|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Details zum Modul | | | | | | | | | | | | | | | | | | | | | |
| Code | | | | | | | | | | | | **Studienjahr** | | | | | | | **Studiensemester** | | |
| AVU 132 | | | | | | | | | | | | - | | | | | | | **-** | | |
| Bezeichnung | | | | | | | | | | | | **VL** | **UE** | | | | **LU** | | **ECTS** | | |
| Forschungslogik und Forschungsdesign in der Vergleichenden Politikwissenschaft | | | | | | | | | | | | 3 |  | | | |  | | 6 | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| Sprache | | English | | | | | | | | | | | | | | | | | | | |
| Studium | | **Bachelor** | |  | | | | **Master** | | | **X** | | | | | **Doktor** | | | |  | |
| Studiengang | | Politikwissenschaft und Internationale Beziehungen | | | | | | | | | | | | | | | | | | | |
| Lehr- und Lernformen | | Präsenzvorlesung | | | | | | | | | | | | | | | | | | | |
| Modultyp | | **Pflichtfach** | | | | **X** | | | | | **Wahlfach** | | | | | | |  | | | |
| Lernziele | | Dieser Kurs vermittelt grundlegendes Wissen über Forschungsdesignprobleme und -lösungen in der vergleichenden Sozialforschung. | | | | | | | | | | | | | | | | | | | |
| Lerninhalte | | Der Kurs folgt den Hauptphasen eines Forschungsprojekts: Identifizierung einer Forschungsfrage – Konzeptbildung und Formulierung von Hypothesen – Auswahl des Forschungsdesigns – Fallauswahl – Datenerhebung und -analyse. | | | | | | | | | | | | | | | | | | | |
| Teilnahmevoraussetzungen | | - | | | | | | | | | | | | | | | | | | | |
| Koordination | | Prof. Dr. Andre Kaiser | | | | | | | | | | | | | | | | | | | |
| Vortrgende(r) | | Prof. Dr. Andre Kaiser | | | | | | | | | | | | | | | | | | | |
| Mitwirkende(r) | | - | | | | | | | | | | | | | | | | | | | |
| Praktikumsstatus | | - | | | | | | | | | | | | | | | | | | | |
| Fachliteratur | | | | | | | | | | | | | | | | | | | | | |
| Bücher / Skripte | | Geddes, Barbara (2002). Paradigms and Sand Castles. Theory Building and Research Design in Comparative Politics. Ann Arbor: University of Michigan Press [= GEDDES]. Gerring, John (2001). Social Science Methodology. A Criterial Framework. Cambridge: Cambridge University Press. Gschwend, Thomas/Schimmelfennig, Frank (eds) (2007). Research Design in Political Science: How to Practice What They Preach. London: Palgrave Macmillan [= GS]. King, Gary/Keohane, Robert/Verba, Sidney (1994). Designing Social Inquiry. Scientific Inference in Qualitative Research. Princeton: Princeton University Press [= KKV]. Morton, Rebecca (1999). Methods and Models. A Guide to the Empirical Analysis of Formal Models in Political Science. Cambridge: Cambridge University Press [= MORTON] | | | | | | | | | | | | | | | | | | | |
| Weitere Quellen | | - | | | | | | | | | | | | | | | | | | | |
| Lernmaterialien | | | | | | | | | | | | | | | | | | | | | |
| Dokumente | | - | | | | | | | | | | | | | | | | | | | |
| Hausaufgaben | | - | | | | | | | | | | | | | | | | | | | |
| Prüfungen | | - | | | | | | | | | | | | | | | | | | | |
| Zusammensetzung des Moduls | | | | | | | | | | | | | | | | | | | | | |
| Mathematik und Grundlagenwissenschaften | |  | | | | | | | | | | | | % | | | | | | | |
| Ingenieurwesen | |  | | | | | | | | | | | | % | | | | | | | |
| Konstruktionsdesign | |  | | | | | | | | | | | | % | | | | | | | |
| Sozialwissenschaften | |  | | | | | | | | | | | | % | | | | | | | |
| Erziehungswissenschaften | |  | | | | | | | | | | | | % | | | | | | | |
| Naturwissenschaften | |  | | | | | | | | | | | | % | | | | | | | |
| Gesundheitswissenschaften | |  | | | | | | | | | | | | % | | | | | | | |
| Fachkenntnis | |  | | | | | | | | | | | | % 100 | | | | | | | |
| Bewertungssystem | | | | | | | | | | | | | | | | | | | | | |
| Aktivität | | **Anzahl** | | | | | | | | | | | | **Gewichtung in Endnote (%)** | | | | | | | |
| Zwischenprüfungen | |  | | | | | | | | | | | |  | | | | | | | |
| Quiz | |  | | | | | | | | | | | |  | | | | | | | |
| Hausaufgaben | | 1 | | | | | | | | | | | | 40 | | | | | | | |
| Anwesenheit | |  | | | | | | | | | | | |  | | | | | | | |
| Übung | |  | | | | | | | | | | | |  | | | | | | | |
| Projekte | |  | | | | | | | | | | | |  | | | | | | | |
| Abschlussprüfung | | 1 | | | | | | | | | | | | 60 | | | | | | | |
| Summe | | | | | | | | | | | | | | **100** | | | | | | | |
| ECTS Leistungspunkte und Arbeitsaufwand | | | | | | | | | | | | | | | | | | | | | |
| Aktivität | | **Anzahl** | | | | | **Dauer** | | | | | | | **Gesamtaufwand (Stunden)** | | | | | | | |
| Vorlesungszeit | | 15 | | | | | 3 | | | | | | | 45 | | | | | | | |
| Selbsstudium | |  | | | | |  | | | | | | |  | | | | | | | |
| Hausaufgaben | |  | | | | |  | | | | | | |  | | | | | | | |
| Präsentation / Seminarvorbereitung | | 1 | | | | | 2 | | | | | | | 45 | | | | | | | |
| Zwischenprüfungen | |  | | | | |  | | | | | | |  | | | | | | | |
| Übung | |  | | | | |  | | | | | | |  | | | | | | | |
| Labor | |  | | | | |  | | | | | | |  | | | | | | | |
| Projekte | |  | | | | |  | | | | | | |  | | | | | | | |
| Abschlussprüfung | | 1 | | | | | 2 | | | | | | | 60 | | | | | | | |
| Summe Arbeitsaufwand | | | | | | | | | | | | | | **150** | | | | | | | |
| ECTS Punkte (Gesamtaufwand / Stunden) | | | | | | | | | | | | | | **5** | | | | | | | |
| Lernergebnisse | | | | | | | | | | | | | | | | | | | | | |
| 1 | Die Teilnehmenden erwerben die Kompetenz, wesentliches Wissen zu Forschungsdesignproblemen und -lösungen in der vergleichenden Sozialforschung zu verstehen | | | | | | | | | | | | | | | | | | | | |
| 2 | Die Teilnehmer verstehen die wesentlichen Phasen eines Forschungsprojekts | | | | | | | | | | | | | | | | | | | | |
| Wöchentliche Themenverteilung | | | | | | | | | | | | | | | | | | | | | |
| 1 | Vorstellung und Überblick | | | | | | | | | | | | | | | | | | | | |
| 2 | Identifikation einer Forschungsfrage | | | | | | | | | | | | | | | | | | | | |
| 3 | Beschreibung und Kausalität | | | | | | | | | | | | | | | | | | | | |
| 4 | Theorie- und Konzeptbildung | | | | | | | | | | | | | | | | | | | | |
| 5 | Formulierung von Hypothesen und Modellen | | | | | | | | | | | | | | | | | | | | |
| 6 | Designs: Experimente und Quasi-Experimente | | | | | | | | | | | | | | | | | | | | |
| 7 | Designs: Fallstudien und Kriterien der Fallauswahl | | | | | | | | | | | | | | | | | | | | |
| 8 | Designs: Analytische Erzählungen | | | | | | | | | | | | | | | | | | | | |
| 9 | Designs: Kleine N-Studien | | | | | | | | | | | | | | | | | | | | |
| 10 | Designs: Große N-Studien und Mixed-Methods-Designs | | | | | | | | | | | | | | | | | | | | |
| 11 | Präsentation und Diskussion von Forschungsprojekten | | | | | | | | | | | | | | | | | | | | |
| 12 | Präsentation und Diskussion von Forschungsprojekten | | | | | | | | | | | | | | | | | | | | |
| 13 | Präsentation und Diskussion von Forschungsprojekten | | | | | | | | | | | | | | | | | | | | |
| 14 | Allgemeiner Ausblick | | | | | | | | | | | | | | | | | | | | |
| 15 | Allgemeiner Ausblick | | | | | | | | | | | | | | | | | | | | |
| Beitrag der Lernergebnisse zu den Lernzielen des Programms (1-5) | | | | | | | | | | | | | | | | | | | | | |
|  | **P1** | | **P2** | | **P3** | | | | **P4** | **P5** | | | | | **P6** | | | | | | **P7** |
| 1 | 5 | | 3 | | 5 | | | | 2 | 5 | | | | | 5 | | | | | | 5 |
| 2 | 5 | | 3 | | 5 | | | | 2 | 5 | | | | | 5 | | | | | | 5 |
| Beitragsgrad: 1: Sehr Niedrig 2: Niedrig 3: Mittel 4: Hoch 5: Sehr Hoch | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| Erstellt von: | | | Wis. Mit. Zehra Alkan | | | | | | | | | | | | | | | | | | |
| Datum der Aktualisierung: | | | 06.06.2023 | | | | | | | | | | | | | | | | | | |