

Eine Fallstudie zur kompetenzorientierten Restrukturierung am Beispiel des Moduls „Academic Research and Writing“



1 Das Modul

Syllabus

- Foundations
- Academic principles
- Research logic
- Research process
- Identification of a topic
- Sourcing of information
- Elements of a research paper
- Interpretation of a topic
- Structuring technique
- Referencing
- Academic language and writing style
- Argumentation

2. Semester
Bachelor
Englisch
4 SWS, 5 CP

Zentrale Fragestellungen

Auf welcher Taxonomiestufe ist das Learning Outcome (Lernergebnis) angesiedelt?
Passen die Lehr-, Lern- und Prüfungsmethoden zum Learning Outcome?
Sind Lehr-, Lern- und Prüfungsmethoden sowie das Learning Outcome aufeinander abgestimmt?
=> „Constructive Alignment“

2 Taxonomische Einordnung

Evaluation	Judging about information, validity of ideas or quality of conclusions based on norms and rules
Synthesis	Assembling and combining information that has been derived from other information in a new context in order to create something new
Analysis	Investigating information and disaggregating information in separate components, identifying causes and motivations, drawing conclusions from analysis and deducing generalisations
Application	Solving problems in new situations by applying comprehended knowledge (e.g. facts, techniques, rules, ideas)
Comprehension	Proofing that facts, techniques, rules, ideas have been comprehended
Knowledge	Reproducing learned content

3 Learning outcome (neu)

Synthesis

Who: Students are able to...
What: ...deduce, document and present a proposed explanation for a research question...
Whereby: ...based upon the techniques and principles of academic research and writing...
What for: ...in order to derive an answer for an identified research problem.
How: ...by giving examples of generally accepted academic principles and identifying academic misbehaviour (comprehension, knowledge).
...by distinguishing academic research processes from random approaches of problem solving (comprehension).
...by identifying a topic/title and to develop a corresponding research aim of a research project (synthesis).
...by conducting a literature research and evaluating the quality of sources of in-formation (evaluation).
...by deducing an interpretation of a topic from a theoretical perspective and/or against the background of a given problem setting (analysis).
...by developing a structure of a research paper that corresponds with the interpretation (synthesis).
...by paraphrasing literature and applying rules of referencing and citation in a consistent way (comprehension, application).
...by applying the principles of academic language and writing (application).
...by organising their research project and presenting and debating their findings with other students and the instructor (application).

4 Prüfung (vorher)

Evaluation	Einstellungen, Haltungen	Hausarbeit (45%)
Synthesis	Handlungsfähigkeit/Selbststeuerung	
Analysis	Fähigkeiten/Kontextwissen	Literatur-recherche (5%)
Application	Fertigkeiten	Referat, Poster (0%)
Comprehension	Kenntnisse/Wissen	Klausur (50%)
Knowledge		

5 Prüfung (nachher)

Evaluation	Einstellungen, Haltungen	Hausarbeit inkl. Poster (100%)
Synthesis	Handlungsfähigkeit/Selbststeuerung	
Analysis	Fähigkeiten/Kontextwissen	Literaturrecherche (Formativ)
Application	Fertigkeiten	Online-Tests, Lerntagebuch (Formativ)
Comprehension	Kenntnisse/Wissen	
Knowledge		

6 Analyt. Kriterienraster

Alt

Mehrdimensionale Beurteilung (mehrere Kriterien)

Probleme „Scoring Sheet“ (alt):

- Verdichtung über verschiedene Taxonomiestufen
- Subjektive Gewichtung verschiedener Kriterien

Auswertungsoptionen

Neu

Analytisches Kriterienraster	Niveaustufenmodell
Mehrdimensionale Beurteilung (mehrere Kriterien)	Eindimensionale Beurteilung (ein Kriterium)
Punktbewertungsverfahren („Scoring Sheet“)	Globale Beurteilung (Qualitätsausprägungen)

Umstellung der Auswertungsmethodik und -logik

Niveaustufenmodell (WS 2014/15)

Note	Explanation	Principles	Conclusion
1.0	Comprehensible identification of a research question, precise analysis and excellent deduction of a proposed explanation...	...by way of a differentiated and continuous application of academic principles...	...so that a consistent and coherent conclusion will be given.
2.0	Comprehensible identification of a research question, substantiated analysis and accurate deduction of a proposed explanation...	...by way of a sound application of academic principles...	...so that a well-grounded conclusion will be given.
3.0	Satisfactory identification of a research question, tolerable analysis and decent deduction of a proposed explanation...	...by way of a satisfactory application of academic principles...	...so that a satisfactory conclusion will be given.
4.0	Perceptible identification of a research question, improvable analysis and barely acceptable deduction of a proposed explanation...	...by way of a sufficient application of academic principles...	...so that a barely acceptable conclusion will be given.
5.0	No identification of a research question and/or missing analysis respectively deficient or no deduction of a proposed explanation...	...by way of an incomplete application of academic principles...	...so that no or a deficient conclusion will be given.

7 Notenverteilungen

Frequency distribution Winter term 2013/14 (N = 46; GPA = 2,1)

WiSe 2013/14
Vor Studienreform:
Analytisches Kriterienraster verschleierte die Leistung und führt tendenziell zu guten bis sehr guten Noten.

SoSe 2014
Nach Studienreform (höhere Anforderungen):
Analytisches Kriterienraster, aber höhere inhaltliche Anforderungen.

Frequency distribution summer term 2014 (N = 39; GPA = 2,41)

WiSe 2014/15
Nach Studienreform, Niveaustufenmodell (KOM-Prinzip):

- Positiv: Glockenkurve
- Negativ: hohe Zahl an Aussteigern (Prokrastination)