



Master of International Education Management

Handbook of Modules

Updated October 2019

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Study Schedule, ECTS-Points and Assessment

Module		CP	Sem. 1	Sem. 2	Sem. 3	Sem. 4	Sem. 5	Sem. 6
PP	Previous Professional Practice	30						
Study Field A								
A1	Educational Management and Leadership	4	4					
A2	Human Resource Management	4	4					
A3	Communication and Teambuilding	4	4					
A4	Strategic Management	4	4					
AA	<i>Assessment A: Scientific Paper (15 pages)*</i>		AA					
Study Field B								
B1	Cost Management, Budgeting and Controlling	4		4				
B2	Education Marketing	4		4				
B3	Curriculum Development	4		4				
B4	Development Cooperation in Education	4		4				
BA	<i>Assessment B: Written Test (2 hours)*</i>			BA				
Study Field C								
C1	Management of Technologies in Education	4			4			
C2	Quality Management and Organizational Development	4			4			
C3	Educational Systems and Capacity Building	4			4			
C4	Cross-Cultural Competencies	4			4			
CA	<i>Assessment C: Scientific Paper (15 pages) taken out of the topics of B and C*</i>				CA			
D1	Master's Thesis	22				3	11	8
D2	Oral Examination	3						3
Study Field E								
E1	Coaching	4	1**	1**	1**	1**		
E2	Project Management	4	1**	1**	1**	1**		
E3	Scientific Writing	4	1**	1**	1**	1**		
E4	Internship	5				5		
EA	<i>Assessment E: Project Documentation*</i>							EA
Sum of ECTS Points		120	19	19	19	11	11	11

* The assessments AA, BA, CA, and EA can be replaced by other types of continuous examination defined in CER § 18 (3).

** Cross-sectional modules integrated into the curriculum of the first four semesters, recognition of all CP of the respective module after successful completion of the module at the end of the fourth semester.

General Information and preliminary remarks

International Education Management (INEMA) is a joint venture of the Institute for Educational Leadership at Ludwigsburg University of Education, Germany, and Helwan University, Cairo, Egypt. The program is aimed at developing and providing managerial and modern leadership skills as well as competencies for cross-cultural challenges in education management and for international reform processes. Graduates receive a joint degree. In view of the international orientation of this program, the training of education managers is tailored to the globalization of markets and the needs of the participating students.

The program aims to provide competencies for dealing with cross-cultural challenges in the field of international education management. It provides participants with equitable ways of leadership-awareness as well as strategies and operational know-how to realize visions and abilities needed to lead teams and staff to specific goals which result from the reform processes. It enables them to take responsibility, to adopt innovative ideas for modern education processes, set up strategies and structures as well as implement quality development. Focusing on cross-cultural and sector-specific learning transfer induces relevance as a guiding principle of the program.

The following module charts show the modules in the study field order. They are listed in regard to the module abbreviation. All modules are compulsory for students. Externally received ECTS credit points can be accredited to the studies. For this the Universities provide a form on the program website that is to be handed in parallel to the enrollment process.

Although every effort has been made to ensure that the information in this handbook is correct and complete as for November 2019.

Module Specifications

The Module Specifications contain the following information:

- **Title of Module, Study field, Module ID / Abbreviation**
- **Credit Points:** Received CPs/ECTS-Points for this module
- **Study semester:** Semester specification of the module
- **Attendance phase:** Details in which attendance phase the course takes place
- **Frequency of the course and Duration in semesters**
- **Enrollment Restriction:**
- **Overall Student Workload:** total learning time associated with the module in hours. INEMA calculates 30 working hours/Ects. As INEMA is a blended learning program we differentiate between an attendance phase and an online phase
- **Online phase (Preparation and Follow up) & Self-study:** Difference between overall workload and attendance phase
- **Group Size: Information on class numbers**
- **Language:** Teaching language
- **Learning outcomes:** (according to categorical competency concepts) are further elaborated and differentiated into the following levels:
 - **Knowledge and Understanding:** Students are enabled to demonstrate a systematic understanding of the generic competencies and mastery of the skills and methods of research associated with that field.
 - **Conceptual and Procedural Skills and Competencies:** With higher demands for abstract and meta-level learning the students have to cover abilities to analyze processes and information. They have to be able to evaluate data and create and combine both thoughts and facts.
 - **Metacognition and Transfer** focuses the meta-level of learning and transfer to adjacent and cross-context contents and applications. Within academic and professional contexts, the students should be enabled to contribute to scientific, social and professional advancements.
- **Contents / Outline Syllabus:** An overview of themes/topics covered
- **Modes of Teaching and Learning / Teaching Methods:** An overview of methods used
- **Assessment(s):** Way of assessments within the module and study field. The study field assessments contribute to the final degree
- **Criteria for award of credits**

- ***Heads of Module & Lecturers:*** Every module has “Heads” who are part of the core-staff, they are the main lecturers and they organize and are responsible for the correct implementation of the module descriptions. They can conduct the lectures or invite in- and external lecturers
- ***Additional Information:*** *Information that is important with regard to the module*

Title of Module:

Educational Management and Leadership

Study field:	A
Module ID / Abbreviation:	A1
Credit Points:	4
Study semester:	1
Attendance phase:	No 1
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught in a four-day seminar with 32 contact hour</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 88 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • identify different theoretical concepts of educational management and educational leadership • describe generic management models • outline and paraphrase theoretical models and empirical studies in the fields of leadership behavior, leadership dimensions and leadership styles <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • analyze different forces affecting leadership situations • analyze cross-cultural leadership configurations

Learning outcomes, general and transferable skills:

The students will be able to

- evaluate the applicability of generic management models in the context of the education sector
- characterize their own leadership behavior within relevant organizational settings
- develop a motivation to recompose their own leadership skills depending on their actual leadership settings
- develop and articulate their own stance regarding ethical questions of leadership decisions
- evaluate leadership patterns and implications of empirical studies in regards to the conditions and demands in different educational contexts

3 Content:

- Management model
- Management and leadership concepts
- General leadership studies and models
- Leadership studies and models in the field of education
- Leadership studies focusing cross-cultural issues

4 Modes of Teaching and Learning / Teaching Methods:

- Presentations
- Role plays
- Case studies
- Group work and reflecting group coaching

5 Assessment(s):

- Tasks module A1
- One academic paper in studyfield field A

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Jun.-Prof. Dr. Pierre Tulowitzki, Dr. Nagla Dia
Lecturers: N.N.

8 Additional Information:

- Part-time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform

Title of Module:

Human Resources Management

Study field:	A
Module ID / Abbreviation:	A2
Credit Points:	4
Study semester:	1
Attendance phase:	No 1
Frequency of the course:	Annual
Duration:	1 semester
1	Overall Student Workload: 120 h
	Enrollment Restriction: Only for enrolled INEMA-Students
	Attendance phase: The course is taught in a three-day seminar with 24 contact hours
	Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h
	Group Size: 25 students
	Language: English
2	Learning outcomes, knowledge and understanding:
	The students will be able to
	<ul style="list-style-type: none"> • identify different theoretical concepts of human resource management (HRM) and human resource development (HRD) • describe theoretical models in different human resource policy areas • describe the differences between human capital, intellectual capital and social capital and the role of HR concepts in building them • articulate the essence of competencies and the role of HRM in building and fostering competencies • explain different methods of selection and recruitment • outline the role and function of HRM in organizational change and in intercultural workforces

Learning outcomes, intellectual skills:

The students will be able to

- analyze the applicability of generic HRM models and its functions in educational institutions
- compare qualifications, competencies, learning and development
- analyze influences of intercultural differences in respect of HRM
- contrast formal, non-formal and informal learning as an approach to HRD in educational institutions
- apply the principles of change management to human resource management

Learning outcomes, general and transferable skills:

The students will be able to

- devise plans for organizational changes for lifelong learning based on HRM
- develop and organize effective personnel development..
- assess current human resource policies in their organizational contexts
- devise new human resource policies which are appropriate for handling organizational changes.

3 Content:

- HRM models (e.g. Harvard Model, Michigan Model)
- HRM and leadership concepts and tools
- Competence management in educational institutions
- International human resource management

4 Modes of Teaching and Learning / Teaching Methods:

- Role plays
- Case studies
- Group work and reflecting group coaching
- Best practice examples

5 Assessment(s):

- Tasks module A2
- One academic paper in studyfield field A

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Jun.-Prof. Dr. Pierre Tulowitzki, Prof. Dr.Ahmed Fawzy
Lecturers: N.N.

8 Additional Information:

- Part-time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform

Title of Module:

Communication and Team Building

Study field:	A
Module ID / Abbreviation:	A3
Credit Points:	4
Study semester:	1
Attendance phase:	No 2
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught in a three-day seminar with 24 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h</p> <hr/> <p>Group Size: 20 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • identify and paraphrase different theories of communication • describe different scientifically-based team-building concepts • outline different models of conflict management <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • compare and apply different models of communication • compare and apply different team-building concepts • distinguish various forms of questionnaires and other scientific tools • use different models of conflict management in various contexts • use questionnaires and other scientific tools • contrast and use different communication skills in various contexts including contexts with cross-cultural challenges

Learning outcomes, general and transferable skills:

The students will be able to

- assess the impact of models in social sciences
- support and lead team-building processes in various contexts including situations marked by diversity
- navigate and manage conflicts in workplace situations including team conflicts
- adapt tools of the social sciences for their own case studies

3 Content:

- Models and theories of communication
- Verbal and non-verbal communication skills
- Team roles, team building and team development (including cross-cultural teams)
- Conflict management (including cross-cultural conflict)

4 Modes of Teaching and Learning / Teaching Methods:

- Lecturer input
- Group discussions (case studies etc.)
- Practice sessions
- Group work

5 Assessment(s):

- Tasks module A3
- One scientific paper for study field A

6 Criteria for Award of Credits:

- Submission of tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Ass.-Prof. Dr. Nagla Daa, Prof. Dr. Hartmut Melenk
Lecturers: --

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided on the online learning platform.

Title of Module:
Strategic Management

Study field:	A
Module ID / Abbreviation:	A4
Credit Points:	4
Study semester:	1
Attendance phase:	No 2
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught in a two-day seminar with 16 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 104 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • identify different theoretical concepts of strategic management • describe generic models of strategic management • outline and paraphrase theoretical models and empirical studies in the fields of strategic management • explain the core areas of strategic management and how they are linked to one another • explain the difference between national and international strategic management • outline the extent to which strategic management differs in public and non-profit organizations • outline methodologies in strategic management research <hr/> <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • apply tools of strategic management • analyze the main environmental influences on the organization and relate the degree of change to prescriptive and emergent strategic approaches • analyze the relationship between the organization and its customers

Learning outcomes, general and transferable skills:

The students will be able to

- evaluate the applicability of generic management models in the context of the education sector
- create a competitor profile and assess the competitor's advantages
- develop a motivation to recompose and widen their own leadership skills within strategic management situations.
- develop and articulate their own stance regarding ethical questions of strategic decisions

3 Content:

- Strategic Management as part of general management models (e.g. New St. Gallen Management Model)
- Concepts and tools of strategic management
- Strategic planning visualization by a Balanced Score Card
- Design and findings of strategic management studies (e.g. R. Walker on Miles & Snow Framework)

4 Modes of Teaching and Learning / Teaching Methods:

- Role plays
- Case studies
- Group work and reflecting group coaching

5 Assessment(s):

- Tasks module A4
- One scientific paper for study field A

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Dr. Reem Derbala, Marvin Roller

Lecturers: Prof. Dr. Gerd Schweizer

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Cost Management, Budgeting and Controlling

Study field:	B
Module ID / Abbreviation:	B1
Credit Points:	4
Study semester:	2
Attendance phase:	No 5
Frequency of the course:	Annual
Duration:	1 semester
1	Overall Student Workload: 120 h
	Enrollment Restriction: Only for enrolled INEMA-Students
	Attendance phase: The course is taught in a four-day seminar with 32 contact hours
	Online phase (Preparation and Follow up), Self-study, Application & Transfer: 88 h
	Group Size: 25 students
	Language: English
2	Learning outcomes, knowledge and understanding:
	The students will be able to
	<ul style="list-style-type: none"> • name the different functions and theoretical backgrounds of cost type accounting, cost center accounting and job order cost accounting • describe and allocate the most important cost types within educational organizations • identify the cost centers of an organization in order to implement cost center accounting • explain the function and the structure of the cost distribution sheet • describe the function of preliminary costing within the theoretical framework of job order cost accounting • explain the different benefits and objectives of budgeting, cost management and management of financial resources • express the fundamental interconnections between balance sheet, profit and loss statement, financial report

Learning outcomes, intellectual skills:

The students will be able to

- work out a product-costing system in an educational organization
- calculate profit and contribution margin using different theoretical approaches
- work with the fundamental procedures of various budgeting designs
- use methods of controlling to visualize the success of management performance
- analyze the consequences of management decisions in the field of cost management and controlling
- apply cost theory and controlling as tools for decision making in a strategic leadership context

Learning outcomes, general and transferable skills:

The students will be able to

- generate and visualize trends of development of key performance indicators, the balance sheet, the profit and loss statement and the financial report
- collaborate within a complex business game with complex decision making in uncertain situations
- communicate effectively through visualization in teams

3 Content:

- Cost type accounting, cost center accounting, job order cost accounting
- Direct costs, indirect costs, variable costs, fixed costs, margin costs
- Balance sheet, profit and loss statement, financial costing
- Cost distribution sheet, preliminary costing
- Full cost accounting, contribution cost accounting, target costing, hourly rate costing
- Operative and strategic controlling, controlling of intangible costs
- Budgeting

4 Modes of Teaching and Learning / Teaching Methods:

- Business game: Computer-based simulation of important processes of an organization within a holistic approach
- Case studies
- Group work and reflecting group decision marketing processes
- Parallel instructions to small groups
- Coaching and visualization

5 Assessment(s):

- Tasks module B1
- Two-hour written test (this tests covers modules B1, B2, B3 and B4)

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Dr. Nancy Riad, Marvin Roller
Lecturers: Prof. Dr. Gerd Schweizer

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:
Education Marketing

Study field:	B
Module ID / Abbreviation:	B2
Credit Points:	4
Study semester:	2
Attendance phase:	No 3
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught in a two-day seminar with 16 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 104 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • identify the characteristics and needs of target customers and how to define marketing communication objectives • describe education as a service to stakeholders and society • list the characteristics of service marketing <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • categorize and apply the specific characteristics of service marketing to educational institutions • apply the findings of relationship marketing

Learning outcomes, general and transferable skills:

The students will be able to

- create a sustainable relationship to the customer
 - develop a marketing concept to support education reforms
 - develop team working skills through completion of group work
 - select appropriate communication channels to reach marketing goals
 - implement marketing communications and the process used to carry out an advertising message
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3 Content:

- Complex theory models of service marketing
 - Stakeholder analysis
 - Steps of marketing management
 - Marketing research
-

4 Modes of Teaching and Learning / Teaching Methods:

- Keynotes
 - Group work
 - Presentations, feedback, discussion
-

5 Assessment(s):

- Tasks module B2
 - Two-hour written test (this tests covers modules B1, B2, B3 and B4)
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Dr. Nagla Dia, Dr. Michael Krüger

Lecturers: N.N.

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Curriculum Development

Study field: B

Module ID / Abbreviation: B3

Credit Points: 4

Study semester: 2

Attendance phase:	No 3
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught in three-day seminars with 24 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • define effective and efficient learning opportunities • understand the sequential steps of the processes for planning programs and curriculums • understand the importance of a learning environment <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • use a SWOT analysis to describe a needs analysis <hr/> <p>Learning outcomes, general and transferable skills: The students will be able to</p> <ul style="list-style-type: none"> • measure if input produces the desired outcome • verify and control new learning and teaching approaches through curriculum revision/review • support a new culture of learning and teaching for the 21st century • promote and implement new ideas of learning and teaching in educational organizations • design and evaluate concepts of curricula and training programs
3	<p>Content:</p> <ul style="list-style-type: none"> • Models for planning programs and curriculum development • Module descriptions • Needs analysis • Product and process of curriculum development • Learning environments and learning activities

-
- Assessment, performance measurement, evaluation and transfer of learning
-

4 Modes of Teaching and Learning / Teaching Methods:

- Project work
 - Presentations
 - Case studies
 - Discussions
 - Group work
-

5 Assessment(s):

- Tasks module B3
 - Two-hour written test (this tests covers modules B1, B2, B3 and B4)
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Dr. Manar Omar, Prof. Dr. Ulrich Müller
Lecturers: N.N.

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Development Cooperation in Education

Study field:	B
Module ID / Abbreviation:	B4
Credit Points:	4
Study semester:	2
Attendance phase:	No 3
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught in a two-day seminar with 16 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 104 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • identify and explain the different theoretical concepts of international development cooperation • explain concepts of bi- and multilateral approaches in the education sector <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • analyze the role and impact of stake holders in international development cooperations • analyze the impact of development cooperation in the education sector on macro-, meso- and micro-level <hr/> <p>Learning outcomes, general and transferable skills: The students will be able to</p> <ul style="list-style-type: none"> • develop personal strategies to deal with cultural differences within the donor-receiver-relation • assess their own conduct in multi-national cooperation projects •
3	<p>Content:</p>

-
- Key institutions of development cooperation
 - Cooperation strategies
 - Studies in the field of development cooperation
 - Studies and models in the field of educational development

4 Modes of Teaching and Learning / Teaching Methods:

- Expert talks
- Case studies
- Group work
- Best Practice reporting

5 Assessment(s):

- Tasks module B4
- Two-hour written test (this tests covers modules B1, B2, B3 and B4)

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)
-

7 Heads of Module: Dr. Marwa El Sherif, N.N.

Lecturers: external experts

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Management of Technologies in Education

Study field:	C
Module ID / Abbreviation:	C1
Credit Points:	4
Study semester:	3
Attendance phase:	No 6
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught in a two-day seminar with 16 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 104 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • explain the terms digitization, digitalization, disruptive technology, and digital disruption • explain effects of digitalization and digital disruption on educational and business environments • explain the difference between data, information, and knowledge and between implicit and explicit knowledge • describe the differences between online and offline learning environments • describe ICT competencies and ICT competency frameworks

Learning outcomes, intellectual skills:

The students will be able to

- analyze the influence of digitalization on different educational sectors
- conduct a knowledge needs analysis and analyze its results
- use knowledge cycles to analyze the flow of knowledge in an organization
- analyze the impact of learning theories on the design of online learning
- analyze the resource and competency requirements to successfully implement online and blended learning
- analyze the current resources and competencies for e-learning in an organization
-

Learning outcomes, general and transferable skills:

The students will be able to

- modify business strategies to consider the influence of digitalization
- develop a strategy to address the knowledge needs of an organization and improve the flow of knowledge
- select appropriate software tools to support the knowledge flow of an organization
- evaluate technology's role in the learning process
- discuss current trends, challenges, developments in educational technology
- create an e-learning strategy in alignment with the business strategy

3 Content:

- Theories of knowledge and knowledge management
- Knowledge management models, needs analysis, tools
- Learning and media theories
- Concepts of educational technology (including e-learning design strategies, ICT competency models, trends, challenges, developments)

4 Modes of Teaching and Learning / Teaching Methods:

- Lectures and presentations
- Presentations
- Case studies
- Discussions
- Project and group work

5 Assessment(s):

- Tasks module C1
- One academic paper in studyfield field C

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Dr. Ahmed ElSaadawy, Marvin Roller

Lecturers: N.N.

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Quality Management and Organizational Development

Study field:	C
Module ID / Abbreviation:	C2
Credit Points:	4
Study semester:	3
Attendance phase:	No 6
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught in a three-day seminar with 24 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • identify different theoretical concepts of quality management, evaluation principles and change management • describe generic QM models and evaluation conceptions • outline theoretical models and empirical studies in the fields of change management, change-relevant psychological models, development dimensions and leadership needs in change situations • paraphrase theoretical models and empirical studies in the fields of change management <hr/> <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • diagram business processes • analyze different forces affecting evaluation purposes • analyze different forces affecting change processes

Learning outcomes, general and transferable skills:

The students will be able to

- evaluate the applicability of quality and evaluation models in the context of the education sector
- reflect forces and key elements of leading in change situations within relevant organizational settings
- develop a motivation to recompose their own skills
- develop and articulate their own stance regarding ethical questions of change decisions
- evaluate and transfer relevant conceptual elements of quality management, evaluation and organizational change to the conditions and demands in different educational contexts and settings

3 Content:

- Quality management models, change management models, change processes, concepts for monitoring and evaluation
- Studies and models in the field of quality and change management
- Concepts focusing cross-cultural issues
- Methods of intervention for the change management process

4 Modes of Teaching and Learning / Teaching Methods:

- Active process simulation
- Business simulation
- Swim-lanes identification and improvement practice of processes
- Group work and reflecting group coaching

5 Assessment(s):

- Tasks module C2
- One academic paper in studyfield field C

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

**7 Heads of Module: Dr. Marwa El Sharif, Dr. Michael Krüger
Lecturers: N.N.**

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Education Systems and Capacity Building

Study field:	C
Module ID / Abbreviation:	C3
Credit Points:	4
Study semester:	3
Attendance phase:	No 4 & No. 6
Frequency of the course:	Annual
Duration:	1 semester
1	Overall Student Workload: 120 h
	Enrollment Restriction: Only for enrolled INEMA-Students
	Attendance phase: The course is taught in two two-day seminars with 32 contact hours
	Online phase (Preparation and Follow up), Self-study, Application & Transfer: 88 h
	Group Size: 25 students
	Language: English
2	Learning outcomes, knowledge and understanding:
	The students will be able to
	<ul style="list-style-type: none"> • describe capacity development assessment tools on the personal, organizational and political level • paraphrase key debates in the field including ownership, gender, inclusion • explain methodologies in educational research, capacity development projects and educational policies and pedagogical approaches, educational achievement • name challenges faced by governmental and non-governmental agencies in providing quality in education respectively education for all • identify influencing and success factors of capacity development projects • identify major traditions of education with an emphasis on secondary and tertiary education

Learning outcomes, intellectual skills:

The students will be able to

- analyze differences in education systems in terms of their institutional structures, curricula and modes of regulation and governance
- apply educational concepts to an education system
- conduct a policy analysis

Learning outcomes, general and transferable skills:

The students will be able to

- relate readings and theoretical ideas to personal experience in educational systems
- critically assess empirical findings about international education systems
- relate education systems to their political, cultural and economical context
- assess education systems and the role of institutions in addressing the important policy dilemmas that face education
- assess their own role as an education manager in the field of capacity development

3 Content:

- Models for education, education systems and for educational system analysis
- Education economics
- Historical development of capacity development
- Global, national and sub-national trends in education policy
- General education studies
- Comparison of global, national and sub-national education systems

4 Modes of Teaching and Learning / Teaching Methods:

- Case studies
- Group work
- Presentations

5 Assessment(s):

- Tasks module C3
- One academic paper in studyfield field C

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Dr. Reem Derbala, Marvin Roller

Lecturers: Stefan Fahrner M.A., Dr. Niko von der Luehe

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Cross-Cultural Competencies

Study field:	C
Module ID / Abbreviation:	C4
Credit Points:	4
Study semester:	3
Attendance phase:	No 5
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught in a three-day seminar with 24 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • articulate cultural differences using a research-based perspective • describe models of cross-cultural communication • comprehend empirical studies concerning cultural differences, especially dimensions of national cultures <hr/> <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • compare cultural differences in various societal domains • analyze empirical studies concerning cultural differences • analyze publications that make use of statistical methods

Learning outcomes, general and transferable skills:

The students will be able to

- lead and collaborate effectively in situations characterized by cultural diversity
- plan and carry out an empirical study in the field of intercultural education
- scrutinize the impact of statistics in social sciences
- facilitate communication skill acquisition across cultures by using their knowledge and experience

3 Content:

- Theories of culture and cultural change
- Development of intercultural sensitivity
- Cross-cultural activities in the field of education
- Empirical studies of the dimensions of national/societal cultures
- Basic statistics and empirical research methods

4 Modes of Teaching and Learning / Teaching Methods:

- Lecturer input
- Group discussions (Case studies etc.)
- Practice sessions
- Exercises (reading statistics, working with questionnaires)

5 Assessment(s):

- Tasks module C4
- One academic paper in studyfield field C

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Ass.-Prof. Dr. Manar Omar, Prof. Dr. Hartmut Melenk

Lecturers: Prof. Dr. Maged Negm

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Master's Thesis

Study field:	D
Module ID / Abbreviation:	D1
Credit Points:	22
Study semester:	4 - 6
Attendance phase:	-
Frequency of the course:	Annual
Duration:	3 semesters
1	<p>Overall Student Workload: 660 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: -</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 660 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • explain theories, statistics, research findings and methods associated with educational / management research <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • apply scientific concepts, principles, approaches and methods • apply select theories, statistics, research findings and methods associated with educational / management research • apply citation standards <hr/> <p>Learning outcomes, general and transferable skills: The students will be able to</p> <ul style="list-style-type: none"> • formulate a research question • select a methodological approach and plan a research design • select appropriate scientific resources • write independent scientific work

3 Content:

- Research methodology
- Data gathering
- Theoretical and methodological approaches
- developing / interpreting the results

4 Modes of Teaching and Learning / Teaching Methods:

- Online course scientific writing
- Tutoring

5 Assessment(s):

- Master's Thesis

6 Criteria for Award of Credits:

- Submission of the Master's Thesis

7 Heads of Module: Prof. Dr. Mahmoud El Tayeb, Jun.-Prof. Dr. Pierre Tulowitzki

Lecturers: All staff members

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Oral Examination

Study field:	D
Module ID / Abbreviation:	D2
Credit Points:	3
Study semester:	6
Attendance phase:	-
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 90 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: -</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 89 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • explain theories, statistics, research findings and methods associated with educational / management research <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • analyze scientific concepts, principles, approaches and methods <hr/> <p>Learning outcomes, general and transferable skills: The students will be able to</p> <ul style="list-style-type: none"> • evaluate and defend a scientific paper • critically debate a domain specific problem within given time
3	<p>Content:</p> <ul style="list-style-type: none"> • Research methodology • Data gathering • theoretical and methodological approaches • developing / interpreting the results

4 Modes of Teaching and Learning / Teaching Methods:

- Online course scientific writing
- Tutoring

5 Assessment(s):

- Defense

6 Criteria for Award of Credits:

- Participation in the oral examination

7 Heads of Module: Prof. Dr. Mahmoud El Tayeb, Jun.-Prof. Dr. Pierre Tulowitzki

Lecturers: All staff members

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Coaching

Study field:	E
Module ID / Abbreviation:	E1
Credit Points:	4
Study semester:	1 - 4
Attendance phase:	No 2 - 6
Frequency of the course:	Annual
Duration:	3 semesters
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught continuously during the whole study program in five half-day seminars with 4 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 100 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • describe conceptual frameworks of coaching • explain the dynamics between the system and personalities • identify their professional / personal goal <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • use existing resources to support personal success and development (e.g. study skills, time management, self awareness) • analyze their own mental models and patterns in regard to actions resulting from these

Learning outcomes, general and transferable skills:

The students will be able to

- integrate professional practice or personal development matters into their future management and leadership activities
- relate their coaching experiences to further personal learning and professional development
- relate their professional / personal goals to the academic /educational goals
- develop an individually consistent professional profile and self-image as an educational manager

3 Content:

- Basics of coaching
- Different coaching approaches and related models
- Personality development
- Ambiguity tolerance as a critical success factor for leaders
- Methods for effective intervention
- Communication training
- Conflict management

4 Modes of Teaching and Learning / Teaching Methods:

- Case studies
- Practical sessions in consultation situations
- Reflection on skills and qualifications acquired in all areas of the Master's program

5 Assessment(s):

- Tasks module E1
- Internship documentation

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Dr. Michael Krüger

Lecturers: Dr. Niko von der Luehe

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:
Project Management

Study field:	E
Module ID / Abbreviation:	E2
Credit Points:	4
Study semester:	1 - 4
Attendance phase:	No 2 - 5
Frequency of the course:	Annual
Duration:	3 semesters
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: The course is taught continuously during the whole study program in four half-day seminars with 4 contact hours</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 104 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • define basic project management terms • describe different models of a project's life cycle • outline different project management frameworks & standards • explain fundamental project management processes • identify common project risks <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • use project management tools • diagram a project's timeline

Learning outcomes, general and transferable skills:

The students will be able to

- select appropriate project management tools to support project management processes
- design a project management plan
- manage projects in their work context
- develop risk response strategies
- develop success criteria for projects and evaluate a projects success based upon them
- defend and justify their project management decisions by relating them to best practice standards

3 Content:

- Project business case
- Project Life Cycle
- Integration Management
- Scope Management
- Risk Management

4 Modes of Teaching and Learning / Teaching Methods:

- Lecturer input
- Group discussions (Case studies etc.)
- Peer Coaching
- Practice sessions
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5 Assessment(s):

- Tasks module E2
- Project-coaching sessions
- Project reflection report

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Prof. Dr. Yasser Sakr, Marvin Roller

Lecturers: Dr. Michael Krüger

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:
Scientific Writing

Study field:	E
Module ID / Abbreviation:	E3
Credit Points:	4
Study semester:	1 - 4
Attendance phase:	No. 2, 3, 5
Frequency of the course:	Annual
Duration:	3 semesters
1	Overall Student Workload: 120 h
	Enrollment Restriction: Only for enrolled INEMA-Students
	Attendance phase: The course is is taught in three one-day seminars with 24 contact hours
	Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h
	Group Size: 25 students
	Language: English
2	Learning outcomes, knowledge and understanding: The students will be able to <ul style="list-style-type: none"> • identify the objectives of scientific work • describe scientific concepts, principles, approaches and methods • describe citation standards
	Learning outcomes, intellectual skills: The students will be able to <ul style="list-style-type: none"> • apply scientific concepts, principles, approaches and methods • apply select theories, statistics, research findings and methods associated with educational / management research • apply citation standards

Learning outcomes, general and transferable skills:

The students will be able to

- formulate a research question
- select a methodological approach and plan a research design
- select appropriate scientific resources
- write independent scientific work
- evaluate and defend a scientific paper
- critically debate a domain specific problem within given time

3 Content:

- Scientific and empirical theories
- Theoretical and methodological approaches of research
- Gathering, analyzing, and interpreting data
- Research design of the master thesis

4 Modes of Teaching and Learning / Teaching Methods:

- Online course scientific writing
- Writing labs
- Group work
- Tutoring

5 Assessment(s):

- Tasks module E3

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Prof. Dr. Mahmoud El Tayeb, Jun.-Prof. Dr. Pierre Tulowitzki

Lecturers: All staff members

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Internship

Study field:	E
Module ID / Abbreviation:	E4
Credit Points:	5
Study semester:	4
Attendance phase:	-
Frequency of the course:	Annual
Duration:	1 semester
1	<p>Overall Student Workload: 120 h</p> <hr/> <p>Enrollment Restriction: Only for enrolled INEMA-Students</p> <hr/> <p>Attendance phase: internship of 3 weeks (120 contact hours)</p> <hr/> <p>Online phase (Preparation and Follow up), Self-study, Application & Transfer: 30 h</p> <hr/> <p>Group Size: 25 students</p> <hr/> <p>Language: English</p>
2	<p>Learning outcomes, knowledge and understanding: The students will be able to</p> <ul style="list-style-type: none"> • identify and describe the characteristics of different fields of action <hr/> <p>Learning outcomes, intellectual skills: The students will be able to</p> <ul style="list-style-type: none"> • analyze differences in practical problem solving • apply theoretical knowledge to practical problems <hr/> <p>Learning outcomes, general and transferable skills: The students will be able to</p> <ul style="list-style-type: none"> • adapt to new and unfamiliar organizational and cultural settings • their own practice and own mental models • compare empirical findings and reported experience • assess their own self-efficacy • develop personal skills to establish a learning organization
3	<p>Content:</p> <ul style="list-style-type: none"> • Experience of practice examples in the field of education and development cooperation

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- 4 Modes of Teaching and Learning / Teaching Methods:
- Reflected self-experience within internship (learning from differences)
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- 5 Assessment(s):
- Internship documentation
-
- 6 Criteria for Award of Credits:
- Submission of all tasks
 - Internship confirmation, internship blog, internship report
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- 7 Heads of Module: Dr. Reem Derbala, Marvin Roller
Lecturers: -
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- 8 Additional Information:
- Part time blended learning master program with blocked attendance phases.
 - Literature is provided in the online learning platform.