

Prof. Dr. Marcelo Parreira do Amaral

March 21

## Recommendations 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 scientific discourse ability. 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 of all, 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 question(s) together during my office hours. All examinations must be arranged in advance with me **personally**.

### Focus

The oral exam is to be structured and derived on the basis of clear topics and scientific 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 loose translation into English:

**„Erworbenen 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 scientifically 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;
- Etc.

## An example of developing a thesis paper for an oral exam

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

**Focus: Gender as a social 'structural category' and its importance 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 to include disruptive behaviour of boys in grades than male teachers.

### **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, pp. 197-225.

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

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*. Stuttgart: Kohlhammer, pp. 70-76.

Sauer, Birgit (2006): Gender und Sex. In: Scherr, Albert (Ed.): *Soziologische Basics. Eine Einführung für Pädagogen und Pädagoginnen*. Wiesbaden: VS Verlag, pp. 50-55.