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| Details zum Modul | | | | | | | | | | | | | | | | | | | | | | | | |
| Code | | | | | | | | | | | | | | | **Studienjahr** | | | | | | | **Studiensemester** | | |
| BA024 | | | | | | | | | | | | | | |  | | | | | | | Wahlfach | | |
| Bezeichnung | | | | | | | | | | | | | | | **VL** | | **UE** | | | **LU** | | **ECTS** | | |
| Forschungsmethoden | | | | | | | | | | | | | | | 3 | | 0 | | | 0 | | 7.5 | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| Sprache | | | | | Englisch | | | | | | | | | | | | | | | | | | | |
| Studium | | | | | **Master** | | |  | | | | **Doktorat** | | **X** | | | | | | | | | | |
| Studiengang | | | | | PhD iN Betriebswirtschaftslehre | | | | | | | | | | | | | | | | | | | |
| Lehr- und Lernformen | | | | | Präsenzvorlesung | | | | | | | | | | | | | | | | | | | |
| Modultyp | | | | | **Pflichtfach** | | | | |  | | | | **Wahlfach** | | | | | | | **x** | | | |
| Lernziele | | | | | Ziel des Kurses ist es, den Studierenden die Fähigkeit zu vermitteln, eine wissenschaftliche Forschung im Rahmen der wissenschaftlichen Forschungsmethoden und der Ethik zu konzipieren und durchzuführen. | | | | | | | | | | | | | | | | | | | |
| Lerninhalte | | | | | Der Kursinhalt umfasst wissenschaftliche Forschungsmethoden, ethische Elemente, die im wissenschaftlichen Forschungsprozess berücksichtigt werden sollten, und Ansätze zur Erhöhung der Zuverlässigkeit einer wissenschaftlichen Forschung. | | | | | | | | | | | | | | | | | | | |
| Methoden und Verfahren | | | | | Vorlesungsmethode, Diskussionsmethode, modularer Unterricht. | | | | | | | | | | | | | | | | | | | |
| Teilnahmevoraussetzungen | | | | | Keine | | | | | | | | | | | | | | | | | | | |
| Koordination | | | | | Dr. Mehmet Hakan Özdemir (stellvertretend) | | | | | | | | | | | | | | | | | | | |
| Vortrgende(r) | | | | | Dr. Mehmet Hakan Özdemir (stellvertretend) | | | | | | | | | | | | | | | | | | | |
| Mitwirkende(r) | | | | |  | | | | | | | | | | | | | | | | | | | |
| Praktikumsstatus | | | | | Keine | | | | | | | | | | | | | | | | | | | |
| Fachliteratur | | | | | | | | | | | | | | | | | | | | | | | | |
| Bücher / Skripte | | | | | Blackstone, A. (2012). Principles of Sociological Inquiry – Qualitative and Quantitative Methods.  Kuhn, T.S. The Structure of Scientific Revolutions | | | | | | | | | | | | | | | | | | | |
| Weitere Quellen | | | | |  | | | | | | | | | | | | | | | | | | | |
| Lernmaterialien | | | | | | | | | | | | | | | | | | | | | | | | |
| Dokumente | | | | |  | | | | | | | | | | | | | | | | | | | |
| Hausaufgaben | | | | |  | | | | | | | | | | | | | | | | | | | |
| Prüfungen | | | | |  | | | | | | | | | | | | | | | | | | | |
| Zusammensetzung des Moduls | | | | | | | | | | | | | | | | | | | | | | | | |
| Sozialwissenschaften | | | | |  | | | | | | | | | | | | | %100 | | | | | | |
| Erziehungswissenschaften | | | | |  | | | | | | | | | | | | | % | | | | | | |
| Naturwissenschaften | | | | |  | | | | | | | | | | | | | % | | | | | | |
| Gesundheitswissenschaften | | | | |  | | | | | | | | | | | | | % | | | | | | |
| Fachkenntnis | | | | |  | | | | | | | | | | | | | % | | | | | | |
| Bewertungssystem | | | | | | | | | | | | | | | | | | | | | | | | |
| Aktivität | | | | | **Anzahl** | | | | | | | | | | | | | **Gewichtung in Endnote (%)** | | | | | | |
| Zwischenprüfungen | | | | | 1 | | | | | | | | | | | | | 20 | | | | | | |
| Quiz | | | | |  | | | | | | | | | | | | |  | | | | | | |
| Hausaufgaben | | | | | 2 | | | | | | | | | | | | | 20 | | | | | | |
| Anwesenheit | | | | |  | | | | | | | | | | | | |  | | | | | | |
| Übung | | | | |  | | | | | | | | | | | | |  | | | | | | |
| Projekte | | | | |  | | | | | | | | | | | | |  | | | | | | |
| Abschlussprüfung | | | | | 1 | | | | | | | | | | | | | 60 | | | | | | |
| Summe | | | | | | | | | | | | | | | | | | **100** | | | | | | |
| ECTS Leistungspunkte und Arbeitsaufwand | | | | | | | | | | | | | | | | | | | | | | | | |
| Aktivität | | | | | **Anzahl** | | | | | | **Dauer** | | | | | | | **Gesamtaufwand (Stunden)** | | | | | | |
| Vorlesungszeit | | | | | 14 | | | | | | 3 | | | | | | | 42 | | | | | | |
| Selbststudium | | | | | 14 | | | | | | 12 | | | | | | | 168 | | | | | | |
| Hausaufgaben | | | | | 2 | | | | | | 6 | | | | | | | 12 | | | | | | |
| Präsentation / Seminarvorbereitung | | | | |  | | | | | |  | | | | | | |  | | | | | | |
| Zwischenprüfungen | | | | | 1 | | | | | | 1 | | | | | | | 1 | | | | | | |
| Übung | | | | |  | | | | | |  | | | | | | |  | | | | | | |
| Labor | | | | |  | | | | | |  | | | | | | |  | | | | | | |
| Projekte | | | | |  | | | | | |  | | | | | | |  | | | | | | |
| Abschlussprüfung | | | | | 1 | | | | | | 2 | | | | | | | 2 | | | | | | |
| Summe Arbeitsaufwand | | | | | | | | | | | | | | | | | | **225** | | | | | | |
| ECTS Punkte (Gesamtaufwand / 30) | | | | | | | | | | | | | | | | | | **7.5** | | | | | | |
| Lernergebnisse | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Erwerb von Fähigkeiten zur Datenerfassung und -auswertung. | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Erwerb von Kenntnissen über wissenschaftliche Methoden zur Bestimmung des Forschungsproblems und zur Erarbeitung von Lösungen. | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | Erwerb der Fähigkeit, wissenschaftliche Forschung im Rahmen ethischer Werte durchzuführen. | | | | | | | | | | | | | | | | | | | | | | |
| Wöchentliche Themenverteilung | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Wissenschaft und wissenschaftliche Forschung | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Wie ein Forscher denken | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | Der Forschungsprozess | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | Theorien in der wissenschaftlichen Forschung | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | Forschungsdesign | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | Messung von Konstrukten | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | Reliabilität und Validität von Skalen | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | Zwischenprüfung, Stichprobenziehung | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | Datensammlung | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | Umfrageforschung und experimentelle Forschung | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | Fallforschung | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | Interpretative Forschung Datenanalyse | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | Quantitative Analyse: Deskriptive Statistik und Inferenzstatistik | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | Forschungsethik | | | | | | | | | | | | | | | | | | | | | | |
| 15 | | Abschlussprüfung | | | | | | | | | | | | | | | | | | | | | | |
| Beitrag der Lernergebnisse zu den Lernzielen des Programms (1-5) | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **P1** | | **P2** | **P3** | | | **P4** | | **P5** | | **P6** | | **P7** | | | **P8** | | | **P9** | | | | **P10** | **P11** |
| 1 | 5 | | 5 | 5 | | | 5 | | 5 | | 4 | | 5 | | | 4 | | |  | | | | 5 |  |
| 2 | 5 | | 5 | 5 | | | 5 | | 5 | | 4 | | 5 | | |  | | | 5 | | | | 5 | 5 |
| 3 | 5 | | 5 | 5 | | | 5 | | 5 | | 4 | | 5 | | | 4 | | | 4 | | | | 5 | 4 |
| Beitragsgrad: 1: Sehr Niedrig 2: Niedrig 3: Mittel 4: Hoch 5: Sehr Hoch | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| Erstellt von: | | | | | | Dr. Mehmet Hakan Özdemir (Leiter des Fachbereichs Numerische Methoden) | | | | | | | | | | | | | | | | | | |
| Datum der Aktualisierung: | | | | | | 09.05.2024 | | | | | | | | | | | | | | | | | | |