MARIHE-Curriculum

1st sem. **Danube University Krems / AUSTRIA**	**30 ECTS**
MARIH 1: Systems in Transition I	5 ECTS
MARIH 2: New Public Management	5 ECTS
MARIH 3: Quality Management	5 ECTS
MARIH 4: Management of LLL – New Educational Markets	5 ECTS
MARIH 5: Human Resources Management	5 ECTS
MARIH 6: TS: Research and Innovation Management	3 ECTS
MARIH 7: TS: Language Course	2 ECTS

2nd sem. **University of Tampere / FINLAND**	**30 ECTS**
MARIH 8: Systems in Transition II	5 ECTS
MARIH 9: Concepts and Theories of HE Research and Innovation Studies	5 ECTS
MARIH 10: Theories of Organization and Change in HEIs and Research Institutions	5 ECTS
MARIH 11: Financial Management and Funding in HE, Research and Innovation	5 ECTS
MARIH 12: Entrepreneurial HEIs and the role of HEIs in Innovation Systems	5 ECTS
MARIH 13: TS: Research Methods I	3 ECTS
MARIH 14: TS: Language Course	2 ECTS

3rd sem. **Beijing Normal University / CHINA**	**30 ECTS**
MARIH 26: **INTERNSHIP**	5 ECTS
MARIH 15: Systems in Transition III	5 ECTS
MARIH 16: HE & Society, Governance and Policy	5 ECTS
MARIH 17: Reforms in Higher Education	5 ECTS
MARIH 18: TS: Research Methods II	5 ECTS
MARIH 19: TS: Research and Innovation in HE: insights from practice	3 ECTS
MARIH 20: TS: Language Course	2 ECTS

4th sem. **University of Applied Sciences Osnabrück / GERMANY**	
(management track)	**30 ECTS**
MARIH 21: Leadership and Change	6 ECTS
MARIH 22: Management Game	4 ECTS
MARIH 23: Master Thesis	20 ECTS

4th sem. **University of Tampere / Danube University Krems**	
(research and analysis track)	**30 ECTS**
MARIH 24: Master Thesis (UTA)	30 ECTS
MARIH 25: Master Thesis (DUK)	30 ECTS

1st sem. **Danube University Krems / AUSTRIA**   **30 ECTS**

MARIH 1: Systems in Transition I   **5 ECTS**

History of Higher Education, regional focus: Europe

Learning outcomes

To enable students to:
- o understand the development and the content of education sector related policies and activities of the European Union
- o understand the impact of EU policies and actions on national HE systems and national HE policies and the process of Europeanization in the education sector
- o understand the implications of EU policies and actions on the governance and management of higher education system and higher education institutions
- o make an effective use the opportunities provided by community education programs (e.g. Erasmus) for HEIs
- o demonstrate understanding about key characteristics in higher education
- o compare different types, procedures and processes in higher education
- o demonstrate understanding of specificities of higher education compared to other stages of education or other public sectors

Course content
- o The history of European cooperation in the field of education
- o Education related policy initiatives and policies if the European Union since the adoption of the Lisbon strategy
- o The linkage of higher education policy with other policy areas in the EU (e.g. employment, regional development, research and innovation policies)
- o Key stakeholders in higher education and differences in their cultures, positions and interests
- o Main organizational structures in higher education on various levels, from individual departments, through faculties, universities to system level
- o Similarities and differences between private and public higher education institutions, as well as key differences between the university and non-university sector
- o Relationship between teaching and research, as two key activities in higher education
- o Differences, as well as similarities of higher education with respect to other public sectors (e.g. health) and with respect to other stages of education (e.g. primary and secondary education)
- o The EU and the Bologna Process
- o The Lifelong Learning Program of the European Union with a particular stress on the higher education sector
- o The "Education and Training 2020" strategy of the European Union

MARIH 2: New public management   **5 ECTS**

Learning outcomes
The students will understand the rationales and objectives of the major changes in the tertiary education and research system towards new public management, deregulation, autonomy and marketization and will be able to analyze these developments with theoretical approaches of New Public Management, institutional economics, governance theories and principal-agent theory. They will be able to gain insights from these approaches for practical problems of tertiary

education and research management. The students will be able to analyze and deal with the tensions between New Public Management and academic culture. They will be able to recognize and deal productively with the potentials and limitations of management tools and economic thinking in a tertiary education and research context. They will be aware of the relationship between development of the system, governmental policy and institutional management.

Course content
- o New Public Management as the starting point of managerial reforms in the academic sector
- o Economic theories relevant for steering and management in the academic sector (institutional economics, principal-agent-theory,
- o governance)
- o Application and applicability of management tools to higher education, potentials and limits of managerialism
- o Differences, as well as similarities of higher education with respect to other public sectors (e.g. health) and with respect to other stages of education (e.g. primary and secondary education)
- o The use of market mechanisms in tertiary education and research institutions
- o Case studies to illustrate the logic and limitations of New Public Management and the academic sector

MARIH 3: Quality management   5 ECTS

Learning outcomes

Students should be able to:
- o distinguish between quality control, quality assurance, quality improvement and quality management
- o identify strengths and weaknesses in various aspects of activities
- o define and implement quality policy
- o devise assessment and quality assurance system
- o define quality indicators
- o apply procedures and instruments of quality assessment, assurance and improvement
- o set up a programme for self-assessment of structures and programmes
- o carry self-auditing of teaching, learning and research

Course content
- o Defining and assessing „Quality" in Higher Education
- o Costs and benefits of quality
- o Methods of quality assessment
- o The emergence of National Quality Agencies
- o Accountability and quality assurance
- o Self-assessment quality indicators
- o Instruments for self-auditing
- o Quality improvement and culture change
- o Quality policy and quality plan
- o The role of the leader in developing a quality culture
- o Quality control, quality assurance and Total Quality Management
- o Teaching evaluation, research evaluation. Responsible bodies/ structures for evaluation and the mechanisms, processes involved.

MARIH 4: Management of LLL – New Educational Markets   **5 ECTS**

Learning outcomes

Students should be able to:
- o   understand the basic concepts, theories and perspectives in lifelong learning.
- o   understand theoretical and practical foundations of lifelong learning - further and adult education - at HEIs
- o   critically asses which are the main managerial aspects and attitudes of the management of lifelong learning activities at their HEI
- o   develop strategies for HEI lifelong learning activities and units
- o   to manage and to supervise the development of relationship-based activities in lifelong learning
- o   to understand the role of relationship for higher education institutions and the need of the student-centred service management
- o   to assess and analyze the relationship strategies

Course content
- o   Policies concerning lifelong learning
- o   Economics of lifelong learning
- o   Adult education trends and issues in Europe and at HEIs
- o   Organisational forms of lifelong learning activities at HEIs
- o   Curriculum design and development in lifelong learning
- o   Management of lifelong learning at HEIs (structures, processes, instruments and programmes)
- o   Elements of relationships between prospective students, students and alumni and the university in the context of lifelong learning
- o   The student lifecycle model
- o   Student relationship management framework
- o   Student data warehouse and student lifetime value
- o   Marketing and service management
- o   Collaborative student relationship management
- o   Student segmentation

MARIH 5: Human Resource management   **5 ECTS**

Learning outcomes

Students should understand
- o   the theoretical foundations,
- o   the strategic role and practical instruments of human resource management in higher education institutions

They should be able to assess
- o   the strategic role of human resource management in HEI and
- o   to implement some of the most crucial instruments of HR management in their specific institutional context.

Course content
- o   The HR context in HEI – extent of institutional autonomy for HR decisions in HEI in labor market conditions
- o   Current challenges of HR management in Europe
- o   Dimensions of human resource

- o Instruments and methods of strategic human resource management manpower planning, staffing and workload targets, staff recruitment, staff development and appraisal of performance
- o Structures, roles and responsibilities for HR management
- o Contracts, remuneration and incentives

MARIH 6: TS: Research and Innovation management 3 ECTS

Learning outcomes

Students should be able to
- o understand the fundamental principles of research and innovation management and projects;
- o identify critical problems and apply different methods of analysis;
- o set project objectives and goals;
- o prepare activity schedule and project budget;
- o devise project evaluation system;
- o deal with complex issues; prepare project reports

Course content
- o Basics of research and innovation management
- o System analysis – approaches and tools
- o Processes, projects and Instruments
- o Process and project monitoring and evaluation
- o Project selection and portfolio management
- o Managing financial resources and book keeping
- o Leadership and project management skills
- o Teamwork and networking
- o Lifecycle processes
- o ICT in implementation
- o Reporting project activities and results

Teaching methods

MARIH 7: TS: Language Course 2 ECTS

Languages
German

Course content
The main objectives of the language course is to ensure that students build up language skills in German on level A1 – A2 according to the Common European Framework of Reference for Languages. This is to help students to integrate in the German speaking partner countries (Germany/Austria) during their studies.

Note
If students proof sufficiency in German of at least B2 or higher at the beginning of their studies, they will have the possibility to improve in other languages offered by Danube University Krems.

Learning outcomes
Depending on the course and previous language skills
In the case of German for Beginners, students should be able at the end of the semester to:
- understand and use familiar everyday expressions
- understand and use very basic phrases aimed at the satisfaction of needs of a concrete type, i.e. introduce him/herself and others
and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and
family information, shopping, local geography, employment),
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters and
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
For the other languages, an updated inventory of languages and levels/content will be offered every year by the partner university.

2nd sem. **University of Tampere / FINLAND**   **30 ECTS**

MARIH 8: Systems in Transition II   5 ECTS

Globalisation, Internationalisation, Regionalisation and HE, research and innovation. Regional focus: Latin & Northern America, Africa

Learning outcomes

The student should be able to:
- o recognise the central features of North American, South American and African higher education, research and innovation systems
- o understand the concepts of globalisation and internationalisation and regionalisation in higher education, research and innovation and their interrelationships
- o understand the impact of these drivers on development dynamics higher education, research and innovation systems in general
- o critically assess the consequences of these developments in their own countries' higher education, research and innovation systems

Course content
- o Definitions and classifications of internationalisation, globalisation and regionalisation in the context of higher education, research and innovation
- o Introduction to the general characteristics of North American, South American and African higher education, research and innovation systems
- o Key actors (e.g. WTO/GATS, OECD, UNESCO, World Bank) and models of internationalisation with respect to higher education (e.g. cooperative and competitive approaches, capacity building) in a global and context
- o Rationales and barriers for regionalisation and internationalisation of higher education, research and innovation in a global context

MARIH9: Concepts and Theories of HE Research and Innovation Studies 5 ECTS

Learning outcomes

The student should be able to:
- o understand the nature and thematic areas of higher education research and innovation studies
- o search independently most up-to-date research information on higher education and innovation studies and assess this information critically
- o position themselves (themes, disciplinary backgrounds) as prospective researchers in the field of higher education, research & innovation studies

Course content
- o History of higher education research and innovation studies
- o Higher education research and innovation studies as inter-disciplinary fields of research
- o Thematic areas and methods of higher education research and innovation studies
- o Interrelationships between research and practice in the field of higher education research and innovation studies
- o Distinguished higher education researchers, scholars, and significant research units and think tanks globally
- o Most important sources of information about recent higher education research and innovation studies
- o The role of institutional research (research supporting the decision making of HEIs) in higher education studies

MARIH10: Theories of Organization and Change in HEIs and Research Institutions 5 ECTS

Learning outcomes

Student should be able to:
- o understand the special nature of HEIs as organisations in terms of organising the production of education, research and innovation
- o distinguish and assess various types of organisational culture in academic organisations
- o design simple organisational structures for HEIs and research organisations
- o develop basic change management strategies for different types of organisational changes in HEIs and research organisations

Course content
- o Major organisation theories
- o Special organisational characteristics of HEIs and research organisations
- o Designing organisation structures of HEIs
- o Organisational cultures in HEIs
- o Different reform strategies, management and organisational development in HEIs and research organisations

MARIH11: Financial Management and Funding in HE, Research and Innovation **5 ECTS**

Learning outcomes

Student should be able to:
- o understand the nature of higher education, research and innovation as economic goods
- o understand the role and rationale of financing higher education, research and innovation in different national contexts
- o understand principles of various funding and budgeting models and instruments used in higher education, research and innovation and the assumptions underlying the models
- o understand the interdependencies between national and institutional level in financing higher education, research and innovation
- o critically assess the strengths and weaknesses of different system level financing practices and funding models and their relevance to the operational environment of HEIs
- o critically assess the strengths and weaknesses of different institutional funding models and other financial management practices of HEIs

Course content

- o Higher education, research and innovation as public and private goods
- o Markets and quasi markets in higher education, research and innovation
- o Financial autonomy and accountability of HEIs
- o Changing financing patterns of higher education: Global perspectives
- o Worldwide perspectives on student financial aid and other support systems
- o Funding research and innovation: policies and practices
- o System level public funding of HEIs: allocation mechanisms, performance measurement, and incentives
- o Institutional financial management: institutional funding models, cost accounting, financial planning, strategies for diversifying the funding base
- o Case exercise: designing effective system-level/institutional level funding model for a case country/institution

MARIH12: Entrepreneurial HEIs and the role of HEIs in Innovation Systems **5 ECTS**

Learning outcomes

Student should be able to:
- o understand the concepts and dynamics of entrepreneurial HEIs and innovation systems
- o critically assess the strengths and weaknesses of entrepreneurial orientation in developing the management of HEIs
- o understand and critically assess the role and transformation of HEIs in national and regional innovation systems

Course content
- o Innovative and entrepreneurial HEIs: concepts, theories and empirical examples
- o Management of entrepreneurial HEIs
- o Criticism of entrepreneurial HEIs
- o National and regional innovation systems: actors and the dynamics of interaction
- o The role of HEIs in innovation and science policy
- o Country example: Finnish national innovation system and HEIs
- o HEIs adaptation in research and innovation systems

- o Group work exercise: Simulation on how to develop sustainable overall development strategy for an underperforming HEI in the context of research and innovation systems

MARIH 13: TS: Research Methods I   3 ECTS

Qualitative and comparative methods

Learning outcomes:

Students should be able to
- o formulate the research topic and research questions
- o review the literature and write a theoretical section of the thesis
- o develop the analytical framework relevant for the research topic
- o choose a relevant set of methods for research
- o develop a plan on collecting and analysing data with qualitative or comparative methods

Course content
- o Philosophical bases of social science research methodology
- o Major qualitative research methods
- o Development of qualitative research design
- o Use to literature and theory in qualitative research
- o Comparative methods

MARIH 14: TS: Language Course   2 ECTS

Language: Finnish;

Finnish as a Foreign Language: Survival Course in Finnish 2 ECTS, level: A1

Students may also have a possibility to choose courses on German, English and conceivably other languages. For the other languages, an updated inventory of languages and levels/contents will be offered by the language center. The language courses may vary annually. The student must register for the language courses beforehand.

Note! Students have to complete one language course of 2 ECTS (minimum) at the University of Tampere. In addition to the obligatory course, students may take additional language courses.

Learning outcomes
Learning outcomes are available on the UTA Language Center web page according to each course.

Course content
Course descriptions are available on the UTA Language Center web page according to each course.

3rd sem. Beijing Normal University / CHINA   30 ECTS

MARIH 26: INTERNSHIP   5 ECTS

Learning outcomes
The internship gives students first experience to act as young professionals in the field, to get recognized as such and use the experiences and contacts made here for their future career. They have the chance to transfer their theoretical knowledge and outcomes from the first year of studies into practice, find out about their personal interest for career development. In terms of academic reflection, the internship will serve as a good basis for the second year and can be used as a basis for the master thesis.

Course content
At the end of the second semester participants of MARIHE will attend an internship at one of the associate partners or an institution related to the field of research and innovation in higher education (e.g. a research institution, funding structures, think tanks, consultancy companies etc.). The consortium will jointly provide placements and will support the students in choosing or finding an institution fitting to their personal interests for prospect career planes.

Duration
6 weeks at the end of the 2nd semester/beginning of the 3rd semester

MARIH 15: Systems in Transition III   5 ECTS

Research and Innovation Systems in China and Asia

Learning outcomes

The students should be able to:
- o recognise the central features of higher education systems of China and other Asian countries as Japan, India and Korea.
- o understand the development and evolution of higher education systems in the influential Asian countries.
- o understand the factors and forces which have impact on development of higher education systems in Asia
- o analyze the common features and differences among the Asian higher education systems, the interaction among the Asian and European higher education systems.

Course content
- o Introduction to the general characteristics of f higher education systems of China and other Asian countries as Japan, India and Korea.
- o The traditional Asian higher education systems before the introduction of the Western higher education systems
- o The Western influence on the development of modern higher education systems in Asia
- o The challenges and reforms of higher education systems in Asia in a global context

MARIH 16: HE & Society, Governance and Policy   5 ECTS
Learning outcomes

Students should be able to:
- o Understand the interaction between higher education and other social factors as economy, culture, politics, population, science and technology.
- o Understand of different theories of higher education and society
- o Analyze the role of education policies in the promoting the development of society
- o Critically analyze the impact of the global society on higher education
- o Understand the concepts, theories, procedures and techniques related to governance, management and leadership in higher education.
- o Analyze critically the basic elements affecting the making of educational policies and their effects around the world
- o Analyze critically the values behind educational policies

Course content
- o Higher education and economy, culture, politics, population, science and technology
- o Higher education and satisfaction of basic needs
- o Higher education and sustainable development
- o Higher education traditions and modernization of higher education
- o Higher education and the global society
- o Theories and Styles of governance, management and leadership in higher education
- o The procedures and techniques of governance, management and leadership in higher educations
- o Higher educational Planning and Policy Formulation
- o The process and approaches of educational policy
- o The theories and techniques of educational policies analysis
- o Case studies of educational policies around the world

MARIH 17: Reforms in Higher Education   5 ECTS

Learning outcomes

The students should be able to:
- o understand the basic trends of international higher education reform and development
- o understand the basic trends of contemporary higher education reform in the main countries of the world
- o analyze the roles of international organizations in higher education reform around the world
- o analyze the roles of governments, industry and NGOs in higher education reforms
- o apply learned knowledge to concrete cases

Course content
- o New challenges to higher education and the rise of the global higher educational reforms
- o Reforms in higher education management, administration and finance
- o Reforms in admission ,curriculum and teaching in colleges and universities
- o Faculty development and higher education reform
- o The roles of governments, industry and NGOs in higher education reforms
- o The roles of international organizations in Higher education reform around the world

MARIH 18: TS: Research Methods II   **5 ECTS**

Quantitative methods, education statistics

Learning outcomes

Students should be able to
- o understand the importance and content of quantitative research
- o demonstrate basic mastery of the procedures and methods of quantitative research
- o develop practical skills in education statistics
- o design a reasonable quantitative research proposal suitable for his/her research topic

Course content
- o The definition and features of quantitative research
- o The basic procedures of quantitative research
- o How to sample
- o How to design a questionnaire
- o How to distribute questionnaires and implement surveys
- o How to record data
- o How to identify and process data
- o Introduction to SPSS
- o How to present data and draw conclusions from data
- o How to write up a research proposal
- o Reflection on quantitative research and its relationship with policy making

MARIH 19: TS: Research and Innovation in HE: insights from practice   **3 ECTS**

Learning outcomes

Students should be able to:

- o Understand the different innovations and practices in higher education.
- o Analyze critically the basic elements affecting the innovations and practices in higher education
- o Analyze critically the values behind the innovations and practices in higher education
- o Share the experiences of the different innovations and practices in higher education.
- o Form a research question for future research for the doctoral degree.

Course content
- o The different innovations and practices in higher education Higher educational
- o The basic elements affecting the innovations and practices in higher education
- o The values behind the innovations and practices in higher education
- o The frameworks to analyze the different innovations and practices in higher education
- o Case studies of the innovations and practices in higher education

MARIH 20: TS: Language Course   **2 ECTS**

Languages

- o   Chinese; Chinese culture;
- o   German
- o   English
- o   other courses – see course catalogue at BNU

Learning outcomes
Note: Objectives and outcomes depending on the language, level and focus of the course.

Course content
Note: Objectives and outcomes depending on the language, level and focus of the course.

4th sem. University of Applied Sciences Osnabrück / GERMANY (management track)   30 ECTS

MARIH 21: Leadership and Change   **6 ECTS**

Learning outcomes

The students
- o   can demonstrate relevant knowledge and understanding of the theory and practice of organizational development and change management, incl. the relevance of these concepts in the context of competitive, market-oriented research and tertiary education systems
- o   understand the role and key factors of-Self-Leadership
- o   are able to demonstrate different roles for leaders in the academic sector
- o   can apply select instruments of leadership such as conducting meetings or Management by Objectives
- o   are able to assess the context of leadership and different styles of leadership in HE and research institutions
- o   can reflect their own skills and abilities as (potential) leaders
- o   are able to develop solutions for complex problems of organizational change combining knowledge from different modules of the programme

Course content
- o   Leadership: state-of-the-art definitions
- o   Leadership styles
- o   Aspects and models for Self-Leadership
- o   Self-assessment
- o   Current challenges for leadership in the academic sector
- o   Requirements for leadership in the academic sector
- o   Concepts and key factors of organizational development and change management
- o   Strategies for change in HE and research institutions
- o   Case studies of change management (faculty management, Bologna implementation, implementation of new market-oriented steering and management instruments)
- o   Key factors for successful change management in HE and research institutions

MARIH 22: Management Game   **4 ECTS**

Learning outcomes

- o Development of an understanding of the different roles of different functions within higher education institutions.
- o Combining different types of knowledge and (soft) skills in the area of higher education management.
- o Being active and creative in dealing with major challenges facing higher education institutions and influencing different stakeholders within these institutions.

Course content
- o Internal university structures
- o Strategic management
- o Resource allocation
- o Leadership and change management

Teaching methods
- o Business game: Practical case in which participants are assigned to roles and university functions and have to respond to a serious challenge a fictional university has to face
- o Students present on a management case they invented themselves or that stems from their own experience, evaluating the behaviour of various institutional stakeholders.

MARIH 23: Master Thesis   **20 ECTS**

Learning outcomes

Students should be able to:
- o identify a research topic and formulate a research question that furthers the knowledge within a field relevant to higher education management
- o conduct a thorough literature review and present the results of the review in an evaluative manner
- o conduct a comprehensive study in accordance with the scientific practices pertaining to the methods chosen, including collecting, analysing and presenting the results in accordance with the ontological and epistemological foundations of the theoretical perspectives employed
- o make a well-argued empirical, theoretical, and/or methodological contribution to the chosen research field from a scientific study
- o be able to provide implications for practice as well as for future research
- o defend the research conducted, and evaluate and discuss other's research in a constructive and critical manner
- o present results of a scientific study to an audience outside of the specific area of expertise.

Course content
- o Developing a research project (formulation of research topic and research questions)
- o Research methods in theory an practice
- o Developing the analytical framework
- o Selection and review of literature
- o Academic writing: How to write a master's thesis
- o Individual guidance through the research topic
- o Presentations of own research proposals

4th sem. University of Tampere / Danube University Krems (research and analysis track) **30 ECTS**

MARIH 24: Master Thesis (UTA) **30 ECTS**

Learning outcomes

Students should be able to:
- o identify a research topic and formulate a research question that furthers the knowledge within a field relevant to higher education management
- o conduct a thorough literature review and present the results of the review in an evaluative manner
- o conduct a comprehensive study in accordance with the scientific practices pertaining to the methods chosen, including collecting, analysing and presenting the results in accordance with the ontological and epistemological foundations of the theoretical perspectives employed
- o make a well-argued empirical, theoretical, and/or methodological contribution to the chosen research field from a scientific study
- o be able to provide implications for practice as well as for future research
- o defend the research conducted, and evaluate and discuss other's research in a constructive and critical manner
- o present results of a scientific study to an audience outside of the specific area of expertise.

Course content
- o Developing a research project (formulation of research topic and research questions)
- o Research methods in theory an practice
- o Developing the analytical framework
- o Selection and review of literature
- o Academic writing: How to write a master's thesis
- o Individual guidance through the research topic
- o Presentations of own research proposals

MARIH 25: Master Thesis (DUK) **30 ECTS**

Learning outcomes

Students should be able to:
- o identify a research topic and formulate a research question that furthers the knowledge within a field relevant to higher education management
- o conduct a thorough literature review and present the results of the review in an evaluative manner
- o conduct a comprehensive study in accordance with the scientific practices pertaining to the methods chosen, including collecting, analysing and presenting the results in accordance with the ontological and epistemological foundations of the theoretical perspectives employed
- o make a well-argued empirical, theoretical, and/or methodological contribution to the chosen research field from a scientific study
- o be able to provide implications for practice as well as for future research

- o defend the research conducted, and evaluate and discuss other's research in a constructive and critical manner
- o present results of a scientific study to an audience outside of the specific area of expertise.

Course content
- o Developing a research project (formulation of research topic and research questions)
- o Research methods in theory an practice
- o Developing the analytical framework
- o Selection and review of literature
- o Academic writing: How to write a master's thesis
- o Individual guidance through the research topic
- o Presentations of own research proposals