

**Modulhandbuch zum Weiterbildungs-
Masterstudiengang Educational Quality in
Developing Countries**

**Module manual for the Master Educational Quality in
Developing Countries**

(Effective from Winter-Semester 2013/2014)

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Preliminary remarks

All modules will be taught in English (see No 15). For all examinations, including Master Thesis, the candidates have the choice between English, French and German.

1	Module name	Module 1: Education and Normativity I (compulsory)	5 ECTS
2	Courses	Lecture: Education and Normativity (1 hour/week) Colloquium (2 hours/week)	3 ECTS 2 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. A. Scheunpflug	
5	Syllabus outline	<p>Module 1 >Education and Normativity I< gives an introduction to theories on the religious and non-religious foundations of schooling. The basics of the theory of education from the perspective of educational science will be presented systematically in a summary lecture.</p> <p>This module places emphasis on individual tutoring to deal constructively with the expected heterogeneity of students.</p>	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Know about the historical foundations of normativity in schools and the role of religions in schooling • Understand the notion of enlightenment for schooling and the role of schools in secular societies • Understand the role of religions in colonial and post-colonial educational settings • Understand the cooperation of state and civil society with regard to schooling • Know the basic contents of educational science regarding the underlying normativity • Are able to reflect on the normative foundations of education and its organisation in secular schools. • Students who have special needs with regard to academic working practices will profit from special tutoring on these aspects, and tutoring sessions for other students will explore the course content in more detail. 	
7	Recommended prerequisites	None	
8	Intended stage in the degree course (recommendation)	1 st semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Oral examination (25 minutes)	
11	Composition of grade	100% oral exam	
12	Frequency	Only winter semester	

13	Workload	Attendance: 45 h Self-study: 105 h
14	Duration	One semester
15	Language	English
16	Preparatory reading/reading list	McCulloch, G. (2011): The Struggle for History of Education. London: Routledge. Jones, T.J. & Phelps-Stokes Fund (2010): Education in Africa. Charleston, SC: BiblioBazaar. Ssekamwa, J.C. & Lugumba, S.M.E. (2006): A History of Education in East Africa. Kampala: Fountain Publishers Kampala. Lauder, H. et al (2006) (ed.): Education, Globalization & Social Change. Oxford: Oxford University Press.

1	Module name	Module 2: Education and Normativity II (compulsory)	5 ECTS
2	Courses	Seminar: Faith-based education (3 hours/week)	5 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 2 >Education and Normativity II< explains historical and systematic perspectives on the normativity of education, thereby placing special emphasis on the Protestant and Catholic understanding of education as well as on Muslim perspectives. Students will sharpen their understanding of the role of schools in conflicts.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Acquire a profound knowledge of the religious roots of education and learn how to reflect on them critically • Discuss the role of schools in building religious tolerance • Know about models of co-operation between state and denominations/religious groups in the education sector • Expand their social competences by questioning their own position in the normative groundings of education • Improve their communicative skills through discussing the normative foundations of education • Know the basics of educational science from a religious perspective • Are able to critically and discursively reflect on aspects of education's social, cultural and religious relevance • Possess the ability to mediate between different rationalities (educational science, educational policy, religion, everyday life etc.) and their specific linguistic registers • Are able to understand and discuss the normative foundations of education and educational structures in secular schools • Know about the role of schools in creating cohesion. 	
7	Recommended prerequisites	None	
8	Intended stage in the degree course (recommendation)	1 st semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Portfolio (three month time frame)	
11	Composition of grade	100% portfolio	
12	Frequency	Only winter semester	
14	Workload	Attendance: 45 h Self study: 105 h	

15	Duration	One semester
16	Language	English
17	Literature	<p>Classical readings:</p> <p>Luther, M. & Painter, F. (2007): Luther on Education: Including a Historical Introduction and a Translation of the Reformer's Two Most Important Educational Treatises. Whitefish, MT: Kessinger Publishing.</p> <p>Schwickerath, R. (2008): Jesuit Education: Its History and Principles Viewed in the Light of Modern Educational Problems. Forgotten Books.</p> <p>Hefner, R.W. and Zaman, M.Q., (2006) (eds): Schooling Islam: The Culture and Politics of Modern Muslim Education, Princeton University Press 2006.</p> <p>Freire, P. (1996): Pedagogy of the Oppressed. 2nd revised edition. London: Penguin.</p>

1	Module name	Module 3: Theories of Educational Quality I (compulsory)	5 ECTS
2	Courses	Lecture: Theories of Educational Quality - Overview (1 hour/week) Colloquium (2 hours/week)	3 ECTS 2 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 3 >Theories of Educational Quality I< offers an introduction to scientific discourse on educational quality from a systematic perspective.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Have a profound knowledge of the theoretical foundations of educational quality • Can analyse the quality criteria underlying large-scale assessments • Know and understand the conceptual debates on quality in the context of development co-operation • Improve their discursive skills by thoroughly discussing different theoretical approaches. 	
7	Recommended prerequisites	None	
8	Intended stage in the degree course (recommendation)	1 st semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Written exam (120 minutes)	
11	Composition of grade	100% written exam	
12	Frequency	Only winter semester	
13	Workload	Attendance: 45 h Self study: 105 h	
14	Duration	One semester	
15	Language	English	
16	Preparatory reading/reading list	<p>UNESCO: Education for All. Monitoring reports and background papers. Paris 2000ff. (selected volumes)</p> <p>Riddell, A. (2008): Factors Influencing Educational Quality and Effectiveness in Developing Countries: A Review of Research. Eschborn: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ). (available as pdf file)</p> <p>Wössmann, L. (2003): Schooling Resources, Educational Institutions and Student Performance: The international evidence. Oxford Bulletin of Economics and Statistics, 65, 2, pp. 117-170.</p> <p>Creemers, B. P. M. & Kyriakides, L. (2008): The Dynamics of</p>	

		<p>Educational Effectiveness: A Contribution to Policy, Practice and Theory in Contemporary Schools. New York: Routledge.</p> <p>Creemers, B. P. M. & Kyriakides, L. (2011): Improving Quality in Education: Dynamic Approaches to School Improvement. New York: Routledge.</p>
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1	Module name	Module 4: Theories of Educational Quality II (compulsory)	5 ECTS
2	Courses	Seminar: Quality of teaching (2 hours/week)	5 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 4 >Theories of Educational Quality II< examines one of the two quality dimensions at schools: teaching. In dealing with different aspects of teaching quality, it also addresses theories of teacher professionalism.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Are familiar with criteria for analysing teaching quality • Are able to apply these criteria in the observation of lessons • Practice their skills in lesson observation • Improve their skill in giving positive feedback • Know the basics of educational science, especially educational quality • Are able to evaluate educational quality at different levels • Are familiar with different methods of establishing educational quality at class level. 	
7	Recommended prerequisites	Module 3	
8	Intended stage in the degree course (recommendation)	2 nd semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Oral examination (30 minutes)	
11	Composition of grade	100% oral exam	
12	Frequency	Only summer semester	
13	Workload	Attendance: 30 h Self study: 120 h	
14	Duration	One semester	
15	Language	English	
16	Preparatory reading / reading list	<p>Shulmann, L. S. (2004): The Wisdom of Practice. Essays on Teaching, Learning and Learning to Teach. Vol.1., San Francisco: John Wiley & Sons.</p> <p>Tschannen-Moran, M. et al (2001): Teacher Efficacy. Review of</p>	

		<p>Educational Research Vol 68, pp. 208-248. Hattie, J. (2008): <i>Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>, New York: Routledge. Hattie, J. (2011): <i>Visible Learning for Teachers. Maximizing Impacts on Learning</i>. New York: Routledge.</p>
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1	Module name	Module 5: Theories of Educational Quality III (Compulsory)	5 ECTS
2	Courses	Seminar: School and system quality (2 hours/week)	5 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 5 >Theories of Educational Quality III< looks at the second dimension of school quality: single school and system quality. Additionally, it addresses the responsibility of state and civil society and their mutual cooperation.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Have a profound knowledge of determinants of education system quality • Can compare the strategies pursued in different countries and evaluate them • Learn about models for assessing the quality of educational systems • Learn to read scientific studies on school systems and to interpret results • Know the basics of educational science, especially educational quality • Are able to question and discuss aspects of education's social, cultural and religious relevance • Are able to mediate between different rationalities (educational science, educational policy, religion, everyday life etc.) and their specific linguistic registers • Are able to evaluate educational quality at different levels • Are able to assess educational quality at system and school level. 	
7	Recommended Prerequisites	Modules 1, 2, 3, and 4	
8	Intended stage in the degree course (recommendation)	3 rd semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Seminar paper (three month time frame)	
11	Composition of grade	100% seminar paper	
12	Frequency	Only winter semester	
13	Workload	Attendance: 30 h Self study: 120 h	
14	Duration	One semester	
15	Language	English	

16	Preparatory reading/reading list	<p>Gogolin, I. et al (2011): Transforming Education. Zeitschrift für Erziehungswissenschaft Special Issue 13.</p> <p>Hanushek, E. & Wößmann, L. (2007): The Role of Education Quality in Economic Growth. World Bank Policy Research Working Paper 4122, February.</p> <p>Ross, K. N./Genevois, I. J. (ed.) (2006): Cross-national studies of the quality of education: planning their design and managing their impact. Paris: International Institute for Educational Planning/UNESCO.</p> <p>White, H. (2006): Impact evaluation: The experience of the Independent Evaluation Group of the World Bank. Washington, DC: The World Bank.</p> <p>Willms, J. D. (2006): Learning Divides: Ten Policy Questions about the Performance and Equity of Schools and Schooling Systems. Montreal: UNESCO Institute for Statistics.</p> <p>Yu, G. (2007): Research Evidence of School Effectiveness in Sub-Saharan African Countries. EdQual Working Paper. Bristol: EdQual, University of Bristol.</p>
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1	Module name	Module 6: Measuring and Documentation I (Compulsory)	5 ECTS
2	Courses	Seminar: Scientific writing and documentation (2 hours/week)	5 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module Coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 6 >Measuring and Documentation I< introduces students to scientific writing. A special focus is placed on techniques for documenting school quality.	
6	Educational goals and learning outcome	Students <ul style="list-style-type: none"> • Deepen their skill in acquiring scientific knowledge • Improve their scientific writing skills • Know models of documenting school quality • Can distinguish between criteria and indicators of school quality and learn to define them • Know fundamental methods of scientific work and quality assessment • Are able to apply scientific methods. 	
7	Recommended prerequisites	None	
8	Intended stage in the degree course (recommendation)	1 st semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Seminar paper (three month time frame)	
11	Composition of grade	100% seminar paper	
12	Frequency	Only winter semester	
13	Workload	Attendance: 30 h Self-study: 120 h	
14	Duration	1 semester	
15	Language	English	
16	Preparatory reading/reading list	Bailey, S. (2011): Academic Writing. A Handbook for International Students. 3 rd edition. New York: Routledge. School Documentation, Guidelines of NEWB (National Educational Welfare Board). Dublin 2012. National Educational Welfare Board (2008): Developing a Code of Behaviour: Guidelines for Schools. Dublin: NEWB. McMillan J.H. & Schumacher S. (2009): Research in Education: Evidence-Based Inquiry. 7 th edition. London: Pearson.	

1	Module name	Module 7: Measuring and Documentation II (Compulsory)	5 ECTS
2	Courses	Seminar: Qualitative and quantitative assessment methods (2 hours/week)	5 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module Coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 7 >Measuring and Documentation II< provides an introduction to quantitative and qualitative approaches to quality assessment and their implementation.	
6	Educational goals and learning outcome	<p>The students</p> <ul style="list-style-type: none"> • Know different instruments for qualitative and quantitative assessment • Show an awareness of the strengths and weaknesses of different assessment methods and their specific problems • Are able to develop qualitative and quantitative research designs • Are able to read and interpret statistic inquiries and understand their possible consequences for educational policy and planning. 	
7	Recommended prerequisites	Modules 1 and 3	
8	Intended stage in the degree course (recommendation)	2 nd semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Seminar paper (three month time frame)	
11	Composition of grade	100% seminar paper	
12	Frequency	Only summer semester	
13	Workload	Attendance: 30 h Self study: 120 h	
14	Duration	One semester	
15	Language	English	
16	Preparatory reading/reading list	<p>Miller, T. et al (ed.): Ethics in Qualitative Research. 2nd edition. London: Sage 2012.</p> <p>McMillan J.H. & Schumacher S. (2009): Research in Education: Evidence-Based Inquiry. 7th edition. London: Pearson.</p>	

1	Module name	Module 8: Measuring and Documentation III (Compulsory)	5 ECTS
2	Courses	Seminar: System monitoring (2 hours/week) Colloquium (2 hours/week)	3 ECTS 2 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 8 >Measuring and Documentation III< equips students with the necessary skills to measure and document educational quality and to assess educational quality themselves.	
6	Educational goals and learning outcome	<p>The students</p> <ul style="list-style-type: none"> • Deepen their knowledge of different designs for evaluating teaching and school quality • Are able to plan and realise small evaluations of teaching and school quality • Are able to read and interpret statistic inquiries and understand their possible consequences for educational policy and planning • Are able to evaluate educational quality at different levels. 	
7	Recommended prerequisites	Modules 1 and 3	
8	Intended stage in the degree course (recommendation)	2 nd semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Oral examination (25 minutes)	
11	Composition of grade	100% oral exam	
12	Frequency	Only summer semester	
13	Workload	Attendance: 30 h Self-learning: 120 h	
14	Duration	One semester	
15	Language	English	
16	Preparatory reading/reading list	<p>Oertel, L. (2005): Quality Framework for School Evaluation and Consequences for School Design and Assessment. Paris: OECD.</p> <p>OECD: Education at a glance. Paris 2001ff.</p> <p>UNESCO (2007): Evaluation Handbook. Paris: UNESCO.</p>	

1	Module name	Module 9: Quality Development I (Compulsory)	5 ECTS
2	Courses	Seminar: Quality Development I: Teaching Quality (2 hours/week)	5 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 9 >Quality Development I< focuses on theories on school quality development. One aim of the module is to deepen students' theoretical knowledge. Secondly, students will learn to judge, evaluate and criticise scientific research in education, development processes and their results. Thirdly, students will develop ideas of possible changes in schools and school systems. A special focus is placed on dealing with heterogeneity, interculturality and inclusion in class. The integration of schools in an educational landscape und their relation to sectors in extra-school education and life-long learning will be discussed as a separate topic.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Know models to improve school quality • Discuss improvement models in relation to development problems • Are able to critically and discursively reflect on aspects of education's social and cultural relevance • Have the ability to mediate between different rationalities (educational science, educational policy, religion, everyday life etc.) and their specific linguistic registers. 	
7	Recommended prerequisites	Modules 1 and 3	
8	Intended stage in the degree course (recommendation)	2 nd Semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Written paper (three month time frame)	
11	Composition of grade	100% written paper	
12	Frequency	Only summer semester	
13	Workload	Attendance: 30 h Self study: 120 h	
14	Duration	One semester	
15	Language	English	
16	Preparatory reading / reading list	Fullan, M. (2010): All Systems Go: The Chance Imperative for Whole System Reform, London/Thousand Oaks: Corwin. Fuller, B. & Clarke, P. (1994): Raising School Effects While	

		<p>Ignoring Culture? Local Conditions and the Influence of Classroom Tools, Rules and Pedagogy. <i>Review of Educational Research</i> 64, 1, pp. 119-157.</p> <p>Johnson, D. (2008): <i>The Changing Landscape of Education in Africa: Quality, Equality and Democracy</i>. Oxford: Symposium Books.</p>
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1	Module name	Module 10: Quality Development II (Compulsory)	5 ECTS
2	Courses	Seminar: Quality Development II: Forming private schools under difficult conditions (3 hours/week)	5 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 10 >Quality Development II< focuses on research on school quality development in a sub-Saharan context, i.e. schools in a difficult or unstable environments. It addresses challenges in providing quality education under these circumstances and takes the specifics of the sub-Saharan environment into account.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Know best practice examples in teaching and school development in countries with which development co-operations exist • Can critically discuss different approaches Can criticise/judge/evaluate different development priorities in different socio-economic contexts • Are able to give constructive, evidence-based feedback on the need to improve school and class quality • Are able to critically and discursively reflect aspects of education's social and cultural relevance under difficult or unstable circumstances • Know about the role of schools in creating cohesion. 	
7	Recommended prerequisites	Modules 3, 4 and 9	
8	Intended stage in the degree course (recommendation)	3 rd semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Portfolio (three month time frame)	
11	Composition of grade	100% portfolio	
12	Frequency	Only winter semester	
13	Workload	Attendance: 45 h Self study: 105 h	
14	Duration	One semester	
15	Language	English	
16	Preparatory reading / reading list	<p>UNESCO/IIEP: Training modules on school development. Available at: http://library.unesco-iicba.org/English/Better_Schools/Better%20Schools/main%20pages/About_the%20modules.htm</p> <p>Day, C. (2011): The Routledge International Handbook of Teacher and School Development. London: Routledge.</p>	

1	Module name	Module 11: Work Experience (Compulsory)	40 ECTS
2	Courses	Previous work experience/ berufliche Praxis; praktische Studienleistung	
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 11 >Work experience< enables students to integrate previous work experience into their studies. This module builds on participants' existing practical experience.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Demonstrate their ability to assess their own work experience in light of knowledge acquired during their studies • Are able to critically and discursively reflect on aspects of social, cultural and religious relevance in education • Are able to discuss the content and profile of their work in relation to their independent paedagogical views • Are able to give constructive, evidence-based feedback on the need to improve school and class quality • Possess the ability to facilitate between different rationalities (educational science, educational policy, religion, everyday life etc.) and their specific linguistic registers • Are able to link subject-specific and practical knowledge concerning questions arising from their work • Are able to evaluate educational quality at different levels. 	
7	Recommended prerequisites	None	
8	Intended stage in the degree course (recommendation)	Semester 1, 2, 3 and 4	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	oral exam: theoretical reflection of work experience/ (duration: 30 minutes)	
11	Composition of grade	100% oral exam	
12	Frequency	Every semester	
13	Workload	Self study: 1.200 h	
14	Duration	Four semesters	
15	Preparatory reading/reading list	None	

16	Required documents for the recognition of work experience	<p>The competence portfolio must include the following documents:</p> <ul style="list-style-type: none"> - A summary of all areas of activity and responsibilities after the university degree or teacher training certificate as stated in the CV - A short, one-page profile of the organisation where the candidate is working - A summary of all courses in post-graduate and continued education in which the candidate participated after the end of their training/degree - A summary of all courses in post-graduate and continued education which the candidate has taught after the end of their training/degree - A self-evaluation regarding four competence areas which are of central relevance for the profession, chosen by the candidate (related to the German Qualification Framework [Deutscher Qualifikationsrahmen, DQR] and the Master level) - A self-evaluation regarding four additional professional capacities and competences. <p>The necessary forms are available online.</p>
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1	Module name	Module 12: Project Module I (Compulsory)	5 ECTS
2	Courses	Seminar 1: Theory and practice of project planning, presentation, and evaluation (3 hours/week)	5 ECTS
3	Teaching Staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	Module 12 >Project Module I< gives students the opportunity to gain experience and skills by developing a project on school quality and considering the project results based on the concept of learning by researching. Students are introduced to project planning, presentation and evaluation.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Have a profound knowledge in project planning, presentation, and evaluation • Are aware of challenges in project management; • Improve their time management skills • Are able to apply scientific assessment methods, specifically tools to measure educational quality • Are able to develop and carry out a project on evaluating and developing educational quality based on scientific results • Possess the ability to facilitate between different rationalities (educational science, educational policy, religion, everyday life etc.) and their specific linguistic registers. 	
7	Recommended prerequisites	Modules 1,3,6, 7, and 8 Simultaneous participation in module 13	
8	Intended stage in the degree course (recommendation)	3 rd semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Seminar paper (three month time frame)	
11	Composition of grade	100% seminar paper	
12	Frequency	Only winter semester	
14	Workload	Attendance: 45 Self study: 105 h	
15	Duration	1 semester	
16	Language	English	
17	Preparatory reading/reading list	Schiefer, U. & Döbel, R. (2001): MAPA-Project. A Practical Guide to Integrated Project Planning and Evaluation. Budapest: OSI-IEP Publications.	

		Additional literature corresponding with the students' chosen work areas
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1	Module name	Module 13: Project Module II (Compulsory)	5 ECTS
2	Courses	Seminar (2 hours/week) Colloquium (2 hours/week)	3 ECTS 2 ECTS
3	Teaching staff	Teaching staff of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	In Module 13 >Project Module II< students plan a project on quality development in schools, e.g. a small research project, the concept for a teacher training programme, the organisation of a specialist conference, the creation of a communication platform on quality development, the development of a documentary or the scientific guidance of a school development project etc. These projects can also be used as preparation for the Master's thesis.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Are able to plan a project on school development • Improve their personal skills through independent planning • Are able to apply scientific assessment methods, specifically tools to measure educational quality • Are able to develop, carry out, and evaluate projects on the development of educational quality • Are able to document results in written form and to present them. 	
7	Recommended prerequisites	Modules 1, 3, 6, 7, and 8 Concurrent participation in Module 12	
8	Intended stage in the degree course (recommendation)	3 rd semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Seminar paper (project plan; three month time frame)	
11	Composition of grade	100% seminar paper	
12	Frequency	Only winter semester	
13	Workload	Attendance: 60 h Self study: 90 h	
14	Duration	1 semester	
15	Language	English	
16	Preparatory reading/reading list	Literature corresponding with the students' chosen work areas Schiefer, U. & Döbel, R. (2001): MAPA-Project. A Practical Guide to Integrated Project Planning and Evaluation. Budapest: OSI-IEP Publications.	

1	Module name	Module 14: Project Module III (Compulsory)	5 ECTS
1	Courses	Project work and documentation (2 weeks)	5 ECTS
2	Teaching staff	Teaching staff of the Institute of Education	
3	Module coordinator	Prof. Dr. Annette Scheunpflug	
4	Syllabus outline	In Module 14 >Project Module< students put into practice a project on quality development in schools, e.g. a small research project, a teacher training programme, a specialist conference, a communication platform on quality development, a documentary of a school development project etc. They write a documentation about the outcome and their experiences.	
5	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Realise a project • Enhance their skills by practicing them autonomously • Improve self-discipline by working independently on a project • Are able to apply scientific assessment methods, specifically tools to measure educational quality • Demonstrate their ability to plan, execute and evaluate projects on the development of educational quality and to present them in written form. 	
6	Recommended prerequisites	Modules 1,3,6,7,8,6, 12, and 13	
7	Intended stage in the degree course (recommendation)	4 th semester	
8	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
9	Assessment and examinations	Seminar paper (three month time frame) with oral examination (20 minutes)	
10	Composition of grade	50% seminar paper; 50% oral examination	
11	Frequency	Only summer semester	
12	Workload	Self-learning: 150 h	
13	Duration	1 semester	
14	Language	English	
15	Preparatory reading/reading list	UNICEF (2004): Evaluation Reports Standards. Paris: UNICEF.	

1	Module name	Module 15: Master's Thesis (Compulsory)	15 ECTS
2	Courses		
3	Teaching staff	Authorised examiners of the Institute of Education	
4	Module coordinator	Prof. Dr. Annette Scheunpflug	
5	Syllabus outline	The Master's thesis is written on a topic from the field of school quality chosen by the candidate in co-operation with their supervisor.	
6	Educational goals and learning outcome	<p>Students</p> <ul style="list-style-type: none"> • Demonstrate their ability to work on a topic in a reflected, differentiated and critical way, taking into account relevant research • Expand their self-discipline through working independently on a large project • Are able to apply methods of scientific research to the assessment and development of educational quality • Are able to independently discuss relevant data regarding a subject-specific question. 	
7	Recommended prerequisites	Modules 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13	
8	Intended stage in the degree course (recommendation)	4 th semester	
9	Course of study for which the module is acceptable	Master in Educational Quality in Developing Countries	
10	Assessment and examinations	Master's thesis (three month time frame)	
11	Composition of grade	100% Master's thesis	
12	Frequency	Only summer semester	
13	Workload	Self study: 450 h	
14	Duration	1 semester	
15	Language	English, French or French	
16	Preparatory reading/reading list	<p>Bond, A. (ed.) (2006): Your Masters Thesis: How to plan, draft, write and revise. Studymates Ltd.</p> <p>Sahlmann, P. (2012): How to write a masters thesis fast: Practical productivity tips for students.</p>	

Glossary English-German for Assessment and Examination according to § 10 General Assessment, Faculty of Arts and Humanities, Otto-Friedrich University of Bamberg

Glossar Englisch-Deutsch der verwendeten Bezeichnungen für Prüfungen gemäß § 10 Allgemeiner Prüfungsordnung für BA-/MA-Studiengänge der Fakultäten Geistes- und Kulturwissenschaften sowie Humanwissenschaften und für Modulprüfungen im Rahmen der Ersten Lehramtsprüfung an der Otto-Friedrich-Universität Bamberg, vom 30. September 2010

English	German
Portfolio	Portfolio
Presentation	Referat
seminar paper	schriftliche Hausarbeit
oral exam	mündliche Prüfung
written exam	Schriftliche Prüfung (Klausur)
Master thesis	Masterarbeit
time frame	Bearbeitungsfrist
Compulsory	Pflichtmodul