students create two open exam tasks, each based on a different session of the lecture. If possible, these should cover all three requirement areas (see below). *On the other hand*, students must complete and submit written responses to the tasks (approx. 400 to 450 words each). Both the tasks and the corresponding written responses must be submitted in written form. Please also consult the document *Notes on Academic Work* for further instructions.

Requirement areas

Requirement area I: knowledge, reproduction

Students are expected to recognize and reproduce content, including technical terms, theories, and methods. *Possible operators*: present, name, summarise, describe.

Requirement area II: application and transfer of knowledge

Students should independently apply the knowledge they have acquired. Findings and results must be connected in a coherent way, both linguistically and conceptually. *Possible operators*: apply, explain, outline, characterise, analyse, justify, describe, summarise, infer, compare, classify.

Requirement area III: Interpretation, evaluation/judgement, transfer

Students are expected to form independent judgments regarding the theories, knowledge, and structures discussed in the lecture. *Possible operators*: interpret, evaluate, judge, discuss, justify, interpret, discuss, take a critical stance, develop, relate, characterize.

Formal design

- Cover sheet: university, department, module, course, lecturer, semester, type of work; (sub-)title of the paper; name, telephone number, e-mail, study semester, matriculation number, date of submission, indication whether the paper must be graded;
- scope: approx. 400 to 450 words per task, standard formatting, i.e. serif font: 12pt; line spacing: 1.5; margins: 2.5 cm;
- do not forget a signed declaration of intellectual integrity (!).

Literature

Frölich-Steffen, Susanne, (2019). Klausuren. In Frölich-Steffen, Susanne, den Ouden, Hendrik & Gießmann,

Ursula (Eds.), *Kompetenzorientiert prüfen und bewerten an Universitäten: Didaktische Grundannahmen, rechtliche Rahmenbedingungen und praktische Handlungsempfehlungen* (p. 101–103). Opladen: Barbara Budrich.

Hochschulrektorenkonferenz, (2013). *Umsetzungshilfen für kompetenzorientiertes Prüfen*. HRK supplementary report prepared for the HRK by Niclas Schaper and Frederic Hilkenmeier with the assistance of Elena Bender. Online: https://www.hrk-nexus.de/fileadmin/redaktion/hrk-nexus/07-Downloads/07-03-Material/zusatzgutachten.pdf [last retrieved April 27, 2026]

Schott, Reinhard, (2017). Konstruktion von kompetenzorientierten Prüfungsfragen. Infopool besser lehren. Online: https://infopool.univie.ac.at/fileadmin/user_upload/p_infopool/PDFs/Pruefen_u_Beurteilen/03_Konstruktion_von_kompetenzorientierten_Pru__fungsfragen.pdf [last retrieved April 27, 2026]

7 Guidelines for preparing an Educast/Podcast (Studienleistung)

Podcast:

Podcasts are audio and/or video contributions that are distributed over the Internet. The term podcast is a neologism, which is composed of pod for "play on demand" and cast, abbreviated from the term broadcast. The special feature of podcasts is that they are usually updated on a regular basis and can be subscribed to via an RSS feed1 (cf. Schmidt 2014).

There is a variety of topics that can be covered in podcasts. However, generally the aim is to prepare the topics in such a way that they appear interesting to the listeners.

Educast:

In educational contexts podcasts are called Educasts ("educational podcasts") and primarily intend to promote knowledge transfer.

These guidelines are intended to help you prepare and perform Educasts as a ***Studienleistung***.

Students who wish to complete a ***Studienleistung*** can create an Educast. One of several challenges is to find the right balance between entertainment and information in the content. A lively and varied design is certainly desired, but should not be done at the expense of knowledge transfer. At best, the recording encourages the audience to discuss and think further.

Topics are to be found from the literature used in the seminar; for this purpose, students select a text from the seminar context - compulsory reading or additional sources. These must be discussed with me personally in advance!

Contents of an Educast/Podcast

An Educast sequence should contain the following elements in a maximum of 15 minutes:

- A brief introduction to the text (with information about the author, but no complete biography). This involves naming the source, type of publication (journal, excerpt from monograph, etc.), and an assessment of the source as a scientific text;
- a presentation of the question dealt with in the text and of how its process unfolds; the aim is to give an introduction to the topic and to the text's question. This serves above all to refer to topics already dealt with and to place one's own topic in the context of the seminar;
- a presentation of the most important statements or results of the text as well as
- highlighting open questions or the formulation of own questions for the discussion.

Structuring

- The podcaster should be well prepared for the topic;
- structure the recording clearly and stay 'in time';
- structure lecture topics reasonably;
- a "golden thread" should be visible;
- summary at the end of the episode or, if applicable, at the end of a section

Language/Formulation;

- speaking freely is desirable, but not a must;
- speak clearly and loudly enough, appropriate voice speed;
- explain technical terms/foreign words;
- insert small pauses for thought and pauses in speech (to clarify the structure).

Organization/resources

- If available, the podcast can be recorded with a microphone, but the use of it is not mandatory (the sound quality of most smartphones via a recording app is usually sufficient);
- for editing you can use free editing programs (for Mac and Windows for example "Audacity" available at www.audacityteam.org);
- this allows podcasters to cut divided parts together or, as in many popular podcasts, to insert music jingles (at the beginning or at the end);
- GEMA-free music can be found at https://www.musicfox.com/info/kostenlose-gemafreie-musik.php among others.

Handouts und Submission

Please prepare a ***maximum two-page handout*** with all important information on the text, a summary of the text's central statements or results and any open questions. These must be submitted ***a week prior to the agreed seminar session*** by e-mail - parreira@uni-muenster.de - together with the podcast file.

Formal layout Handout

- Cover sheet: university, department, module, course, lecturer, semester, type of work, title of the work, name, telephone number, e-mail, study semester, matriculation number, date of submission;
- handout's scope: max. 2 pages (with usual formatting, i.e. serif font: 12 pt.; line spacing: 1,5; page margins: normal);
- bibliography;
- do not forget a signed declaration of intellectual integrity (!).

Further literature

Schmidt, Christian, (2014). *Podcasts in pädagogischen Kontexten. Einsatzmöglichkeiten und effektive didaktische Ausgestaltung innovativer Audiomedien*. Hamburg: Diplomica Verlag.

King, Kathleen P. & Gura, Mark, (2009). *Podcasting for teachers. Using a New Technology to Revolutionize Teaching and Learning*. Charlotte, NC: Information Age Publishing.

8 Guidelines for drafting a Thesis Paper for an Oral Exam (Prüfungsleistung)

Oral examinations not only serve testing knowledge, but also offer students the opportunity to develop and demonstrate their ability in scholarly discourse. In addition to the expertise, the focus is on critical reflection as well as argumentative, communicative and analytical skills. In addition, oral examinations enable students to disclose their thought processes and demonstrate their own transferability. The topic of the examination will be discussed with me in advance during my office hours. The oral examination takes place (unless otherwise agreed) in my office and in the presence of a second examiner.

These guidelines are intended to help you perform an oral exam as a ***Prüfungsleistung*** as well as to prepare an obligatory thesis paper. First, an important note: After you have made a selection of topics and carried out initial research, we can define and specify the examination topics and questions(s) together during my office hours. All examinations must be arranged in advance with me personally. The ***Thesis Paper*** must be submitted at least ***a week before the exam date***.

Focus

The oral exam is to be structured and derived on the basis of clear topics and scholarly issues. It is helpful to have a look into your examination regulations and the competences mentioned, and to prepare **two topics** which can be related to these competences. See example below.

Example Module EW B4 (B.A.) (with a complimentary translation into English):

„Erworbene Kompetenzen:

Die Studierenden verfügen über ein grundlegendes Problembewusstsein für erziehungswissenschaftliche Fragestellungen in einer durch Pluralität und soziale Ungleichheit geprägten Gesellschaft. Sie können alltagstheoretische Annahmen über Migration, Kultur und Bildung von einer wissenschaftlich fundierten Argumentation unterscheiden und kritisch reflektieren.“

Acquired competences:

Students gain basic awareness of educational science problems and issues within a society shaped by plurality and social inequality. You can distinguish and critically reflect everyday theoretical assumptions about migration, culture and education from a scholarly based argument.

Useful aspects of preparation are among others:

- Historical contextualization of the topic;
- explanation of terms, definitions and characteristics (stated by author X…);
- justifications;
- references to (empirical) research results;
- practical, methodological, and/or didactical aspects;
- critical discussion: pros and cons, one’s own position;
- …

8.1 An example of developing a Thesis Paper for an Oral Exam

Name, first name	_____
Matriculation number	_____
Date	_____ Time _____
Examinar	Prof. Dr. Marcelo Parreira do Amaral
Second examiner	_____
Examination regulations	_____
Subject/study program	_____/_____/_____
Semester	

Focus: Gender as a social 'structural category' and its meaning in pedagogical contexts

Examination topic 1: Distinction between 'gender' and 'sex' and gender relations

Thesis 1

Gender dualism is a social construct that, on the basis of biological differences between men and women, arranges society and hierarchizes the relationship between the genders.

Thesis 2

The gender hierarchization serves to define the division of labour between men and women and thus promotes the social reproduction of social inequality between men and women.

Examination topic 2: Effects of gender relations in pedagogical contexts using the example of "feminisation of the teaching profession

Thesis 3

Female teachers are less likely than male teachers to include disruptive behaviour of boys in grades.

Thesis 4

The partial "disadvantage" of boys in education, which has been proven in Germany, is not the result of a "feminization of the teaching profession", but rather of social change and the lack of a change-adapted notion of masculinity.

Readings/bibliography

Brake, Anna & Büchner, Peter, (2012). *Bildung und soziale Ungleichheit. Eine Einführung*. Stuttgart: Kohlhammer, p. 197–225.

Budde, Jürgen, (2009). *Mathematikunterricht und Geschlecht. Empirische Ergebnisse und pädagogische Ansätze*. Ed. Von BMBF, vol. 30. Online: https://www.fachportal-paedagogik.de/literatur/vollanzeige.html?FId=3091552 [last retrieved April 27, 2026]

Faulstich-Wieland, Hannelore, (2010). Sozialisation, Habitus und Geschlecht. In Liesner, Andreas & Lohmann, Ingrid (Eds.): *Gesellschaftliche Bedingungen von Bildung und Erziehung* (p. 19–30). Stuttgart: Kohlhammer.

Marchbank, Jennifer & Letherby, Gayle, (2014). *Introduction to Gender – Social Science Perspectives*. London: Routledge.

Rendtorff, Barbara, (2011). Geschlecht. In: Kade, Jochen et al. (Eds.): *Pädagogisches Wissen.*

Erziehungswissenschaft in Grundbegriffen (p. 70–76). Stuttgart: Kohlhammer.

Rieske, Thomas Viola, (2011). Bildung von Geschlecht – Zur Diskussion um Jungenbenachteiligung und Feminisierung in deutschen Bildungsinstitutionen: Eine Studie im Auftrag der Max-Traeger-Stiftung. Online: http://www.schulentwicklung.nrw.de/q/upload/Gender/GEW_Bildung_von_Geschlecht_Jungenbenachteil.pdf [last retrieved April 27, 2026]

9 Guidelines for drafting a Seminar Reflection (Prüfungsleistung)

A *Seminar Reflection* is a tool for reflection that can trigger a particularly profound and long-lasting learning process. Students are encouraged to present and reflect on objects of knowledge as well as their own learning processes during the seminar in a documenting and reflective part. The seminar reflection enables a (final) dialogue as well as feedback between learners and teachers, so that not only students, but also the lecturer can go through a learning process.

The aim of a seminar reflection is to deepen and revive the understanding of the topics covered. From the entire seminar, a special focus will be placed on the subjectively particularly significant, informative and interesting as well as previously unknown topics. By looking back on the entire seminar during the reflection, it should be recognized which thematic (also cross-seminar) connections have been recognized or not yet understood. This stimulates a conscious perception of one's own learning process. This can also lead to an awareness of one's own work behaviour, which in turn can be used to develop new learning and work strategies. In addition, active writing as well as the expression of one's own thoughts in compact form promote a further learning process, so that this work can be regarded as a method of active, self-regulated learning. The information gained from the seminar reflection should also provide an opportunity to optimise the implementation of the seminar by the lecturer.

As a *Prüfungsleistung* in my seminars, a seminar reflection consists of *a cover page with all necessary information about the author (see below), a running text without headings/subheadings (between 8-10 pages long incl. literature references) and a signed declaration of intellectual integrity.*

These guidelines are intended to help you prepare and conduct seminar reflections as a ***Prüfungsleistung***. All seminar reflections have to be agreed with me personally in advance.

Components of a Seminar Reflection

Especially due to the growing popularity of approaches such as research-based learning („Forschendes Lernen“), students are increasingly confronted with the production of reflexive text types. Although the practice of reflection consists of the levels of description, analysis, evaluation and planning, inexperienced learners often remain at the first descriptive level of description and documentation. At this level, the completed actions are described and documented with reference to the overall action, so that the reader has a comprehensive overview of the course of the facts. In order to also reach the second analytical level of reflection, it is necessary to additionally consider the concrete context of action. In doing so, the de-scribed can be analysed with reference to one's own performance/performance ability and interpreted with regard to the consequences of action. This makes it possible to call into consciousness both the quality of one's own way of dealing with things and the relevance of what has been experienced. The reader thus experiences a comprehensive explanation of the conditions under which an event took place. At the third evaluative level, the comparison with (own) expectations/goals or other achievements leads to an evaluation and an assessment based on informative criteria. This gives the reader an impression of the (adequately described) internal and external criteria of the evaluation. Finally, the fourth level of planning is now reached by new concrete and well thought out action alternatives, in which the individual motives are openly presented. In order to gain a longer-term learning process from this reflexive practice, students are made aware at this point that intrinsic motivation serves as a fundamental prerequisite for this, so that it is particularly important to bring individual goals to consciousness (cf. Bräuer 2016, pp. 24-30).

Key questions

The following key questions can provide guidance while preparing the seminar reflection:

- What expectations did I have of the seminar and to what extent were these (not) fulfilled?
- Which insight gained from the seminar was the most important one for me?

- Which findings have particularly irritated my previous pedagogical understanding?
- Are there any findings that in my opinion are also relevant for (or my future) pedagogical practice?
- Can I think of own (biographical) examples that confirm or contradict what has been discussed?
- Are there findings that (beyond the seminar topic) are also relevant for my general pedagogical understanding?
- Have there been connections, parallels or contradictions to methods, theories, discourses or findings (e.g. from other seminars) already familiar to me?
- Has an interest in a topic developed that I would like to deal with beyond the seminar?
- Have there been any open questions that I would like to clarify?
- Are there concrete and justified suggestions for improvement for the didactic and content implementation of the seminar?

Formal design

- Cover sheet: university, department, module, course, lecturer, semester, type of work; (sub-)title of the paper; name, telephone number, e-mail, study semester, matriculation number, date of submission, indication whether the paper must be graded;
- scope: 8-10 pages (with usual formatting, i.e. serif font: 12 pt.; line spacing: 1,5; page margins: 2,5 cm);
- if applicable, bibliography;
- do not forget a signed declaration of intellectual integrity (!).

Literature

Bräuer, Gerd, (2016). *Das Portfolio als Reflexionsmedium für Lehrende und Studierende*. 2nd ed. Opladen/Toronto: UTB.

Gläser-Zikuda, Michaela & Hascher, Tina, (2007). *Lernprozesse dokumentieren, reflektieren und beurteilen: Lerntagebuch und Portfolio in Bildungsforschung und Bildungspraxis*. Bad Heilbrunn: Klinkhardt.

Ziegelbauer, Sascha & Gläser-Zikuda, Michaela, (Eds.) (2016). *Das Portfolio als Innovation in Schule, Hochschule und LehrerInnenbildung: Perspektiven aus Sicht von Praxis, Forschung und Lehre*. Bad Heilbrunn: Klinkhardt.

10 Guidelines for writing a Term Paper or a Research Paper linked to an Oral Presentation (Prüfungsleistung)

These guidelines are intended to help you prepare and perform written assignments as a ***Prüfungsleistung***. After you have made a selection of topics and done initial research, sign up for my office hours so that we can narrow down and define the topic and the question together. ***All papers must be agreed with me personally.***

Notes for getting started

Focus and question: The written work is to be developed and structured on the basis of a clear question. It should become apparent what the work is about, i.e. what you want to show/work out. The question must fit the subject of the work in terms of content and scope. Often the question is a greater restriction of the subject.

Line of argumentation: In the paper, a line of argumentation is to be developed to answer the question. Usually, (various) scientific explanations are used and discussed to answer the question. In addition, own considerations have to be employed for answering the question. Finally, the answer to the question is to be summarized in a conclusion. In doing so, aspects that remain open or which are not clear can be highlighted.

A suggestion for the development of a question and line of argumentation: First read some texts on the subject and collect ideas and arguments by means of a brainstorming, which enable you to develop a question afterwards. On the basis of the specific question, develop a line of argumentation on 1-3 pages: question – individual arguments – answer(s) to the question; finally, a structure can be created.

Components of Scientific Papers

Cover sheet

All important information should be on this page. Please provide your name, matriculation number, subject, semester number, e-mail and address. In addition, please indicate the name of the module, the type of paper (term paper, final paper or research paper linked to an oral presentation) and the date of submission. Please indicate whether the thesis must be graded and the number of CPs.

Introduction

In the introduction, the problem should be presented and developed, from which the question/thesis is justified and clearly and concisely named. It is important to emphasize the scientific relevance of your work. It is also important to clearly name subject areas which could also be important in the context and which are not considered in the thesis. Finally, the structure of the thesis as well as the methodological approach should be explained and justified on the basis of the research question/thesis posed.

Main Part

The main part serves to answer the question raised at the beginning or to examine and assess the thesis formulated at the beginning. First of all, important or central terms for the work are concisely defined and central facts, doctrines and arguments are worked out. Based on this, the analysis and discussion take place. It is important to clearly separate the content presentation from the own discussion in order to mark the reception and one's own contributions.

Conclusion

The conclusion is intended to sum up and, looking back on the question/thesis formulated in the introduction, to gather concisely central statements and results. The aim is then to assess the concrete conclusions that the work suggests and what this means for science. A critical assessment of the work, which points to limits and/or gaps, is also required here. An outlook should reveal possible points of reference for further scientific debates.

Bibliography

Please pay particular attention to the bibliography at the end of the paper; use a common and relevant reference system for this purpose (see the file *Notes on Academic Work* at page 1). For a better overview, reader-friendliness and space economy, a short reference system is often used which only refers to an author's abbreviation with year and, if applicable, page numbers in the text and/or footnotes (e.g. "cf. Bellmann, 2011, p. 32") and lists the complete bibliographic information in the bibliography. Other common systems can be used, but should then be carried out in an equally systematic and consistent manner.

Formal design

- Cover sheet: university, department, module, course, lecturer, semester, type of work, (sub-)title of the paper, name, telephone number, e-mail, study semester, matriculation number, date of submission, indication whether the paper must be graded;
- *Scope in a master study course*:
  - research paper linked to an oral presentation 15 pages (Times New Roman, 12pt, 1,5 line spacing, 2,5 cm page margin);
  - term paper 20 pages (Times New Roman, 12pt, 1,5 line spacing, 2,5 cm page margin);
- *Scope in a bachelor study course*:
  - research paper linked to an oral presentation 8 pages (Times New Roman, 12pt, 1,5 line spacing, 2,5 cm page margin);
  - term paper 10 pages (Times New Roman, 12pt, 1,5 line spacing, 2,5 cm page margin).
- In the case of collaborative work, the respective multiple has to be written;
- bibliography;
- do not forget a signed declaration of intellectual integrity (!).

10.1 Feedback Form for Written Assignments[i] **Winter / Summer Term_____**

Author:	
Course of studies:	
Lecturer:	Prof. Dr. Marcelo Parreira do Amaral
Title of the work:	
Study semester:	
Matriculation number:	

Cover sheet:

1) Contact information/date/lecturer/ Course of studies – Study programme/ Study semester/Module/Title/Institute	complete ☐ ☐ ☐ ☐ ☐ ☐ incomplete

Structure:

2) complete (Table of contents, introduction, Main part, conclusion etc.)	correct ☐ ☐ ☐ ☐ ☐ ☐ incorrect
3) logical, consistent und appropriate (e.g. the levels)	correct ☐ ☐ ☐ ☐ ☐ ☐ incorrect

Treatise of the subject:

4) Question	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
5) Classification of the topic	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
6) Terms and definitions	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
7) Red Thread	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
8) Width	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
9) Depth	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
10) Results/conclusion	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
11) Ratio reproductive – autonomous	rather reproductive ☐ ☐ ☐ ☐ ☐ ☐ autonomous

Formal scientific claim:

12) Citation	correct ☐ ☐ ☐ ☐ ☐ ☐ incorrect
13) Literature references	correct ☐ ☐ ☐ ☐ ☐ ☐ incorrect
14) Literature (Quantity/pertinent)	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate

Writing style:

15) clear (syntax/errors)	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
16) scientifical (appropriate to the level of study)	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate

Display and page layout:

17) Scope	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
18) Page layout (e.g. margins, line spacing, page numbers)	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
19) Neatly filed, with CD	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate

Additional comments on content:

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Grade: _____

10.2 Feedback Form for Encyclopaedia Entries[ii] Winter / Summer Term _____

Author:	
Study programm:	
Advisor:	Prof. Dr. Marcelo Parreira do Amaral
Title of the work:	
Study semester:	
Matriculation number:	

Cover Sheet:

1) Contact information/date/advisor/ Study programme/Study semester/Module/Title/Institute	complete ☐ ☐ ☐ ☐ ☐ ☐ incomplete

Treatise oft he subject:

2) Explanation/Definition of Terms	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
3) Explanation of the context of origin and use	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
4) Explanation of the importance and relevance for different (Sub-)disciplines and theories	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
5) Explanation of possible points of criticism	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
6) Consistent common thread	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
7) Width	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
8) Depth	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
9) Logic results and Conclusions	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
10) Proportion reproductive - independent	rather reproductive ☐ ☐ ☐ ☐ ☐ ☐ autonomous

Formal academic standards:

11) Citation	correct ☐ ☐ ☐ ☐ ☐ ☐ incorrect
12) Literature references	correct ☐ ☐ ☐ ☐ ☐ ☐ incorrect
13) Literature (Quantity/pertinent)	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate

Writing style:

14) Understandable (sentence structure/errors)	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
15) Scientific (according to state of study)	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate

Represantation and page layout:

16) Scope	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate
17) Page layout e.g., margins, line spacing, page numbers	appropriate ☐ ☐ ☐ ☐ ☐ ☐ not appropriate

Additional comments:

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Grade: _____

[i] See: Bohl, Thorsten, (2008). *Wissenschaftliches Arbeiten im Studium der Pädagogik: Arbeitsprozesse, Referate, Hausarbeiten, mündliche Prüfungen und mehr ...* 3rd rev. ed. Weinheim und Basel: Beltz.

[ii] ibid.