

Student Worksheets

Sightseeing in the German Academic Culture



You have accepted a placement at a university in Germany. That means an exciting time with many chances and possibilities awaits you. Studying in a foreign country is, however, connected with insecurities and fears because many things are simply unfamiliar to you.

The following material will guide you through the German academic landscape and help you to gain a first look at how things are taught and learned at German universities. With this basis, you will be able to independently further develop relevant learning techniques for successful studies in Germany.

We wish you a lot of fun and success!

Provided by MuMiS project – Multilingualism and multiculturalism in university studies

Subproject A: English as a lingua franca at university

Developed at the University of Hamburg sponsored by Volkswagen Stiftung

For more information about the research project, see our website: <http://www.mumis-projekt.de/>

For questions and feedback on this workshop and material, please contact Miyoung Lee at

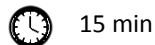
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Pre-Task: Knowing Me Knowing You

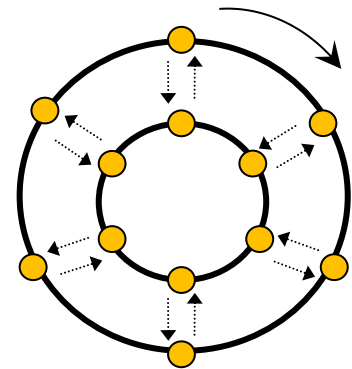


It is possible that there are a lot of differences between German universities and those of our home country. However, you are also going to experience similarities between them. What is typical for the academic culture in your country? It is not that easy to answer that straightaway, right? The reason for this is that the academic culture of your home country feels self-evident to you. However, to students from other countries it might feel strange! It becomes easier to make yourself conscious of your academic culture when you compare it to others. Most certainly you are curious to find out about the way your fellow students worked and learned before. Exchange information about your academic culture with your partner. The awareness of your own academic background and the knowledge about that of the others will be a good foundation for today's exploration of the German academic culture.

Interview each other using the questionnaire below.

The interviews should be carried out following steps 1 to 8:

1. Write down your name and your nationality on your questionnaire.
2. The group forms two big circles; one inner circle and one outer circle. Take your questionnaire, a pencil, and maybe something to write on with you.
3. The respective persons in the inner circle and the outer circle face each other. One person from the inner circle and one from the outer one make up a pair. Try to find a partner from a different country than our own.
4. Exchange your questionnaire with your partner, so that you fill in the questionnaire for your partner when the interview starts.
5. Interview each other.
6. When you finished one question, you hand back the questionnaire to your partner so that each gets back his/her own.
7. The outer circle rotates clockwise and new pairs are formed.
8. The procedures from 3 to 7 are repeated until all the questions are answered.



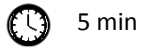
Questionnaire for the interview

My name is _____ I come from _____

At the universities in my home country I experienced that...	Yes	Rather yes	Rather not	No
1. The classes were mostly lecturer-centered. <ul style="list-style-type: none"> • The lecturer systematically presented his professional knowledge. • The students took notes and tried to memorize what was said. 				
2. The lecturer was considered to be the central and unquestionable source of knowledge. Therefore, the contents of the lectures were not open to debate and the students never questioned or criticized what was said.				
3. The learning material was not only presented by the lecturer but often also by the students. For that, the students had to work out the contents on their own.				
4. There often were discussions in which the students could take part actively and comment on the subject matter critically. The lecturer often asked the students questions and invited them to express their own opinion or take part in discussions.				
5. There was plenty of opportunity to do group or partner work with other students inside and outside of the seminars.				
6. The lecturer got involved in subject-specific discussions with the students. The students could comment critically on the contents presented by the lecturer.				

SEMINAR

Task 1



Besides lectures there is one more typical kind of class at German universities, namely seminars.

To begin with, compare lectures and seminars considering their style of spatial arrangement.

Discuss with your neighbor what you've noticed concerning:

- the size of the rooms,
- the seating arrangements,
- the number of seats or people attending, and
- the interaction between the participants, etc.

Collect a few notes about lectures and seminars.

Lecture	Seminar

Task 2



10 min

You'll discover what awaits you in university courses in the lecture and seminar timetable. Here each lecturer will more or less describe all the relevant courses for you in detail. You'll discover, for example, which courses and from whom they are offered in your subject, when and where they take place, which content will be covered in each of the courses, how it will be taught and learned in the course, what is expected of you, how many credit points you'll receive for attending a certain course and what you must complete to receive these, which texts you should read, etc. These points will be explained in further detail on the first day of classes.

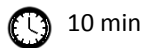
- 1) Look at the sample course description (Appendix 1) and find which activities are planned in seminars for teaching and learning and what you have to do to receive credit points and a grade.

Which activities are planned for the seminar?
What do you have to do to receive credit points and a grade?

- 2) Think about why seminars differ from lectures with regard to the points listed above in exercise one.

DISCUSSION

Task 3



10 min

In seminars at German universities, learning content is often worked out interactively with the involvement of the students. The lecturer asks questions and there are a lot of discussions. The students give their opinions and comment on those of their fellow students. It also happens that the lecturer does not give a lot of input but rather takes over the role of a facilitator that guides the discussion. In that case, the students are expected to actively take part in the discussion. This way of learning interactively is not self-evident in all academic cultures and its advantages are often overlooked.

Read the following intercultural incident about Ricardo from Columbia¹ and discuss the following questions with your neighbor:

- 1) How might Ricardo's annoyance be explained?

In the seminars I've noticed that the lecturers often interrupt their lectures and ask the students questions or even prompt them to enter into a discussion. I was a bit annoyed by this waste of time. The students know a lot less about the subject than the lecturer. Therefore they cannot possibly contribute anything of value and it is completely superfluous to ask them at all! I just don't understand why the lecturers continually ask the students to comment and waste so much time on pointless discussions.



Ricardo from Columbia

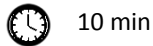
- 2) What is your view on Ricardo's opinion? Think about what you could tell Ricardo about the advantages of learning interactively by discussing the content. Write down a few notes.



Large empty rectangular box for writing notes, with a folded corner at the bottom right.

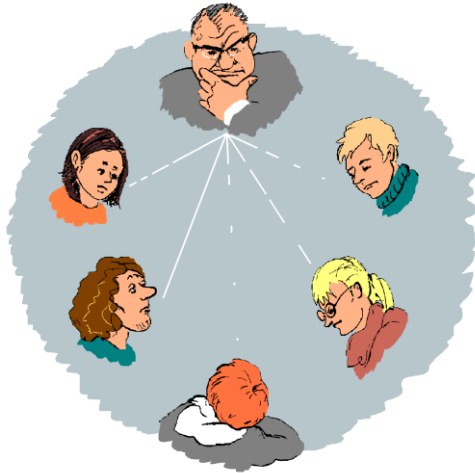
¹ Adapted from: CI-Datenbank "A01" des MuMiS-Teilprojekts "Critical Incidents in der universitären Kommunikation" (<http://www.mumis-projekt.de>)

Task 4²

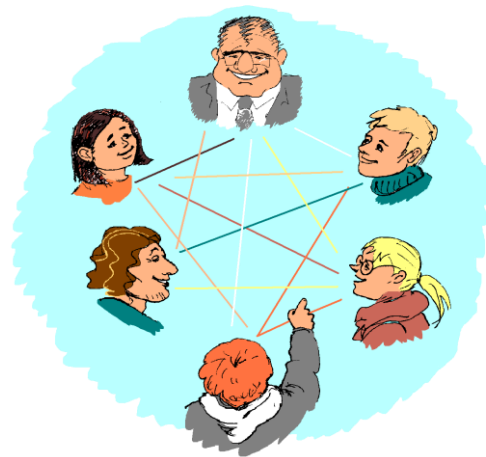


The form of interaction between the participants is essential for the success of the discussion. Describe the differences between the kind of interaction in the successful and unsuccessful discussion. Reflect on what the participants could do in order to make the unsuccessful discussion work like in the successful model.

Unsuccessful



Successful



The form of interaction between the participants is essential for the success of the discussion. Describe the differences between the kind of interaction in the successful and unsuccessful discussion. Reflect on what the participants could do in order to make the unsuccessful discussion work like in the successful model.




1. If I didn't understand what a fellow student had said I ask for.
2. ...
3. ...

You'll find useful phrases for taking part in a discussion in „UniComm Englisch“ :
<http://www.mumis-unicomm.de/>



² The forms of interaction were taken and modified from: Allgöwer, Monika/Bill, Bettina/Herrlich, Martin 1998 Besser lehren, 10 Hefte, Bd.5, Lehrstrategien: Aspekte der methodischen Strukturierung von Seminaren, Weinheim: Deutscher Studienverlag.

Task 5

 10 min

Perhaps you experienced situations in your home country when the lecturer's ideas didn't quite match your own experiences or ideas. Maybe there even were situations where you did not agree with what he or she was saying at all.

1) How did you react when confronted with such situations at universities in your home country?



2) Read the intercultural critical incident about Nina from Russia³ and discuss the following questions with your neighbor:

- What are Nina's ideas regarding the relationship between lecturer and students?
- What significance do critical comments have in German lectures?

In the seminars, I noticed that the German students speak up immediately when they think that the lecturer is wrong or that he or she hasn't sufficiently explained something, and they state their opinions openly. To me, this way of talking to the lecturers seems extremely rude. At my university in Russia, this is just not customary, and it's actually unthinkable to disagree with or correct a lecturer, especially a professor. If anything, disagreement or comments may be voiced among fellow students, but the lecturer is an authority figure whom you wouldn't contradict. I would never dare correct or criticize an authority figure at university. I'd be way too afraid to annoy the lecturer and leave a negative impression.



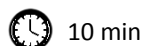
Nina from Russia



³ Adapted from: CI-Datenbank "A08" des MuMiS-Teilprojekts "Critical Incidents in der universitären Kommunikation" (<http://www.mumis-projekt.de>)

GROUP WORK

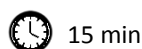
Task 6



In the seminars at German universities, students frequently have to work together in small groups. Each group gets a task and tries to work out a solution together. For example, the students might have to transfer what they learned theoretically into a real-life situation or use their knowledge to solve a new problem. There also are group presentations. For the preparation of these presentations, the members of the group meet up regularly. For smaller exercises new groups can be formed in each seminar session, but there are also projects that go on throughout the whole semester. When that is the case, the group meets regularly in order to work on the project. The results of the group work most often have to be presented and discussed with the other students in the seminar.

- 1) Tell the others about your experiences with group work in your home country. Keep the following questions in mind:
 - Did I often have the opportunity to do group work?
 - For which purposes was I supposed to do group work?
 - Do I like group work?

Task 7



In some other countries, this form of working together might not be customary. Because of that, group members from different countries often experience misunderstandings. What does group work mean to you?

Read the critical incident about Mihai from Romania⁴. Discuss why Mihai's fellow students were mad at him. What do you mean by a Gruppenarabeit?


During a group work period, I had to work together with two male German and one female German student. Our group was supposed to work on a difficult text and answer a number of questions on it. I did so quickly and then wanted to present my solutions to the others after a short time. For some reason, particularly the female student was very angry about that. She reproached me for doing it all alone instead of working with the group. I was confused:
I just wanted to help!



Mihai from Romania

⁴ Adapted from: CI-Datenbank "C03" des MuMiS-Projekts "Critical Incidents in der universitären Kommunikation" (<http://www.mumis-projekt.de>)

Task 8

 15 min

In Korean there is a saying, which translated into English, means as much as: “Even if it is only a piece of paper, it will be easier to carry when you’re not alone.” All work gets easier when you work together with others.

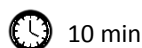
- 1) Do you know similar sayings in your mother tongue or a foreign language that you know?



- 2) Group work has multiple advantages over individual work. Imagine the following scenario: “At the poster exhibition, all university departments will present themselves to school students in order to wake interest in their field. Make a poster for your department.” This is, in comparison to reading an academic text or memorizing vocabulary words when learning a foreign language, something you can easily handle alone, a rather complex problem. You could also think about how you felt during other group work in this course in comparison to, for example, courses where you were supposed to speak in front of many people. Which advantages could there be? Think of your own experiences and collect a few notes!



Task 9



Like you just saw, students can benefit from group work in many respects, given that it is successful. Unfortunately, when the German student Bettina and the Russian Student Nadja were preparing a presentation together, their team work did not go well.⁵

Discuss the following questions:

- 1) What are possible reasons for the problems in the group work between the Russian and the German student?
- 2) What is essential for effective and successful group work? How would you have avoided misunderstandings in Bettina and Nadja's place?

We didn't know each other well. During the first meeting, we wanted to work out a rough structure of the presentation and divide the work among us. The meeting didn't work out as we had planned it. Nadja speaks good German. So we didn't have any language problems, but still our communication didn't work out at all! To me, Nadja seemed extremely dominant right from the start. She started to make claims about our topic and seemed to expect from me to take position on these. However, I didn't know a lot about the topic yet, so I couldn't comment on anything. I just became more and more insecure.

Bettina from



Nadja from Russia

Before our first meeting, I had read quite a lot about our topic. When we met I wanted to know what Bettina thought of it all. However, she didn't seem interested in the topic at all, and whenever I asked her for her opinion, she just shrugged. At some point, I felt so helpless and awkward; all I could do was laugh. That seemed to make Bettina angry, and she reacted pretty sharply to me. Finally, we closed our meeting and arranged the organization of the presentation by email from then on. Only for the presentation, in which each of us dealt with her own defined subtopic, did we meet again, and then we kept out of each other's way.



⁵ Adapted from: CI-Datenbank "C17" des MuMiS-Projekts "Critical Incidents in der universitären Kommunikation" (<http://www.mumis-projekt.de>)

PRESENTATION

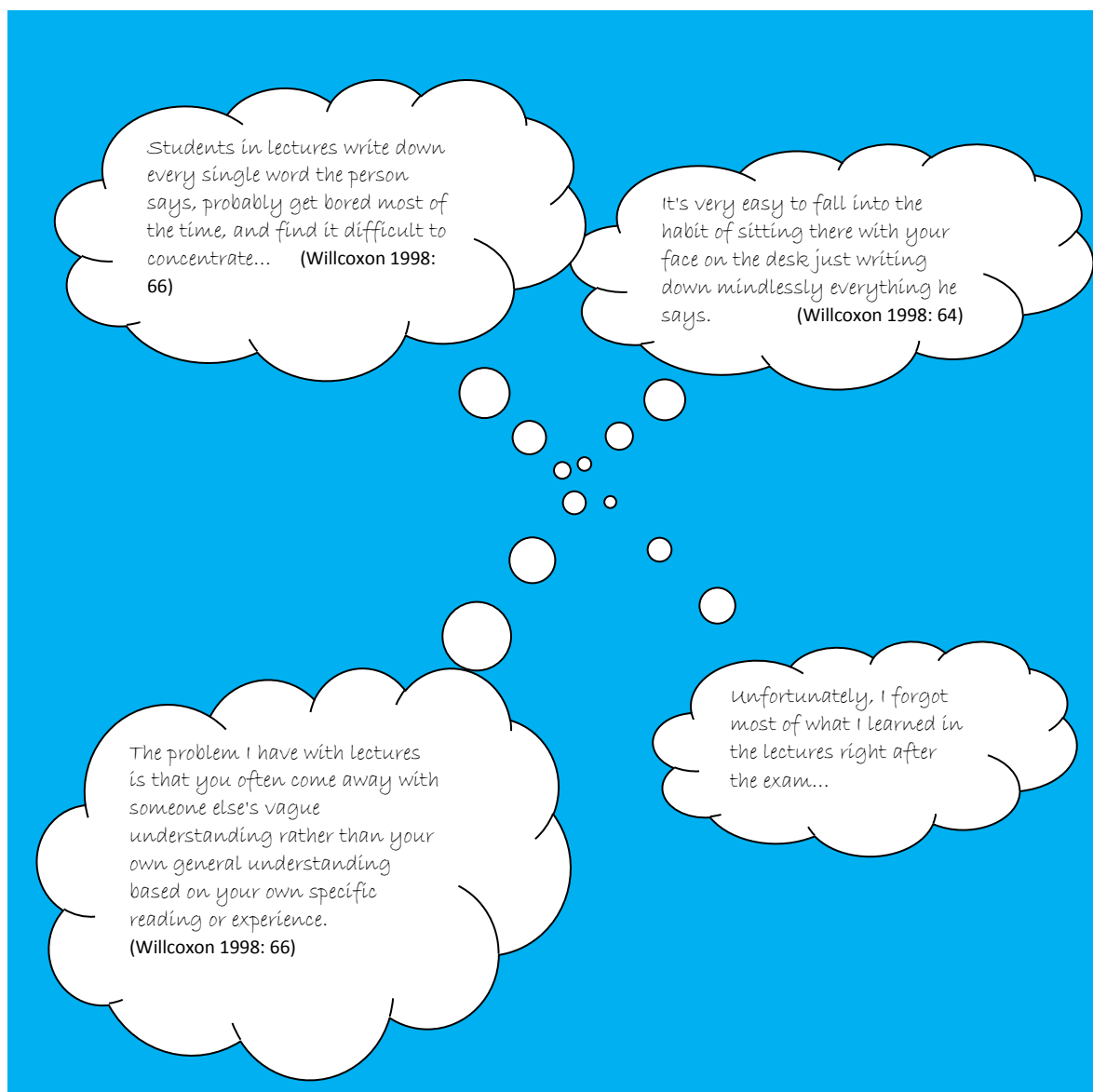
Task 10



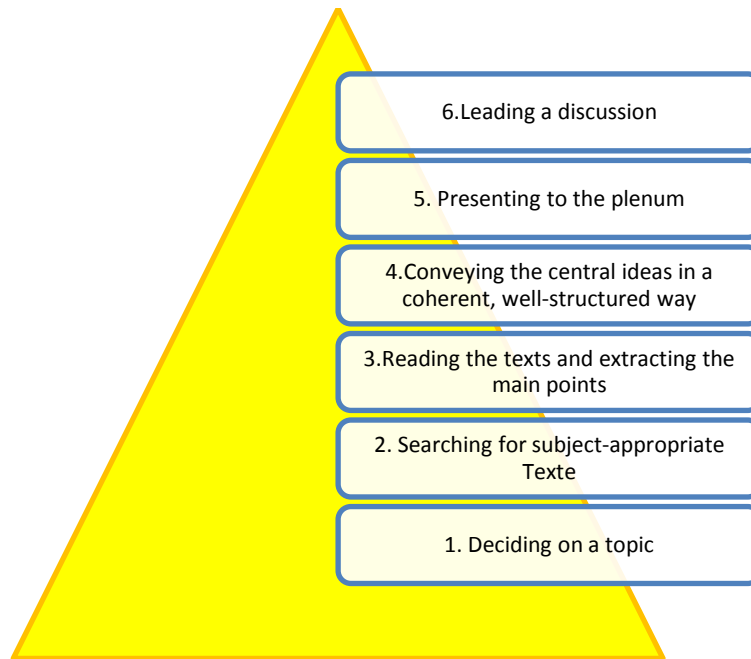
10 min

In the seminars at German universities, students often have to give oral presentations. These presentations are said to foster effective learning. Together with your partner, reflect on why it could be effective to learn by preparing a presentation and presenting it to your fellow students. It might be easier to clarify the advantages of this way of learning when it is compared to lectures.

- 1) Read the following utterances of students. Do you share their opinions? Exchange your experiences about difficulties like these with your neighbor.



- 2) Look at the steps towards a successful presentation. Together with your neighbor, think about which advantages presentations could have for the purpose of learning. Collect a few notes.



Learning activities/Learning advantages	
1.	<ul style="list-style-type: none"> - You can chose a topic that interests you. - ... - ...
2.	
3.	
4.	
5.	
6.	

Task 11



20 min

A good presentation should make the topic understandable and also arouse the audience's interest in it. Think of presentations you experienced in the last three years. Probably, there were some you found interesting, and maybe even fascinating, but also some that were so boring that you were staring at your watch the whole time, hoping it would soon be over.

1) What makes a good presentation? Or in other words: How can you avoid a bad presentation? Get together in groups, discuss, and write down a few notes. Think of the following aspects:

- The structure of the content
- Concrete examples
- Visualization
- Mode of speaking (reading from scripts or speaking freely)
- Interaction with the audience
- Body language
- Time management, etc.



_____ Presentation

2) Present the results of your group work to the plenum. Try to put into practice what you just found out about a good presentation. Structure the collected notes on PowerPoint slides or flip charts. It is important that each member of the group takes part in the presentation. Divide the different parts amongst you in advance.

You'll find useful phrases for presentations in "UniComm Englisch":
<http://www.mumis-unicomm.de/>



WRITTEN EXAM

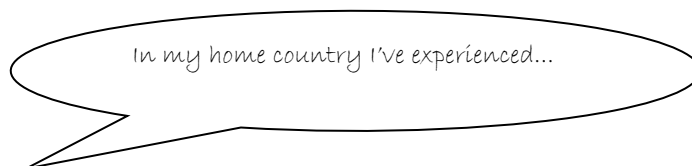
Task 12



5 min

After visiting a seminar or a lecture, students get grades for their academic achievements. Therefore, their achievements have to be tested. In this way, it is measured whether the students reached the given learning target, and the lecturers get feedback about how successful their seminar is.

First, talk about how the students' achievements are measured in your home country.



Task 13



10 min

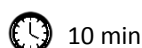
At German universities, the written exam is frequently used for measuring the students' achievements. Within a given time frame, the students have to answer questions in written form. Usually, the exams take place shortly before the end of term, or sometimes also during the semester break. Probably, all of you have already done numerous written exams. However, the type of tasks can vary from country to country. At German universities, there also are exams where there are a couple of pre-formulated answers to each question and the students only have to pick the right ones (multiple choice). However, it is much more likely that you will have to formulate answers to the questions yourselves. For that you should analyze the task thoroughly.

1) Analyze the tasks in the model exam (Appendix 2) and describe the task types:

- What was asked for? For example:
 - Reproduction of factual knowledge
 - Knowledge-transfer onto other areas, situations, or circumstances
 - Application of acquired knowledge
 - Forming one's own opinion
 - Examination of the issue
 - Problem solving
 - Evaluation or judgement, etc.
- In which form are you supposed to answer the questions? For example:
 - Note form
 - Complete sentences
 - Continuous text


2) Which types of tasks are already familiar to you from exams you did in your home country? Which are new to you?

Task 14⁶



How is task 1 in the example exam formulated?

- 1) Highlight the words in task 1 of the example exam that signal clearly what the students are supposed to do.
- 2) Words like these that help you understand the tasks are called clue words. Highlight more clue words in the other tasks.
- 3) Read the explanations about the clue words in the left column and choose a suitable clue word to fill the right column of the table.



ACTION REQUIRED	CLUE WORDS
Explain by giving concrete examples.	
Break down the subject into parts, name the advantages and disadvantages of each part, show how each parts are related, and then make a conclusion about the topic.	
Provide main aspects or characteristics about subjects in a detailed manner.	
Show both the similarities and differences of two or more subjects.	
Give a detailed answer by identifying viewpoints (e.g. pros and cons) about a matter, evaluating the strengths and weaknesses of them, and providing a reasoned judgement on its validity, strength, or worth.	
Explain the significance of something, making personal comments on it.	
Make of a judgment by giving your own, or some expert's opinion of the topic. Name both the positive and negative points of it.	

Clue words

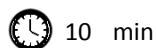
analyze	compare	describe	discuss
evaluate	illustrate	interpret	

⁶ Based on: Roubidoux 2002: 153 – 180, Fennell 2002: 395-397 and following web materials:

- <http://www.ssc.und.edu/learningservices/pdf/TESTS%20Essay-Clue%20Words.pdf> (05.11.2011)
- <http://www.lc.unsw.edu.au/onlib/exkey.html> (05.11.2011)

TERM PAPER

Task 15



A term paper is, besides the exam, another form of examination at German universities. Students write a coherently structured text, alone or in a group (mostly of two), in a limited period of time about a reasonably limited theme that relates to the attended course.

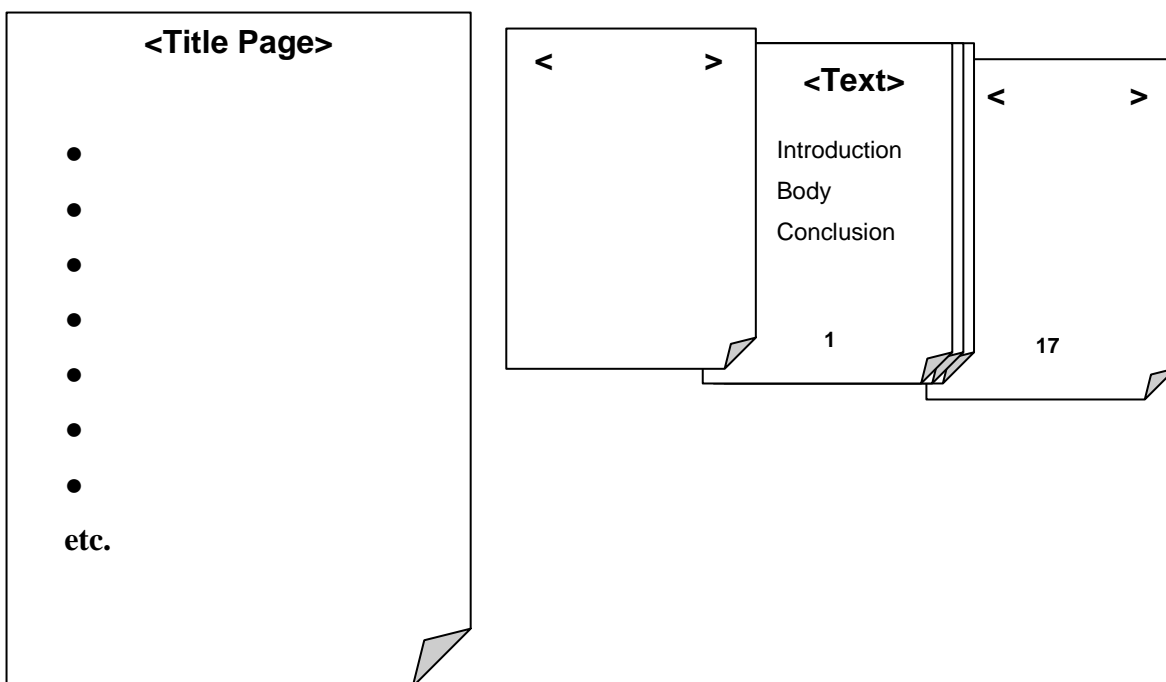
Topics are either given by the lecturer or self-chosen by the students.

Deadlines are normally announced during the course. Term papers are often written during the holidays and handed in before the beginning of the new term. However, sometimes they are written during the term and handed in at the end of the term.

By writing a term paper, a scientific text should be developed which needs to meet academic criteria of format, content, and linguistic register. You are now going to learn some basic requirements:

- 1) Components of a term paper: Look at the extracts of the term paper example and name the components of which a term paper consists.

Of which components does the term paper consist? Fill in < >.




- 2) Title page: Enumerate the pieces of information, which can be found on the title page of the term paper example, on the title page above.

- 3) **Table of contents:** With a table of contents, you offer the reader an orientation to how the term paper is structured. It follows from the table of contents of the term paper example that the text itself (chapter 1 – 6) comprises three parts: introduction – body – conclusion. You can see there are two different rationales to title the text parts, namely: the structural rationale and the content rationale. Which text parts are titled according to the structural rationale, and which parts are organized according to the content rationale?

Table of contents		
text	Introduction	1. Introduction 1
	Body	2. Modern Standard English 2
		3. Hierarchy of Individuation 4
		4. Major Claims on the Use of Gender-Specific Over Gender-Neutral Pronouns..... 5
		5. Analysis of Winnie-the-Pooh 7
		5.1. Animalization and Personification 9
		5.2. Specificity 10
		5.3. Nature of Antecedent and the Attributes 12
		5.4. Centrality 13
		5.5. Pronoun Switches: The Heffalump 15
	Conclusion	6. Conclusion 16
		7. Bibliography 17

Task 16

 10 min

Completed term papers will be graded and returned to all students. You'll receive feedback from the lecturer about, for example, what was done well in the term paper and what should be improved. Lecturers share feedback either with a written note or orally during their office hours. If you have questions about grades or the feedback you received, you can visit the lecturer during office hours. Jian, a Taiwanese student, was at his professor's office one day because he was unsatisfied with the grade he received for his term paper.⁷

Mr. Grosse has many foreign students in his seminars. A Taiwanese student comes to see Mr. Grosse during his office hours because he is not happy with the grade for his homework. He explains that he has studied the specified basic literature intensely and tried extremely hard to repeat the information as accurately as possible. Therefore, he does not understand why he did not get a better grade for his work. Mr. Grosse tries to point out the most important criteria for writing a seminar paper, and he tries to explain what students are expected to do.



Jian from Taiwan

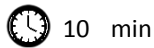
Jian's lack of understanding about the grade he received can, perhaps, be explained by the expectations of different countries for written exams or term papers being different. Answer the following questions:

- What are the Taiwanese student's ideas of a good seminar paper?
- What was expected of me in writing a term paper at the university in my home country?

<p>From the Taiwanese student's point of view, it suffices for a good term paper to...</p>	<p>From my point of view, a term paper for a university in my home country should be...</p>
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⁷ Adapted from: CI-Datenbank „B24“ des MuMiS-Teilprojekts „Critical Incidents in der universitären Kommunikation“ (<http://www.mumis-projekt.de>)

Task 17



While writing a term paper, you need to relate to other scientific works, for instance, to show which publications already exist, to record which positions have emerged from the discussion, or to refer to other relevant results of empiric studies to strengthen your own arguments etc.

When you integrate passages or adopt definitions of certain terms, you need to be very cautious. Read the following story about Mr. Richter, who advises two international students on their term papers. Answer the following question:

- Which academic convention is violated by the students in the opinion of the German lecturer?

When reading the term paper of two Chinese students, Mr. Richter is amazed by the high language level of the text. This seems strange to him, and he has the suspicion that parts of the paper don't come from the Chinese students.

Um... This passage is, in terms of style, at such a high level. The two of them do speak English very well, but still it is far from perfect. It can't be true that they have written this on their own. I should check that sometime.

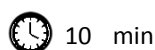


I found your texts on the Internet. Please explain yourself!

Don't you consider the texts to be good enough?



Task 18 Citations



When integrating other people's thoughts into your text, you need to follow conventions of citation and to indicate certain information clearly. Look at the following passage from a scientific text.

The text⁸ characterizes "English as a Lingua Franca". A lingua franca is a language which people with different mother tongues use in order to be able to communicate, e.g. in matters of trade or science. You use English as a lingua franca for the purpose of studying because it enables/helps students to communicate with lecturers and fellow students.

The author of the text, developing a characterization of English as a lingua franca, refers to different scientists, e.g. House, Widdowson or Seidlhofer.

When it comes to an encounter of people of mixed national and ethnical backgrounds, one of the major challenges is undoubtedly the linguistic diversity. Given the widely acknowledged status of English as *the* world language (cf. e.g. Graddol, 1997; Phillipson, 1992), English has also become the most widely used language when it comes to professional counselling in intercultural contexts. Due to the growing demand of counselling processes in English, a certain command of the English language has also become indispensable for consultants.

It has to be noted, however, that it's rarely English native speakers who prompt a "multilingual" group to speak English. In most working contexts it's speakers for "none of whom is the mother tongue" (House 1999, p. 74) who agree to use English as common code of understanding, i.e. *English as a lingua franca* (ELF). Current research strongly questions the status of native English norms as the only point of reference for "correct" usage of English (cf. e.g. Seidlhofer et al. 2006)— as noted by Widdowson (1994, p. 385) who questioned any "ownership" of the English language:

How English develops in the world is no business whatever of native speakers in England, the United States, or anywhere else. They have no say in the matter, no right to intervene or pass judgement. They are irrelevant. The very fact that English is an international language means that no nation can have custody over it.

Seidlhofer (2001, p. 134-138) argues that it has to enter peoples' consciousness that ELF – with its specific characteristics – is a use of language in its own right and that ELF speakers have to be recognized as "language users in their own right." She further calls for the need to counteract the "reproduction of native English dominance."

[...]

Extract taken from: Kordon (Some passages were formally changed for didactic purposes)

⁸ Kordon, K. Using English as a foreign language in international and multicultural consulting: an asset or a hindrance? [www.iff.ac.at/oe/full.../Kordon%20Kathrin.pdf (05.08.2012)]

1) Three different ways of citation are used above. Compare citations in relation to House, Widdowson and Seidlhofer in the text above.

	House	Widdowson	Seidlhofer
<p>a) How are contents of the original text integrated?</p> <ul style="list-style-type: none"> • Is the content adopted word for word or is it paraphrased? • If the content is adopted verbatim, how long is the adopted passage? 			
<p>b) What formal differences can you point out?</p>			
<p>c) Which information on the original text can be found?</p>			

- 2) All cited texts are **alphabetically listed by author's surname** at the end of the term paper under the heading "Literaturverzeichnis"/"Bibliography" so that readers can access the cited texts if needed. The information on the text you need to provide differs from the type of publication.

Monographs	<p>Monographs are books dealing with a certain topic, consisting of several coherent chapters.</p> <p>Jenkins, J. (2000) <i>The Phonology of English as an International Language: New Models, New Norms, New Goals</i>. Oxford: Oxford University Press.</p>
Books containing papers or chapters in an edited collection	<p>These books collect a number of texts from different authors dealing with a certain subject.</p> <p>House, J. (1999) Misunderstanding in intercultural communication: interactions in English as a <i>lingua franca</i> and the myth of mutual intelligibility. In Claus Gnutzmann (ed.), <i>Teaching and Learning English as a Global Language</i> (pp. 73–89). Tübingen: Stauffenburg.</p>
Journal articles	<p>Journal articles are articles in regularly published scholarly magazines.</p> <p>Seidlhofer, B. (2001) Closing a conceptual gap: the case for a description of English as a <i>lingua franca</i>. <i>International Journal of Applied Linguistics</i> 11, 133–58.</p>
Online documents	<p>Texts are increasingly published on the Internet so that they are accessible online.</p> <p>Davies, B., and R. Harré (1990) <i>Positioning: the discursive production of selves</i>. Accessed 24 July 2006 at: http://www.massey.ac.nz/~alock/position/position.htm</p>

Explain:

- 1) which information is available for each text,
- 2) which texts are cited in edited collections,
- 3) which additional information you need to provide for journal articles,
- 4) which additional information you need to provide for online documents.

- Allgöwer, Monika/Bill, Bettina/Herrlich, Martin 1998 Besser lehren, 10 Hefte, Bd.5,
Lehrstrategien: Aspekte der methodischen Strukturierung von Seminaren, Weinheim: Deutscher
Studienverlag.
- Roubidoux, S. M. 2002 101 Ways to Make Studying Easier and Faster for College Students: What Every Student
Needs to Know Explained Simply. Ocala: Atlantic Publishing Group.
- Kordon, K. Using English as a foreign language in international and multicultural consulting: an asset or a
hindrance? [www.iff.ac.at/oe/full.../Kordon%20Kathrin.pdf] (05.08.2012)]
- Willcoxon, L. 1998 The Impact of Academics' Learning and Teaching Preferences on their Teaching Practices: a
pilot study. In: Studies in Higher Education Volume 23(I), 59-70.

Materials from the Internet

- CI-Datenbank des MuMiS-Teilprojekts "Critical Incidents in der universitären Kommunikation"
(<http://www.mumis-projekt.de>)
- <http://www.lc.unsw.edu.au/onlib/exkey.html> (05.11.2011)
- <http://www.ssc.und.edu/learningservices/pdf/TESTS%20Essay-Clue%20Words.pdf> (05.11.2012)