




**Module Description Master Thesis**

Identifier	Category	Details / Content
<b>General Information</b>		
1.1	Module name	Master Thesis
1.2	Contained courses	Master Thesis
1.3	Module code	MSB.2.0003.0.A
<b>Timing</b>		
2.1	Frequency of offer	Summer and Winter semester
2.2	Attend in which semester	4th semester
<b>Link to study programs</b>		
3.1	Offered in study program	Master International Marketing and Sales
3.2	Mandatory courses in module or Electives	Mandatory
<b>Workload</b>		
4.1	Lecture form	Personal Lecture
4.2	Contact time	0,4 semester weekly hours = 8 hours per semester
4.3	Self-study time	622 hours per semester
4.4	Total workload	630 hours
4.5	Workload in credits	21 ECTS

**Intended learning outcomes & learning content****Intended learning outcomes**

5.1	ILO MT 1	Graduates can develop a theoretical or practical research topic in a rigorous scientific way.
	ILO MT 2	Graduates can apply theoretical models and acquire specialized and in-depth knowledge on a particular topic related to international marketing or sales or business administration in general. Students can collect material from the scientific literature, performing and processing bibliographical inquiries, explain, apply, and reflect upon complex theories, terminology, specialities, boundaries, and different schools of thought related to their topic critically and in depth. Students can review the related literature critically. They can summarize the main findings of other authors in a conclusive way.
	ILO MT 3	Graduates can plan and implement stages of work independently in order to solve a problem in a new context or related to a new unfamiliar topic and can demonstrate their ability to work autonomously in an academic context. He or she can outline and critically reflect on research strategies, research designs, methods and approaches. Students can collect, prepare, and evaluate data related to their topic, apply qualitative, quantitative or mixed methods to analyse the data. Students critically evaluate the strengths, limitations of their approaches and of their options, evaluating the quality of work.

**Learning content****Contribution of module ILOs to study programme ILOs****(only most relevant contribution is highlighted)**

	K3	Graduates can <b>conduct research</b> into business and management issues, either individually or as part of a team for projects / thesis / presentations. They can apply research methods appropriate to the research question, <b>critically evaluate the quality of their work and scientific contribution</b> and create a publication-ready Master's thesis.
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5.2	Learning content 1	A Master thesis is a research project resulting in a substantive paper that involves original collection or treatment of data and/or results. The final product of a Master thesis is a paper of publishable quality that contributes to science / the field of research / the practical problem of a partner company, which means that the topic has the potential to deliver a possibly small but at least noticeable progress in the respective area(s) it is sited in.
	Learning content 2	Operationalizing the thesis problem statement in an individual project must lead to a workload which suits the number of credit points associated to the Master thesis. In a theoretical topic the students identify a research gap to be addressed, in a practical project the student determines and formulates together with the practical partner an area of research. In both cases the students develop research questions. The students analyse and structure an until now not fully examined area of science, they then apply existing scientific methods to answer the research questions (which until now were not subject of this method) or they apply a new combination of methodology / body of knowledge.
	Learning content 3	Elements of the thesis can include a pilot (case) study, a comprehensive review and analysis of relevant literature, a research study design, the collection and analysis of data, and discussion of results, a synthesis and application of the literature on a topic, and a critical evaluation of empirical studies on the topic.
	Learning content 4	The master thesis can also have the form of a scientific article. For details please refer to the document "ENG 2019 Info Scientific article as master thesis"

#### Requirements & examination

6	Participation requirement	None
7.1	Requirements for the award of credit points	Pass evaluation of master thesis by two supervisors and pass evaluation of colloquium
7.2	Assessment method	Master thesis (as regulated by the examination office) Evaluation of master thesis by two supervisors
7.3	Requirements for admission to the examination	Minimum 30 credits (ECTS) from module examinations and participation in module examinations of the second semester
7.4	Importance of the mark for total mark	17,5% (21 ECTS out of 120 ECTS)
8.1	Lecture language	German, English, solely depending on the supervisors
8.2	Module supervisor	Prof. Dr. Bert Kiel
8.3	Lecturers	Selection by examination office, based on proposal of student
8.4	Maximum number of participants	1
8.5	Supplementary information	

#### Recommended reading

Alan Bryman; Social research Methods
Creswell, J.W.; Educational research: Planning, conducting, and evaluating quantitative and qualitative research
John W. Creswell; Research Design

Andy Field; Discovering statistics using IBM SPSS Statistics
Bortz / Döring; 'Forschungsmethoden und Evaluationen'
Cumming, G.; Understanding the new statistics: Effect sizes, confidence intervals and meta-analysis
Flick, Uwe; Qualitative Sozialforschung. Eine Einführung. Rowohlt: Reinbek/Hamburg.
Mayring, Philipp; Einführung in die qualitative Sozialforschung, Beltz: Weinheim/Basel.
Myers, Michael; Qualitative Research in Business & Management, Sage: Thousand Oaks.
Przyborski, Aglaja / Wohlrab-Sahr, Monikla (2010): Qualitative Sozialforschung. Ein Arbeitsbuch. Oldenbourg: München.
Hällgren, M.; The construction of research questions in project management. International Journal of Project Management,
Sackett, DL / Wennberg, JE (1997): Choosing the best research design for each question, BMJ, 315: 1636.
Schlösser, R./Koul, R./Costello, J. (2007): Asking well-built questions for evidence-based practice in augmentive and