Hochschule Harz

GUIDE TO SCIENTIFIC WORK

Hochschule Harz

Department of Economics

Study Programs

Tourism and Destination Management

Tourism Management

Tourism Management (dual)

International Tourism Studies

Institut für Tourismusforschung –

Institute for Tourism Research

We hope that this guide will provide you with the information
you need to prepare written papers and presentations.
If you have any comments or questions, please do not hesitate to contact us.

Your tourism professors and lecturers

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1 General Information

Please follow the general instructions for writing a scientific paper.

1.1 Content areas of a scientific paper

(see also chapter 2)

(1) Cover page/title page

(2) Indexes (contents, figures, tables, abbreviations)

(3) Text part

a) Introduction (problem, research question, objectives, methodological approach, content)

b) Theoretical foundations (definitions, theories, models)

c) Practical application/research (recommendations for action, conclusions, opportunities/risks, if applicable)

d) Conclusion (summary, outlook, need for research, reflection)

(4) Bibliography

(5) Appendix

(6) Affidavit

1.2 Extent

Please note that you should not significantly exceed or fall short of the specified length of the paper. As a guideline, approx. 1,800 characters incl. spaces per written text page apply. The written text is counted from Chapter 1 of the first heading to the last punctuation mark of the last chapter. Not counted: Cover page, table of contents, other indexes, bibliography, affidavit, and appendix.

The following guidelines for the scope apply to the respective papers:

- Internship report Bachelor: approx. 20,000 characters (equivalent to approx. 11 pages).
- Term paper: approx. 27,000 characters (approx. 15 pages).

- Bachelor thesis: approx. 72,000 characters (approx. 40 pages).
- Internship report Master: approx. 60.000-90.000 characters (equivalent to approx. 30-50 pages).
- Master thesis: approx. 144,000 characters (equivalent to approx. 80 pages).

1.3 Literature recommendations for scientific work (German)

Brauner, D.-J., & Vollmer, H.-U. (2008). Erfolgreiches wissenschaftliches Arbeiten: Seminararbeit – Diplomarbeit – Doktorarbeit. (3. Aufl.) Sternenfels: Verlag Wissenschaft & Praxis.

Kornmeier, M. (2018). Wissenschaftlich Schreiben leicht gemacht: Für Bachelor, Master und Dissertation. (8. Aufl.) Bern: Haupt.

Manschwetus, U. (2017). Ratgeber wissenschaftliches Arbeiten: Leicht verständliche Anleitung für das Schreiben wissenschaftlicher Texte im Studium. (2. Aufl.) Lüneburg: Thurm Wissenschaftsverlag.

Rossig, W. E., & Prätsch, J. (2011). Wissenschaftliche Arbeiten: Leitfaden für Haus-, Seminararbeiten, Bachelor- und Masterthesis, Diplom- und Magisterarbeiten, Dissertationen. (9. Aufl.) Rossig Verlag.

Stickel-Wolf, C., & Wolf, J. (2019). Wissenschaftliches Arbeiten und Lerntechniken: erfolgreich studieren – gewusst wie! (9. Aufl.) Wiesbaden: Springer Gabler.

Theisen, M. R. (2017). Wissenschaftliches Arbeiten: Erfolgreich bei Bachelor und Masterarbeit. (17. Aufl.) München: Vahlen.

Töpfer, A. (2012). Erfolgreich Forschen: Ein Leitfaden für Bachelor-, Master-Studierende und Doktoranden. (3. Aufl.) Berlin, Heidelberg: Springer.

1.4 Supervision

Internship report: Any teacher of the university is possible.

Term paper: The teacher of the respective unit in which the term paper is written supervises the term paper.

Student research project: The supervising teacher and the correspondingly given topic of the student research project (within the scope of the course "Wissenschaftliche Methodenlehre") will be assigned to the students at the beginning of the semester. A change of the topic/supervision is only possible in exceptional cases and must be discussed with the teacher of the course and the supervisor immediately after the topic has been assigned. Otherwise the topic, regardless of the registration in the LSF, is considered as accepted and must be worked on. If the topic is not submitted, a 5.0 will be reported for "failed". The second attempt must then be written with the same supervisor to whom the first attempt was submitted.

Bachelor's and master's theses: The State Higher Education Act requires all examiners to have passed at least an equivalent examination. The university degree cannot be replaced by other qualifications, but is a necessary prerequisite for appointment as an examiner. In accordance with the purpose and nature of the examination, persons with experience in professional practice and training may be appointed as examiners. The fact that a person is experienced in professional practice can only be established by the examination board if at least five years of professional practice can be demonstrated after the equivalent academic degree has been obtained..

External examiners: The admission of a second external examiner requires the approval of the primary examiner. One examiner must be a full-time lecturer at the Harz University of Applied Sciences. Detailed information can be found in the information sheets, which you can download together with the application forms for external examiners in the document center of the FB W.

Questions about the rare case of an external primary examiner, it is best to clarify them directly with the “Infopoint” in the Department of Student Affairs.

Master's theses: The examination board of FB W has decided to appoint as examiners for master theses only persons who either regularly teach in master courses or hold a doctorate. In particularly justified individual cases, exceptions are conceivable, for example if the examiner applied for is proven by scientific publications.

1.5 Exposé

The exposé is, as it were, the common thread as the logical structure of the scientific treatment of a question and lies at the beginning of the actual processing. The red thread is reflected in the structure of a work, which is first roughly set up with the exposé. In the scientific paper itself, which is then to be written, the project is described in an introductory chapter and the common thread is made clear. Ideally, the exposé is the subsequent introduction; in the case of a well and deeply researched exposé this is possible, but in most cases there will be adjustments and changes due to new findings during the course of the work. Even if the final chapter is only available at an advanced stage of a thesis, the exposé as a basis and red thread is a decisive step at the beginning of the preparation of a scientific paper.

One of the main reasons for writing the exposé and doing it particularly well is that the later work develops from the synopsis. This means more work at first, but saves a lot of time later on. The exposé gives an overview of the writing project and is a good preparation for later discussions with the examiner. The exposé will probably be discussed several times and, if necessary, modified until the author and the examiner have found a common denominator for the treatment of the topic. When the exposé "stands", you have a clear direction in mind and can write the paper yourself as far as possible, unless unforeseen aspects arise in the course of the work. This happens quite often; then the examiner is called upon.

The contents of the exposé in detail:

The synopsis is two to three pages long plus a preliminary outline. First, the topic is described in a few sentences. Then, the concrete **goal** of the work is formulated, which leads to the **research questions**, which ultimately outline the problem statement of the paper. It makes sense to write down the most important questions in the form of a list. This makes it clear to you and the examiner which tasks you are facing with this topic.

Then you describe the procedure in your work. In this way, you make clear how and in what order you want to work on the problem and answer the questions. The procedure finally leads to the **outline** of your work. Only give a rough outline in the exposé (max. 2nd level of outline), because a deeper subdivision will only result from the details of the work.

However, it is important that when describing your approach, you justify *why* you want to arrive at the result of your work in the way you have outlined. In most cases, several paths lead to the goal. You need to decide for one way and make it clear to the reader why the presented approach is the right one from your point of view.

Results of your work do not fall from the sky. You have to research and use certain scientific methods to gain knowledge. The **methods** you use (secondary and primary research) are part of your approach. Therefore, justify why you use certain methods and, if applicable, why you consider other methods to be unsuitable to answer the questions of your work. Your examiner will discuss the use of the methods with you!

Briefly summarized:

• Objective	For what **purpose** am I writing this paper?
• Questions/Problems	**What** is the actual subject of the work?
• Outline	**How** do I write down the work?
• Methods used	**How** do I intend to arrive at solutions?

The exposé should be structured as follows:

- **Front page**: Personal details (first name, surname, enrolment number); preliminary title, subject, names of supervisors
- **Introduction**: Very brief outline of the topic, description of the initial situation, and problem definition (to be supported by scientific sources).
- **Objective**: Derivation of research questions and hypotheses from the introduction.
- **State of research**: Overview of existing work in the thematically closer research area, incl. excerpts from the literature reviewed.
- **Approach**: Selection of the method used to answer the research question and brief justification of their suitability.
- **Outline**: Proposal of an outline, incl. provisional timetable.
- **References**: List of literature used in the exposé - ideally, it should already include publications that are central to the research.

Another important tip:

When writing the exposé, it is recommended to concentrate on your own thoughts, goals and approaches. However, you will notice that many aspects and solutions will not come to your mind on their own. Therefore, it is necessary to conduct a targeted literature and internet research for the exposé in order to acquire the necessary scientific-theoretical and technical background knowledge. In some cases, it is sufficient at the beginning to read some sources "crosswise".

You should already use citations in the exposé (usually indirect citations). Indicate the literature sources used in the synopsis, then the examiner has an overview of what you have already read and whether you are on the right track with the standard works. A quality of the work makes it that you will find numerous further sources on its subject, that have not yet been compiled in this way and in this form.

Note for term papers:

Term papers are an introduction to academic writing. With a length of 12-15 pages, an introduction should not exceed one page. Therefore, it does not make sense to write a synopsis in the form presented here. Nevertheless, the same structured considerations should be made before starting the writing process; it is helpful to write them down in short form and, if necessary, in key words. This helps to order one's own thoughts.

1.6 Valuation basis

In order to evaluate written assignments, there are guidelines to ensure the most objective assessment possible. Not only the content is important, but also aspects such as the structure and practical relevance. Here is a grading scheme provided for reference. Important note: Table 1 presents an example. Each professor or lecturer sets their own priorities!

Table 1: Grading Scheme

component	relative share of the overall grade
structure of the work, cohesiveness, logical organization, grasp of the topic, focus, objective presentation, methodological approach	15%
general substantive evaluation, thorough understanding of the topic, level of detail/precision in execution, connection between theoretical explanations and practical problem-solving	20%
critical engagement, originality/novelty, coherence of conducted analyses (theoretical basis), problem-solving abilities (creativity, objectivity, originality)	20%

practical relevance, original solutions/ approaches, conclusions, practical relevance/feasibility of the proposed solutions	20%
scholarly rigor of the content, citation style, bibliography, appropriate expression and style	15%
consistency in formal criteria, lists/ indexes, spelling, (page) layout, orthographic, grammatical and technical correctness	10%

Please also consider the evaluation criteria for presentations. Please discuss this with your respective examiner.

1.7 Submission of the assignment

Please note the submission deadlines. Assignments submitted late will be graded 5.0.

For term papers: If you sign up, you must also submit a paper. A term paper that is assigned but not submitted will be graded 5.0 unless there is a valid reason (e.g., illness) and an extension can be granted upon request - and the illness must be reported to the examination office immediately. Please also note the individual registration deadlines provided by your examiner.

All academic papers must be submitted in printed form. The printed copy will be evaluated. The type of binding should be chosen according to the academic level of the paper. For term papers, simple folders or binders are generally sufficient. Occasionally, used folders are provided by professors and lecturers. New folders are not necessary; however, they should be in good condition. Bachelor's and master's theses should be submitted in properly bound form.

In addition, please submit a PDF version of the paper. The file should be named as follows:

name_first name_ abbreviation_short title_semester.pdf

As abbreviations, the following apply: HA for term paper, BA for bachelor's thesis, MA for master's thesis.

The PDF files can be emailed to the examiners. For bachelor's and master's theses that may require more extensive attachments, a DVD can also be submitted.

Please check with your examiner in any case. Individual regulations regarding file submission (memo sticks, drop-in, or other data transfers) may be possible.

2 Components and schematic structure

Please consider the requirements outlined in the following chapters regarding the components and structure of a scholarly work.

2.1 Design of cover page

A pre-made layout template for Word for creating academic papers can be found (after logging in) in the downloads section of the FB WW or the ITFs.

2.2 Outline – Formatting the Table of Contents

- The table of contents should provide an overview of the structure and conceptual division of the issues presented in the topic.
- The depth of the outline (subdivisions) should correspond to the overall length of the work and the importance of each subpoint.
- Care should be taken to maintain a balanced subdivision in each section; overly detailed subdivisions generally disrupt a smooth presentation.

Numbering/Page Count:

- Lists are numbered in Roman numerals, while the main text is numbered in Arabic numerals.
- Appendices can be numbered in either Arabic or Roman numerals.
- Numbering starts with page II for the table of contents, as the title page would be page I (although the page number is not displayed here).

Formal Requirements:

- Clear structuring according to the decimal classification system.
- Lists (including the table of contents) without chapter number, but with page number.
- Appendices (without chapter number, with page number)

- A subheading at a certain level is never alone (For example, 1.1 but not 1.2).
- The format of headings in the table of contents is not bound to the format in the running text.
- When formulating headings, strive for straightforward and concise language. Avoid question formats or comma-based sentences whenever possible.

Figure 1: Example of Table of Contents

Table of Contents

List of Figures	2
List of Tables	3
List of Abbreviations	4
1 Lorem	5
1.1 Ipsum	6
1.1.1 Dolor	6
1.1.2 Ipsum 2	6
1.2 Lorem 2	7
2 Solores	8
Apprendix	9
A: Interview with partner 1	9
B: Interview with partner 2	10
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Source: own representation

Figure 1 shows an example of a table of contents. The lists may be omitted, as described in the following chapters.

2.3 List of figures and tables

If there are more than three figures or tables, a list of figures or tables should be included. If there are fewer than three figures or tables, these lists can be omitted.

2.4 List of abbreviations

- Contains all abbreviations used in the work (including those in figures and tables) and their meanings in alphabetical order.
- Business abbreviations as well as commonly used abbreviations for newspapers, institutions, and organizations are allowed.
- Common abbreviations (e.g., etc. or i.e.) need not be mentioned. General rule: Abbreviations listed in the dictionary (Duden) should not be included in the list of abbreviations.

Figure 2: Examples of Abbreviations

UNO	United Nations Organization
FAQ	Frequently Asked Questions
FBI	Federal Bureau of Investigation

Source: own representation

Figure 2 shows an example of a table of abbreviations.

2.5 Main body of the text

In the following chapters, you will find requirements for the main body of the text that you should consider when preparing your academic work.

2.5.1 Formal requirements

Note: The requirements of the professors and lecturers regarding the visual layout of the work can vary. Please consult your examiner regarding this. Generally, all professors and lecturers have agreed upon a standardized layout template, which you can download as a finished file (for example, from the ITFs download section).

Figure 3: Example of Layout

- Font: Arial, Helvetica, Times New Roman
- Font size: 12 pt
- Line spacing: 1.5 lines
- Text alignment: Justified
- Margins:

Left:	3.5 cm
Right:	3.0 cm
Top:	3.5 cm
Bottom:	3.5 cm

- The written page should roughly correspond to a DIN-A5 page.
- Distance between headings and preceding text should be greater than that to the following text.
- Footer: Page numbers centered

Source: own representation

Please structure your continuous text into paragraphs. This makes it easier to read and also helps to systematize your thoughts and statements. Avoid overly long paragraphs. It is also incorrect to have a paragraph consist of only one sentence.

2.5.2 Choice of words

Guidelines for choosing the right words:

- The meaning of words should be identical to the content of the thoughts.
- Test question: Is your own perception also the reader's perception? (Otherwise, you must explain it or find another word.)
- Focus on expressions that are clear, understandable, concise, and meaningful in content.
- Use of foreign words:
    - Extensive use as an unmistakable sign of scholarly writing = this is a misconception!

    - Accumulation of foreign words tends to foster skepticism and suspicion of lack of understanding (which is supposed to be masked by the use of foreign words).
    - The meaning of the foreign word must be known.
    - Spelling matters!
- Numbers from zero to twelve are written out.
- Number words (thousand) or units (kilowatt) are written out, unless they follow a numerical value (550,000).
- Two numbers are never placed consecutively. Rearrange the sentence.
- Avoid a narrative, flowery conversational style, as found in magazines and newspapers. Stay objective and factual.
- Avoid: "I-" and "We-form."
- Avoid: "It can be assumed" (because it's anonymous) or "We conclude" (because the reader's opinion is not known).
- Avoid filler words and phrases like: also, especially, already, similar, thereby, also, already, …
- All statements made are to be taken literally. Therefore, avoid extreme descriptions such as:
    - always
    - never
    - no
    - always
    - constantly
- Avoid colloquial words such as:
    - important
    - simple
- Avoid vague formulations with words like:
    - actually
    - quite
    - a bit
    - relatively

    - much
    - things
    - stuff
- Avoid subjective words like:
    - naturally
    - logically
    - obviously
    - nice
    - wonderful
- Avoid exaggerations like:
    - very
    - extremely
    - fully
    - really
    - super
    - enormous

2.5.3 Tables

- Tables serve as evidence for statements in the text, meaning they refer to statements in the text and are usually mentioned there.
- They should not disrupt the contextual flow of the text; they should be placed where the corresponding content-related statements are made.
- Each table has a heading (title) and a clearly defined table header.
- Source references (e.g., for tables taken from other sources or “own representation”) should be placed below the table, and the respective source must be accurately cited. The source must also be listed in the bibliography.
    - ➢ See also the guidelines for figures in Chapter 2.5.4 and for citations in Chapter 2.6.
- Tables should be numbered consecutively and listed in a table of contents with their headings and respective page numbers.

Larger, more extensive tables belong in the appendix.

2.5.4 Illustrations and Graphics

All diagrams, overviews, statistics, photos, etc., are numbered consecutively as figures. Each figure includes a heading (title) above the inserted graphic. The source is provided below each figure.

In the running text, there must always be a reference to the figure, meaning its usage must be justified. This can be done through a brief reference (see Figure XY), indicative sentences (Figure XY summarizes the previously presented facts in an illustrative manner), detailed explanations of the figures, or a discussion of the mentioned results and data. These references can also be placed in footnotes.

Figures should be integrated into the text in a way that they do not appear at the beginning or end of a section. In the running text and in the caption, the word “Figure” should be spelled out. If a reference is inserted, the Word tool “Cross-reference” can be used for this purpose.

Table 2: Source Citations for Figures and Tables

Type of figure/table	Bibliographic citation
When directly reproducing a figure/table	Müller, 2018, p. 15
When making minor modifications to the figure/table	cf. Müller, 2008, p. 17
When adding substantial content	own representation adapted from
When using original content	own representation

Source: own representation

Please use the source citations for figures and tables as illustrated in table 2.

2.6 Citation

Literature work

Please ensure a scientifically adequate bibliography. For most topics, this means primarily incorporating classical German, English and foreign literature such as monographs, anthologies, (journal) articles, and conference contributions. Internet sources should be used additionally and, in consultation with your supervisor, can play a more significant role in current (online) topics.

Use both the university's databases (e.g., wiso-net, UNWTO database, ebooks from Springer, UTB, ScienceDirect) and research databases (e.g., Academia, ResearchGate, Google Scholar, SSRN, EconStor, Scopus, and Kudos) for your literature search.

Statista and Wikipedia can be used for information gathering. These platforms compile knowledge from various sources. However, these websites are not directly citable in your work. Always find the original source that you can cite. There are two reasons for citations and citation rules:

Formal Reasons

- Distinguishing between one's own and others' ideas.
- Ensuring the verifiability of others' ideas.

Content-related Reasons

- Furthering/supplementing one's own thoughts.
- Emphasizing one's own opinion, conclusion.
- Confirming scientific theses through recognized authorities/works.

2.6.1 Basic rules of citing

- Quotations do not diminish your own work. On the contrary, handling literature and citing appropriately is an essential part of the work.
- Cite exactly what you need for your argumentation. Quotes spanning multiple sections or pages are not appropriate.
- Tip: approximately three to five literature references per page.

Table 3: Selection of Materials

Citable materials	Non-citable materials
All published scholarly materials, such as books, journals, etc.	• Fictional works (e.g., novels by Simmel or Konsalik) • Generally newspapers/magazines (e.g., Spiegel, SZ, FAZ, Stern) • Encyclopedias • Oral information (Exception: Transcripts of conversations) • Dictionaries like Duden, Wikipedia (!), etc.

Source: own representation

In Table 3, citable and non-citable materials are presented.

2.6.2 Formal notes

The citation comes at the end of the adopted term, sentence, thought. There are different opinions on the citation method. Basically, the APA style should be used. In consultation with your examiner, there are two variants:

1. Harvard citation style: short reference in brackets directly after the citation in the continuous text.

2. footnotes:

- Begin with number.
- Numbered consecutively or new for each page.
- No blank line between the individual footnotes.
- If footnotes are longer than one line, subsequent lines are continued below the text of the first line.
- Footnotes must be on the same page as the text they identify.
- In addition to source references, footnotes may also include factual comments.

You will discuss which citation method to use with your examiner.

2.6.3 Types of Citations

Literal Quotations

- are appropriate when a foreign idea is particularly distinctive.
- are to be faithfully reproduced letter by letter and character by character, indicated by quotation marks ("...").
- Literal (direct) quotations must be precise and copied exactly, word for word.
- "They were beyond the world, they were beyond Stanz, they were with me, and I was with them." (Pestalozzi 1932, p. 5)
- If a word within the quotation is omitted, two dots (..) are used.

- If several words are omitted, three dots (...) are used.
- Omissions must not alter the meaning of the quotation.
- If one or more words are added within the quotation, square brackets [...] are added, indicating that it is an addition by the author (abbreviated as "author's addition").

Example:

"The effects of physical activities on the [human, author's addition] organism are only partially researched."

- If the author makes emphasis that deviates from the original text (such as using bold or italic font), square brackets [...] are added immediately after the modified lines, indicating “Emphasis added by the author” (abbreviated as “Emph. added by the author”).

Example:

"For health sciences, and particularly for the theory of health promotion, a coherent and harmonized concept of health [Emph. added by the author] is an essential prerequisite."

Paraphrased Quotations

- are indicated by the abbreviation "cf."
- are generally preferred unless a verbatim quotation is absolutely necessary.
- never reproduce the exact wording, but rather convey the meaning.
- Depending on whether the paraphrased quotation refers to the entire sentence or a part of the sentence, the footnote number is placed after the period at the end of the sentence or after the comma or the content-based end of the sentence part.

Secondary Quotations

Secondary quotations (quoting a text written by someone else) are permissible when the original source is not readily accessible. The primary literature is mentioned first, followed by **"cited in"** and the source where the quotation is found. In the bibliography, only the source that was actually read is listed.

Example:

Freyer, 2015, p. 374, cited in Groß, 2017, p. 29.

In the bibliography:

Groß, S. (2017): Handbuch Tourismus und Verkehr. Verkehrsunternehmen, Strategien und Konzepte. (2nd ed.) Konstanz/München: UVK Verlagsgesell-schaft mbH.

Quoting from Foreign-Language Works:

Direct quotations from a foreign-language source should be quoted in the original language. However, it is often more practical to paraphrase them indirectly and translate them into German/English.

2.6.4 Examples for quotations

In Table 4, further examples are provided on how you should cite.

Table 4: Examples of Quotation

requirement	example
All source citations are inserted in APA style. First, the author's last name is listed, followed by the publication year and the page number. Note: Quotation marks are only used for direct quotations.	Gutenberg, 1985, p. 200
In paraphrased citations, the source is indicated by using "cf."	cf. Gutenberg, 1985, p. 200

If a direct or paraphrased quotation refers not only to a specific page but also to the following page (f.) or multiple following pages (ff.), this is indicated in the page citation.	Gutenberg, 1985, p. 200 f. or Gutenberg, 1985, p. 200 ff.
In citations where no publication date is provided, "no date" is indicated as "n.d."	Gutenberg, n.d., p. 200
When citing multiple works by the same author(s) from the same year, they are distinguished by adding a, b, c, and so on, to the year (e.g., 2023a, 2023b). These citations are sorted alphabetically by title in the reference list.	Gutenberg, 1985a, p. 200 Gutenberg, 1985b, p. 400
For citations of the same source and the same page number, the indication "Ibid." may be used.	Ibid.
In citations from the same source but with a different page number, the term "Idem" can be used, followed by the page number.	Idem, p. 435
When referring to additional literature sources, "see also" is placed before the name of the first additional author mentioned.	Gutenberg, 1985, p. 200; see also Treis, 1994, p. 12
Explanations of foreign words are also placed in footnotes. This includes citations from laws, regulations, court judgments, which, like dictionaries of foreign words, do not need to be separately listed in the bibliography (except in the case of multiple uses or significant content relevance). If not done in the text, the abbreviation in the footnote can be	Citation (Latin, 15th century): Originally meant to summon before a court; today also refers to quoting literally (sentence, passage) according to Herder's Dictionary of Foreign Words (1969).

spelled out in parentheses for better understanding, for example, for the legal code.	
References to information, explanations, or results obtained by the author from personal conversations should include the name of the institution and/or the person, the date, and, if possible, the person's position and location.	(Müller, E., 2018)
If multiple direct quotations (enclosed in quotation marks) or indirect citations are made from one or more conversations, an abbreviated form of the citation can be used by mentioning the institution or the name of the conversational partner. The full citation will then be listed in the "other sources" section of the bibliography.	Edeka-Zentrale AG (2011)

Source: own representation

These examples are what are known as short citations, which you can include in the footnote of the cited source. Examples of citation styles in the bibliography are provided in Chapter 2.8.

2.6.5 Cross-reference

Cross-references within your own work are made by indicating the chapter and the corresponding page number, along with a more specific indication or keyword related to the mentioned topic.

Example:

See Chap. 3.4, p. 35 (or: Cf. Chap. 3.4, p. 35)

These guidelines also apply to references to figures or tables.

2.7 Appendix

If an appendix is to be included in the work, it is placed between the main text and the bibliography. The appendix is indicated by inserting a sheet labeled "APPENDIX" at the beginning of it.

The pages of the appendix are to be numbered consecutively using Arabic numerals. The appendix may include tables, overviews, and diagrams necessary for understanding but not integrated into the main text.

Note: An appendix is not a mandatory part of the work; it is an optional component used if additional explanations are deemed necessary. This section should not be unnecessarily extended.

2.8 Bibliography

A bibliography in **APA style** is to be included in the document (if the work includes an appendix, the bibliography is placed after it). For a formally correct bibliography, Word provides a corresponding tool under References/Citations and Bibliography.

The bibliography should include all publications cited in the work, including those used in tables, overviews, the appendix, etc. **Literature that has been read but not cited does not belong in the bibliography.**

2.8.1 Bibliography guidelines

Below are guidelines for the formatting and sorting of the bibliography.

Formatting:

- Justified alignment
- No bullet points.
- Double spacing between all lines in the bibliographic entries. **(This document does not adhere to this due to space constraints!)**

- Hanging indent for bibliographic entries from the second line, with an indentation of 0.5 or 1.0 cm.
- The URL should **not be blue or underlined**. This can be removed (right-click and select "Remove Link").

Order:

- Alphabetical order based on the last name of the first author.

  Example:

  Groß, S. (2022) ...
  Zeiss, H. (2017) ...

- Multiple works by the same author(s) are sorted chronologically by publication year (oldest first, then newest).

  Example:

  Zeiss, H. (2020) ...
  Zeiss, H. (2021) ...

- Works with the same first author(s), different years, and different second author(s) are first sorted alphabetically by the last name of the second author(s) and then chronologically.

  Example:

  Dreyer, A., & Groß, S. (2021) ...
  Dreyer, A., & Groß, S. (2022) ...
  Dreyer, A., & Linne, M. (2018) ...

- Multiple sources by the same author(s) in the same year are labeled with a, b, c, ... and sorted accordingly.

  Example:

  Groß, M. S. (2020a) ...
  Groß, M. S. (2020b) ...

2.8.2 Bibliography examples

The following are examples of the different resources provided for orientation.

<u>1. Books:</u>

Single Author:

Koch, T. (2010). *Macht der Gewohnheit? Der Einfluss der Habitualisierung auf die Fernsehnutzung*. Opladen: VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-531-92529-5.

Two to 21 Authors:

Rogers, C. R., Lyon, H. C., & Tausch, R. (2014). *On Becoming an Effective Teacher*. Oxon: Routledge.

Organization or Institution as the Author:

Institut für Demoskopie Allensbach. (1969). *Wählermeinung – nicht geheim: Eine Dokumentation des ZDF*. Verlag für Demoskopie. U.S. Census Bureau. (2000). *Statistical Abstract of the United States*. Washington, D.C.: U.S. Government Printing Office.

Single Editor:

Berg, T. (Ed.). (2002). *Moderner Wahlkampf: Blick hinter die Kulissen*. Opladen: Leske + Budrich.

Multiple Editors:

Wirth, W., & Lauf, E. (Eds.). (2001). *Inhaltsanalyse: Perspektiven, Probleme, Potentiale*. Köln: Herbert von Halem Verlag.

Edition of a Work:

Brockett, O. (1987). *History of the Theatre* (5th ed.). Boston: Allyn and Bacon.

Edited Volume:

Reinecke, L., & Oliver, M. B. (Eds.). (2016). *The Routledge Handbook of Media Use and Wellbeing*. Oxon: Routledge.

2. Journal Articles:

Journal Article by One Author:

Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. *Communication Research*, 23(1), 3-43. https://doi.org/10.1177/009365096023001001.

Journal Article by Three to Seven Authors:

Horton, D., & Wohl, R. R. (1956). Mass communication and parasocial interaction: Observations on intimacy at a distance. *Psychiatry*, 19(3), 215-229. https://doi.org/10.1080/00332747.1956.11023049.

Journal Article by More Than Seven Authors:

Rumpf, H.-J., Achab, S., Billieux, J., Bowden-Jones, H., Carragher, N., Demetrovics, Z., Higuchi, S., ... Poznyak, V. (2018). Including gaming disorder in the ICD-11: The need to do so from a clinical and public health perspective. *Journal of Behavioral Addictions*, 7(3), 556-561. https://doi.org/10.1556/2006.7.2018.59.

Online-only Journal Article (No Print Version):

Ashe, D. D., & McCutechon, L. E. (2001). Shyness, loneliness, and attitude toward celebrities. *Current Research in Social Psychology*, 6(9). Retrieved from http://www.uiowa.edu/~grpproc/crisp/crisp.6.9.htm.

Journal Article Without DOI (Include Journal's URL):

German, C. (1996). Politische (Irr-)Wege in die globale Informationsgesellschaft. *Aus Politik und Zeitgeschichte*, 32, 16-25. Retrieved from http://www.bpb.de/publikationen/BKRM30,0,0,Aus_Politik_und_Zeitgeschichte.html.

3. Newspaper Articles and Magazines:

Newspaper Article (Print):

Falter, J. (1998, April 27). Alle Macht dem Spin Doctor. *Frankfurter Allgemeine Zeitung*, pp. 11-12.

Newspaper Article (Online Database):

Altmann, L. K. (2001, January 18). Mysterious illnesses often turn out to be mass hysteria. *New York Times*. Retrieved from the ProQuest Newspaper database.

Newspaper Article (Online Newspaper Website):

Korte, K.-R. (1999, October 25). Das System Schröder: Wie der Kanzler das Netzwerk seiner Macht knüpft. *Frankfurter Allgemeine Zeitung*. Retrieved from http://www.faz.net.

Magazine Article:

Raloff, J. (2001, May 12). Lead therapy won't help most kids. *Science News*, 159, 292.

4. Dissertations:

From a Dissertation Database:

Mancall, J. C. (1979). *Resources Used by High School Students in Preparing Independent Study Projects: A Bibliometric Approach* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses database. (UMI No. AAT 7905069).

Abstract from DAI (Dissertation Abstracts International):

Delgado, V. (1997). *An Interview Study of Native American Philosophical Foundations in Education*. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 58(9), 3395.

5. Other References:

Review:

Gleick, E. (2000, December 14). The Burdens of Genius [Review of the book *The Last Samurai* by H. DeWitt]. *Time*, 156, 171.

Article in a Reference Work/Encyclopedia:

Valkenburg, P. M., & Peter, J. (2017). Differential Susceptibility to Media Effects Model. In P. Rössler, C. A. Hoffner, & L. Zoonen (Eds.), *The International Encyclopedia of Media Effects*. New Jersey: John Wiley & Sons. https://doi.org/10.1002/9781118783764.wbieme0119.

Paper Published in Conference Proceedings:

Benz, A. (1998). Postparliamentary Democracy: Democratic Legitimation in the Cooperative State. In M. Greven (Ed.), *Demokratie – Eine Kultur des Westens? 20. Wissenschaftlicher Kongreß der Deutschen Vereinigung für Politische Wissenschaft* (pp. 201-222). Opladen: VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-322-92308-0_11.

Company Information from a Database:

Ingersoll-Rand Company Limited. (2004). *Company File*. Retrieved July 29, 2008, from Hoovers in Lexis-Nexis.

Film:

McCarthy, T. (Director). (2015). *Spotlight* [Film]. Open Road Films.

Personal Communication:

(e.g., Emails, Interviews, Lectures, Phone Conversations)

Meyer, J. (2022, September 20). Expert Interview with Jan Meyer. Interviewed by: F. Müller.

6. Websites:

Website of an Organization, Government, etc.:

Bundeszentrale für Politische Bildung. (2010). Wahlen in Deutschland. Retrieved from http://www.bpb.de/wissen/7004AT,0,Wahlen_in_Deutschland.html.

Personal Homepage:

(The access date is included due to potential changes)

Duncan, D. (1998, August 1). Homepage. Retrieved on July 30, 2007, from http://www.bpb.de/wissen/7004AT,0,Wahlen_in_Deutschland.html.

Article from a Publicly Accessible or Personal Website:

Archer, Z. (n.d.). Exploring Nonverbal Communication. Retrieved from http://zzyx.ucsc.edu/~archer.

7. Other Online Media:

Video (e.g., YouTube):

Rezo. (2019, May 18). Die Zerstörung der CDU [Video]. YouTube. https://www.youtube.com/watch?v=4Y1lZQsyuS.

Podcast Episode:

Brand, M. (Host), Kemper, H. (Host), & Rauner, M. (Host). (2020, October 18). Kann Angela Merkel auf Vorrat schlafen? [Podcast episode]. In *Woher weißt du das?* ZEIT ONLINE. https://www.zeit.de/wissen/2020-10/schlafforschung-angela-merkel-vorschlafen-wissen-podcast.

Blog Post:

Rohrer, J. (2019, October 3). Indirect Effect Ex Machina. *The 100% CI*. http://www.the100.ci/2019/10/03/indirect-effect-ex-machina/.

2.9 Affidavit

The affidavit is located on the last page, titled "Affidavit“, and has the exact wording provided below. It must be personally signed with place and date.

“I hereby confirm that I have not submitted this work to any other examination authority, have written it independently, have not used sources or resources other than those indicated, and have clearly marked any quotations.”

In addition, the extent to which chat GPT or similar AI applications were used must be indicated - for example, with the following statement.

“*In writing this paper, I used ChatGPT or another AI as follows:*

- □ *not at all*
- □ *during idea generation*
- □ *when creating the outline*
- □ *to create individual passages, in total to the extent of ...% of the entire text*
- □ *for the development of software source texts*
- □ *for optimization or restructuring of software source texts*
- □ *for proofreading or optimizing*
- □ *Other, namely: ...*

I assure that I have stated all uses completely and I am aware that missing or incorrect statements will be considered as an attempt to deceive.”

Under the affidavit, the following text should appear, with XX.XXX to be replaced by the actual character count determined by the author.

Internship Report:

Number of characters including spaces and footnotes in the paper (excluding bibliography and any appendices) in the range of 18,000 to 22,000 characters: XX,XXX characters.

Term Paper:

Number of characters including spaces and footnotes in the paper (excluding bibliography and any appendices) in the range of 24,000 to 30,000 characters: XX,XXX characters.

Bachelor's Thesis:

Number of characters including spaces and footnotes in the paper (excluding bibliography and any appendices) in the range of 65,000 to 79,000 characters: XX,XXX characters.

Master's Thesis:

Number of characters including spaces and footnotes in the paper (excluding bibliography and any appendices) in the range of 130,000 to 158,000 characters: XXX,XXX characters.

3 Bachelor’s/Master’s Colloquium

In the colloquium, the most significant results of the bachelor's/master's thesis should be presented in the form of theses for discussion.

Content and Duration:

- **Approximately 15 to 20-minute** (PowerPoint) presentation.
- **Three theses** should be prepared for the presentation, which relate to the main results of the bachelor's/master's thesis and should be substantiated with content from the work.
- The presentation will be followed by a discussion of the theses and contents of the bachelor's/master's thesis, lasting **another 15 to 20 minutes**.
- A **handout** of the presentation (e.g., three slides per page, to be coordinated in detail with the examiners) must be brought along.

- **Duration of Bachelor's Colloquium**: Total **30 to 45 minutes**. It must not be less than 30 minutes.
- **Duration of Master's Colloquium**: Total **45 to 60 minutes**. It must not be less than 45 minutes.

Additional Notes:

The **date** will be determined by the examiners in consultation with the student. **Room reservation** for the colloquium is the responsibility of the student and should be done through the Dean's office. Before the colloquium, an application form (BA/MA_Colloquium_Student_DfsA.pdf) must be submitted. This form can be downloaded from the FB W website. It must be signed by the examiners and the student and submitted to the Office of Student Affairs. The colloquium generally serves as the **final examination** of the degree program and can only be scheduled once all other modules of the program have been successfully completed. Normally, the primary and secondary examiners participate in the colloquium. However, in exceptional cases, an external examiner may be represented by an expert assessor. The colloquium is not bound to the examination or lecture period.

4 Guidelines for Developing a Scientific Paper

Since it is your own (academic) work, the focus will primarily be on describing and delimiting your research topic, as well as applying these concepts to practical examples or companies. However, try to also include explanation, understanding, and/or forecasting related to your topic. Consider the various levels of the scientific knowledge process.

Therefore, please establish a **methodological and/or theoretical foundation** for your study paper. Specifically, this means finding an analysis method (such as Strengths-Weaknesses, SWOT, PESTLE analysis, or similar) **and** a **theory and/or model** upon which you can base your study paper.

In the introductory chapter, integrate the **problem statement** (i.e., introduction to the topic), the **objectives**, and the **structure** of your work.

In addition to the content (especially structure, logical argumentation, evaluation of literature), pay attention to the formal aspects of your paper (especially citation, spelling, punctuation, style, language, and expression). The formal guidelines outlined in this manual apply as a general rule.

5 Guidelines for Developing a Presentation

Please include your name, the title of the presentation, the course name, and the date in your outlines, which are to be discussed in advance (preferably in the header).

Contents:

- Ensure there is a ”red thread” and incorporate practical examples.
- The structure of your presentation should always be apparent, or use interim slides to show what comes next.
- In terms of content, it will primarily focus on describing and delineating your research topic, as well as applying these concepts to practical examples or companies. However, try to also incorporate explaining, understanding, and/or predicting your topic. Consider, for example, the different levels of the scientific knowledge process (also see ”Own Analysis and Critique”).
- Integrate the problem statement (i.e., introduction to the topic), the objective, and the structure or methodology of your presentation in your introduction. Also, briefly introduce all presenters and provide their student IDs.
- Prepare a conclusion that summarizes the most important aspects (around 3-5 ”learnings”). However, it should not contain new content. New content is only allowed in a chapter titled ”Conclusion and Outlook”, or similar.

Own Analysis and Critique:

- Please use a methodological and/or theoretical basis for your presentation.
- Therefore, base your presentation on an analytical method (e.g., strengths-weaknesses analysis, SWOT analysis, PESTLE analysis, or similar) and a theory and/or a model. → Do not just describe your topic;

also, explain using a methodological foundation, including its advantages and disadvantages.

Formalities:

- In addition to the content, please pay attention to the formal aspects of your presentation, especially citation, spelling, punctuation, style, language, and expression. If you are working in a team, establish a consistent formatting template from the beginning and agree on citation styles.
- Sources used for the elaboration should be indicated on individual slides – please be mindful of both direct and indirect citations. Utilize the same citation style consistently and coordinate within the team.
- For image sources, follow these guidelines:
  - For illustrative photos/images that are interchangeable (e.g., a picture of a forest to illustrate calmness and relaxation), you do not need to provide the image source.
  - For specific photos or images containing important information/data or supporting your argument, you must research the photographer/illustrator and provide the source (short reference, see Chapter 2.5.4).
  - Please ensure that the images/graphics are used only within the university to avoid copyright violations.

Presentation/Visualization:

- Choose a slide layout that is visually appealing and can be easily read/perceived by all attendees. Pay attention to slide numbering.
- Make your presentation diverse, incorporating text slides along with slides containing images, tables, graphics, etc. Plan for approximately 1-2 minutes of speaking time per slide, allowing you to estimate the number of slides for your allotted presentation time.

- Each person must have a minimum presentation time of 15 minutes – any deviations from this time should be coordinated with the examiner.
- Utilize various media (such as PowerPoint/Prezi, videos, boards, moderation walls, and/or flipcharts) to make the presentation more engaging.
- In consultation with the supervising person, consider aspects such as discussion, the presentation of theses, use of films, etc. (Moderation/conducting discussions is the responsibility of the presenters).

6 Designing Scientific Posters

Scientific posters should adhere to specific criteria, focusing on fundamental principles such as simplification and clear visualization.

6.1 Structure and Creativity

A poster should not be smaller than DIN A0 format. Sans-serif fonts like Arial, Tahoma, or Veranda are preferred. Serif fonts like Century, Book Antiqua, or Times New Roman are suitable for body text. Consider the following size settings to ensure readability from a moderate distance (approximately 3 meters):

- **Title:** 100 Pt.
- **Subtitle:** 40-50 Pt.
- **Text:** 24-25 Pt.
- **Image Captions:** 18-20 Pt.
- **References:** 18-20 Pt.

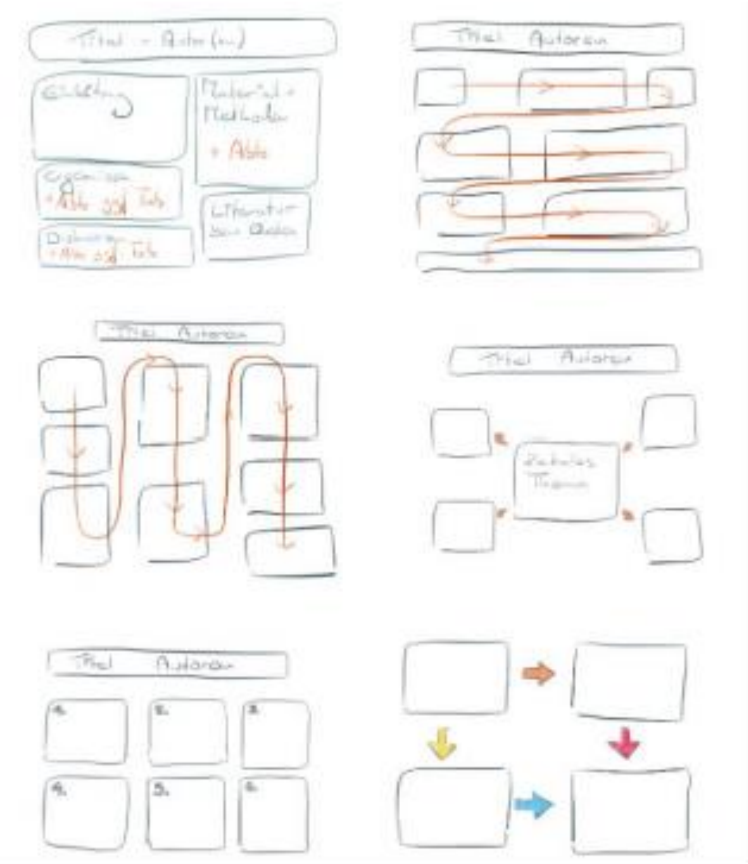
Creativity is also crucial in design. Utilize the poster's ample space wisely to showcase your ideas effectively. Strike a balance between symmetry, readability, and engaging visual elements in the layout to present your points succinctly and vividly.

Figure 4: Ratio of Text, Images and White Space

Source: Studierwerkstatt Universität Bremen, n.d., p. 2

However, it is important to consistently maintain a reading direction. You can choose between a column-oriented (N-shape) or block-oriented (Z-shape) layout. The reading direction always goes from top to bottom and from left to right.

Figure 5: Example Reading Direction



Source: Studierwerkstatt Universität Bremen, n.d., p. 3f.

Regarding the use of colors:

The use of colors in scientific publications is generally debated, as the focus should primarily be on the content. However, subtle color accents and an appealing color scheme can be helpful for posters. Please use understated colors. Emphasized elements can be high-contrast (e.g., using complementary colors).

You can use eye-catching elements, as a poster is meant to engage viewers visually and encourage reading. However, it's important to maintain a subtle, scientifically oriented approach.

6.2 Content and Message

Creating a scientific poster forces you to distill your research work to its essence. At a glance, it should convey the problem statement, objectives, research questions, methodology, results, initial conclusions, and a brief literature review.

You can use photos, tables, diagrams, bullet points, and short blocks of text. For textual content, use short, straightforward sentences. Be conscious and restrained with highlighting. Pay attention to how key terms can be perceived.

For further guidance, we recommend the following resources:

Hoffmann, V., & Helmle, S. (2011): Designing Scientific Posters. Retrieved from https://www.uni-hohenheim.de/fileadmin/einrichtungen/430a/Poster/poster-dt-artikel_29-09-2011.pdf.

Lorke, A. (2018): Workshop: How to Create a Poster. Retrieved from https://www.swip.unibe.ch/e558092/e558109/e693353/e694429/files714671/HowToPosterEmpfehlungen_ger.pdf.

Student Workshop, University of Bremen. (n.d.): Creating Scientific Posters: A Brief Guide. Retrieved from https://www.uni-bremen.de/fileadmin/user_upload/sites/studierwerkstatt/Leitfaden_wissenschaftliche_Poster_erstellen.pdf.

7. Dealing with AI-models

AI-controlled text generators have made their way into a growing number of areas of life and work. Chat-GPT, as a particularly popular variant of AI-based chatbots, exemplifies the rapidly developing group of text and image AI models. When asked to introduce itself, Chat-GPT returns the following response:

"*Chat-GPT is a computer program designed to understand and respond to human-like text in natural language. It belongs to a category of AI systems based on machine learning [...]. Essentially, you can think of Chat-GPT as an intelligent text chat partner. [...] Chat-GPT can be used in various applications, from customer support in businesses to providing information or simply for entertainment. However, it's important to note that Chat-GPT is a machine and does not have true understanding or awareness. It generates responses based on statistical probabilities and pattern learning from text data provided to it.*"

Important to emphasize here is the statement that the truth or correctness of the generated texts is not guaranteed. Indeed, the system also learns from false information fed into the Internet. Fake news is processed in the same way as facts. Since the generated texts reach a high qualitative level, any false information that may have been fed in can hardly be recognized as such without a thorough check. The same applies to literature citations and source references. It is therefore the particular responsibility of the users how the systems or the generated information are used.

In the context of writing scientific papers, Chat-GPT, Bard, Claude and similar AI systems, are to be understood primarily as supporting tools that are subject to certain uncertainties and should therefore only be used with due foresight and responsibility. Since transparency is a particularly high requirement of good scientific practice, it must be stated in the course of the declaration of independence how and to what extent AI models were used (see chapter 2.9).