Establishment of an advanced blended-learning study programme
Evidenzbasierte Logopädie

Authors' Handout

for writing the study material
by scientific experts of the study programme
under the research project
„nursing and health science" (PuG)

Hochschule für Gesundheit
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Contents

Before you start

With this authors' handout, we wish to provide assistance to the scientific expert in the preparation of study materials. This information should enable them to write the study texts in a way - word them linguistically, to structure them, illustrate and to give examples - which will allow participants to achieve optimal learning growth.

The courses are based on a blended-learning approach. This combines best practices and approaches of classroom with learning concepts that were developed during the course of the new media which have since been introduced (online-supported self-study, online learning with mentoring support, project learning by means of learning management systems).

Study materials constitute an important building block in this concept because – as experience with distance learning programs has shown - the success of participants depends very much on the quality of the study materials.

At the same time, they form a part of the quality assurance system that covers the following areas:

- **Suitability of materials**
  for self-directed learning. Assessment of the didactic concept, its integration into the overall (Internet-based) learning design and its acceptance by the participants

- **Quality of the management system**
  Mentoring by the administration, scientific experts and mentors during the different phases of a module and during the entire course of study being developed

- **Professionalism of the study organization**
  Professionalism in the planning, distribution, organization and implementation of advanced training courses being developed

- **Market value of a scientific academic degree**
  Acceptance of a course being developed, its academic qualification and the employment opportunities offered to its graduates

Study materials cannot replace communication and interaction in the classical sense of the classroom seminar. But an attempt is made to develop a most interactive medium that is integrated into the design of Internet-based learning program, through the didactic-methodological design of the study materials.

1. Conceptual information

1.1. Characteristics of the Masters level programme »Evidenzbasierte Logopädie«   being developed

The structure of the programme with the Master degree in "Evidenzbasierte Logopädie" (MSc) focuses on

- **A vocational qualification oriented according to demand and future needs**
  The MSc programme being developed, prepares participants for new complex tasks and problem solving in the field of speech therapy by focussing on the teaching of the application of evidence-based practice (EBP) in clinical specialisation and the acquisition of research expertise for the integration and application of best evidence-based practice in their own field of activities as Speech and Language Therapists.

- **A demand and future-oriented professional qualification**
  The MSc programme being developed prepares participants for the latest complex tasks and problems in the field of speech and language therapy. The focus will be on mediating the application of evidence-based practice (EBP) in clinical specialization and acquiring research competence for integrating and applying the best speech and language therapy evidence in your own clinical practice.

- **A course of study aimed at the working professional**
  The design of the curriculum alongside working as an advanced course of study training, as well as its wider ranging cooperation and involvement in national and international networks, is only realistically to be implemented if the possibilities of information technologies which are available today and the new media are used for teaching the curricula.

- **A cross-university co-operation**
  As part of the MSc programme, participants will follow modules developed by scientific experts and academically educated practitioners from the field of speech and language therapy, who teach at various academic institutes, both throughout the entire country and/or internationally, shall be made available.

- **A focus on institutional and optimized study design**
  The curriculum is application and project-oriented, so that new learning outcomes can be applied in conjunction with professional practice. The MSc programme being developed consists of compulsory and elective modules. While the compulsory modules include a deepening of methodological competencies to the principles of EBP and research methods, the elective modules provide a deeper understanding of the technical competencies in speech therapeutic topics in interdisciplinary fields of activity.

1.2. The target group of the advanced study programme »Evidenzbasierte Logopädie« being developed

The advanced MSc programme in »Evidenzbasierte Logopädie« is primarily aimed at academic Speech and Language Therapists and persons from adjacent disciplines with at least one year's professional experience after the completion of the course of study, who are able to demonstrate their status as experts in the speech and language therapy field. The advanced MSc programme in »Evidenzbasierte Logopädie« being developed will thus appeal to those who wish to continue working professionally in parallel to attending a course of advanced study, such as

- Academic speech and language therapists (Logopäde*in) and persons from adjacent specialist subject areas, who operate within the field of action of speech and language therapy for different institutes,

- Academic speech and language therapists (Logopäde*in) and persons from adjacent specialist subject areas, who work in education, further education, higher education and research institutes.

Unlike undergraduate students, who start studying directly after school, the target groups mentioned here have had practical experience. In this way, the **specific speech and language therapy competencies acquired in professional practice can be assumed**, upon which the content of the study materials should be established and continued, if possible.

On the other hand, practitioner to be

often lack the distance between their professional and personal everyday lives, such as the systematic development of new competencies, as a result of changing requirements. Besides the current and future needs for a wide range of in speech and language therapy processes in health care, access **to abstractions, models, and theoretical considerations must therefore be made** which will help learners to put their experiences in an overall analytical framework and to look at them critically.

In addition to their professional activities, part-time participants only have a very limited amount of time available. The study organization foresees a **weekly load of approximately 8-10 hours** per module. We thereby prepare participants for one working day (possibly via a reduction of the work week) and in addition, periods of study schedule on weekends and evenings.

For you as an author, it is important to design study materials based on the time contingent of the participants. Overall, the participants have available a time period of **approximately 6weeks to process the materials. Reference values** from distance learning programs can be taken as time orientation aids:

- *Approx. 4 pages of text* can be covered *per learning hour* depending on the degree of difficulty (without exercises and additional texts);

- *A lesson unit* (one chapter) within a module should be covered in about 2 hours (this corresponds to an extent of 8 pages), in order to maintain the internal structure of the unit.

1.3. Modules within the Master programme being developed

According to BLK requirements, the development of a study form organised in modules presumes an idea or definition of competencies and overall qualifications, which should be acquired as part of the study course. This results in the partial qualifications, which are to be acquired based on the individual modules[1]. The goal is "to design a meaningful sequence of modules and still create a system of convertible and flexibly accumulative study units"[2]. A module in this system is

" ….. a teaching and training unit, which is complete from its content and time requirement, which can be made of different teaching courses. It is qualitatively (content) and quantitatively (credits) descriptive and it must be evaluable (examination)."[3]

The standard period of study is 4 semesters, in which participants have to complete 9 modules. Participants can take approximately 2 modules per semester. Approximately 8-10 hours per week are estimated as the workload per module.

In order to prepare your own module for classification, to delineate from and refer to other modules, the current planning status of all compulsory and elective modules is listed in the following.

Compulsory Modules

The following planned modules are compulsory and to be completed by all participants:

Principles of Evidence-Based Practice in Speech and Language Therapy (in English)
Dr. Hazel Roddam, Dr. Johanna Bebout

Qualitative and quantitative Research Methods in Speech and Language Therapy (in German)
Prof. Dr. Anke Fesenfeld, Prof. Dr. Thomas Hering, Jana Zimmermann (M.Sc.)

Critical Appraisal (in English)
N. N.

Research in Speech and Language Therapy (in German)
N. N.

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[1] Federal State Commission: Modularization in Universities, Issue 101, p. 6ff, April 2002 .
[2] ebd., p. 8
[3] ebd., p. 4

Elective Modules

The MSc programme being developed is specialised to mediate the fundamentals, practical and clinical applications of EBP in speech and language therapy. In this respect, a deeper discourse of the main topics in speech and language therapy shall be offered, which could be made up of the following elective modules.

Dysphagia over a lifespan
N. N.

Technologies in neuro-rehabilitation
N. N.

Multilingualism and culture in the treatment of speech and language therapy
N. N.

Speech and language therapy between education and healthcare
N. N.

Prevention in speech and language therapy
N. N.

Pragmatic disorders
N. N.

Communication disorders in neurodegenerative diseases
N. N.

Semantic-lexical disorders
Dr. Juliane Mühlhaus, Dipl.-Log. Stephanie Rupp

Hearing disorders over a lifespan
N. N.

1.4. Didactic instructions for the author

In particular, study materials have the function of bringing participants to a technical level, which is as homogeneous as possible and prepare them for the internet-supported, mentored theory-practice transfer (TPT) phase of the respective study module being developed.

Self-study material follows a slightly different approach than is usual for textbooks and lecture transcripts. The study material is used by participants for

independent induction in the basic principles of the scientific subject area, for which they will be allowed up to approximately **six weeks**.

Study material must be prepared in such a way that independent self-study can succeed in this period of time. Authors, therefore, face the task to write a text-book, the learners step by step from a new learning content to the next.

At the same time, the author also meets the role of the teacher, classical elements of tuition, such as to:

- motivate the learner

- provide instructions how to proceed

- give practical exercises

- enable learning controls

- provide notes on search strategies.

This means that the material must be prepared in such a way that the learner gets the impression, not just to have a book in front of him in the classical sense, but rather an instrument – which is integrated in a specific, didactic and methodological framework - more like a **workbook** prepared for the subsequent module phase, which actively supports the learning process beyond simply mediating the necessary scientific content.

Thus, the above should above all increase the intrinsic motivation of participants by integrating them **actively** in the processing of the study material. This can, for example, be achieved by using exercises about specific topics or questions in order to obtain additional supplementary information independently (essays, press releases, interviews with colleagues etc.) or to reflect on their own activities.

For the **didactic implementation,** this means that:

- The content of the study materials as a functional unit with a view to the curriculum is to be clearly defined at an early stage. The content structure for participants must be comprehensible.

- The contents are to be designed and set up using teaching methodology: in addition to processing the syllabus, well-structured study materials serve also as a "pool of ideas" for project topics and tasks in the classroom phase.

- Promoting and encouraging active learning and self-responsibility for the learning process when creating the study material.

Support:

- Where it makes sense, exercises should be interspersed, which guide the attention of the participants to the specific learning subject

- Examples could be added, in which the work experience of participants is linked (creation of expandable knowledge base)

- A targeted alienation allows a change of perspective (for example, how can the facts be shown from a different perspective?)

- Do not forget to use humour. Enrichment of specific content using cartoons, anecdotes, etc. enhance - almost like a mnemonic device - the development and ability to recall certain contents.

- Remarks on giving instructions for search strategies:

  - Literature and links to important complementary or lightening up content shows participants a way to obtain additional information.

In many cases, questions or problems cannot be addressed separately at all levels. But authors/authors should be aware of the wording which addresses specific skills to be learned.

1.5. Planned time and study structure of a module

In the following tabular overview of the various phases of a planned module in the MSc programme in »Evidenzbasierte Logopädie« being developed, the true importance of study materials is highlighted. They form the foundation and a prerequisite for a similar or equivalent entry-level of knowledge of participants for the continued course of study.

Phasen	Lernumgebung	Workload
1) Einführung (ein Tag) Alle Modulbeteiligten stellen sich vor. Es wird in den inhaltlichen und organisatorischen Modulablauf eingeführt. Die Vorstellung kann in Präsenz oder Distance Learning stattfinden.	* Gesamtgruppe * Distance Teaching oder Präsenz	8 h
2) Einstieg (ca. sechs Wochen) Die Teilnehmenden erhalten die Studienmaterialien und erarbeiten diese im Selbststudium. Für die Überprüfung des Lernerfolgs stehen Online-Aufgaben zur Verfügung. Die Mentor*innen geben zu den erarbeiteten Lösungen ein individuelles, unbenotetes Feedback. Die Bearbeitung der Online-Aufgaben ist kein Teil des Prüfungsgeschehens.	* einzeln * Distance Teaching	60 h (30h Skript; 30h Online)
3) Erarbeitung (ca. zwei Tage) Theoriegeleitete Einführung in das Thema, Organisation der Teilgruppen, Formulierung von praxisrelevanten Projektaufgaben	* Gesamtgruppe * Präsenz	16 h
4) Theorie-Praxis-Transfer [TPT] (ca. zwölf Wochen) Bearbeitung einer praxisrelevanten Fragestellung in der Teilgruppe, Gestaltung von Unterlagen zur Ergebnispräsentation, Unterstützung der Teilgruppen durch Mentor*innen und Expert*innen	* Teilgruppe * Distance Teaching	120 h
5) Auswertung (ca. zwei Tage) Vorstellung der Ergebnisse der Online-Erarbeitung aus dem Theorie-Praxis-Transfer durch die Gruppenmitglieder Praxisorientierte Analyse und Reflektion	* Gesamtgruppe/ Teilgruppen * Präsenz	16 h
6) Reflexion (ca. zwei Wochen)	* einzeln	20 h

Erstellung einer Dokumentation zum Theorie-Praxis-Transfer mit identifizierbaren Einzelleistungen	* Distance Teaching	

1.6. Role of scientific Experts in the Master programme being developed

From the preceding overview of the individual planned module phases, it is implicitly shown which other functions the authors of the study materials assume as »Experts« of the respective module contents.

Besides the development and updating of study material besides, they are responsible

- for the preparation of specific contents, objectives, and a list of tasks

- for issuing specific evaluation requirements

- (as lecturers) for defining the content of classroom phases

- for the development of sufficient subjects for the approx. 12-week TPT-phase

- for supporting individual performance (homework) and evaluating the overall assessment

- (as experts in the background) for supporting mentors, who are meant to look after participants during the TPT-phase

- (as experts available for consultation at certain times, »consultation hours«)

- for the mentoring of participants in the chat room or discussion forum for questions, which require expert knowledge in order to be answered

- (as an examiner) for assessing the final project and the Master's thesis.

2. Guidelines for preparing study materials

2.1. Formal Notes

It is urgently recommended for several reasons, to use a document template when writing manuscripts, which has the same print spacing (margins etc.) as that which is to be used later in the final layout version:

- This allows the actual extent of the manuscript to be better assessed later on

- A better estimate can be obtained to determine which maximum dimensions are needed for tables and graphics, if they are to fit on one page later on (if not otherwise possible or useful in exceptional cases (!), a graph or table can also extend over the margin of the page).

Using the recommended print spacing, a font size of 11pt and single spaced lines, the manuscript should be **approx. 100 pages** include, excluding annexes (glossary, list of key words, bibliography, etc.).

So that the layout of the manuscript does not create any unnecessary difficulties, the following points shall be taken into account:

- A maximum of two structural levels

- Font size 11pt, font »Times New Roman« or »Arial« in single spaced lines

- Text alignment on left throughout

- No hyphenation

- No manual pagination

- Paragraphs are to be created by blank lines

- Table contents and graph labels must be editable (exception: scanned images)

Note: A style sheet, that can be used, is available.

2.2. Notes on bibliographical references (APA 6th)

- **Generic:** Author. (Year). Title (Subsidiary Author, Trans.). In Secondary Author (Ed.), (Eds.), *Secondary Title* (Edition ed., Vol. Volume, pp. Pages). Place Published: Publisher. (`Reprinted from: Reprint Edition).

- **Audiovisual Material**: Author. (Year). Title. *Series Title* [Type]. Place Published: Publisher.

- **Blog**: Author. (Year, Last Update Date). Title of Entry [Description]. Type of Medium Retrieved from URL

- **Book**: Author. (Year). *Title* (Translator, Trans. Editor Ed. Eds. Edition ed. Vol. Volume). Place Published: Publisher.

- **Book Section**: Author. (Year). Title (Translator, Trans.). In Editor (Ed.), (Eds.), *Book Title* (Edition ed., Vol. Volume, pp. Pages). Place Published: Publisher. (`Reprinted from: Reprint Edition).

- **Conference Paper**: Author. (Year). *Title*. Paper presented at the Conference Name, Conference Location. Type retrieved from URL

- **Conference Proceedings**: Author. (Year of Conference, Date). *Title.* Paper presented at the Conference Name, Conference Location.

- **Dataset**: Investigators. (Year). *Title* [Data Type]. Dataset(s). Retrieved from: URL

- **Dictionary**: Author. (Ed.) (Eds.). (Year) Dictionary Title [Translated Title] (Edition ed., Vols. Volume). Place Published: Publisher.

- **Edited Book**: Editor (Ed.) (Eds.). (Year). *Title* (Edition ed. Vol. Volume). Place Published: Publisher.

- **Electronic Article**: Author. (Year). Title. [Reviewed Item]. *Periodical Title, Volume* (Issue), Pages. Retrieved from Website Title website: URL doi: DOI

- **Electronic Book**: Author. (Year). *Title*. In Series Editor (Series Ed.) Eds.), Series Title, Vol. Volume. Editor (Ed.) (Eds.), *Secondary Title* (pp. Number of Pages). Retrieved from Name of Database database Retrieved from URL doi: DOI

- **Electronic Book Section**: Author. (Year). Title (Translator, Trans.). In Editor (Ed.), (Eds.), Book Title. In Series Editor (Series Ed.) Eds.), Series Title (Edition ed., Vol. Volume, pp. Pages). Place Published: Publisher. (Reprinted from: Reprint Edition). Retrieved from URL (Original Publication). doi: DOI

- **Film or Broadcast**: Director (Writer) (Writers) & Series Director (Director) (Directors). (Year Released). Title [Medium]. In Producer (Producer), *Series Title*. Place Published: Distributor.

- **Government Document**: Author. (Year). *Title*. (Report Number). Place Published: Publisher Retrieved from URL.

- **Hearing**: *Title*, Legislative Body, Session Sess. Pages (Year) (History).

- **Interview**: Interviewee. (Year, Date) *Title/ Interviewer: Interviewer*. Program (Vol Number), Publisher, Place Published.

- **Journal Article**: Author. (Year). Title. [Translated Title]. [Reviewed Item]. *Journal, Volume* (Issue), Pages. doi:DOI

- **Legal Rule or Regulation**: Title, Rule Number C.F.R. § Section Number (Year), History.

- **Magazine Article**: Author. (Year, Date). Title. *Magazine, Volume,* Pages.

- **Manuscript**: Author. (Year, Date). *Title*. Type of Work. [Description of Material]. Collection Title, Retrieved from Name of Database database (Manuscript Number, Volume/Storage Container, Folio Number). Library/Archive, Place Published.

- **Map**: Cartographer (Cartographer). (Year). Title [Type]. Retrieved from URL

- **Newspaper Article**: Reporter. (Year, Issue Date). Title, Type of Article. *Newspaper,* p. pp. Pages. Retrieved from URL

- **Online Database**: Author. (Year). Title (Type of Work) (`Publication no. DOI). Available from Database Provider Name of Database. (Report Number). Retrieved Date Accessed, from Publisher URL

- **Online Multimedia**: Created By (Producer). (Year, Date Accessed). Title. *Series Title*. [Type of Work] Retrieved from URL

- **Patent**: Inventor. (Year). Country Patent No. Patent Number. Published Source: Issuing Organization. Personal Communication: Author (Year, Date). [Title]. Folio Number.

- **Podcast**: Producer (Producer). (Year, Date). *Title of Podcast* [Type]. Retrieved from URL

- **Press Release**: Author. (Year). Title [Press release]. Retrieved from URL

- **Report**: Author. (Year). *Title* (Report Number). Retrieved from Place Published: URL

- **Serial**: Author. (Year) Title. In Series Editor (Series Ed.) & Volume Editor (Vol. Ed.), *Series Title: Vol. Volume. Secondary Title* (Edition ed., pp. Pages). Place Published: Publisher.

- **Statute**: Name of Act, Code Number, Volume, Source, Pub. L. No. Public Law Number § Sections, Statute Number Stat. Pages (Publisher Year Date Enacted).

- **Thesis**: Author. (Year). *Title.* (Degree Thesis Type), University, Place Published. Retrieved from URL Available from Database Provider Name of Database database. (Document Number)

- **Unpublished Work**: Author. (Year). *Title of Work*. Series Title. Type of Work. Department. Institution. Place Published. Retrieved from URL

- **Web Page**: Author. (Year, Last Update Date). Title. *Series Title.* Edition. Retrieved from URL

Current documents, newspaper articles etc. will be available to participants in the online phase.

2.3. Copyright

Before submitting the manuscript, the rights to your texts and/or figures should be clarified and, if applicable, be obtained. This also applies to such materials which you have published elsewhere. Quotations, text extract and foreign illustrations must be provided with the sources.

2.4. Structure of the study materials

In principle, the study materials should have the same structure. The following structure could serve as an example:

- **Information about the author:** Work areas, academic background and activities outside the university. Photo

- **Introduction to the overall module**: (3-5 pages)
    - Refer to the subject for current social or professional discussion,
    - Structure and brief description of the content of the chapter,
    - Description of the learning objectives of the overall module,
    - Place emphasis in the process, possibly make cross-reference to other planned modules.

- **Structure of a chapter**

    - **Learning objectives of each chapter**: the teaching and learning objectives describe the expectations placed on the participants.

    - **Basic text** with graphs, tables, and, if applicable, strategic and practical examples, which clearly illustrates the basic relationships and facilitates understanding.

    - **Keywords** at the end of the chapter/sub-section are meant to explain links within the contents.

    - **Exercises as learning control checks** should be used at the end of the chapter to test whether participants have understood the text and its contents.

    - **Exercises with respect to professional activities** have the function to allow participants .... to think about their professional experience in the context of the topic in .... question. They should make reference to the learning material and thus allow a critical debate of the issue.

    - **Literature for consolidation** at the end of the chapter. This can be:

        - **Literature:** textbooks and essays, which are recommended.

        - **Essays,** which can be **in the internet**.

        - **Internet research**

- **ANNEX**

    - **Internet addresses**: Details are desirable when there are suitable articles available in the internet about specialised subjects, which are appropriate to provide greater depth to the subject for solving project exercises.

    - **Bibliography**: List of references cited and further literature

    - **Glossary**: Short explanation of terms according to the specific context

    - **List of keywords**: Chapters are listed in which the keyword appears.

2.5. Design of a learning unit/a chapter

Teaching/learning objectives of the unit/chapter

- Specifically describe the expectations placed on the participants: standard formulations can be used such as:
  - »After completing this chapter, you should be able to ...«
  - Verbs such as »know, understand, become familiar with, develop interest for« express behaviour which should be acquired in the learning process. They indicate the direction in which competence should develop. They are not suitable for providing teaching-learning objectives which are to be tested!
  - Verbs such as »describe, name, compare, calculate, allocate, separate, identify, create etc.« are well suited for control tests

Basic text

- Division into meaningful sections is necessary, the arrangement of contents must be comprehensible to participants (structure)
- Compatible knowledge should be mediated (using »biographical training anchor points«)
- References to practical examples should be made as often as possible
- Alternative access points should be possible by integrating intermediate exercises, for example
  - Suggestions to remind participants about their own experiences (»Think back«)
  - Requests to prepare notes
  - Requests to survey colleagues

Didactical additional texts

- *Introduction:* Introductions have the function of acquainting the reader with the subject. In this respect, it is useful to provide:
  - Examples
  - Current references from the media
  - Press releases
  - Controversial positions as a headline,
  - Quotes, etc.
- *Summaries:*
  - As an overview, they provide an introduction to the central terms and statements of a longer section.

- In retrospect, they bundle the central terms and statements of longer section. In this way, they promote reductive processing and the formation of an intellectual macrostructure.

- *Mnemonics* are also short summarising statements, which have a more mnemonic function. They are intellectual corner posts to imprint knowledge.

- *Digressions* are not meant to demonstrate the literacy of the authors/writers, but should have the effect of providing deeper understanding to participants by creating new and unexpected relationships to other sources of knowledge.

- *Examples* have differing functions - all examples are intended in particular to build upon prior knowledge or experience and thus promote the elaborative process. The use of examples must be well thought out.

- *Graph*, *tables and formulae* should first also be verbalized. Their special function is to seen as a supportive illustration.

- *References* to documents in the appendix, additional literature sources, internet sites, etc. are extremely important for learning the independent handling of new sources of information and furthermore encourage new information to be obtained.

Keywords

Keywords at the end of the chapter/sub-section are meant to explain links within the contents. Choose terms which are central to the understanding of the learning unit. All keywords are summarised as an index in the appendix of the study material.

Exercises for control testing (examples in the appendix)

This type of exercise at the end of a chapter is meant to give participants the opportunity to check whether they have understood the text and assimilated its contents.

Exercises with reference to professional activities (examples in the appendix)

Exercises with respect to professional activities have the function to allow participants to think about their professional experience in the context of the topic in question. They should make reference to the learning material and thus allow a critical debate of the issue.

For both types of exercise, there will be no examination by the lecturer or mentor.

Literature for deeper knowledge

Advice will be given at the end of the chapter how to gain a deeper understanding of the contents. These include:

- Literature: textbooks and articles, which are recommended.
- Articles found in the internet.
- Internet research

The specified sources are only meant to provide additional reading material. The basic text is the sole foundation for understanding the study material and for successfully passing the entire module.

2.6. Online exercises

In the context of the planned module, different forms of assessing the learning result are used; in addition to those mentioned under 2.5 Exercises ("exercises for control testing" and "exercises with respect to professional activities"), there are also **online assignments** that are provided about the learning environment and are to be carried out. Examples of the wording used for the online exercises can be found in the appendix.

The online exercises are intended to be used by participants to verify that they have covered all the information provided in the study materials. Participants will receive feedback on the online exercises from the mentor. The exercises are not graded, but it is mandatory to go through them.

The requirements placed on online exercises are:

✓ They are open questions

✓ The answers typically require no further articles or research besides the study materials

✓ They are to be answered by participants on a max. one-half DIN A4 page

✓ They are required to chronologically cover the materials (participants should read them within six weeks and in addition answer the exercises in blocks.) Please indicate for each exercise the chapter which it refers to.

✓ They are not integrated into the study material, but via the web-based learning environment.

In addition to the online exercises, please summarise "solution hints", which offer the mentors support in their task to give participants a feedback about their answers, and/or can be used as a "guideline". These are, for example, central terms which in eyes of the participants should be mentioned as far as possible in their answers.

2.7. Linguistic and stylistic design[4]

Study materials have to be self-explanatory. This assumes that the contents are carefully and didactically prepared, in particular for texts, these should be enriched with explanatory elements.

Criteria for making language understandable from a communicative and psycho-linguistic point of view are explained in their main effects. The most important guidelines are listed below in the following: [5]

- Foreign words should only be used if they refer to specialist terms or there is no appropriate German term.

- Specialist terms are to be defined using familiar words.

- Common abbreviations should also be written out when first used.

- The syntax must remain clear, i.e. convoluted sentences; ensure that the readability is maintained. However, the juxtaposition of short main sentences is also difficult to understand, as they require additional processes for providing a link.

- The conversion of verbs, adjectives and adverbs into nouns (nominalisation) should be avoided, as they lead to abstract and unclear sentences. Instead, more sentences should be enriched using expressive verbs.

- The references to contents between the sentences must be clear in order to avoid misunderstandings or time-consuming conclusions. This requires a unique use of pronouns and the explicit use of conjunctions between clauses.

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[4]   The following explanations are taken from the handouts of the DIFF.
[5]   DIFF, p. 87ff

Appendix

Examples

Examples for wording with didactic structure
 (in the context of the introduction)

The module has the following didactic structure:

- The **learning objectives** are to be put first in each chapter or section. They describe the knowledge and skills you will have acquired after working through the respective chapter.

- The presentation of the subject is made in a **basic text** using graphics, tables and **practical examples**, which clearly demonstrate the strategic and basic relationships and facilitate understanding.

- **Keywords** can be found after the text in the glossary at the end of the module, as these would otherwise disturb the reading flow within the text. You should work through these technical terms of the texts, as they are used differently from everyday language. The same terms can have a different meaning in different contexts/scientific disciplines. Knowledge of both linguistic styles (specialist and everyday language) avoids confusion and provides security.

- **Questions and exercises for self-testing** at the end of each content section will help you to check whether you have understood and learned what you have read.

- **Exercises with reference to your own professional career** have once again the function to review your professional experience in the context of the subject in question. They should provide a reference to that which has been learned and allow you to debate this issue critically in a practical way.

- **Literature for deeper knowledge**. This is, for example:
  → Literature (textbooks), which you may purchase or lend from the university library,
  → References to articles that deal with more specific issues and aspects,
  → Internet research.

- **List of quoted literature references**. In the appendix of the module, you will find a complete index of the references used. You should be able to refer back to the sources quoted there if you wish to deepen your knowledge about certain aspects or issues that have been raised in the basic text by yourself.

- **Online exercises**. In the learning environment you will find online exercises to check what has been learned. The exercises are designed to help you identify any remaining gaps in knowledge as well as uncertainties and to

provide orientation to your further learning. You will receive feedback to your answers from the mentor.

Examples for the wording of learning objectives

From the study materials to the module, "University systems and higher education policy":

After this chapter, you should be in a position to

- Describe the university system as a nationally characterised system
- Name and justify important criteria for the quantitative structural design of university systems
- Recognise the significance of the national systems and the importance of a conducive framework of conditions,
- Describe and assess the importance of an international comparative analysis as well as to identify and assess the methodical difficulties of such comparisons, and finally to
- Determine "expansion" and "differentiation" from the point of view of content as the central concepts in the current discussion about university education and to point out the conflicting areas which result from the differences in the objectives and the dimensions of "differentiation".

Examples of online exercises

From the study module "Controlling in educational institutions"

- *Why is the controlling service never neutral, and/or objective?*
- *What can cause failed planning in your educational institution? Please give only the five most important reasons.*
- *What does the 4th evaluation generation mean?*

From the study module "Organisational development"

- *Define "organisation" and name the relevant effects of organisational changes.*
- *Formulate the specifics of advanced training organisations.*

- *Classify organisational consulting within an overview of consulting types in further education. In addition, describe the principles used in systematically justified organisational consulting.*

From the study module "Education services and the development of a product range"

- *Characterise the difference between PC and computer training as an economic commodity, by answering:*

  - *What is the **sales objective**?*

  - *What **quality ratings** are possible upon purchase?*

  - *What **customer activity** is required?*

  - *What are the responsibilities of the supplier **after the purchase**?*

  - *How can the **difference between products and services** be defined using the examples given?*

- *Compare an educational service known to you (e.g. an English course) with other services, such as vehicle repair and a visit to the doctor (as given at the end of chapter 1.1). In order to do this, use the terms and keywords from chapter 1.1 and 1.2.*
  What differences can be shown, especially from the point of view of the potential user?

Checklist

☐   **Max. 100 pages of text in the given format (excl. the appendix)**

☐   **Profile of the author(s) (approx. 1 page)**

☐   **Introduction (without a chapter number), 3 to 5 pages**

☐   **Chapter**

        ☐ Learning objectives

        ☐ Basic text with rules of thumb, definitions, examples, digressions, summaries, graphs, tables, diagrams (as respective extra files), exercises to reflect upon in the text

        ☐ Keywords at the end of the (sub-)chapter

        ☐ Exercises/tests to check learning success

        ☐ Exercises with reference to professional activities

        ☐ Literature for a deeper knowledge of the subject

        ☐ References to internet pages

Appendix:

☐   **Bibliography**

☐   **Internet references**

☐   **Index of keywords with chapter references**

☐   **Glossary**

☐   Comply with the given print space
DIN A4, upright format

    Margin: Top: 3.5 cm, bottom: 5 cm, left: 2.5 cm, right: 5 cm

    Back margin: 0 cm

☐   Font size 11pt

☐   Font »Times New Roman« or »Arial«

☐   Line spacing: single

☐   Max. two hierarchical levels

☐   Text alignment: left-aligned throughout

☐   No hyphenation

☐   No manual pagination

☐   Paragraphs are made using blank lines

☐   Table contents and graph labels must be editable (exception: scanned images)

☐   Graphics are created using a suitable program

☐   Graphics that are not created with the program Word will in addition be submitted as original files

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