

Examination Board
Postgraduate Course “Vocational Education and Personnel
Capacity Building”

Master Thesis - Formal Requirements

Postgraduate Course “Vocational Education and Personnel Capacity Building”

Script for the course
“Methodology and Methods of Research Work“

Developed by: Kathrin Böhm
Compiled by: Konstanze Czeche
Translated and expanded by: Mandy Pastohr, Elisa Haustein

Table of Contents

Preface	3
1 Compliance with Formal Requirements	4
2 Components of the Master Thesis	4
3 Features of the Master Thesis	6
4 Format and Notation	7
5 Indices	8
5.1 Table of Contents	8
5.2 Bibliography	9
5.2.1 Common Notes	9
5.2.2 References	10
5.2.3 Sorts of References	12
5.3 List of Abbreviations	15
5.4 List of Figures and Tables	15
6 Quotations	16
6.1 Preliminary Remarks	16
6.2 Direct Quotations	17
6.3 Indirect Quotations	19
6.4 Quoting secondary literature	19
7 Footnotes and Final Scores	20
8 Recommended Reading	21
Appendix	24

Preface

You are about to write a Master thesis. You are about to write an academic paper. And now you are sitting in front of a blank paper or a blank screen. You have fixed appointments. The deadline for the Master thesis' submission seems to be far away. But you know: The blank paper in front of you and many others have to be filled, the computer files must be completed.

But how can teething troubles be overcome? How can ideas and gathered information be arranged? These questions and many others may pose, if you found a field of research for your final paper.

Each student has to surmount nearly the same difficulties at the end of his/her studies. Because of this, this course provides assistance to master typical difficulties with preparing and writing an academic paper.

These guidelines serve as an orientation for academic papers and as script for the course "Methodology and Methods of Research Work". Please attend to the instructions of your supervisor and of the examination regulations.

*The staff of the Department of Vocational Education
wishes you every success in completing your academic paper.*

1 Compliance with Formal Requirements

The formal making-up decisively determines the overall picture of an academic paper. Grammatical and orthographical correctness is taken for granted.

For your Master thesis, computer aided publication is necessary. Modern word-processing and plot routine facilitate the compliance with formal requirements. Because of this, the acquisition of knowledge and skills required for software applications is a precondition for or at least an integral part of the Master thesis' compilation.

2 Components of the Master Thesis

The Master thesis consists of the following components:

(blank paper)

1. Title Page
2. Preface (optional)
3. Table of Contents
4. List of Abbreviations
5. List of Figures
6. List of Tables
7. Introduction, Main Part und Resume
8. Bibliography
9. Appendix
10. Statutory Declaration

(blank paper)

- Blank papers serve as supplementary sheets for binding the book.
- lists may be created automatically for example in MS Word

ad 1.)	see Appendix I
ad 2.)	This is an optional section including acknowledgements. Personal remarks, e.g. few words of thanks, may be given. Aspects as regards content like intention and methodical structure of the paper should not be given in the preface, but in the introduction.
ad 3.)	see Chapter 5.1
ad 4.)	see Chapter 5.3
ad 5.) and 6.)	see Chapter 5.4
ad 7.)	Structure: <ol style="list-style-type: none"> 1. Theoretical work 2. Research questions/hypotheses 3. Research methods (Research design, method of the survey and evaluation) 4. Results (if applicable including test of hypotheses) 5. Discussion (with consideration of the theories from point 1) 6. structured summary
ad 8.)	see Chapter 5.2
ad 9.)	<p>Appendices are optional. The Appendix may include supporting or descriptive material like larger tables, graphics, figures, texts of laws, questionnaires of empirical surveys etc., which are attached as addition or expansion of passages of the text. Only material that does not fit conveniently into the text body is given here. Figures, graphics and tables necessary for text comprehension have to be integrated into the text body of the thesis.</p> <p>It is not allowed to use the appendix as enlargement of the text body's maximal number of pages.</p>
ad 10.)	see Appendix II

3 Features of the Master Thesis

The Master thesis as important element of the academic examination shall demonstrate that the candidate is able to deal with problems independently and according to scientific methods.

Formal requirements of the Master thesis can be found in the examination regulations and in the study regulations of the postgraduate course “Vocational Education and Personnel Capacity Building”.

The minimal number of text pages is 70; the maximal number of text pages is 100.

Three hard-covered copies of the Master thesis are handed over to the supervisor or to the secretary’s office of the Department of Vocational Education at the issue due date. On request of the supervisor(s), a digital copy of the Master thesis may be handed in.

In the case of an empirical survey, the following documents have to be provided:

- CD, DVD with the data set(s),
- an information sheet with indication of analyses carried out.

Please pay attention to current resolutions of the examination board regarding exploitation rights of your thesis.

4 Format and Notation

The left margin should be about 3.5 cm to allow book binding. Please set the binding margin on 1.5 cm and the left margin on 2 cm in the text-processing's "page setup". The right margin is about 2 cm to allow evaluator comments and corrections. Top and bottom margins are about 2.5 cm. All given margins include top line and footer.

The entire should be spaced 1.5 lines. Please choose justified margins. To avoid ragged margins, please use hyphenation. The text is to be typed in 12 size Times New Roman or Arial font.

After each paragraph and after each headline, a 1-space empty line is given. Between subchapters is a doubled space line. Each new chapter begins on a new page (Chapter 1, 2, 3, ...).

All pages subsequent to the title page, the table of contents, list of abbreviations, tables and figures as well as the blank pages for book-binding will be consecutively numbered in Arabic numerals on the bottom-right.

Pages belonging to the appendix will be numbered in Arabic numerals on the top-right.

Example:

Appendix:	page 1	page 2	page 3
	Appendix 1	Appendix 2	Appendix 3

5 Indices

5.1 Table of Contents

The table of contents helps the reader to orientate during the comprehension of text contents and text structure. Here, the structure of the text body and additional parts of the paper will be listed.

The table of contents must reflect the topic of the Master thesis in **logical and functional scheme**. Each chapter should have an identifiable relation to and a function within the scientific process of problem solving.

One example of structuring is the **“funnel-principle”**: The table of contents is structured in the way “from general to specific”.

Each level or part of the thesis defines a chapter, which might be subdivided. A chapter should **not have just one subchapter**; the chapter should then rather be not subdivided. Any chapter titles are listed in the table of contents, but not more than four levels of subheadings.

Subchapters are numbered with Arabic numerals (containing the chapter’s number and the subchapter’s number like 1.1, 1.2 etc.). Please avoid final periods (like 1.1.) in subchapter’s numbering.

Make sure that the text body’s structure makes sense. Undue subdivision (more than four) impairs the readability.

Example of a table of contents:

Content	
Preface	
1	Concern and Targets of the School Pilot Project 9
2	The Didactic-Methodical Basic Concept of the Training 15
2.1	Didactic Elements of the Lesson Setting 15
2.2	The Outer Didactic Structure of the Training 17
2.2.1	Forms of Organization of Vocational Lessons 17
2.2.2	Forms of Organization of Teaching and Learning 19
2.3	The Inner Didactic Structure of the Training 20
2.3.1	Preliminary Notes 20
2.3.2	An Action-Theoretically Rooted Didactic Concept 20
2.3.3	Arguments for the Inner Structure of the Training 25
2.3.4	Structure Model of the Training 31
3	The Genesis of Credit Requirements 33
...	
	Bibliography 155
	Authors
	Appendix

5.2 Bibliography

5.2.1 Common Notes

The bibliography lists all sources the author refers to in the paper. The mentioned literature must cope with the following criteria:

- orthographical correctness,
- completeness, i.e. indication of essential criteria,
- uniformity, i.e. continuous scheme,
- clearness, i.e. alphabetically arranged scheme,
- using the language of the quoted source (for example editor in English sources is “Ed.”, in German sources it’s “Hrsg.”).

Sources are arranged **alphabetically** according to the author’s family name, if necessary the author’s given name:

Anderson, J. R. ...

Anderson, L. W. ...

If **several sources of one author** are given, the sources are arranged **chronologically**:

Anderson, J. R. (1996) ...

Anderson, J. R. (1997) ...

Several publications of one author in one year are differentiated by letters added to the date:

Anderson, J. R. (1998a) ...

Anderson, J. R. (1998b) ...

Works of **one author** are mentioned **before** works of **different co-authors**.

An **arrangement according to the sort of reference** (monographs, essays etc.) is **not necessary**.

A source given in the bibliography should be spaced 1.5-line. Between sources, the space is also 1.5-line.

In the case of an essay or **journal-article**, the **first and final page** must be given.

5.2.2 References

Name of the author(s)/(editor(s))

- All authors' full family names and the initials have to be listed (example: Anderson, J. R.).
- More than one author have to be separated by a comma (example: Hortsch, H., Kersten, S., ...)
- If a source has more than six authors only the name of the first has to be mentioned followed by „et. al“
- Academic titles or job titles are not mentioned.
- Full names of institutions, authorities, firms / companies etc. will be given if they are editors.

Title

- After the complete title of a book, essay etc. is given, the subtitle is mentioned.
- If the source already contains **punctuation marks for separating title from subtitle**, those can be overtaken, for example colon, question mark or indent:

Hornigren, C. T., Foster, G., Datar, S. M. (2001). Kostenrechnung: Entscheidungsorientierte Perspektive (9. Auflage). München: Oldenburg.

Hodel, M. (1995). Organisationales Lernen – dargestellt an der Erarbeitung und Implementation eines durch Mind Mapping visualisierten Qualitätsleitbildes. Dissertation. Universität St. Gallen, Nr. 1703. Hallstadt: Rosch-Buch.

Euler, D., Reemtsma-Theis, M. (1999). Sozialkompetenzen? Über die Klärung einer didaktischen Zielkategorie. Zeitschrift für Berufs- und Wirtschaftspädagogik, 95, 168 – 198.

If there is **not such a punctuation mark given**, you use a **point**.

Dubs, R. (1994). Die Führung einer Schule. Leadership und Management. Zürich: SVK.

Edition, volume, series

- Except a first edition, the used edition of a book is given in the bibliography.
- The used volume is mentioned (maybe together with a volume title) in the case of multi-volume works.
- If the book is part of a series, the series (maybe together with a series title) is mentioned.

Place of publication, year of publication, publisher

- The place and year of publication as well as the publisher are **given completely**.
- Only in the case of a journal's essay, the identification of the place of publishing and the publisher are missing, but volume and the journal's number have to be specified.
- If a book is published on more than one place, it is enough to mention the first one

Unknown data

There are several abbreviations used to show, certain information is missing:

- n.p. No place of publication
- n.p. No publisher given
- n.d. No date of publication given

If there is no author it is acceptable to reference a source by its title:

Oxford English Dictionary (1989). Oxford: Clarendon Press.

In your bibliography, slot the reference into your alphabetical list according to the title:

Nash, E. L. (2000). Direct marketing: strategy, planning, execution (4th ed.). New York: McGraw Hill.

Oxford English Dictionary (1989). Oxford: Clarendon Press.

Shimp, T. A. (1993). Promotion management & marketing communications (3rd ed.). Forth Worth: Dryden Press.

5.2.3 Sorts of References

The punctuation and formatting of the following examples are recommendations. The classification of sources only serves as orientation and is not to be used in the bibliography!

Books / Monographs

Family name(s) of author(s), initial(s) (if applicable: ed(s)). (year of publication). title. if applicable: subtitle (edition). place of publication: publisher.

Anderson, J. R. (1989). Kognitive Psychologie. Eine Einführung (2. Aufl.). Heidelberg: Spektrum der Wissenschaft.

Anderson, L. W. (1995). International encyclopedia of teaching and teacher education (2nd ed.). Oxford: Pergamon Press.

Arnold, R., Lipsmeier, A. (Hrsg.). (1995). Handbuch der Berufsbildung. Opladen: Leske + Budrich.

A work in a collection of essays

Family name(s) of author(s), initial(s) (year of publication). title of the essay. *if applicable*: subtitle. In: initial(s). family name(s) of publisher(s) (ed(s)): title of the collection. *if applicable*: subtitle (edition, page(s)). Place of publication: publisher.

Clark, B. (1996). Diversification of Higher Education: Viability and Change. In: V. L. Meek, L. et al. (eds.): *The Mockers and Mocked: Comparative Perspectives on Differentiation, Convergence and Diversity in Higher Education* (pp. 16 – 25). Oxford: IAU Press.

Kwiek, M. (2000). The Identity Crisis? Philosophical Questions about the University as a Modern Institution. In: Z. Drozdowicz, P. Gerlich, K. Glass (eds.): *Europäisierung der Bildungssysteme* (pp. 23 – 36). Wien: Österreichische Gesellschaft für Mitteleuropäische Studien.

O' Connor, F. (1977). The Life You Save May Be Your Own. In: J. B. Hall, E. C. Hall (eds.): *The Realm of Fiction: Seventy-Four Stories* (3rd ed., pp. 479 – 488). New York: McGraw.

An article in a journal

Family name(s) of author(s), initial(s) (year of publication). title. *if applicable*: subtitle. name of the journal, volume(journal number), pp. first – last page of the article.

Maier, N. R. F. (1931). Reasoning in Humans: II. The Solution of a Problem and Its Appearance in Consciousness. *Journal of Comparative Psychology*, 5(12), pp. 181 – 194.

Newson, J. (1998). The Corporate-Linked University: From Social Project to Market Force. *Canadian Journal of Communication*, 23(10), pp. 108 – 110.

Spear, K. (1983). Building Cognitive Skills in Basic Writers. *Teaching English in the Two-Year College*, 9(5), p. 94.

An article in a newspaper

Family name(s) of author(s), initial(s) (year of publication). title. *if applicable*: subtitle. name of the newspaper. number, date, pp. first – last page of the article.

Guiner, L. (1997). The Real Bias in Higher Education. New York Times, 1105, 24th June 1997, p 7.

Unpublished works

Family name(s) of author(s), initial(s) (year of publication). title. *if applicable*: subtitle (*if applicable*: series). place of publication (unpublished).

Hortsch, H. (2003). Taxonomy. Technische Universität Dresden, Faculty of Education, Department of Vocational Education (unpublished presentation).

Law texts

Title (*if applicable*: abbreviation, passing organization). creation date, “in the version of” date of last revision.

Bundesnaturschutzgesetz (BNatSchG). 20.12.1976, in the version of 12.03.1987.

Sources from the internet

Internet-sources require formal standards as well. To avoid coming under suspicion of plagiarism, it is necessary to follow the common notes for listing sources. Important internet sources may be provided by your supervisor. Apart from author and title, the URL (Uniform Resource Locator) and the date of request must clearly be identified.

Family name(s) of author(s), initial(s) (year of publication). title. *if applicable*: subtitle (*if applicable*: series). URL (date of request).

Döring, N. (1996). Lernen und Lehren im Netz.
<http://www.cs.tu-berlin.de/~doering/lernen.htm> (03.02.1997).

5.3 List of Abbreviations

No common known and used abbreviations (e.g., i.e., etc.) or bibliographical abbreviations (like ed., eds., vol., p., pp., et al., cp.) are listed here.

However, the following selected abbreviations may be given in the list of abbreviations if used in the text body:

OECD	Organization for Economic Co-operation and Development
MoE	Ministry of Education
NGO	non-governmental organization
PRC	People’s Republic of China
UNESCO	United Nations Educational, Scientific and Cultural Organization

Because of the fact that abbreviations impact text comprehensibility negatively, they should be **used rarely**. Mathematical formulas and symbols always require explanation.

5.4 List of Figures and Tables

The list of figures registers all figures and the list of tables registers all tables **with reference to the according number of the table / figure, title and page number**. It is recommended to number figures or tables consecutively, even if they are given in the appendix. The title of a figure stands below the figure with “Fig. number: title”. The title of a table stands above the table with “Table number: tilte”.

Examples of table / figure in the text body:

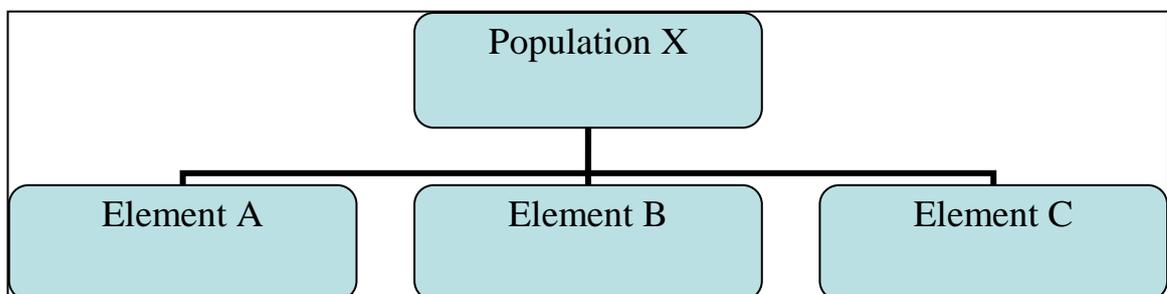


Fig. 1: Elements of the population X

Table 1: Overview About the Results of the Survey

	Group 1	Group 2	Group 3	Group 4
Age				
Gender				
Graduation				
N Total				

Figures and tables provide an opportunity to visualize complex contexts and contents of the text. The exclusive provision of figures and tables in the appendix affects the comprehensibility and clearness of the text. Moreover, a **clear reference must be given between textual statements and figures / tables**; Incoherent figures and tables loose validity.

Figures and tables must be self-explanatory. Apart from that, they must contain consecutive numbering and a comprehensible title. Moreover, the source of the figure / table must be given. A self-made figure or table is not to be confounded with modified figures / tables from external sources (here also the source is necessary).

If you refer to a certain figure / table in the text, you have to mention the number of the figure / table.

Example:

An overview about the results of the survey has been developed (see table 1).

6 Quotations

6.1 Preliminary Remarks

A quotation is a literally or analogue takeover of another person's ideas and phrases. A significant characteristic of scientific works is the explicit identification of indirect or direct quotations. A quotation must fit into the text as regards content. I.e. the textual context must allow the quotation's content.

For you Master thesis, please use the following way of quotation.

6.2 Direct Quotations

Direct quoting is using the *exact words* of the source without changing wording, orthography or punctuation (even if the original version contains mistakes). Direct quotations are incorporated into the text body and enclosed in double quotation marks. After the direct quotation, the source must be given in brackets (see below) containing family name(s) of the author(s), year of publication and page number.

Example 1:

“Teachers play an important and motoric role in the Hungarian educational system, which is trying to meet the requirements of the age. Changing social values have demanded institutionalized forms of in-service teacher training. Lifelong learning has become a necessity in all walks of life in this part of the world, too.” (Toth 2002, p. 37)

Example 2:

According to Aebli (1988) "... the child is a newcomer in a complex system, in a system of her world: she is born in a family, she then enters a school, later a workplace." (p. 151)

A work of two or multiple authors

In the case you quote a work of two or multiple authors, please refer to all author(s).

Example: (Berdie, Niebuhr, Anderson 1986)

Further references of this work will then only require the family name of the first author and the abbreviation “*et al.*” as well as the year of publication.

Example: (Berdie et al. 1986)¹

In the case of quoting a work of six or more authors, only the first author must be given followed by the abbreviation “*et al.*” and the year of publication. Please note, that *all* authors have to be mentioned in the bibliography.

¹ Source for this example:
Berdie, D. R., Niebuhr, M. A., Anderson, J. F (1986). Questionnaires: Design and Use (2nd ed.). Lanham: Scarecrow Press.

More notes in brackets

For quoting two or more works of one author, the years of publication of these works are strung together. The author of these works is only given once.

Example: (Hortsch 1991, 1993, 1995, 1997, 1999, 2000)

References of works which are accepted for publication, but are not yet published, are listed at the end of the bracket. Instead of indicating the year of publication, the specification “*in print*” is given.

Example: (Hortsch 1991, 2000, in print)

Works of one author published in the same year are listed with the additions “a, b, c ...”

Example: (Anderson 1990a, 1990b)²

Two or more works of different authors are arranged alphabetically according to the family name of the first author and separated by semicolon.

Example: (Brater et al. 1988; Hacker 1986, 1992, 1994; Opwis 1992)

Modification in a direct quotation

If two or more words given in the original source are omitted in the quotation, the omission is shown by three periods “...”. Please pay attention to the grammatical correctness of the whole sentence!

Grammatical modifications or insertions (e.g. additions, explanations) in a direct quotation are put into squared brackets.

Example: “They [the experts] were consulted.”

Quotations from foreign-language sources

Because direct quoting is using the exact words of the source, the original language of the source to be quoted is used.

Please pay attention to the cohesion of the whole text including the quotation. The sentence before and after the foreign-language quotation should stick to the idea that the quotation provides.

² Sources:
Anderson, J. R. (1990a). *Cognitive Psychology and its Implications* (3rd ed.). New York: Freeman.
Anderson, J. R. (1990b). *The Adaptive Character of Thought*. Hillsday. New York: Erlbaum.

Direct speech within quotations

Single quotation marks are used for direct speech within quotations.

Example:

According to Aebli (1988) "... the child is a newcomer in a complex system, in a system of her world: she is born in a family, she then enters a school, later a workplace. She tries to understand the system: 'What makes it tick?' What moves the system? What are its mechanisms, its interconnections? ... It is a question of solving this puzzle, of letting it gradually take shape, of understanding what are its structural features and the motives functioning within it." (p. 151)

6.3 Indirect Quotations

Each form of summary, paraphrasing and argumentation based on another source or borrowing another person's ideas is dealt as indirect quotation. To borrow another author's ideas (as well as words) without acknowledgement is a form of dishonesty known as plagiarism.

Indirect quotations are not given in quotation marks. The source is given in brackets after the quotation. Please specify for each used source the author's family name, the year of publication and the page number you refer to. If the whole work or the basic idea of a whole work is summarized, the indication of a page number is not necessary.

If the content or idea of a larger text is paraphrased, a reference at the beginning of the paraphrase may avoid repeating references.

Example:

The following explanations refer to Halfpap's (1983) didactic model.

6.4 Quoting secondary literature

Quoting secondary literature means using a direct quotation from a work you don't have read. You might find a good quotation from another author in a book or article you read, but you don't have the chance to read the original version. So you have to quote the passage from the read book. If you quote secondary literature, you have to add "*qtd. in*" (= quoted in) to the source where you found the quoted passage.

Example: (Anderson 1988, qtd. in MAIER 1995, p. 56)

It is recommended to list both sources in the bibliography as far as all necessary data are given. In the case you also specify the source you haven't read, the note (qtd. in author year) should be added in brackets.

The use of secondary literature quoting will only be allowed if the access of the original work is not possible. Otherwise, primary literature has to be quoted.

7 Footnotes and Final Scores

Footnotes and final scores contain additional information which interfere the text body's comprehension. Otherwise, even footnotes and final scores may distract the reader. As a result, the placing of footnotes or final scores must be thought through.

Final scores should therefore be avoided and footnotes should be used sparingly.

Footnotes are placed at the bottom of text page they refer to, separated from the text body by a cross line. They are numbered in Arabic numerals consecutively, starting with "1" for each new chapter. Your text processing software may support placing footnotes. For footnotes, use 10 points Times New Roman or Arial fonts (depending on the main font in the text), single-spaced and justified.

8 Recommended Reading

For the planning, preparation and writing of your Master thesis, the following selected literature may be additionally useful.

English literature:

Bond, A. (ed.). (2004). Writing Your Master's Thesis. Taunton: Studymates Ltd .

Gibaldi, J. (2003). MLA-Handbook for Writers of Research Papers (6th ed.). New York: Modern Language Association of America.

German literature:

Bünting, K.-D., Bitterlich, A., Pospiech, U. (1996). Schreiben im Studium. Ein Trainingsprogramm. Berlin: Cornelsen Scriptor.

Krämer, W. (1995). Wie schreibe ich eine Seminar-, Examens- und Diplomarbeit. Eine Anleitung zum wissenschaftlichen Arbeiten für Studierende aller Fächer an Universitäten, Fachhochschulen und Berufsakademie (4. Aufl.). Stuttgart: Fischer.

Rost, F. (1997). Lern- und Arbeitstechniken für pädagogische Studiengänge. Opladen: Leske + Budrich.

Rückriem, G., Sary, J., Franck, N. (1997). Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung (10. Aufl.). Paderborn: Schöningh.

Standop, E., Meyer, M. L. (1998). Die Form der wissenschaftlichen Arbeit (15. Aufl.). Wiesbaden: Quelle & Meyer.

Sary, J., Kretschmer H. (1994). Umgang mit wissenschaftlicher Literatur. Eine Arbeitshilfe für das sozial- und geisteswissenschaftliche Studium. Frankfurt a. M.: Cornelsen Scriptor.

For dealing with the debate in the philosophy of science, with the acquisition of insights and the characteristics of scientific thinking, the following selected literature is recommended:

English literature:

Kuhn, T. S. (1992). *The Structure of Scientific Revolutions* (2nd ed.). Chicago: University of Chicago Press.

Kuhn, T. S. (1994). *The Essential Tension: Selected Studies in Scientific Tradition and Change*. Chicago: University of Chicago Press.

Lakatos, I. (ed.). (1974). *Criticism and the Growth of Knowledge*. London: Cambridge University Press.

Popper, K. R. (1992). *The Logic of Scientific Discovery*. London: Routledge.

German literature:

Breuer, F. (1991). *Wissenschaftstheorie für Psychologen. Eine Einführung* (5. Aufl., Arbeiten zur sozialwissenschaftlichen Psychologie. Beihefte; 1). Münster: Aschendorff.

Esser, H., Klenovits, K., Zehnpfennig, H. (1977). *Wissenschaftstheorie* (2 Bände). Stuttgart: Teubner.

Keuth, H. (Hrsg.). (1998). *Karl Popper. Logik der Forschung*. Berlin: Akademie-Verlag.

Popper, K. R. (1989). *Logik der Forschung* (9. Aufl., Erstdruck 1934). Tübingen: Mohr.

Popper, K. R. (1996). *Alles Leben ist Problemlösen. Über Erkenntnis, Geschichte und Politik* (8. Aufl.). München: Piper.

Stegmüller, W. (1985). *Probleme und Resultate der Wissenschaftstheorie und analytischen Philosophie* (2. Aufl.). Berlin: Springer.

Most students do an empirical survey for their Master thesis. For the preparation, implementation and analysis of empirical surveys, the following selected literature may be useful:

English literature:

- Babbie, E. (1998). *The Practice of Social Research* (8th ed.). Belmont: Wadsworth Publishing Company.
- Denzin, N. K., Lincoln, Y. S. (eds.). (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Devellis, R. F. (1991). *Scale Development: Theory and Applications* (Applied Research Methods Series; 26). Newbury Park: Sage Publications.
- Gilbert, N. (ed.). (1993). *Researching Social Life*. Newbury Park: Sage Publications.
- Miller, D. C. (1991). *Handbook of Research Design and Social Measurement* (5th ed.). Newbury Park: Sage Publications.
- Neumann, L. W. (2002). *Social Research Methods. Qualitative and Quantitative Approaches* (5th ed.). Needham Heights: Allyn & Bacon.

German literature:

- Arbinger, R., Jäger, R. S., Nenninger, P., Wosnitza, M. (Hrsg.). (1999). *Forschung, Statistik und Methoden*. Landau: Empirische Pädagogik.
- Bortz, J., Döring, N. (2006). *Forschungsmethoden und Evaluation. Für Human- und Sozialwissenschaftler* (4. Aufl.). Berlin: Springer.
- Friebertshäuser, B., Prengel, A. (Hrsg.). (1997). *Handbuch qualitative Forschungsmethoden in der Erziehungswissenschaft*. Weinheim: Juventa.
- Konrad, K. (1999). *Mündliche und schriftliche Befragung*. Landau: Empirische Pädagogik.
- Laatz, W. (1993). *Empirische Methoden. Ein Lehrbuch für Sozialwissenschaftler*. Frankfurt a. M.: Die deutsche Bibliothek.
- Roth, L. (1978). *Methoden erziehungswissenschaftlicher Forschung*. Stuttgart: Kohlhammer.
- Wellenreuther, M., (1982). *Grundkurs. Empirische Forschungsmethoden. Für Pädagogen, Psychologen, Soziologen*. Königstein/Ts.: Athenäum.
- Wosnitza, M., Jäger, R. S. (Hrsg.). (1999). *Daten erfassen, auswerten und präsentieren - aber wie?* Landau: Empirische Pädagogik.

Appendix

Appendix 1:	Title Page
Appendix 2:	Statutory Declaration
Appendix 3:	Standards of Research in Education
Appendix 4:	Thesis Submission Checklist

[Title of the Master thesis]

Academic Final Paper
to award the degree of
„Master of Science in Vocational Education“

Technische Universität Dresden
Faculty of Education
Department of Vocational Education

Author: [complete name]
Born on: [date of birth]
Born in: [place of birth, country]
Student ID number: [number]

Supervisor: [title given name family name]

Dresden, [date]

Statutory Declaration

I declare that I have developed and written the enclosed Master thesis completely by myself, and have not used sources or means without declaration in the text. Any thoughts from others or literal quotations are clearly marked.

The Master thesis was not used in the same or in a similar version to achieve an academic grading or is being published elsewhere.

I make this solemn declaration conscientiously believing it to be true, and knowing that it is of the same force and effect as if made under oath.

Dresden, [date]

[signature]

“Standards of Research in Education” can be found in:

In English:

Neumann, L. W. (2002). Social Research Methods. Qualitative and Quantitative Approaches (5th ed.). Needham Heights: Allyn & Bacon.

In German:

Deutsche Gesellschaft für Erziehungswissenschaft (2005). DGFE – Deutsche Gesellschaft für Erziehungswissenschaft. <http://dgfe.pleurone.de> (22.08.2005).

Deutsche Gesellschaft für Erziehungswissenschaft (1997). Standards erziehungswissenschaftlicher Forschung. In B. Friebertshäuser, A. Pengel (Hrsg.). Handbuch qualitative Forschungsmethoden in der Erziehungswissenschaft (S. 857 – 863). Weinheim: Juventa.

Thesis Submission Checklist

- Have you proofread your thesis carefully for spelling and typographical errors?
- Have you checked the identification of all sources in cases of quotation?
- Is your reference identification within the text and in the bibliography appropriate with the given formal requirements?
- Are the page numbers in sequence?
- Are the tables and figure numbers in sequence?
- Do the table of contents and the list of figures / tables contain all necessary information? Are they correctly numbered in sequence?
- Did you list all used abbreviations (apart from commonly used)?
- In the case you did an empirical survey: Is any additional material of your empirical survey affixed to the thesis?
- Does your title page contain all information and does it meet the formal requirements?
- Does your thesis contain a correct and signified statutory declaration?
- Have you left time for binding?
- Are you submitting 3 hardbound copies of your thesis by the due date?