

1	1.1 Modulbezeichnung (dt. / engl.) Master thesis	1.2 Kurzbezeichnung (optional) Thesis	1.3 Modul-Code (aus HIS-POS)
2	2.1 Frequency of Offer: Offer in <input checked="" type="checkbox"/> each SoSe, <input checked="" type="checkbox"/> each WiSe,	2.2 Duration: <input checked="" type="checkbox"/> 1 Semester <input type="checkbox"/> 2 Semester	
3	3.1 Offer for the following study programmes Master International Marketing & Sales	3.2 Mandatory, Elective Mandatory	3.3 Recommended semester 4

4 Workload				Workload total	
	Lectures/ Form	Contact time	hours per semester per form of instruction/state d form	Workload	Credits
contact time (e.g. lecture, exercise, internship, seminar lessons, project/ group work, case study, business game, credited tutorial) (further lines possible)	Personal lecture	0,4	8	630	21
	Amounts	Amounts contact time	Amounts contact time in hours		
	self-study (e.g. tutorial, preparation / follow-up, Exam preparation, preparation of homework, Search)	Self study			
Amounts		Amounts self-study in hour			

5.1 Learning outcomes

Students can develop a theoretical or practical research topic in a rigorous scientific way.

Students can apply theoretical models and acquire specialized and in-depth knowledge on a particular topic related to international marketing or sales or business administration in general. Students can collect material from the scientific literature, performing and processing bibliographical inquiries, explain, apply, and reflect upon complex theories, terminology, specialities, boundaries, and different schools of thought related to their topic critically and in depth. Students can review the related literature critically. They can summarize the main findings of other authors in a conclusive way.

Students can plan and implement stages of work independently in order to solve a problem in a new context or related to a new unfamiliar topic and can demonstrate their ability to work autonomously in an academic context. He or she can outline and critically reflect on research strategies, research designs, methods and approaches. Students can collect, prepare, and evaluate data related to their topic, apply qualitative, quantitative or mixed methods to analyse the data. Students critically evaluate the strengths, limitations of their approaches and of their options, evaluating the quality of work.

5.2 Learning content

A Master thesis is a research project resulting in a substantive paper that involves original collection or treatment of data and/or results. The final product of a Master thesis is a paper of publishable quality that contributes to science / the field of research / the practical problem of a partner company, which means that the topic has the potential to deliver a possibly small but at least noticeable progress in the respective area(s) it is sited in.

Operationalizing the thesis problem statement in an individual project must lead to a workload which suits the number of credit points associated to the Master thesis. In a theoretical topic the students identify a research gap to be addressed, in a practical project the student determines and formulates together with the

practical partner an area of research. In both cases the students develop research questions. The students analyse and structure an until now not fully examined area of science, they then apply existing scientific methods to answer the research questions (which until now were not subject of this method) or they apply a new combination of methodology / body of knowledge.

Elements of the thesis can include a pilot (case) study, a comprehensive review and analysis of relevant literature, a research study design, the collection and analysis of data, and discussion of results, a synthesis and application of the literature on a topic, and a critical evaluation of empirical studies on the topic.

The master thesis can also have the form of a scientific article. For details please refer to the document "ENG 2019 Info Scientific article as master thesis"

6 Participation Requirement

7 7.1 Requirements for the award of credit points

Pass evaluation of master thesis by two supervisors and pass evaluation of colloquium

7.2 Examination Form

(e.g. exam, oral examination, essay/paper, presentation, portfolio; length of examination in minutes)

Master thesis (as regulated by the examination office); Evaluation of master thesis by two supervisors

7.3 Requirements for admission to the examination

Minimum 30 credits (ECTS) from module examinations and participation in module examinations of the second semester.

7.4 Importance of the mark for total mark

17,5% (21 ECTS out of 120 ECTS)

*Die Prüfungsordnungen der Studiengänge finden Sie in den Amtlichen Bekanntmachungen der FH Münster unter dem folgenden Link https://www.fh-muenster.de/hochschule/aktuelles/amtliche_bekanntmachungen/index.php?p=2,7.

8 8.1 Lecture Language

German English Another, namely: solely depending on the supervisors

8.2 Module Supervisor:

Prof. Bert Kiel

8.3 Lecturer

Selection by examination office, based on proposal of student

8.4 Maximum number of participants

1

8.5 Supplementary information (optional)

recommended reading:

Alan Bryman; Social research Methods

Creswell, J.W.; Educational research: Planning, conducting, and evaluating quantitative and qualitative research

John W. Creswell; Research Design

Andy Field; Discovering statistics using IBM SPSS Statistics

Bortz / Döring; 'Forschungsmethoden und Evaluationen'

Cumming, G.; Understanding the new statistics: Effect sizes, confidence intervals and meta-analysis

Flick, Uwe; Qualitative Sozialforschung. Eine Einführung. Rowohlt: Reinbek/Hamburg.

Mayring, Philipp; Einführung in die qualitative Sozialforschung, Beltz: Weinheim/Basel.

Myers, Michael; Qualitative Research in Business & Management, Sage: Thousand Oaks.

Przyborski, Aglaja / Wohlrab-Sahr, Monikla (2010): Qualitative Sozialforschung. Ein Arbeitsbuch.

Oldenbourg: München.

Hällgren, M.; The construction of research questions in project management. International Journal of Project Management, 30(7): 804-16. [://www.sciencedirect.com/science/article/pii/S0263786312000075](https://www.sciencedirect.com/science/article/pii/S0263786312000075) (04.09.13)

Sackett, DL / Wennberg, JE (1997): Choosing the best research design for each question, BMJ, 315: 1636.

<http://www.bmj.com/content/315/7123/1636> (04.09.13)

Schlosser, R./Koul, R./Costello, J. (2007): Asking well-built questions for evidence-based practice in augmentive and alternative communication. *Journal of Communication Disorders*, 40(3): 225-38.

<http://www.sciencedirect.com/science/article/pii/S0021992406000542> (04.09.13)