

## **Module handbook**

## Module 1: Project proposal (10 ECTS)

<b>Course type</b>	<b>Course</b>	<b>Credit hours</b>	<b>ECTS</b>	<b>Semester</b>
Seminar units	Project proposal I	2	2	1
Seminar units	Project proposal II	2	2	2
Teaching units	Academic publishing I Conferences and reviews	2	3	1
Teaching units	Academic publishing II Peer-reviewed articles	2	3	2

Amount of work: 10 ECTS / 8 credit hours

250 working hours; 120 units (= 90 hours) thereof attendance time

Frequency: Annually

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

Group size: max. 30 students

## **Courses**

### **Project proposal I**

Course instructor: Dr Nora Ruck

#### Course description

Seminar units; 2 credit hours; 2 ECTS;

This seminar provides key qualifications for the preparation of a PhD-level research proposal. Research proposals in the academic qualification phase of a PhD program must primarily document students' ability to work independently on an innovative problem as well as first signs of integration into the scientific community. This seminar teaches students how these competencies can be developed and adequately presented in the genre of a scientific project proposal. This includes, in particular, clarifying the research interest and the research question and/or the hypothesis, identifying a 'research gap' based on the study of existing research literature, as well as outlining both the methodology and the concrete methodological procedure for one's own project.

Students have to meet the following requirements: regular attendance of the teaching units; reading the seminar literature as well as the project proposals submitted for discussion by the other group participants; structural and text-related feedback on their peers' project proposals; writing a funding proposal for the dissertation project (project description of research project including time and work plan and curriculum vitae).

#### Course objectives

The students

- be introduced into the text genre "grant application"
- are able to translate a research idea into a feasible project within a defined time frame
- learn how to create schedules using GANTT charts
- learn how to structure work plans on the basis of work packages and milestones
- practise strategies of written academic self-representation
- draft an application for funding for their dissertation project
- support other students in the preparation of their grant applications

#### Contents

Key skills for national and international project and career promotion at PhD level.

#### Performance evaluation

Active participation in the seminar; quality of the written grant application.

## **Project proposal II**

Course instructor: Dr Nora Ruck

### Course description:

Seminar units; 2 credit hours; 2 ECTS

This seminar guides the students in the further development and, if necessary, submission of the project application prepared in the previous semester to a strategically well-chosen funding agency. In addition, students are guided in the preparation of project proposals in research teams and research proposals for post-doctoral career development programmes as well as the transfer of these key skills to the NGO sector. In addition to the skills acquired during the doctorate, research proposals in the post-doctoral phase require excellent integration into the scientific community as well as the acquisition of the leadership and management skills required for a professorship. This course therefore teaches how these skills can be adequately presented in an application and offers students the opportunity to practice key qualifications in research management, research coordination, and scientific cooperation. Students must meet the following requirements: regular attendance of the teaching units; reading of the seminar literature; preparation of a project proposal (research or NGO); writing of a project proposal (project description, including time and work plan, skill profiles, CVs, organisational charts of all employees, and budget plan of the project costs).

### Course objectives

The students

- are able to choose the right funding instrument for project ideas
- are able to transfer the key skills for the preparation of project proposals to sectors outside the scientific and research community
- learn how to create schedules for research teams using GANTT charts
- structure work plans for research teams based on work packages and milestones
- are able to represent collaboration within teams based on skills profiles and organisational charts
- are able to identify the skills necessary for the coordination and management of a research team and practise them within the group
- learn how to translate a research idea into the necessary budgetary means
- draft an application for funding for a research project
- practise academic division of labour and reliable collaboration

### Contents

Key skills for project and career advancement at the PhD and post-doctoral level.

### Performance evaluation

Active participation in the seminar; quality of the written grant application.

## **Academic publishing I: Conferences and reviews**

Course instructor: Meike Watzlawick

### Course description

Teaching units; 2 credit hours; 3 ECTS;

This course provides the necessary skills for the oral presentation and discussion of research results at conferences as well as for the written reviews of the state of research in one's own field. Oral and written presentations require not only high-quality content but also basic skills in presentation techniques. Students be systematically prepared to gain an overview of their field of research and record it in writing as well as to identify the international conferences relevant to their field of research and apply to participate in them. The students practise presenting and discussing in front of or with an audience of experts and seek criticism from colleagues; they also become familiar with the basics of speech and presentation techniques. Students must meet the following requirements: regular attendance of the teaching units; writing of a conference abstract; oral presentation and written summary of the state of research in their field.

### Course objectives

The students

- are able to identify and process the relevant literature for a defined research area and present it accordingly in an overview article
- are able to identify the relevant conferences and other scientific meetings for their field of research
- learn how to apply for the relevant scientific meetings in their field of research using abstracts
- are able to speak competently in front of a scientific audience of experts
- learn how to discuss their presentation with colleagues
- are able to seek targeted criticism of their research
- learn how to formulate spontaneous constructive criticism of colleagues

### Contents

Skills to participate in scientific conferences and develop the state of the art of research in one's own field of research.

### Performance evaluation

Active participation in the teaching units; presentation of the state of research; quality of written work (abstract and review).

### Literature

Elbow, P. (2000). Everyone can write. Essays toward a hopeful theory of writing and teaching writing. New York/Oxford: Oxford University Press.

Werder, L. v. (1995). Rhetorik des wissenschaftlichen Redens und Schreibens. Berlin: Schibri.

## **Academic publishing II: Peer-reviewed Articles**

Course instructor: Dr. Martin Wieser

### Course description

Teaching units; 2 credit hours; 3 ECTS;

This course teaches the necessary skills for the presentation of one's own research results in the context of professional articles as well as for the critical evaluation of scientific publications and publication practices. In addition to the quality of the papers submitted, the publication of professional articles requires knowledge of the publication format as well as the implicit rules of scientific submissions and peer review processes. Students gain insight into the main features and the historical development of current publishing practices as well as its social and technological conditions and effects. The students also practise submitting articles to relevant journals, reviewing exposés, and incorporating feedback from reviews. Students must meet the following requirements: regular attendance of the teaching units; preparation of mandatory readings; exposé of a specialist article; feedback on the exposés of colleagues; incorporation of feedback on their own exposés.

### Course objectives

The students

- are able to critically discuss the scientific genre peer-reviewed article
- get to know the essential transformations in the publication practices of the natural sciences, humanities, and social sciences
- learn how to identify the relevant journals for their field of research
- become familiar with submission and review processes for scientific journals
- are able to present the results of their research in written form to a scientific audience of experts;
- learn how to formulate constructive criticism of colleagues in written form
- learn how to incorporate criticism from colleagues.

### Contents

Critical analysis of and competence in writing professional articles.

### Performance evaluation

Active participation in the teaching units; quality of the written work (exposé for technical articles and feedback for an exposé).

### Literature

Hagner, M. (2015). Zur Sache des Buches. Göttingen: Wallstein.

Elbow, P. (1998). Writing with power. Techniques for mastering the writing process. New York: Oxford UP.

Module 2: Scientific activity (10 ECTS)

<b>Course type</b>	<b>Course</b>	<b>Credit hours</b>	<b>ECTS</b>	<b>Semester</b>
Integrated course	On the Social History of Intellectuals	2	2	1
Integrated course	Quality assurance in higher education and its criticism	2	2	2
Seminar units	Research funding: financing, organisation, national and international programmes and institutions	2	3	1
Seminar units	Leadership and cooperation in interdisciplinary and intercultural research projects	2	3	2

Amount of work: 10 ECTS / 8 credit hours

250 working hours; 120 units (= 90 hours) thereof attendance time

Frequency: Annually

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

Group size: max. 30 students

## **Courses**

### **On the Social History of Intellectuals (in German)**

Course instructor: Univ.Prof. Dr. Mag. Gerhard Benetka

#### Course description

Integrated course      2 credit hours; 2 ECTS;

Students must meet the following requirements: two units of lecture and tutorial components integrated per week; independent reading of supplementary literature to support or deepen the understanding of the lecture material and to prepare the tutorial components (about two hours reading work per week), active cooperation in the tutorial components (discussion of the specialist literature); essay.

#### Course objectives

The students

- learn about various attempts to differentiate between “intellectuals” and “academically trained specialists”
- develop an understanding of the historical significance and social role of intellectuals
- become aware of the connection between political thinking and the public media
- understand the relationship between academic socialisation and political action
- become aware of the fundamental susceptibility of intellectuals to anti-democratic tendencies and are able to demonstrate this using historical examples.

#### Contents

- On the definition of the term: Intellectuals as “specialists in the handling of symbolic goods” (Bourdieu)
- The Social History of Intellectuals in the 19th Century:
  - The example of France: the Dreyfus affair
- University lecturers in the First World War
- Intellectuals and the labour movement (Gramsci)
- University lecturers during National Socialism
- Scientific emigration
- Remigration: the example of the Frankfurt School
- Intellectuals, university, and the public: from Sartre to Foucault
- The heyday of social science theory: the politicisation of students
- The rise of expert intellectuals

#### Performance evaluation

Active participation in the tutorial components (active participation in the preparation of the in-depth technical literature in the tutorial components); essay as final thesis

#### Literature

- Aly, G. & Roth, K. H. (2000). Die restlose Erfassung. Volkszählen, Identifizieren, Aussondern im Nationalsozialismus. Frankfurt: Fischer.
- Barfuss, Th. & Jehle, P. (2014). Antonio Gramsci zur Einführung. Hamburg: Junius.
- Bering, D. (2010). Die Epoche der Intellektuellen 1898–2001. Geburt – Begriff – Grabmal [Birth – Concept – Gravestone]. Berlin: Berlin University Press.
- Bourdieu, P. (1988). Homo Academicus. Frankfurt: Suhrkamp.
- Bourdieu, P. (1991). Die Intellektuellen und die Macht, Hamburg: VSA.



- Charle, Ch. (1996). *Vordenker der Moderne. Die Intellektuellen im 19. Jahrhundert*. Frankfurt: Fischer.
- Faber, R., (Ed.), (2012). *Was ist ein Intellektueller. Rückblicke und Vorblicke*. Würzburg: Königshausen & Neumann.
- Korom, Ph. (2012). Der Aufstieg der Expertenintellektuellen. Eine kritische Auseinandersetzung mit Bourdieus Soziologie der Intellektuellen. *Credit hours-Rundschau*, 52, (1/2), p. 69–91.
- Nagel, A. C. (2012). *Hitlers Bildungsreformer. Das Reichsministerium für Wissenschaft, Erziehung und Volksbildung 1934-1945*.
- Ringer, F. K. (1987). *Die Gelehrten. Der Niedergang der deutschen Mandarine 1890–1933*. München: dtv.
- Sarasin, Ph.(2005). *Michel Foucault zur Einführung*.Hamburg: Junius.
- Wiggershaus, R. (1988). *Die Frankfurter Schule*. München: dtv.

## **Quality assurance in higher education and its criticism**

Course instructor: Dr Jaan Valsiner

### Course description

Integrated course      2 credit hours; 2 ECTS;

Students must meet the following requirements: two units of lectures per week (possibly blocked); independent research and preparation of specialist literature to prepare the tutorial components (about two hours of reading or research work per week); active participation in the tutorial components (presentation of own research results); essay.

### Course objectives

The students

- are aware of the main features of EU policy to create a uniform higher education area
- get to know the basic ideas underlying the development of a European and corresponding national qualifications framework plan
- gain an overview of the current measures for quality assurance and control of scientific publications
- are able to critically identify and reflect on the potential hostility to innovation of the security systems
- are able to discuss critical aspects of the organisation of university research under the conditions of the decline in state funding
- get to know the basic concepts of the evaluation of scientific teaching
- are able to critically discuss the problematic aspects of efforts to standardise higher education within European higher education system, at least using the example of psychology
- are able to develop alternative ideas and visions for improving the quality of higher education

### Contents

- Quality assurance agencies: audits and accreditations at universities
- Outcome evaluation: peer review and impact factor
- Profit maximisation: the policy of (journal) publishers
- Quality assurance in teaching: Higher education under market conditions
- The dictation of employability
- Standardisation of training: the example of EuroPsy
- State universities in crisis: alternative models

### Literature

Berman, E. P. (2012). *Creating the market university. How academic science became an economic engine.* Princeton: Princeton University Press.

Münch, R. (2011). *Akademischer Kapitalismus. Über die politische Ökonomie der Hochschulreform.* Berlin: Suhrkamp.

Valsiner, J., Antoniuik, A., Lutsenko, A. O. & Sato, T. (2017). *Cultures of higher education: cultivating knowledge makers.* Cham: Springer.

## **Research funding: financing, organisation, national and international programmes and institutions**

Course instructor: Dr Nora Ruck

### Course description:

Seminar units; 2 credit hours; 3 ECTS;

This seminar presents different national, international and supranational research funding programmes. Students first gain an insight into the historical development of different regimes of research funding in Europe and the US in order to gain a basic understanding of the strategies and goals of different forms of research funding as well as relevant transformations over the past decades. Relevant national and international funding instruments are then presented in the Austrian context and jointly examined with regard to their objectives and priorities. Exercises are used to teach students how to research and select the right funding programme for their research ideas. Students must meet the following requirements: regular attendance of the teaching units; reading of the seminar literature; analysis, comparison, and brief summary of two selected funding instruments.

### Course objectives

The students

- gain an overview of national, international and supranational funding agencies
- are able to analyse the strategies and intentions of different funding instruments
- are able to analyse different regimes and instruments of research funding in their historical and social context

### Contents

Historical, sociological, and cultural comparative analysis of research funding; current national and international instruments of research funding.

### Performance evaluation

Active participation in the seminar; quality of the written comparison of second selected research funding instruments.

### Literature

Krige, J. (2006). American hegemony and the postwar reconstruction of science in Europe. Cambridge, Mass: MIT Press.

Lave, R., Mirowski, P. & Randalls, S. (2010). Introduction: STS and neoliberal science. *Social Studies of Science*, 40(5), 659–675.

Mirowski, P. (2011). *Science-Mart. Privatizing American science*. Cambridge, Mass.: Harvard University Press.

Solovey, M. (2013). *Shaky foundations. The politics-patronage-social science nexus in cold war America*. New Brunswick/New Jersey: Rutgers University Press.

FWF (online resource). FWF The Austrian Science Fund. Guiding principle.

<https://www.fwf.ac.at/de/ueber-den-fwf/leitbild/> (accessed: 9 March 2016).

FWF (online resource). FWF The Austrian Science Fund. Individual projects.

<https://www.fwf.ac.at/de/forschungsfoerderung/fwf-programme/einzelprojekte/> (access: 09/03/2016).

FWF (online resource). FWF The Austrian Science Fund. Erwin Schrödinger scholarships abroad with return phase. <https://www.fwf.ac.at/de/forschungsfoerderung/fwf-programme/schroedinger-programm/> (access: 09/03/2016).

FWF (online resource). FWF The Austrian Science Fund. Hertha-Firnberg programme.  
<https://www.fwf.ac.at/de/forschungsfoerderung/fwf-programme/firnberg-programm/>  
(accessed: 09/03/2016).

Austrian Academy of Sciences (online resource). The Austrian Academy of Sciences presents itself <http://www.oeaw.ac.at/die-oeaw/ueber-uns/die-oeaw-stellt-sich-vor/> (accessed 9/03/2016).

Austrian Academy of Sciences (online resource). DOC [Doctoral programme of the Austrian Academy of Sciences]. <http://stipendien.oeaw.ac.at/de/stipendium/doc-doktorandinnenprogramm-der-%C3%B6sterreichischen-akademie-der-wissenschaften>  
(accessed 9/03/2016).

Austrian Academy of Sciences (online resource). DOC-team [doctoral students for interdisciplinary work in the humanities, social sciences, and cultural sciences].  
<http://stipendien.oeaw.ac.at/de/stipendium/doc-team-doktorandinnengruppen-f%C3%BCr-disziplinen%C3%BCbergreifende-arbeiten-den-geistes-sozial-u> (Accessed 9/03/2016).

European Commission (online resource). Horizon 2020.  
<https://ec.europa.eu/programmes/horizon2020/> (Accessed 9/03/2016)

## **Leadership and cooperation in interdisciplinary and intercultural research projects**

Course leader: Dr Doris Weidemann

### Course description

Seminar units; 2 credit hours; 3 ECTS;

The course aims to familiarise students with theories and findings on interdisciplinary and intercultural cooperation, in particular with practical problems that typically arise when conducting interdisciplinary and intercultural research projects (and their possible solutions). Students must meet the following requirements: two units of exercise per week (possibly blocked); independent research and preparation of specialist literature to prepare the exercise components (about two hours of reading or research work per week); active participation in the exercise components (presentation of own research results); written experience reports.

### Course objectives

The students

- become acquainted with various forms of research project organisation, the basics of project management, and the particularities of interdisciplinary and/or intercultural projects
- get to know cultural differences in scientific communication, conflict resolution, organisation, and timing and become aware of their own (cultural and disciplinary) expectations of normality in these areas and about “good” science
- are able to adapt their actions to different cultural styles and understand the special requirements arising from the management of interdisciplinary and/or intercultural research projects
- learn strategies for the productive design of intercultural and interdisciplinary teamwork as well as for dealing with lingua franca communication and multilingualism in research projects
- are able to organise and moderate virtual, international project communication
- become familiar with the concerns of non-European ‘indigenous’ social sciences.

### Contents

- Fundamentals of project management with special consideration of managing intercultural and interdisciplinary projects; analysis of practical examples
- Introduction to intercultural science communication; cultural differences in the field of scientific action; challenges of lingua franca communication, translation, and multilingualism
- selected examples of non-European “indigenous/autochthonous” social sciences
- Exercises for self-reflection of one’s own expectations of normality and one’s own working style
- Implementation of one’s own small intercultural and/or interdisciplinary project; reflection on experiences and exercises to change perspectives
- Development of strategies for dealing with intercultural, interdisciplinary, and foreign language communication

### Performance evaluation

Active participation in all elements of the course; writing of progress and experience reports.

### Literature

Berkenbusch, G. & Weidemann, D. (2010). Herausforderungen internationaler Mobilität: Auslandsaufenthalte im Kontext von Hochschule und Unternehmen. Stuttgart: ibidem.

Kuhn, M. & Weidemann, D. (2010). Internationalization of the Social Sciences: Asia – Latin America – Middle East – Africa – Eurasia. Bielefeld: transcript Verlag.

Weidemann, D. (2011). Interkulturelle Herausforderungen transnationaler Forschungsprojekte: Welche Kompetenzen brauchen Sozialwissenschaftler/-innen? In H. Fitzek & R. Sichler (Ed.), Kulturen im Dialog: Felder und Formen interkultureller Kommunikation und Kompetenz. Zwischenschritte, Issues 28/29. Gießen: Psychosozial-Verlag, p. 99–111

Weidemann, D. (2013). Culture as a dimension of international social science encounters. In M. Kuhn & K. Okamoto (Eds.), Spatial social thought in international knowledge encounters Stuttgart: ibidem, p. 201-215

Weidemann, D. (2015). Schwierige Internationalisierung: Globalisierung und transnationale Kooperation in den Sozialwissenschaften. In P. Chakkarath & D. Weidemann (Ed.), Kulturpsychologische Gegenwartsdiagnosen: Bestandsaufnahmen zu Wissenschaft und Gesellschaft. Bielefeld: transcript.

Module 3: Teaching (10 ECTS)

<b>Course type</b>	<b>Course</b>	<b>Credit hours</b>	<b>ECTS</b>	<b>Semester</b>
Teaching units	Teaching internship I	3	5	1
Teaching units	Teaching internship II	3	5	2

Amount of work: 10 ECTS / 8 credit hours

250 working hours; 90 units (= 67.5 hours) thereof attendance time

Frequency: Annually

Options: none

Prerequisites: Admission to the second study phase

Duration: 1st through 2nd semester

Group size: max. 30 students

## **Teaching internship I and II**

Course instructor: Dr Eva Dreher & Dr Gabriele Caselli

### Course description

Seminar units; 3 credit hours each; 5 ECTS each;

Students actively participate in the planning, preparation, and implementation of selected courses in the Bachelor's and Master's programmes of the Faculty of Psychology in Vienna to be held by experienced staff members of the scientific staff; they independently hold several trial units; and participate regularly in the supervision group (seminar attendance time).

### Course objectives

The students

- learn to plan and prepare university courses
- are able to independently plan and carry out teaching units
- are able to give constructive feedback to younger students
- become familiar with the criteria for the evaluation of scientific work and be able to apply them in relation to the teaching units they guide
- are able to prepare course examinations and carry them out independently
- learn how to correct written examinations

### Contents

The contents are determined by the topics of the accompanying courses.

### Performance evaluation

Active participation in the supervision groups; performance assessment is carried out jointly by the seminar instructors and those instructing the students in the Bachelor's and Master's programmes.



#### Module 4: Research colloquium (20 ECTS)

<b>Course type</b>	<b>Course</b>	<b>Credit hours</b>	<b>ECTS</b>	<b>Semester</b>
Seminar units	Research colloquium I	3	5	3
Seminar units	Research colloquium II	3	5	4
Seminar units	Research colloquium III	3	5	5
Seminar units	Research colloquium IV	3	5	6

Amount of work: 20 ECTS / 12 credit hours

500 working hours; thereof 180 units (= 135 hours) attendance time

Frequency: continuous

Options: none

Prerequisites: Admission to the second study phase

Duration: 3rd through 6th semester

Group size: max. 30 students

## **Courses:**

### **Research colloquium I through IV**

Course instructor: Univ.Prof. Dr. Mag. Gerhard Benetka, Dr. Markus Brunner, Ass.Prof.in Dr.in Nora Ruck

#### Course description

Seminar units; 3 credit hours each; 5 ECTS each;

Students must meet the following requirements: regular attendance of the seminars; continuous progress reports on their dissertation projects; participation in the discussion of the projects of the other seminar participants; independent reading of supplementary literature for the discussion of theoretical and methodological problems in connection with the forthcoming dissertation projects.

#### Course objectives

The students

- work continuously on the completion of their PhD theses
- support each other in the progress of their dissertation projects
- learn how to independently identify and deal with theoretical and methodological problems arising during the implementation of projects
- learn to take part in scientific discourse
- are able to recognise weaknesses in their own work and correct them accordingly
- are able to give constructive feedback on the work of others
- learn that research benefits from exchange and cooperation

#### Contents

The contents are determined by the topics dealt with in the individual PhD theses as well as the theoretical and methodological problems that arise during the individual projects.

#### Performance evaluation

Active participation in group discussions (presentation of one's own work; feedback on the work of others); progress in working on one's own dissertation project

## Module 5: Integration into the scientific community (20 ECTS)

<b>Course type</b>	<b>Course</b>	<b>Credit hours</b>	<b>ECTS</b>	<b>Semester</b>
Seminar units	Participation in conferences I	3	5	3
Seminar units	Participation in conferences II	3	5	4
Seminar units	Expert colloquium on specific subjects	3	5	5
Seminar units	Academic peer mentoring	3	5	6

Amount of work: 20 ECTS / 12 credit hours

500 working hours; thereof 180 units (= 135 hours) attendance time

Frequency: continuous

Options: none

Prerequisites: Admission to the second study phase

Duration: 3rd through 6th semester

Group size: Seminar: max. 30 students

## **Courses**

### **Participation in symposia I and II**

Course instructor: N.N.

#### Course description

Seminar units; 3 credit hours each; 5 ECTS each;

Students actively participate in conferences relevant to their respective dissertation project (e.g. via presentations or posters); the course offers a practice room to prepare for these conferences.

Students must meet the following requirements: regular attendance of the seminars; preparation and discussion of the participants' own contributions to the conference (e.g. preparation of abstracts) and the contributions of the other group participants; follow-up of the conference experiences, in particular with regard to the further strategic orientation of the participants' own research work and careers; publication of their own papers or contributions

#### Course objectives

The students

- learn how to prepare professionally for active participation in specialist conferences
- get to know different presentation modes and techniques
- are able to present their own presentation plans to others and discuss them critically in the group
- support other students in the preparation of conference contributions
- learn how to move confidently on academic ground
- are able to share and reflect on their own experiences through participation in conferences
- are able to write their papers or contributions independently and integrate the feedback of the conference appropriately

#### Contents

The contents are determined by the topics dealt with in the individual PhD theses as well as the specifications or presentation requirements of the selected conferences.

#### Performance evaluation

Active participation in group discussions (presentation of one's own conference contributions; feedback on the conference contributions of others); quality of one's own conference contributions.

## **Expert colloquium on specific subjects**

Course instructor: N.N.

### Course description

Seminar units; 3 credit hours; 5 ECTS;

In this course, external experts are invited to deepen the students' knowledge of the specific problems of current dissertation projects (teaching on demand). Students can actively participate in the selection of scientists to be invited.

Students must meet the following requirements: regular attendance of the expert colloquia; active participation in the organisation and follow-up of the individual colloquia; preparatory reading if necessary.

### Course objectives

The students

- learn to network independently and scientifically
- are able to identify specific needs for theoretical and methodological input not fully covered by internal staff
- are able to deal constructively with the new perspectives introduced by the external scientists
- are able to confidently navigate within the context of scientific discussions
- find a connection to new scientific discourses

### Contents

The contents are determined by the topics dealt with in the individual PhD theses as well as those of the invited scientists.

### Performance evaluation

Written documentation of participation in the colloquia

## **Scientific peer mentoring**

Course instructor: N.N.

### Course description

Seminar units; 3 credit hours; 5 ECTS;

The students are involved in the process of supervising Bachelor's and Master's theses at the Faculty of Psychology in Vienna under the guidance of experienced members of the permanent scientific staff: From the presentation of the topics to be worked on in the large group of students in the Bachelor's or Master's programme, through the identification of topics in small groups led by the respective supervisors, to the guidance of the execution of the individual final theses.

Participation in the regular supervision groups (seminar attendance time).

### Course objectives

The students

- learn how to guide the work of students in the lower semesters
- are able to support younger or inexperienced students in formulating the topics of their scientific theses
- are able to supervise the work processes of others with constructive feedback and to control the respective implementation of criticism and suggestions
- learn how to advise Bachelor's and Master's students on upcoming decisions (e.g. on the choice of survey and evaluation methods)
- are able to comment on and correct students' written papers
- become familiar with the criteria for the evaluation of scientific work and are able to apply them in relation to the papers they guide

### Contents

The contents are determined by the topics of the accompanying scientific theses.

### Performance evaluation

Active participation in the supervision groups; the performance assessment is carried out jointly by the seminar instructors and the Bachelor's and Master's supervisors guiding the PhD students.

Module 6: Research project (110 ECTS)

<b>Course type</b>	<b>Course</b>	<b>Credit hours</b>	<b>ECTS</b>	<b>Semester</b>
-	Project proposal Preparation of the public presentation of the project	-	29 1	1 and 2
-	Research project; preparation and completion of defence	- -	79 1	3 to 6 6

The requirements for the research project are regulated in the supplements to the examination regulations (application, 1.9).

Amount of work: 110 ECTS

2750 working hours