

MODULE OUTLINE

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM COURSE	THE TEACHING OF GERMAN AS A FOREIGN LANGUAGE		
LEVEL OF STUDY	MASTER		
MODULE UNIT CODE	GER PD	SEMESTER	4
MODULE TITLE	MASTER'S THESIS (POSTGRADUATE DIPLOMA THESIS)		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		HOURS	CREDITS
Εβδομαδιαίες ώρες φόρτου: 53,5 ώρες x 14 εβδομάδες		750	30
ΤΥΠΟΣ ΘΕΜΑΤΙΚΗΣ ΕΝΟΤΗΤΑΣ Υπ. Υποχρεωτική/Επιλογής/Κατ' επιλογήν υποχρεωτική			
COURSE TYPE Compulsory, Optional, Optional mandatory	COMPULSORY		
PREREQUISITE COURSES:	GER 10, GER 11, GER 12, GER 13, GER 20, GER 21		
LANGUAGE OF INSTRUCTION AND EXAMS	GERMAN		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	YES		
MODULE WEBSITE (URL)	https://www.eap.gr/en/teaching-german-as-a-foreign-language/topics/#gede Each module has its own space in the Learning Management System of EAP (http://courses.eap.gr), with controlled, password-protected access for students and teaching staff.		

2. LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail.

Upon completion of this module, students will be expected to be able to:

- identify different types and processes of educational action research
- demonstrate a working awareness of different quantitative and qualitative research methods
- design educational action research plans that are relevant to their purposes and needs
- administer educational action research
- analyse the research findings using the appropriate and relevant tools
- present their research findings in ways that are appropriate to their academic context.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies

Adapting to new situations

Decision-making

Individual/Independent work

Group/Team work

Working in an international environment

Working in an interdisciplinary environment

Project planning and management

Respect for diversity and multiculturalism

Environmental awareness

Social, professional and ethical responsibility and sensitivity to gender issues

Critical thinking

Development of free, creative and inductive thinking

(Other.....citizenship, spiritual freedom, social Introduction of innovative research awareness, altruism etc.)

- Search for, analysis and synthesis of data and information by the use of appropriate technologies
- Adapting to new situations
- Decision-making
- Individual/Independent work
- Respect for diversity and multiculturalism
- Critical thinking
- Development of free, creative and inductive thinking
- Action research

3. MODULE CONTENT

The preparation of the Post-graduate Diploma Thesis provides the opportunity to synthesize and utilize the knowledge acquired in specific applications. It is a written work of up to 15,000-18,000 words, which focuses on specific research issues and applications in the field of teaching German as a foreign language. For this purpose, students plan, conduct and present in a scientifically documented way research studies related to their scientific field, aiming at their professional development.

4. TEACHING METHODS – ASSESMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance learning • Regular communication with students • Colloquium with an open online meeting every semester, in which students discuss the methodological approach to the topic of the Post-graduate Diploma Thesis and present the intermediate results of their work
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	• Communication with students via email, remote Webex meetings and telephone sessions • Announcements on the module's webpage • Office tools for writing and annotating students' texts during the writing process. • Plagiarism software (Turnitin)
COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i> <i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i>	The workload includes the following activities: • Bibliographic review • Conduct original research in the field • Writing Post-Graduate Diploma Thesis • Oral presentation

STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i> <i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i> <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i>	The Post-graduate Diploma Thesis is considered successful if it is evaluated with a grade of five (5), based on specific criteria. These criteria are derived from the HOU Study Regulations (https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf) and are posted both on the university's website (https://www.eap.gr/education/odigos-spoudwn-eap) as well as on the Digital Education Space (https://courses.eap.gr) of the Modules (units). The evaluation criteria can also be found on the educational platform of the modules.
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5. SUGGESTED BIBLIOGRAPHY

Butzkamm, Wolfgang (2011): Fremdsprachig unterrichten – wie schaffe ich das? Mit der Sandwichtechnik! In: Praxis Fremdsprachenunterricht, H. 2, 5-8. (= http://www.fremdsprachendidaktik.rwthachen.de/Ww/pfu201102_02_Butzkamm.pdf).

Esselborn-Krumbiegel, Helga (2017): Von der Idee zum Text: Eine Anleitung zum wissenschaftlichen Schreiben. Stuttgart: Utb.

Heringer, Hans-Jürgen (2010): Interkulturelle Kommunikation. Grundlagen und Konzepte. 3., durchgesehene Auflage. Tübingen; Basel: Francke.

Hess-Lüttich, Ernest W.B. (1980): Stiltheorie. Zur Verständigung über ‚Stil‘ in der angewandten Linguistik. In: Kühlwein, Wolfgang; Raasch, Albert (Hg.): Angewandte Linguistik. Positionen - Wege – Perspektiven. Tübingen: Narr, 91-112.

Kellner, Kirstin (2021): Wissenschaftlicher Schreibstil: Sicher Texte formulieren im Studium. Für Bachelor, Master und Dissertation. Independently published.

Meyer-Krentler/ Burkhard Moennighoff (2010): Arbeitstechniken Literaturwissenschaft. Stuttgart: UTB ⁴.

Molitor-Lübbert, Sylvie (1996): Schreiben als mentaler und sprachlicher Prozeß. In: Günther, Hartmut; Ludwig, Otto (Hg.): Schrift und Schriftlichkeit. Ein interdisziplinäres

Handbuch internationaler Forschung. Bd. 2. (HSK 10.2) Berlin; New York: de Gruyter, 1005-1027.

Mitschian, Haymo (2001): Konstruktivismus als neue Leitwissenschaft für das Sprachenlernen? Ideengeber und Prüfstein. In: DIE Zeitschrift Sprachen lehren lernen 2001/4, 21-24.

Rösler, Dietmar (1998): Autonomes Lernen? Neue Medien und ‚altes‘ Fremdsprachenlernen. In: Info DaF 25,1 3-20.

Storch, Günther (2008): Deutsch als Fremdsprache - Eine Didaktik. Theoretische Grundlagen und praktische Unterrichtsgestaltung. 3., unveränderter Nachdruck. Paderborn: Fink.

Sittig, Claudius (2013): Klett Uni Wissen Arbeitstechniken Germanistik: Sicher im Studium. Stuttgart: Klett.

Storch, Günther (2008): Deutsch als Fremdsprache - Eine Didaktik. Theoretische Grundlagen und praktische Unterrichtsgestaltung. 3., unveränderter Nachdruck. Paderborn: Fink.

Tiele, Lennart (2021) Übung macht den Master: Wissenschaftliches Arbeiten und Schreiben leicht gemacht – Das Praxisbuch für Bachelor- und Master-Studierende. Buchfaktor Verlag.

Besides the suggested bibliography is derived from the bibliography of the module (units) to which the topic of the Post-graduate Diploma Thesis responds (see bibliography in the module outlines GER 11, GER 12, GER 13, GER 20 and GER 21) as well as from the following scientific journals:

Scientific journals:

- Deutsch als Fremdsprache
- Fremdsprache Deutsch (FSD)
- Fremdsprachen Lehren und Lernen (FLuL)
- German as a Foreign Language (GFL)
- Info DaF