

**Module Descriptions for Courses offered in English**

# **International Social Work and Development**

Bachelor's Degree Program

<b>Module 5.3</b>	<b>European Social Work</b>
Responsible Department Member	Rebekka Krauss (Social Worker)
Semester	5th semester
Frequency	every winter semester
Workload in Hours	175 hrs – 75 contact hours (5 hrs per week) and 100 hrs of independent work
ECTS Credit Points	7 ECTS
Description	The increasing interconnection of social problems in Europe requires an agreement on new tasks of social work. This module addresses the challenges of this task: e.g., the different aspects of European integration are taken into account, as well as the differences in plans of action of social work as a result of various European welfare regimes.
Contents	<ul style="list-style-type: none"> <li>• Eurocentrism, colonialism and the role of social work</li> <li>• history and development of social work in Europe</li> <li>• comparison of welfare systems and different approaches of social work in selected European countries</li> <li>• comparative social work as a tool for innovation</li> <li>• practice-oriented knowledge of European integration</li> <li>• European social policy, European asylum and migration policy</li> <li>• social movements in Europe</li> </ul>
Qualification Objectives / Competencies	<ul style="list-style-type: none"> <li>• The students acquire knowledge of European and international organizations and transnational cooperation programs of social work.</li> <li>• They reflect upon the acquired skills in the areas of individual, group and community work under transcultural aspects.</li> <li>• They are able to analyze, compare and reflect critically on European welfare systems and social work approaches.</li> <li>• They acquire knowledge of structural aspects as well as intra-European integration social challenges.</li> <li>• Students examine approaches to a networked intra-European social work.</li> </ul>
Teaching and Learning Methods	seminar, exercises, excursion
Methods of Monitoring Learning Objectives	regular active and reflective participation required in the cooperation with foreign partners presentation with written report (10-30 pages)

<b>Module 5.4</b>	<b>Social Work in the Migration Society</b>
Responsible Department Member	Prof. Dr. Claudia Lohrenscheit
Semester	5th semester
Frequency	every winter semester
Workload in Hours	175 hrs – 75 contact hours (5 hrs per week) and 100 hrs of independent work
ECTS Credit Points	7 ECTS
Description	Social work in the migration society is concerned with all people in a pluralistic society and meets the challenges of globalization, migration, mobility and diversity. Social work in the migration society is based on human rights; it aims to reduce discrimination and disadvantage; and it promotes equal participation of minorities in society.
Contents	<ul style="list-style-type: none"> <li>• migration in an interconnected world</li> <li>• inclusion, integration and underlying integration concepts</li> <li>• analysis of social discourses in the context of migration / integration</li> <li>• learning and dealing with tasks of social work in the migration society</li> <li>• selected political and legal perspectives</li> </ul>
Qualification Objectives / Competencies	<ul style="list-style-type: none"> <li>• Students acquire analysis and reflection skills regarding intercultural and structural conditions of social work.</li> <li>• They have a repertoire of cognitive knowledge and individual personal skills in order to be able to act appropriate to the situation in different cultural milieus and contexts.</li> <li>• Students are able to analyze social structural, legal and political, migration-related, and gender issues free of ethnical stereotyping by applying a dynamic concept of culture.</li> </ul>
Teaching and Learning Methods	seminar, practical exercises, excursion
Methods of Monitoring Learning Objectives	regular active and reflective participation presentation with written report (10-30 pages)

<b>Module 6.4</b>	<b>International Social Work and Development</b>
Responsible Department Member	Prof. Dr. Andrea Schmelz
Semester	6th semester
Frequency	every summer semester
Workload in Hours	175 hrs – 75 contact hours (5 hrs per week) and 100 hrs of independent work
ECTS Credit Points	7 ECTS
Description	This module deals with the perception of approaches of "social work of the global south" including knowledge of the history and the structures and forms of governmental and non-governmental international cooperation and development cooperation.
Contents	<ul style="list-style-type: none"> <li>• historical, social and political foundations of globalization</li> <li>• from needs assessment to a rights-based approach (not only) in development cooperation</li> <li>• social development as a process of social change (community-based development, development in post-conflict and post-disaster situations, models of humanitarian aid)</li> <li>• reflected comparisons of concepts and operational models of social work</li> <li>• critical analysis of neoliberal concepts of aid with practical examples</li> </ul>
Qualification Objectives / Competencies	<ul style="list-style-type: none"> <li>• Students have knowledge of <ul style="list-style-type: none"> <li>▪ processes of globalization and their consequences,</li> <li>▪ traditions and forms of organizations of social work in Asia, Africa and Latin America,</li> <li>▪ structures and forms of governmental and non-governmental international cooperation and development cooperation.</li> </ul> </li> <li>• Students have an understanding of professional organizations in social work as an actor in international cooperation.</li> </ul>
Teaching and Learning Methods	seminar, practical exercises, excursion
Methods of Monitoring Learning Objectives	regular active and reflective participation required presentation with written report (10-30 pages)

<b>Module 6.5</b>	<b>Intercultural and Anti-Racist Social Work</b>
Responsible Department Member	Prof. Dr. Claudia Lohrenscheit
Semester	6th semester
Frequency	every summer semester
Workload in Hours	175 hrs – 75 contact hours (5 hrs per week) and 100 hrs of independent work
ECTS Credit Points	7 ECTS
Description	This module allows the testing and critical analysis of current approaches to intercultural education and social work as well as its basic theories. This includes global learning and approaches to anti-racism and equality-oriented education; both formal and non-formal approaches from national and international contexts are discussed.
Contents	<ul style="list-style-type: none"> <li>• postcolonial and gender theories and methods</li> <li>• history and development of anti-racist movements (including education campaigns and programs of international agencies such as UNESCO, the United Nations Organization for Education, Science and Culture)</li> <li>• situations of discrimination or inequality and reproduction structures in society and its institutions</li> <li>• practical examination of specific methods (for example, approaches of biographical work, anti-bias education, social justice and diversity training)</li> </ul>
Qualification Objectives / Competencies	<ul style="list-style-type: none"> <li>• Students have analytical skills and can reflect upon selected concepts of intercultural social pedagogy.</li> <li>• They have in-depth knowledge of current methods and processes of intercultural and antiracist social pedagogy.</li> <li>• They have diversity competence.</li> <li>• They have knowledge of relevant fields of intervention and possibilities.</li> </ul>
Teaching and Learning Methods	seminar, practical exercises, excursion
Methods of Monitoring Learning Objectives	presentation with written report (10-30 pages)

<b>Module 8.1</b>	<b>Social Work and Social Sciences V: International Theories of Social Work</b>
Responsible Department Member	Prof. Dr. Claudia Lohrenscheit
Semester	8th semester
Frequency	every summer semester
Workload in Hours	200 hrs – 90 contact hours (6 hrs per week) and 110 hrs of independent work
ECTS Credit Points	8 ECTS
Component Courses	<p>Unit 1: <b>Reflection on Knowledge of Theories Acquired during Semester Abroad</b> (2 hrs per week)</p> <p>Unit 2: <b>International Discourse in Social Work</b> (2 hrs per week)</p> <p>Unit 3: <b>International Theories and Concepts of Social Work</b> (2 hrs per week)</p>
Description	<p>This module concentrates on reflection upon selected theories and concepts acquired during the semester abroad; these theories and concepts are related and compared to each other, and their reception in other contexts (including in Germany) is discussed. The module focuses the self-image and perception of social work in the respective regional contexts and illuminates such processes as "indigenization of social work".</p> <p>Furthermore, it focuses on contemporary discourse of international social work and students test different approaches and methods of analysis and reflection. The examination of professionally relevant areas of discourse leads to the analysis of subject-related and political statements and developments as well as to the students' development of their own professional positions.</p> <p>With this, the module aims at a comprehensive preparation of students for academic and / or vocational practice.</p>
Contents	<p>The instructors involved in the module select relevant contents related to current international discourse. Examples of such discourse include:</p> <ul style="list-style-type: none"> <li>• universalism versus particularism and human rights</li> <li>• post-development (critical theory of evolution)</li> <li>• deconstruction and postcolonial theory</li> <li>• impact research in development cooperation</li> </ul> <p>Examples of international theories and concepts of social work include:</p> <ul style="list-style-type: none"> <li>• Paulo Freire's pedagogy of liberation and <i>educación popular</i></li> <li>• approaches to community development, approaches to empowerment, capacity building, etc.</li> </ul>
Qualification Objectives / Competencies	<ul style="list-style-type: none"> <li>• Students are familiar with current areas of discourse in the field of international social work and are able to analyze and classify them in terms of their professional and sociopolitical importance.</li> <li>• They are able to classify the approaches according to their historical dimensions and to determine their scope. They can clarify and critically</li> </ul>

## Module Descriptions

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	<p>discuss the importance of the approaches in terms of specific tasks and areas of work within international social work.</p> <ul style="list-style-type: none"><li>• They are capable of linking and integrating various models of declaration and action of international social work and recognize potentials for various fields of activity.</li></ul>
<b>Teaching and Learning Methods</b>	seminar
<b>Methods of Monitoring Learning Objectives</b>	written examination (90 minutes)

<b>Module 8.2</b>	<b>International Case Study Seminar</b>
Responsible Department Member	Prof. Dr. Claudia Lohrenscheit
Semester	8th semester
Frequency	every summer semester
Workload in Hours	125 hrs – 30 contact hours (2 hrs per week) and 95 hrs of independent work
ECTS Credit Points	5 ECTS
Description	In this international case study seminar, students deal with selected concrete international or developmental issues and processes of international social work. This can be accomplished both with the help of creative methods such as a plan or simulation game as well as with the aid of scenario or case studies. The students deal with dynamics, mechanisms of action, transnational cooperation and networking activities and address the different courses of action of the involved actors. In particular, they examine social work options and review previously learned approaches. Alternating areas of content focus, for example, on areas of refugee social work, international peace and human rights work, the work of memory reparation, reconstruction processes or the ecology.
Contents	<ul style="list-style-type: none"> <li>• processes of international social work</li> <li>• institutions of international actors</li> <li>• case-related theoretical foundations</li> <li>• transfer of previously learned approaches and methods</li> <li>• intensive analysis, reflection and evaluation</li> </ul>
Qualification Objectives / Competencies	<ul style="list-style-type: none"> <li>• Students are aware of the different mechanisms and options for action in areas of international social work.</li> <li>• They recognize correlations in local challenges and international interests.</li> <li>• They have knowledge of international institutions and networks as well as their functions.</li> <li>• They experience how their own actions affect overall processes.</li> </ul>
Teaching and Learning Methods	lecture, seminar, practical exercises
Methods of Monitoring Learning Objectives	regular active and reflective participation required in the case study written casework (10-30 pages)

Module 2.5	Interdisciplinary Project I
Responsible Department Member	Prof. Dr. Michael Lichtlein
Semester	2nd semester
Frequency	in summer semester
Workload in Hours	150 hrs – depending on project model 15 contact hours (1 hr per week) and 135 hrs of independent work 60 contact hours (4 hrs per week) and 90 hrs of independent work 75 contact hours (5 hrs per week) and 75 hrs of independent work
ECTS Credit Points	6 ECTS
Component Courses	Unit 1: <b>Interdisciplinary Case Study</b> (depending on project model 1 hr per week or 4 hrs per week or 5 hrs per week)
Description	This module is taken in conjunction with the module "Interdisciplinary Project II" in the 3rd semester and students are generally from various degree programs. It focuses on the independent design and implementation of a project by the students. They learn to analyze complex tasks or problems relevant to their field of study and to jointly develop solutions. Knowledge and skills from their areas of study are updated and applied, and at the same time concretized, restructured and implemented using interdisciplinary viewpoints. The module builds on and extends the fundamentals and techniques of academic/scientific work as seen in the module "Interdisciplinary Perspectives" in the 1st semester. The instructors act as project managers; they control and moderate the process, and are available to students as experts and as learning / team coaches.
Contents	<ul style="list-style-type: none"> <li>• management a genuine project task which is characterized by its distinct closeness to future requirements in the workplace</li> <li>• promotion of communication and cooperation skills through teamwork, reflection on group processes</li> <li>• professional and technical change in perspective to recognize the added value and synergies of interdisciplinary work forms</li> <li>• project management</li> <li>• differentiated learning processes (for example, the transfer of theory into - practice, quality inspection, personal and/or team-based reflections on learning)</li> </ul>
Qualification Objectives / Competencies	<i>Methodological Skills (Academic Work Level II)</i> <ul style="list-style-type: none"> <li>• Students know of and understand factors leading to successful teamwork and can implement methods and rules accordingly.</li> <li>• Students recognize the practical relevance of subject-specific theories and models and can use professional skills in defined professional contexts.</li> <li>• Students are able to document, organize and prepare project results according to academic criteria and present their results to specific target groups.</li> </ul>

	<p><i>Professional and Interdisciplinary Skills</i></p> <ul style="list-style-type: none"> <li>• Students are familiar with the phases, methods and criteria of project management, and can arrange, interpret and apply them (for example, plan and continuously review process steps, use resources sensibly...).</li> <li>• Students are able to reflect upon value-based aspects in an interdisciplinary perspective (for example, social justice, and sustainability).</li> <li>• Students are able to enhance as well as deepen and apply disciplinary expertise (knowledge and skills) as they relate to a specific project.</li> <li>• Students are able to examine disciplinary theories, models and concepts as well as to compare them with interdisciplinary problem solving methods.</li> <li>• Students are able to recognize and describe changes in perspective as well as to explain and actively apply them.</li> </ul> <p><i>Personal Competencies</i></p> <ul style="list-style-type: none"> <li>• Students are motivated to consciously assume different professional perspectives.</li> <li>• Students are able to interact in an interdisciplinary context in a manner appropriate to the addressee.</li> <li>• Students are familiar with standards of oral and written professional communication and apply them appropriately.</li> <li>• Students can appropriately transfer and apply scientific knowledge in project-related situations and contexts.</li> <li>• Students can use professional and scientific language and critically reflect upon its use.</li> <li>• Students are able to reflect upon their own problem-solving behavior and actions and regulate them as required.</li> </ul>
<p><b>Teaching and Learning Methods</b></p>	<p>lectures, seminars, exercises usually team teaching with instructors from different programs of study or with different areas of specialization</p>
<p><b>Methods of Monitoring Learning Objectives</b></p>	<p>successful regular active and reflective participation required in the project organization:</p> <p>Students acquire project-specific theoretical foundations which are required for practical implementation. This is only possible given the continuous participation of all project team members. Here the group process (transferring tasks to small groups) is especially important, as it serves to develop and expand methodological skills (for example: consultation, discussion, results) and reflexive competencies which are important for the fulfillment of the projects. This means that the presence of students is required so that all project team members acquire the specialized skills, while the acquisition of specialized skills is dependent on the presence of other team members. Therefore, a student who misses contents due to an excused absence must deal with the missed contents in a written form (after consultation with the project management). The material (working methods, procedures and techniques) covered in theoretical and practical units includes job-specific aspects and field-relevant applications, which the students reflect on in a semester project report. The required project reports during the course of the module thus ensure that students deal purposefully with increasing their methodological and socio-pedagogical skills.</p> <p>written project report (10-30 pages)</p>

<b>Module 3.5</b>	<b>Interdisciplinary Project II</b>
Responsible Department Member	Prof. Dr. Michael Lichtlein
Semester	3rd semester
Frequency	in winter semester
Workload in Hours	150 hrs – depending on project model 30 contact hours (2 hrs per week) and 120 hrs of independent work 75 contact hours (5 hrs per week) and 75 hrs of independent work 90 contact hours (6 hrs per week) and 60 hrs of independent work
ECTS Credit Points	6 ECTS
Component Courses	Unit 1: <b>Interdisciplinary Case Study</b> (depending on project model 1 hr per week or 4 hrs per week or 5 hrs per week) Unit 2: <b>Evaluation of Measures</b> (1 hr per week)
Description	This module is taken in conjunction with the module "Interdisciplinary Project I" in the 2nd semester and students are generally from various degree programs. It focuses on the independent design and implementation of a project by the students. They learn to analyze complex tasks or problems relevant to their field of study and to jointly develop solutions. Knowledge and skills from their areas of study are updated and applied, and at the same time concretized, restructured and implemented using interdisciplinary viewpoints. The module builds on and extends the fundamentals and techniques of academic/scientific work as seen in the module "Interdisciplinary Perspectives" in the 1st semester. The instructors act as project managers; they control and moderate the process, and are available to students as experts and as learning / team coaches.
Contents	<ul style="list-style-type: none"> <li>• management of a genuine project task which is characterized by its distinct closeness to future requirements in the workplace</li> <li>• promotion of communication and cooperation skills through teamwork, reflection on group processes</li> <li>• change in professional and technical perspectives to recognize the added value and synergies of interdisciplinary work forms</li> <li>• project management</li> <li>• differentiated learning processes (for example, the transfer of theory into - practice, specific quality inspection, personal and/or team-based reflections on learning)</li> <li>• development and implementation of an evaluation strategy for the review of achievements as an application exercise for module "Social Work Science II: Research Methods" (1st and 2nd semester)</li> <li>• participation in the planning, preparation, coordination and implementation of the public event for all interdisciplinary projects involving various programs of study</li> </ul>
Qualification Objectives / Competencies	<i>Methodological Skills (Academic Work Level II)</i> <ul style="list-style-type: none"> <li>• Students know of and understand factors leading to successful teamwork</li> </ul>

	<p>and can implement methods and rules accordingly.</p> <ul style="list-style-type: none"> <li>• Students recognize the practical relevance of subject-specific theories and models and can use professional skills in defined professional contexts.</li> <li>• Students are able to document, organize and prepare project results according to academic criteria and present their results to specific target groups.</li> </ul> <p><i>Professional and Interdisciplinary Skills</i></p> <ul style="list-style-type: none"> <li>• Students are familiar with the phases, methods and criteria of project management, and can arrange, interpret and apply them (for example, plan and continuously review process steps, use resources sensibly...).</li> <li>• Students are able to reflect upon value-based aspects in an interdisciplinary perspective (for example, social justice, and sustainability).</li> <li>• Students are able enhance as well as deepen and apply disciplinary expertise (knowledge and skills) as they relate to a specific project.</li> <li>• Students are able to examine disciplinary theories, models and concepts as well as to compare them with interdisciplinary problem solving methods.</li> <li>• Students are able to recognize and describe changes in perspective as well as explain and actively apply them.</li> </ul> <p><i>Personal Competencies</i></p> <ul style="list-style-type: none"> <li>• Students are motivated to consciously assume different professional perspectives.</li> <li>• Students are able to interact in an interdisciplinary context in a manner appropriate to the addressee.</li> <li>• Students are familiar with standards of oral and written professional communication and apply them appropriately.</li> <li>• Students can appropriately transfer and apply scientific knowledge in project-related situations and contexts.</li> <li>• Students can use professional and scientific language and critically reflect upon its use.</li> <li>• Students are able to reflect upon their own problem-solving behavior and actions and regulate them as required.</li> </ul>
<p><b>Teaching and Learning Methods</b></p>	<p>lectures, seminars, exercises; normally team teaching with instructors from different programs of study or with different areas of specialization</p>
<p><b>Methods of Monitoring Learning Objectives</b></p>	<p>successful regular active and reflective participation required in the project organization: Students acquire project-specific theoretical foundations which are required for practical implementation. This is only possible given the continuous participation of all project team members. Here the group process (transferring tasks to small groups) is especially important, as it serves to develop and expand methodological skills (for example: consultation, discussion, results) and reflexive competencies which are important for the fulfillment of the projects. This means that the presence of students is required so that all project team members acquire the specialized skills, while the acquisition of specialized skills is dependent on the presence of other team members. Therefore, a student who misses contents due to an excused absence must deal with the missed contents in a written form (after consultation with the project management). The material (working methods, procedures and techniques) covered in theoretical and practical units is extended to job-specific aspects and field-relevant applications in the context of a semester project report. The required project reports during the course of the module thus ensure that students deal purposefully with increasing their methodological and socio-pedagogical skills.</p> <p>written implementation documentation with presentation (10-30 pages)</p>

<b>Module 5.5</b>	<b>General and Subject-Related Elective</b>
Responsible Department Member	Prof. Dr. Susanne Gröne
Semester	5th semester
Frequency	every winter semester
Workload in Hours	2 x 75 hrs – 2 x 30 contact hours (2 x 2 hrs per week) and 2 x 45 hrs of independent work <i>or</i> 150 hrs – 60 contact hours (4 hrs per week) and 90 hrs of independent work
ECTS Credit Points	2 x 3 ECTS <i>or</i> 1 x 6 ECTS = 6 ECTS
Component Courses	Unit 1: <b>General or Subject-Related Elective 1</b> (2 hrs per week) Unit 2: <b>General or Subject-Related Elective 2</b> (2 hrs per week)  or just one unit: <b>General or Subject-Related Elective</b> (4 hrs per week)
Description	The General and Subject-Related Electives serve to deepen knowledge and competencies. In general scientific areas they intend to widen students' views beyond the professional requirements to relevant contents from other disciplines. Moreover, the electives include courses for the acquisition of language skills. The subject-related electives deal with current issues and specific perspectives of social work.
Contents	depending on elective chosen: <ul style="list-style-type: none"> <li>• general issues (for example: global economy, rhetoric)</li> <li>• foreign languages (for example: Spanish, English, Turkish)</li> <li>• current social and sociopolitical issues (for example: poverty)</li> <li>• current issues, methods and topics of social work (for example: confrontational pedagogy)</li> </ul>
Qualification Objectives / Competencies	depending on elective chosen: <ul style="list-style-type: none"> <li>• Students can work with and reflect upon general scientific/academic issues.</li> <li>• Students acquire and/or deepen basic knowledge of foreign languages.</li> <li>• Students deal with special and current questions, methods and topics of social work.</li> </ul>
Teaching and Learning Methods	lecture, seminar, excursion
Methods of Monitoring Learning Objectives	written examination (90 - 150 minutes) <i>or</i> presentation (10 - 60 minutes) with written report (10 - 30 pages) <i>or</i> written argumentation with professional relevance (10 - 30 pages) <i>or</i> written language test (45-120 minutes) <i>or</i> oral language test (15-30 minutes)

Module 3.6	Foreign Language
Responsible Department Member	University Language Center
Semester	3rd semester
Frequency	every winter semester
Workload in Hours	2 x 62.5 hrs – 2 x 30 contact hours (2 x 2 hrs per week) and 2 x 32.5 hrs of independent work <i>or</i> 125 hrs – 60 contact hours (4 hrs per week) and 65 hrs of independent work
ECTS Credit Points	2 x 2.5 ECTS <i>or</i> 1 x 5 ECTS = 5 ECTS
Description	Students choose their language course(s) from the offer of the University Language Center, taking into account both their knowledge of the language of the target country and their plans for the intended semester abroad. The choice of multiple languages is possible, different courses may be combined. The acquisition of recognized language certificates (for example, Cambridge Certificates First and Advanced or UNICert®) is possible.
Contents	<ul style="list-style-type: none"> <li>impart the ability to deal with communicative situations in vocational, higher education and culture specific settings depending on the target language at various levels (GER A1-C1) to prepare for internships and academic semesters abroad</li> <li>intercultural and regional studies on target countries as well as workplace and education relevant information</li> </ul>
Qualification Objectives / Competencies	<ul style="list-style-type: none"> <li>Subject-related competence: students are able to communicate in the target language using all four skills (reading, writing, listening and speaking) at the level of each course.</li> <li>Competencies: students learn to apply the target language competently in professional, social and general everyday situations and to independently expand their knowledge.</li> <li>Intercultural competence: students reflect upon their own culture and the target foreign culture with the goal of becoming aware of their own cultural identity and developing the capability of empathizing for a successful stay abroad. They discuss appropriate cultural information concerning the target countries.</li> <li>Learning skills: students acquire learning strategies that enable them to learn autonomously. Certain tasks allow reflection of the applied strategies.</li> </ul>
Teaching and Learning Methods	seminar, practical exercises, excursion
Methods of Monitoring Learning Objectives	written language test (45-120 minutes) and/or oral language test (15-30 minutes)

<b>Module 8.3</b>	<b>Bachelor's Thesis</b>
Responsible Department Member	Prof. Dr. Ralf Bohrhardt
Semester	8th semester
Frequency	every summer semester
Workload in Hours	250 hrs of independent work
ECTS Credit Points	10 ECTS
Description	The thesis, which comprises ca. 30 pages and is completed within four months, should prove the student's ability to complete practically-oriented academic work acquired during the entire program. This is done on the basis of problem-oriented self-defined scientific questions in the field of international social work and development.
Contents	<ul style="list-style-type: none"> <li>• development and concretization of a relevant problem</li> <li>• creation of a work and time plan</li> <li>• literature research</li> <li>• reading, reduction and reorganization of the relevant knowledge</li> <li>• planning, implementation and evaluation of narrowly defined empirical questions as required</li> <li>• theoretical derivation and justification of general problem-solving designs or concrete action plans</li> <li>• selective and logical structure of the thesis</li> <li>• formulation of the text and, where possible, development of appropriate visualizations (diagrams, tables, etc.)</li> <li>• final review of the work for consistency and linguistic correctness</li> </ul>
Qualification Objectives / Competencies	<ul style="list-style-type: none"> <li>• Students are able to independently engage with a problem in the field of international social work and development on a scientific basis within a given time.</li> <li>• Students are able to classify their topic within the appropriate academic discourse and to prove its relevance for international social work and development.</li> <li>• They are able to systematically and scientifically structure their topic.</li> <li>• They are critically aware of substantial parts of the literature, and they can properly represent (paraphrasing and analysis) and assess their significance and show how they are interrelated (criticism).</li> <li>• They are capable of selecting appropriate methods for engaging with their topic, can justify these methods guided by theory, and can adequately apply these methods.</li> <li>• Students reflect on the results of their work in light of the limits of their research.</li> </ul>
Methods of Monitoring Learning Objectives	bachelor's thesis (30 pages)