MANUAL
FOR ACADEMIC RESEARCH

at the

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PREFACE

This guide is meant to give instructions how to write academic research papers as part of studying at IMC University of Applied Sciences Krems and applies to **all programmes**.

This guide should help students design their academic papers and in particular their Bachelor's papers and their Master's/Diploma theses according to uniform standards.

The following explanations comply with the current standards in academic fields.

Annotation: some academic journals or publishers have their own guidelines for academic papers. Before publication these guidelines need to be to be referred to, in particular as regards citations and reference lists.

The overriding premise of any academic research paper is its uniform approach throughout the complete publication (principle of consistency).

This **"Manual for Academic Research"** is one of the most essential tools of the academic education at the IMC University of Applied Sciences together with the **"Manual to Bachelor's Papers and Bachelor's Examinations"**, the **"Guidelines for Graduating Students"** as well as the **"Examination Regulations. Bachelor's, Master's and Degree Programmes"**.

Roland Bässler

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1 TYPES AND GOALS OF RESEARCH PAPERS

1.1 Seminar paper

This kind of paper concentrates on the well structured and accurate work on a special subject (specialisation) within a wider scope, which has been dealt with in seminars, for example, but strictly based on a theoretical framework (cf. Trimmel, 1994, pp. 26-27). The seminars represent the platform for scientific or academic discussions wherein the participants contribute by submitting written seminar papers and oral presentations. The written version of the talk or the seminar papers is to conform to the academic standards and can be composed individually or in groups: This refers particularly to the documentation of literature and the correct way of citing.

1.2 Laboratory reports

A laboratory report is to display why, how and with which outcome an experiment was carried out and to interpret its results.

There are two formats in use:

- Format “scientific article in IMRAD format” (Introduction, Material & Methods, Results And Discussion)
- Format “report sheets”

The specific requirements for the laboratory report of a particular laboratory will be introduced in the respective course.

1.3 Health report

A health report is a comprehensible documentation of the physiotherapeutical process based on hypothesis. This documentation includes a final report. By means of this report the treatment should be continued by other physiotherapists without extensive new checks. This report also serves as the basis for the health care system to treat other patients. Its specific requirements will be presented in the respective courses and the Manual for the Practical Training Semester.

1.4 Bachelor's paper

This paper is either course-related or of an interdisciplinary kind within a period of time and scope given by which the students are to prove their skills and knowledge of a specialised and relevant field subject. The bachelor's thesis is to be seen as a **self-contained** achievement meeting both formal and academic requirements. It can follow an empiric or hermeneutic approach, but its outcome has to meet the **standards of a research paper** reflecting the theoretical (and also methodological) level of reflection suitable for an academic discussion in its fields. The requirements for the first Bachelor's papers differ from those of the second Bachelor's paper in terms of length.

1.5 Master's/Diploma thesis

A Master's/Diploma thesis shall **prove a student's competence to solely work on a topic in an academic manner.** The objective is to demonstrate a solid understanding of the methodological tools required. The integration and discussion of the problem is to be executed within a theoretical frame of reference.

1.6 Dissertation

In a dissertation one should contribute significantly to the state-of-the-art of academic research in a special field. It aims at the broadening or deepening of knowledge. Therefore, the careful selection of the topic, the accurate elaboration of the research design and the careful choice of applied methods are of crucial importance. The topic of a dissertation ought to be original and innovative.

2 ORGANISATION OF A RESEARCH PAPER

The organisation of a research paper will be governed by its research hypothesis. Each paper comprises at least five (main) parts:

- **Introduction:** States the purpose and rationale of the paper as well as its implications and research strategy.

  Extent (giving a basic indication): 10% of the paper

- **Theory:** This part contains the definition of relevant terms, the discussion of relevant studies and how they relate to the work.

  Extent: 20-30% of the paper

- **Method:** This part describes the research design.

  Extent: 10% of the paper

- **Results:** This main part accounts for the research issue with topic-related priorities (sub-chapters)

  Extent: 30%-40% of the paper

- **Discussion**: This final part contains the evaluation, interpretation and qualification of the results with respect to the original hypothesis as well as consequences, perspectives and references for further research should be made.

  Extent: 10%-20% of the paper

Each chapter should relate clearly to the research issue. Thereby the mentioning of what is to be considered common knowledge ought to be omitted.

3 OUTLINE OF ACADEMIC RESEARCH PAPERS

Academic research papers should comply with generally accepted norms.[1] The outline of the manuscript usually reflects the course of the working procedure, from formulating the research question to referring to potential applications.

The complexity of the outline depends on level of aspiration of the research paper and is to be arranged with the advisor.

In principle with publications we have to distinguish between hermeneutic and empirical treatise. With the empirical approach quantitatively oriented research ought to be separated from qualitatively oriented research.

3.1 Outline and pagination

- The outline of an **empirical paper** should comprise:

  Title page / restriction note (optional) / statutory declaration / acknowledgement (optional) / preface (optional) / table of contents / list of tables and figures / abbreviations / abstract / introduction / purpose / relevance / theoretical bases and findings / research hypotheses / research design (parameter of survey / participants, research schedule, research conditions, execution of research) / results (with topical focus) / discussion and implications / perspectives for further research / references / appendix with questionnaire or measuring tools, report, index etc. / CV (optional)

- **Outline of a hermeneutical paper:**

  Title page / restriction note (optional) / statutory declaration / acknowledgement (optional) / preface (optional) / table of contents / list of tables and figures / abbreviations / abstract / introduction / purpose / relevance / theoretical bases and findings / analysis (with topical focus!) / discussion and implications / perspectives for further research / references / appendix / CV (optional)

[1] This manual is primarily aligned with the publication manual of the American Psychological Association (APA) (cf. American Psychological Association, 2001).

– **Outline of an experimental paper in biotechnology:**

Title page / restriction note (optional) / statutory declaration / acknowledgement (optional) / table of contents / list of tables and figures / abbreviations / abstract / introduction / purpose / materials and methods / results / discussion / conclusion and perspectives / references / appendix / CV (optional)

Parts of a biotechnological report and of a Bachelor's paper or Master's/Diploma thesis in biotechnology	
Report	**Bachelor's paper or Master's/Diploma thesis**
Head	Title page
	Restriction note (optional)
	Statutory declaration
	Acknowledgement (optional)
	Table of contents
	List of tables and figures
	Abbreviations
	Abstract in German and English
Introduction Purpose	Introduction
	Purpose
Materials and Methods	Materials and Methods
Results	Results
Discussion	Discussion
Implications and perspectives	Implications and perspectives
References	References
	Appendix
	CV (optional)

Figure 1. Parts of a biotechnological report and of a Bachelor's paper or Master's/Diploma thesis in biotechnology

3.2 Outline of academic research papers

– **Title page**

The formal requirements for a title page of a Bachelor's paper or a Master's/Diploma thesis can be found on the intranet (see IMC Fachhochschule Krems, 2007a; IMC Fachhochschule Krems, 2006). Below the title and subtitle, the kind of the manuscript, the university, name of the

degree programme[2], the author's name, the specialisation, name of the academic advisor and the submission date are to be quoted.

The title is to be concise and not to include questions.

– **Restriction note (clause of confidentiality)**

A restriction note is an optional legal clause to safeguard a document or other papers against unauthorised access. Restriction notes should rather be an exception and issued only, if there are pertinent reasons on part of the author or the company. For example, the use of the contents for marketing purposes may be prohibited or it can thus be avoided to spread company secrets. Preferably it is the company that demands a restriction note for academic papers (Master thesis/Diploma thesis, dissertations and similar), the content of which should not be publicly accessible. Restriction notes are not common with seminar or first Bachelor's papers! A restriction note is to be applied for with the programme director.

The restriction note is usually placed at the beginning of a paper subsequent to the title page (cf. IMC Fachhochschule Krems, 2008b, S. 1). The restriction is valid for max. five years.

[2] Designation of the degree programmes for Bachelor's papers in English: Advanced Nursing Practice, Corporate Governance and E-Business Management, Export-Oriented Management, Health Management, Medical and Pharmaceutical Biotechnology, Midwifery, Physiotherapy, Tourism and Leisure Management.

RESTRICTION NOTE

Upon request of ……..

will the present Bachelor´s paper / diploma thesis be retained from public access for the period of …… (max. 5) years.

Unauthorised reading, publication and duplication will not be allowed without explicit consent given by the above-mentioned company and the author before < date >.

Krems, ……..

Signature: _____

Name/position:_____

Company/Seal:

Signature from author:_____

Name: _____

Signature:

Programme director: _____

FH-Seal:

Notified as of: _____

- **Statutory declaration**

  Bachelor's papers and Master's/Diploma theses are to be submitted containing the following statutory declaration[3] which has to be signed:

  > *"I declare in lieu of an oath that I have written this bachelor thesis or master/diploma thesis myself and that I have not used any sources or resources other than stated for its preparation. I further declare that I have clearly indicated all direct and indirect quotations. This bachelor thesis or master/diploma thesis has not been submitted elsewhere for examination purposes."*
  >
  > Date: DD MM YYYY Signature

- **Acknowledgements**

  They are not prescribed but common. Acknowledgements appreciate the support provided by parents, friends, teachers, academic advisors, fellow employees etc.

- **Preface**

  The preface contains background information on the initiation of the paper e.g. its initiators, patronisation and contracting party etc.

- **Table of contents**

  Must be part of a Bachelor's paper or Master's/Diploma thesis.

- **List of figures and tables used**

  With more than three figures in a paper the table of contents should be followed by a list of figures. A list of tables is optional. When there are less than three citations of tables, they are included in the list of figures. It is also possible to subsume tables under figures; thus a list of tables becomes redundant and a list of figures suffices.

[3] The statutory declaration can be downloaded as a text module from the Intranet of the University of Applied Sciences Krems (see IMC Fachhochschule Krems, 2008a, p. 1)

- **List of abbreviations used**

  A list of abbreviations in alphabetical order is part of a Bachelor's paper or Master's/Diploma thesis. Only those abbreviations should be defined that are not part of common academic use and are clearly topic-related (see explanations on pp. 22-23).

  EXAMPLES

MICE	Meetings, Incentives, Conventions, Events
WBDA	Wellbeing Destination Austria

  Abbreviations from everyday language as for example:

approx.	approximately
cf.	compare
e.g.	for example
i.e.	that is
viz.	namely

  are not listed.

- **Abstract**

  An abstract is a brief summary of the contents of an academic research paper. The most important points of a Bachelor's paper or a Master's/Diploma thesis are reflected:

  - goals
  - methods
  - results
  - implications

  No abbreviations, acknowledgements or references should be included in this summary.

  Since an abstract is electronically accessible the information needs to be readable, well-organised and self-contained.

  The programme-specific rules regarding the language to be used for an abstract and its length are laid down in the "Manual to Bachelor's Papers and Bachelor's Examinations" (see IMC Fachhochschule Krems, 2007b) and in the "Guidelines for Graduating Students" (see IMC Fachhochschule Krems, 2006).

- **Introduction**

  The introduction describes the purpose, the rationale, the present standard of knowledge, and the research design where applicable in a concise manner**.**

- **Purpose and rationale**

  Following the introduction the approach to solving the problem should be explained. Is the problem clearly defined? What is the purpose of dealing with it? What is the research question?

  Many academic research papers risk to fail because of their purposes being too broad (e.g. “E-Commerce”, “Virtual Trading Platforms”). To find a topic it is helpful to formulate one or more hypotheses, which ought to be dealt within the scope of the paper. Thereby a profound investigation of the problem should be ascertained. The research question is to be formulated in such a way that its purpose becomes evident. To frame the question is a process by itself.

  Helpful questions are so-called “Wh”- questions (What? Why?).

  Useless questions can be spotted by:

  - False assumptions
  - Vague formulations that do not allow clear answers
  - Inconsistency
  - Fake assertions
  - Biased question

  A well defined hypothesis is also instrumental to outlining and selecting references as well as approaches.

- **Significance and implications**[4]

  Relevant questions regarding the significance of the problem are:

  - How did you come across this topic?
  - What is your personal concern?
  - Is it in the interest of a third party to solve the problem?

[4] The part “significance and implications” is not common in papers on biotechnology, its contents are taken up under “introduction” or “purpose”.

- Have you done previous work related to this study (spadework)?

Relevant questions regarding the implications of the results:

- Which practical implications can be expected?
- Which interventions are to be expected?

– **State of research** (previous findings) **and theoretical frame of reference**[5]

Previous findings

The following questions are to be referred to in this part:

- How would you integrate your own proposition into the current state of research?
- Which works are particularly interesting in this context? What are their pertinent findings?
- Which investigative gaps have become apparent and which need to be dealt with?
- Which findings can be expected?

Theoretical frame of reference

The following questions are of relevance in this context:

- Under which theoretical proposition can the problem be subsumed?
- Which is the theoretical proposition underlying the study?
- What is its significance for research?
- Which content-related and methodological implications result from the theoretical proposition?

– **Hypotheses**[6]

With empirical studies of a quantitative approach **research driven hypotheses** should be formulated (null hypothesis or alternative hypothesis), which should be preferably based on established findings. With a qualitative approach **key issues** are to be formulated.

[5] The state of research and the theoretical frame of reference are part of the “introduction” in papers in biotechnology.

[6] “Hypotheses” relate to “purpose” with papers in biotechnology.

– **Research design**

A precise description of the research design is supported by the scientific principle of "Inter Subjective Verification" (see section 7: quality criteria, p. 51)

The design varies according to the respective approach.

Within a **quantitative approach** the following questions need to be answered or kinds of information to be documented:

- What is the subject under investigation? Which dimensions have been gauged (dimension or parameters of the sampling)? Definition of terms and the exploration of the operationalisation are required. Units related to the key issue are to be discussed (if applicable by means of a path diagram).
- The research procedure, the **method and technique of data collection** (with its justification).
- The **population** (For which persons/objects are the statements and findings valid?). The **sample** (Which persons were called upon?). Which were the selection criteria for selecting the subjects? What about the validity of the results?
- **Evaluation and analysis:** How were the collected data processed and evaluated, which statistical methods were applied?

Within a **qualitative approach** the following questions need to be answered or kinds of information to be documented:

- What is the subject under investigation? Define the limits!
- Which scientific procedures have been applied? The method and technique of data collection and its justification need to be documented.
- Describe its population/case! Which were the selection criteria for selecting the subjects? How about the validity of the results?
- **Evaluation and analysis:** How were the collected data processed and evaluated? Which methods were applied?

Material and methods (with experimental studies, e.g. in biotechnology):

Here the methods used are described in a way that the experiments can be replicated by the reader. For this purpose you need not only describe the process (conduct and data collection), but also include information on

the subjects, the appliances used, the **chemicals** and the method of data analysis. E.g. in biotechnology the concentration of buffers, the cells used and the media, kits und enzymes.

If chemicals are used in studies then they have to be registered by their full scientific denomination and their origin.

EXAMPLE: Potassium chloride KCI (Sigma, St. Louis, USA). If solutions are used in an experiment their precise composition (formula) has to be registered.

With important appliances it is not enough to just register its type, but also the model used and its producer.

With comprehensive experiments this chapter may be subdivided into material on the one hand and methods on the other. The part “material” should not contain just a list of ordinary laboratory apparatus and materials.

- **Results**

  This section summarises the data collected and presents them through tables, diagrams and figures. In comprehensive studies it can be divided in sub-chapters. Figures and tables are numbered in the sequence of their occurrence in the text. All figures and tables must be captioned and their contents described in the text. With numerical key figures the number of the relevant decimal places needs to be taken into account.

  With experimental studies the measured data will be presented as crude data of in a transformed kind inclusive of their calculations and statistical analysis. Comprehensive lists of crude data impair clarity and are therefore added to the appendix. Instead you find annotated graphs and statistical key parameters.

- **Discussion and implications**

  Here the data are interpreted, their results qualified and compared with findings from other works.

  Inferences and implication to be drawn can be included here or comprise a section of its own (not with Bachelor‘s papers).

- **Perspectives**

  In this section issues are raised that are still unanswered or to be pursued. Thereby the scientific process of cognition is supported.

  There is also the chance to reflect critically on one's own studies and suggest further improvements of the study design.

- **References**

  In this section the references of citations quoted in text by author and year must be listed.

- **Appendix**

  An appendix includes only those descriptions that help to understand, to evaluate and replicate the study, but would be distracting in the body of the paper. Examples of material suitable for an appendix are e.g. comprehensive validations of tests, supplementary tables and figures as well as questionnaires and manuals of interviews with experts.

- **CV**

  A CV is optional; usually in the form of a personal data sheet that carries a personal signature.

3.3 Outline principles

For the organisation of research papers and theses the following criteria must be observed (cf. Karmasin & Ribing, 2006, p. 47):

- **One section title has to have at least two sub-sections**

  If a section (e.g. 3) needs to have a sub-section (e.g. 3.1) you are also going to have at least one other sub-section (e.g. 3.2).[7]

3	About the term mass communication
3.1	Mass communication and beholder reach
4	Specialised magazine readers

[7] The section titles should exemplify the principles, however, they do not reflect the formatting rules recommended.

- **The sub-sections should not be a mere repetition of the section title**

3	Critical Rationalism and the Frankfurt School
3.1	Critical Rationalism
3.2	Frankfurt School

But:

3	Moral discussion in social sciences
3.1	Critical Rationalism
3.2	Frankfurt School

Observations not directly related to the subject, but worth mentioning, must be cited separately. In this case it is better to use an extended footnote or a side note. A side note is under the same structure and has to be designated as such:

3	About the term mass communication
3.1	Functions of mass communication
3.2	Mass communication and beholder reach
3.3	Side note: Democratic “Quiet Spiral”

- **The sectioning steps** should not go beyond four levels (in seminar papers and Bachelor’s papers) and five levels (in Master’s/Diploma theses).
- The **text of each sub-section** should at least comprise half a page (A4 format).

4 LANGUAGE OF ACADEMIC RESEARCH PAPERS

- **Language**

  Academic research papers are to be written in the language defined by the degree programme. Additional guidelines can be found in the "Manual to Bachelor's Papers and Bachelor's Examinations" (see IMC Fachhochschule Krems, 2007b) and in the "Examination Regulations. Bachelor's, Master's and Degree Programmes" (see IMC Fachhochschule Krems, 2007c).

- **Expressions**

  In academic research papers the first person singular was rarely used; the author was referred to – if at all – by "author" or paraphrased his/her viewpoint by means of passive constructions (e.g. "it is noticed"). As this does not help the reading comprehensibility the APA has recommended the use of "I" or "we" instead of passive constructions, for example. In prefaces, acknowledgements or statutory declaration the first person singular is to be used.

- **Notation of names**

  The authors' names were formerly written in capitals (BÄSSLER), in small caps (BÄSSLER) or spaced (B ä s s l e r). Today this is no longer applied. The notation of the authors' names complies with the general type of text (Bässler).

- **Academic degrees and titles**

  Academic degrees and titles of all sorts are not quoted even if they are mentioned on the title page of manuscripts (Not: Prof. Dr. R. Bässler, Guide to Academic Research).

  Exceptions: In the list of references academic degrees and titles are quoted in phone-calls, correspondence and e-mail communication. In prefaces, acknowledgements etc the full form of address is used, e.g.: "I am grateful to my teacher, Professor Mag. Eva Werner for advising me on my thesis".

– **Specialist terms**

Specialist terms from Latin or Greek should be used in their original form. Terms from modern languages (e.g. English, French) should be used in forms translated into only when these are common translation. Self-made translations are only to be used in exceptional cases. In any case the original term should be added in brackets when it occurs first in its translated version.

Do not try to sound very academic through using a lot of foreign expressions. Their use is not a criterion of quality. For the assessment it is important that these terms are applied correctly and unambiguously.

– **Abbreviations**

Only abbreviations are to be used that will help to communicate with the reader. They are to be used if they are conventional and the reader is more familiar with the abbreviation than with the complete form, if space can be saved and cumbersome repetition avoided.

Some guidelines:

- Common abbreviations need not be explained separately.
- Unconventional abbreviations need to be explained at their first occurrence and the abbreviated form is added in brackets. The same applies when the authors introduce idiosyncratic abbreviations often occurring in their papers.

  EXAMPLE: Interleukin-1 (IL-1)

- The abbreviations used which are not generally familiar are to be listed following the list of tables and figures before the main body of the work in alphabetical order as follows:

BWG	Gesetz über das Bankwesen, BGBl. Nr. 532/1993, as amended by BGBl. Nr. 639/1993 (Bankwesengesetz)
CA	conditioned avoidance
DMSO	dimethyl sulfoxide
PAGE	Polyacrylamidgelelectrophorisis
RT	reaction time

- Never begin a sentence with a lower case abbreviation or a symbol that stands alone.

- Abbreviation in tables and figures need to be explained in their captions. If it occurs in more than one illustration it needs to be explained in every instance again.
- As for the use of dots in abbreviations the following rules apply:
  - With abbreviations that are used as words no dots are used; e.g.: IQ, AIDS, EEG
  - Abbreviations spelt out in their full wording require dots; e.g.: e.g., i.e., etc.
  - No dots with metrical and non-metrical abbreviations of measure units, weight, points of the compass, most currency denominations and chemical elements;
    e.g.: cm, kg, min, NNE, EUR, H_2O

As for abbreviations commonly used in references/bibliographies see p. 50.

– **Spelling**

No grammar or spelling mistakes must occur. Every manuscript needs to be carefully checked for typing errors or negligence before submitted for assessment or publication.

– **Writing Style**

The prime objective of scientific reporting is clear communication. The repetition of expressions and terms in expository writing is common practice as it helps to avoid misunderstandings or misinterpretations. There are no hard and fast rules, but thoughtful concern for the language can yield scientific writing that sharpens your personal style and, yet, allows for individuality of expression and purpose. (cf. American Psychological Association, 2001, pp.31ff.).

Guidelines to assess the value of the writing style:

- Is the paper so clear and orderly that it can be followed by non-expert readers?
- Are all abbreviations necessary? If yes, are they explained?
- Is each and every foreign term necessary?
- Could it be expressed more smoothly or more precisely?
- Would I like to read the paper myself?

– **Gender-specific language**

Gender-specific language is unambiguous and avoids logical contradictions:

- Be clear about whether you mean one sex or both sexes.

  EXAMPLES

not:	*To illustrate this idea, a **boy**'s potential for…..*
but:	*To illustrate this idea, a **child's** potential for…*

not:	chair**man**, chair**woman**
but:	chair**person**

- Use plural nouns, plural pronouns or articles

  EXAMPLES

not:	a **therapist** and his clients …
but:	**therapists** and their clients …

not:	a **researcher** must apply for his grant …
but:	**researchers** must apply for their grants …

5 FORMAL DESIGN OF ACADEMIC RESEARCH PAPERS

As regards the formal design of academic research paper there are – not infrequently – different ideas and guidelines. There may be some deviations for instance between individual areas of research and specialist fields. Magazines and publishers frequently have their own rules too when it comes to the formal designs of texts. Altogether, it has to be noted that there is “no one and only way” to organise one’s paper, but a multitude of suitable models does exist (cf. Karmasin & Ribing, 2006, p. 39). In order to make work for both students and lecturers easier in this respect mandatory guidelines of the University of Applied Sciences IMC Krems will be described in the following chapters.

5.1 Purpose of the formal requirements

The observation of formal requirements is an integral part of correct academic research and must meet the following objectives

- to facilitate the survey of arguments provided (“central theme”)
- to improve comprehensibility (“organisation”)
- to refer statements to its sources (“citation”)
- to make results verifiable (“intersubjective examination”)

5.2 Form and formatting

The formal structure of the academic research paper is determined before the actual work starts. Therefore it makes sense to define both the layout and consequently basic formats at the beginning. In the following sections the guidelines concerning formal design are specified.

5.2.1 General paper format

- **Paper:** white 70-90g/m², DIN A4 size paper (210x297mm), exception: attached graphics with a different format due to phototechnical reasons.
- **Margins:**

left:	3.5 cm
right:	2.0 cm
top/bottom:	3.0 cm

- **Pagination:**

  It starts in Arabic numerals with the title page. However, the title page (like the restriction note as well as the statutory declaration) bears no page reference. The page number is put in the footer right margin (as far as position is concerned see this document).

- **Header and Footer**:

  Header and footer: 1.5 cm from upper/lower margin

  General: separating lines below header and above footer respectively

  Header optional: project or section title (left)

  Footer optional: author's name left

  Footer obligatory: page numbers right

- **Footnotes:**

  Footnotes[8] are separated from the text by a line (ca. 5 cm) and placed at the bottom of the respective page.

  Footnotes refer to the respective passage in the text using superscript Arabic numbers and are numbered consecutively.

5.2.2 Paragraphs, line and font format

- **Fonts and paragraph format in general**

  The whole paper is to be written in one font (typeface), either "Times New Roman" or "Arial" maybe chosen. This applies to all format presentations as well as to all tables, graphs etc.[9]

  In DNA or protein sequence comparisons of biotechnology where the same width of letters is important the font "Courier New" is to be chosen for the section.

  Generally the paragraph format "text justified" is to be used.

  In the case of headings or titles of figures comprising several lines the left margin has to be formatted hanging in accordance to the beginning of relevant text.

[8] In scientific literature in English footnotes or generally omitted.

[9] Graphs and tables imported as picture files are excepted.

- **Font size and line spacing**
  - **Continuous text:** font size 12 pt, line spacing exactly 18 pt, space before 9 pt and after 0 pt, text justified
  - **Table of contents, list of tables and figures, abbreviations:** font size 12 pt, single line spacing, space before 9 pt and after 0 pt, text justified
  - **Footnote (signs)**: font size 10 pt, single line spacing with footnotes comprising more than one line: indentation - special: hanging (0.5 cm), spacing before is 4 pt and after 0 pt, text justified
  - **Captions of illustrations:** font size 10 pt, single line spacing
  - **Header/footer:** font size 10 pt, single line spacing
  - **List of references/bibliography:** font size 12 pt, single line spacing with entries extending over one line, indentation - special: hanging (1 cm), spacing before is 9 pt and after 0 pt, text justified
  - **Enumerations:** font size 12 pt; indentation left 0.5 cm, indentation - special: hanging 1 cm with bullet sign (-) or numbering (1, 2, …), tab stop at 1.5 cm, space exactly 18 pt, space to preceding paragraph 9 pt and after 0 pt
  - **Enumeration in the enumeration**: font size 12 pt, indentation left 1.5 cm, indentation - special: hanging 0.75 cm with bullet sign (•), tab stop at 2.25 cm, space exactly 16 pt, space to preceding paragraph 6 pt and after 0 pt
  - **Enumerations/numbering of further levels:** They are to be continually formatted with an additional hanging indent of 0.75 cm**.**
- **Title formatting**
  - With the heading level 1 a new page has to be started.
  - No heading as a last line on a page.
  - Headings should not extend over a line.
  - In headings there are no footnotes or punctuation marks (full stop, colon, exclamation marks etc.).
  - All headings must be single line spacing formatted.
  - Heading level 5 should be rather avoided and if need be only be used in Master's/Diploma and doctoral dissertations.

1 HEADING 1	16 pt, bold, capital letters, single line spacing, left adjusted, indentation - special: hanging (1.5 cm), tab stop at 1.5 cm, space before 22 pt and after 12 pt
1.1. Heading 2	14 pt, bold, single line spacing, left adjusted, indentation - special: hanging (1.5 cm), tab stop at 1.5 cm space before 12 pt and after 9 pt
1.1.1. Heading 3	12 pt, bold, single line spacing, left adjusted, indentation - special: hanging (1.5 cm), tab stop at 1.5 cm, space before 12 pt and after 0 pt
1.1.1.1. Heading 4	12 pt, standard, single line spacing, left adjusted, indentation - special: hanging (2 cm), tab stop at 2 cm, space before 12 pt and after 0 pt
1.1.1.1.1. Heading 5	12 pt, italics, single line spacing, left adjusted, indentation - special: hanging (2.25 cm), tab stop at 2.25 cm, space before 12 pt and after 0 pt

– **Accentuation in the text**

Bold: for few keywords or statements which are particularly relevant for the better understanding of the text. These concepts can also be added to a possible list of keywords in the appendix.

Italics: For genus-, species, and variety names in biological terminology (e.g. *homo praeneandertalensis*); if letters, words or parts of a sentence are used as examples (e.g. the letter *B*); for statistical symbols or algebraic variables (e.g. $F(1, 53) = 9.13$; *t*-test);

Underlined: To be omitted since barely legible!

– **Numbers and numerals**

In general numbers smaller than 10 are written in words (e.g. seven persons) and from 10 onwards they are written numerals (42 persons).

In the following cases they have to be written in **numerals***:*

- all numbers from 10 onwards and larger
- all numbers in summaries and in the abstract

- all numbers smaller than 10, if they are used in a comparison with figures larger than 10 mentioned in the same sentence (e.g. 3 out of 15 test persons)
- numbers that indicate a certain place in a numbered sequence, parts of books, tables or graphs, likewise every number in a listing of four or more numbers (e.g. chapter 7, tables with 2, 3, 4, 5 or 7 pictures, graph 1)
- numbers indicating time or age, random samples or the size of populations, test results, codes, values of a scale, exact sums of money or if something has to be expressed in terms of numbers (e.g. 5 years, 1 hour 15 minutes, reading 4, the door number 6)
- numbers indicating statistical or mathematical functions, fractions, decimal units, percentages, likewise percentiles or quartiles (e.g. multiplied by 3, 2.5 times as much, more than 5 % of the random sample)
- numbers that precede a unit of measurement immediately (e.g. 15 cm, 3.5 cm, 2 mg)

In the following cases numbers have to be written in **words**:

- numbers smaller than 10 which do not express precise measurements, do not refer to an exact unit and do not exist in comparison with numerals of 10 or larger (e.g. two possibilities of choice, seven attempts, six items, one of three persons)
- the number zero and one, if they are more understandable as words than as numerals and if they do not appear in comparison with the numerals of 10 or lager (e.g. the description field provided with the numeral zero)
- every number at the beginning of a sentence, a title or a headline; numerals at the beginning of a sentence should, however rather be avoided
- common, generally used fractions (e.g. a quarter of the population)

The following **notations for numbers** have to be observed:

- in numbers smaller than one leading zeros have to be added. *Exception:* the leading zero is omitted if the number cannot get bigger than one, such as correlations or significance levels.

e.g	0.25	but: r = -.78
	0.3475	but: p = .0315

- the decimal point has to be written as a dot, e.g. 3.5, 18.54
- large numbers are divided into three digit groups left from the final number and from the decimal point respectively. Between them there is a space, e.g. 2 628, 107 339, 18 698 215
- positions after decimal point, i.e. numerals right from the comma of a decimal fraction are not grouped, e.g. 1.0697
- Rule of thumb for positions after decimal points
    - for descriptive statistics two more post decimal positions than contained in the crude data should normally be added (e.g. 21.04)
    - correlation, probabilities and statistical interferences, such as *t-, F-* and χ^2-values are to be indicated with two positions after decimal points
    - percentage points are to be depicted in whole numbers (e.g.14 %)

Further hints:

- in order to depict large rounded numbers combinations of numerals and words are to be used, e.g. one million people; but more than 2.3 billion spectators, 9 million visitors
- ordinal numbers are to be dealt with as numerals or words according to the same values as cardinal numbers, e.g. a factor of the second order, the first column, the 12th line.

Furthermore, numbers in combination with currencies / currency symbols are to be noted down in the following way:

- currency symbols are placed before the number and the positions after decimal points are added, e.g. € 351.26
- in more than three digital numbers the separating points have to be used, e.g. $ 1,000.00
- with large amounts of money the specification in millions and billions has to be placed behind the number and must be abridged, e.g. € 2.6 m or € 1,100 bn
- instead of the currency symbols the official international three-letter-abbreviations of the currencies can be used, e.g. EUR, USD, AUD, GBP, JPY

- **statistical functions (procedures), symbols and mathematical parts of texts**

  In basic, generally known statistical proceedings no explanations, indication of source or formulas are necessary.

- **Presentation of statistical symbols and parameters**

  Statistical symbols (see below) have to be always italicised. The ordinary international abbreviations have to be used, such as

  df degrees of freedom
  M arithmetic mean
  Md median
  N random sample size of the total sample
  n random sample size of a partial random size sample
  R Spearman correlation coefficient
  r Pearson product moment correlation coefficient
  SD standard deviation
  ss sum of squares

  Greek abbreviations, graphic characters such as e.g. χ^2 (chi²), α (alpha), β (beta), η^2 (eta²) are not to be italicised.

  In the text statistical terms have to be generally written out and should not be depicted in symbols:

  The *arithmetic mean* amounts to……(not: *M* amounts to….)

  The percentage sign (%) is only to be used in connection with a numeric value; otherwise the word percentage has to be used.

- **Inference statistical parameters are to be cited in the text.**

  - ***t*-Test:** first the adequate symbol (italicised) must be noted, then – in brackets – the degrees of freedom (variability), then the value and without the leading zero the significance level has to be cited. Before, the descriptive values (e.g. means) and perhaps theoretical parameters (population figures) must be imparted.

    "... the group of athletes (*M* = 3.19) is less fearful than the group of non-athletes (*M* = 3.78). *t*(287) = 4.01, *p* < .001, η^2 =.05)"

- **Mann-Whitney *U*-Test:** in two-sided problems: middle track position (*MT*) in both groups, the population parameters, *z*-value and *p*-value.

  "... group of athletes (*MT* = 38.14, *n* = 29) in contrast to the group of non-athletes (*MT* = 22.13, *n* = 30), *z* = -3.5812, *p* < .001"

- **χ^2-Test:** in the Chi-Square-Test the degrees of freedom as well as the size of the random sample have to be included in brackets.

  "... the distribution of gender between the six groups is unbalanced, χ^2 (5, *N* = 1070) = 29.12, *p* < .001"

- **F-tests:** Within the framework of F-Tests the numbers of the degrees of freedom have to be indicated in brackets, the empirical F-value, the significance level and if necessary the intensity effect (strength) must be specified.

  "... there is a significant main effect of group membership, *F*(4, 528) = 2.64, *p* < .05, η^2 = .08."

- **Rank correlation coefficient and test:** In the rank-correlation coefficient the number of cases (N), the correlation coefficient and the significance level (p) are to be given! Attention: when interpreting the figures the direction of the context is to be discussed!

  "... *R*(*N* = 87) = .67, *p* < .05"

– **Chemical formulas and exponential writing**

Special attention is to be paid to the correct position of numbers when chemical formulas and exponential writing occur in the text.

– **Tables, illustrations and charts/graphs**

- In general prose form is to be preferred. Tables serve the purpose of condensing a great number of numeric and verbal matters. A summarizing presentation of many detailed types of information takes place.
- Charts/graphs are mostly created within a coordination system. The scale unit has to be indicated in ordinary and easy-to-read steps on the coordinate axes (the multiple of 1, 2, 5 and 10). It is possible to signify differently sized steps by means of differently long dashes.
- If there are several curves in a graph it is best to distinguish them through different dash qualities and symbols (solid, broken, dotted lines, empty or filled circles/squares etc.), do not use different colours except if you produce colour transparencies for a presentation. For

photographic or photo mechanic reproduction this is indispensable because colours cannot be considered here.

- In diagrams where space is depicted (e.g. floor plan, design drawings) the scale has to be indicated. If one and the same scale dimension appears in different diagrams the scale should only be changed if absolutely necessary.
- Every table, illustration and graph needs a comprehensive explanation (legend). In particular, all symbols, abbreviations and letters used have to be defined.
- The maximum width of the graph/table equals the width of the text (or can be narrower); no continuous text to the right or left of the illustration/table.
- Tables, pictures, diagrams, reset screens and the like have to be provided with the caption “table” or “figure”, a serial (Arabic) number, and a heading. These must be used in text references, e.g. “as shown in fig. 13” and not “as shown in the following figure”. A mere reference to an illustration will generally not suffice. As a rule its contents must be explained in the text.
- The caption of illustrations must be placed below the table, figure or chart or, if convenient in the case of smaller graphs, on the side of the illustration.
- The formatting of the caption is font size 10 pt, single line spacing, left adjusted.
- Sources/bibliographical references must be integrated within the frame of the table/figure (since very often the complete table/figures are copied and the source reference may get lost easily).
- Figures/tables and their captions must be on the same page. If tables cover several pages the headline has to be inserted on every page in any case.
- All abbreviations used in tables and figures must be explained in the annotations (even if they have already been explained in the text).
- Annotations with tables and figures are to be inserted in or below the table/figure, e.g. “Annotation: standardised involution weights are indicated.” In the case of several annotations: “Annotations: the following standardised involution weights are indicated. PE = positive effect. NE = negative effect. * $p < .05$, ** $p < .01$.” In annotations on the significance level the probability of error for those values will be included in the table, where the zero hypothesis is abandoned. Different num-

bers of asterisks are allocated to those single alpha-levels, which are to be retained consistently across all tables.

- Important considerations regarding the design of tables with numeric contents:
  - In some cases rounded figures can illustrate the results more clearly than precise figures.
  - Numbers arranged in columns can be more easily compared than those arranged line by line.
  - Margin sums or margin columns and mean values placed line by line can enhance the comprehensibility of the table.
  - Tables should support the text but not replace it.
- Magnitude of tables: tables should be designed in a way that a turning of the paper sideways is not absolutely necessary. However, it is permissible to produce a table in horizontal format and to extend it over more than one page.

EXAMPLES

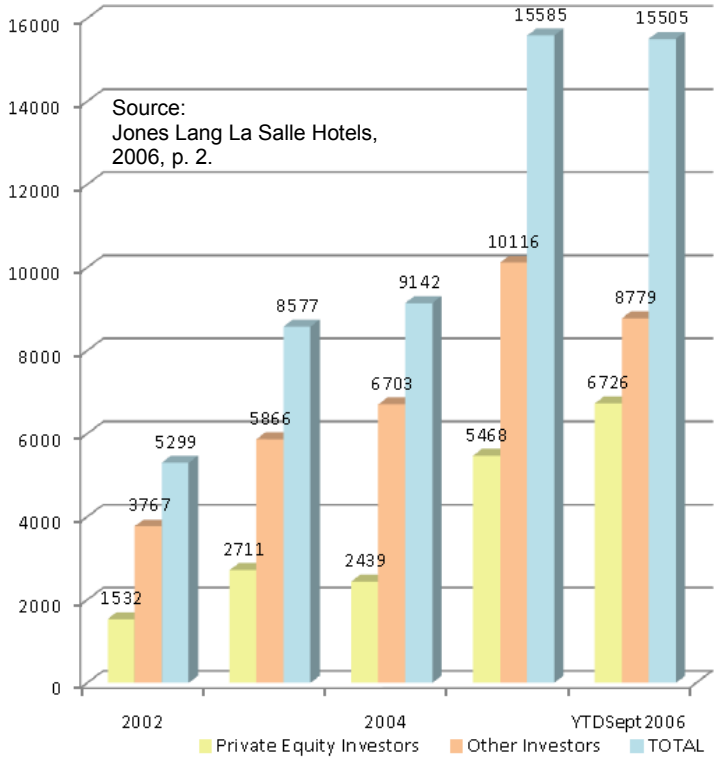

Figure 2. Hotel investment volume in Europe 2002-2006 (Euro Million)

Number of attended LTS courses	Fequency	Percent
0 course	10	6.7
1-5 courses	101	67.8
6-10 courses	23	15.4
11-15 courses	11	7.4
Total	145	97.3
Missing	4	2.7
Total	**149**	**100.0**

Figure 3. Number of attended LTS courses

– **Equations**

Equations are neither tables nor figures. They should be separated from the text through a blank line and be centrically arranged.

SAINDX(Energy consumption/week through athletic activities)
= frequency/week x duration in minutes x energy (kcal)/min
x yearly weeks factor / 52

– **Contents, list of tables and figures and abbreviations**

- The table of contents has to look like as follows:

- Lists of tables and figures have to be inserted following the table of contents if there are more than three figures/tables cited in the paper. The figures/tables should be consecutively numbered in Arabic numerals and have to look like as follows:

6 QUOTING RULES (REFERENCING CONVENTIONS)

Quoting, i.e. the reference to sources, serves the purpose of traceability, interpretation and the gain of insight. It must be clearly recognizable which statements originate from the author and which statements have been taken over from others. This is necessary for two reasons: firstly because the reader might like to read the used sources for himself, secondly this approach might protect the author against a possible accusation of plagiarism. It is a sad state of affairs that time and again other people's ideas are carelessly dealt with. A disregard of referencing conventions may lead to a revocation of academic achievements, even if later discovered. The same sanction would follow if the paper was written by somebody else (cf. section 9, p. 58).

Every source used whether reproduced literally or in a more general sense **must be documented**. From this general principle the following basic rules must be observed (cf. Rößl, 2008, pp. 148-149):

- General knowledge ("state-of-the-art-knowledge") need not be documented (referred to). What is considered to be generally known depends on the target group. A point of orientation is the following situation: Something cannot be regarded as generally known when you need to refer to sources to make a particular statement. In case of doubt it is always advisable to quote.
- The source specifications must be clearly attributed to the quoted text passages.
  - It is insufficient to produce a list of references only without allocating the sources to the individual statements in the text
  - It is also insufficient when the used source is only referred to generally ("The chapter was composed with references to the following sources…")
  - This is equally insufficient to allocate sources to headings because this does not clearly indicate which part of the text the source refers to. Some annotations of the author could be wrongly attributed to the source. Exception: If short chapters are taken completely from a single source, i.e. without continual contributions of one's own – the source can be quoted directly after the heading.

This makes it possible to avoid the repetition of the same source after every paragraph.

- Basically every source must be indicated in the text in such a way that it is indisputably verifiable in connection with the list of references.
- The source is indicated in the text by means of a brief reference, the complete document (full reference) is then to be identified in the list of references by means of the brief reference.
- References do not contain any academic titles, such as Prof., PhD etc. neither in the brief reference in the text nor in the long (full) reference of the list of references. (Exception: In the list of references academic degrees and titles are mentioned in the case of phone-calls, correspondence and e-mail communication.)

6.1 Quotations and source references in the text

6.1.1 Literal (verbatim) quotations

The verbatim reproduction of texts (i.e., the word for word transfer of contents) is usually reserved for shorter text passages. In general, longer quotations (more than 10 lines) should be avoided and its contents rendered in one's own words.

Verbatim quotations with more than three lines must be presented as separate paragraphs (indented and single line spacing).

Verbatim quotations must be indicated through double – typographic inverted commas – without exception (“ ”). At the beginning of the quotation they must be placed at the bottom of the line. At its end they must be placed on top. The place of finding is to be indicated through the page number (p. xx). Quotations within a quotation are signified by simple inverted commas (‘ ’).

EXAMPLE

> “The industry needs employees who can produce a good fit between travel product and consumer [...]. When they [the customers] buy an intangible service, a face-to-face encounter with any company representative influences their feelings about the company. How disturbing is it to hear ‚I'll never fly that airline again'.” (Starr, 2000, p. xiii)

Changes in verbatim quotations are indicated as follows:

Omissions of one word are indicated by [..] for one or […] for several words.

Additions of one's own are placed in square brackets [supplemented text, note of the author] or just [supplement text].

To make something stand out that is not part of the original text needs to be marked by the author.

EXAMPLE

"A book of maps was named an **atlas** [the author] in his honor." (Starr, 2000, p. 3)

Apart from that, verbatim quotations have to follow the original in terms of wording and without any changes with regard to mistakes in writing. Errors in the original or recognizable nonsensical expressions should be indicated by an exclamation mark in squared brackets [!] or by [sic!] (Latin for "really so!").

EXAMPLE

"Traveler [!], for example, is spelt" (Starr, 2000, p. 2)

Verbatim quotations in foreign languages have to be translated and be dealt with like English texts. Mostly the original is placed in the running text and its translation is put in the footnote. The footnote then contains a translation of the quotations into English plus the information (added in brackets) from whom the translation was conducted and which source was used (translated by the author) or – if somebody else has done the translation – (translated by the interpreter).

If it is to be assumed that the majority of readers cannot understand the original language it is possible to invert this order. The translated part is then included in the text with the remark "translated by the author" or "translated by the interpreter". The reference to the source follows after the quotation in the original language in brackets and is put in the footnote.

6.1.2 Indirect Quotations (rendering the general sense)

Indirect quotations are used when you briefly summarise the statements of other authors or when you include some of his or her ideas in your own words, i. e. when not quoted word for word. This kind of quoting is usually applied. The ren-

dering of the general sense of sources in the text is signalled by the preceding “cf.” (compare) at the beginning of the references.

Naturally there is always a “grey area” between an indirect quotation rendering the general sense of a source and a verbatim quotation, however severely abbreviated and heavily modified by additions. Since the original author needs to be cited in both cases this should not cause any significant problems. Should you heavily fall back on the original text (source) it is advisable in case of doubt to prefer a verbatim quotation and to place the relevant passage under inverted commas (cf. Rößl, 2008, p. 150).

For all adaptations and changes of tables, figures and graphs the extent of alternatives has to be indicated by appropriate additions (in the text or in a footnote).

EXAMPLES

(cf. Mustermann, 1987, p. 131)

(according to Mustermann, 2002, p. 45)

(adapted from Mustermann, 2002, p. 45)

(heavily adapted from Mustermann, 2002, p. 45)

(on the basis of Mustermann, 2002, p. 45)

Further examples of direct and indirect quotations in the text:

Bässler (1999) wrote ...

It was emphasised (Bässler, 2007b, p. 12) …

As Bässler (2007) has already pointed XXX in his presentation …

6.1.3 Secondary Quotations

By secondary quotations (sources at second hand) we understand the adoption of a statement – verbatim or in its general sense – that has been taken by the author from another author’s quotation. For example a text by Mustermann who has taken over a quotation from Maier – without knowing Maier’s text – is also used verbatim or in a general sense. However, second hand sources bear the risk of having the original either quoted distortedly or wrongly documented (e.g. by abbreviations). For this reason the use of secondary quotation is to be avoided provided the original source is available and can be quoted. To resort to secondary quotation is only admissible if the original work is out of stock (e.g. an unpublished

document or a very old work) or otherwise not accessible. (The case that the work is borrowed and therefore only temporarily not available does not count in this connection.)

It is to be taken into account that secondary quotations are specified as such. Therefore it is recommended to quote the unavailable original work and the secondary source in the list of references.

EXAMPLE

(Maier, 1984, p. 323 cited following Mustermann, 1996, p. 45)

6.1.4 Source citation in several authors or several works of authors

Several works of different authors are placed alphabetically and separated from each other by a semicolon.

EXAMPLE

(cf. Lichtenwagner, 2007, p. 12; Suppan, 2007, p. 13)

Several works of the same author are arranged according to their year of publication and separated from each other by semicolons.

EXAMPLE

(cf. Bässler, 2000; Bässler, 2004; Bässler, 2007)

If several works have been published in the same year by one author, the year specification will be designated by the additions a, b, c etc.

EXAMPLE

(Bässler, 2003a; Bässler, 2003b; Bässler, 2003c)

If a work is co-authored by six and more authors it is normal practice to include only the name of the first author, followed by “et al.” meaning “and others” and the year of publication. But this applies only in the short document. In the long document (list of references, bibliography) all authors are mentioned.

EXAMPLE

(Bässler et al., 2007)

6.1.5 Citation of Internet sources in the text

When searching the Internet two cases turn up frequently. Either the author of a contribution is mentioned or she or he is not.

If the first case applies the name of the author as well as the year is to be quoted (e.g. Bässler, 2007, par. 13). Should the author be an organisation without explicitly stating a person's name then the reference name of the organisation is to be used (e.g. cf. Amt der Oberösterreichischen Landesregierung, 2008, #Sub Pflegegeld1582008). Annotation: the quotation of the respective www-address inclusive of the access date occurs in the list of references only.

Please note that the text passages cited are narrowed down by page numbers of a pdf-file or by setting an anchor (#text passage) or by paragraph numbering with html-files.

6.2 References

Every source in the text must be referred to in the list of references irrespective of whether it refers to a verbatim quotation or to a text rendering in a general sense. Further literature, which was consulted for the paper but not quoted may be mentioned separately in a "bibliography".

Apart from already published works, papers in preparation, not yet published lectures and submitted but not yet accepted manuscripts may be quoted in the text and included in the list of references.

Academic roles of authors (e.g. Prof., PhD etc.) are not included. The family names of all authors are to be written out in full, the first (Christian) names are to be initialised.

In the case of several authors a comma has to be set before the following family name, before the last named author a "&" has to be set (e.g. Brandenburg, H., Panfil, E.-M. & Mayer, H., 2007, p. 13).

Main and subtitle of the sources have to be separated from each other by a point (e.g. Your Research Project. A Step by Step Guide for the First Time Researcher). If the publisher is mentioned additions referring to the kind or type of enterprise are left out (e.g. Springer)

The list of references must be arranged in ascending alphabetical order according to the surnames (family names) of the authors.

Several works of one and the same author are arranged chronologically ascending according to the year of publication.

If several works (books, magazine articles, research reports) by the same author are quoted from the same year of publication, a, b, c is added for indication of the year.

In the following quotation techniques of various sources are described and illustrated through examples. An attempt was made to deal with all important kinds of sources. However, in practice special cases arise time and again when it comes to citing. Two strategies are suggested here: Either one consults special literature about this topic (see chapter Further Bibliographical References, p. 59) or the matter is clarified in consultation with the lecturer or advisor.

Examples of bibliographical references to books

Surname, First Name(s) (Initial). (Year of publication). *Title. Subtitle* (Edition where applicable). Publishing place: Publisher.

Bässler, R. (1987). *Quantitative oder qualitative Sozialforschung in den Sportwissenschaften. Ein Beitrag zur Methodendiskussion.* Vienna: Universitätsverlag für Wissenschaft und Forschung.

Bässler, R. (ed.). (1992). *Gesellschaftliche Veränderungen und ihre Auswirkungen auf den Sport.* Vienna: Universitätsverlag.

Bässler, R. (2005a). *Gesundheitstourismus in Österreich. Band 2: Die Nachfragestruktur.* Vienna: RB Research & Consulting.

Bässler, R. (2005b). *24. Internationale OMV Rallye Waldviertel. Eine Analyse der ökonomischen und touristischen Effekte.* Studie im Auftrag der Niederösterreich-Werbung GmbH. Krems: IMC Fachhochschule Krems.

Example of bibliographical references to contribution in books (anthologies)

Surname, First Name(s) (Initial). (Year of publication). Title. Subtitle. In Editor (ed.) *Title of the anthology* (Number of pages). Publication place: Publisher.

Bässler, R. (2004). Naturparke als Aktionsräume für Bewegungs- und Sportaktivitäten. Nachfragestrukturen und ökologisch orientierte Marketingstrategien. In Verband der Naturparke Österreichs (ed.). *Weiterentwicklung der Erholungsfunktionen in Naturparken* (70-90). Graz: Verband der Naturparke Österreichs.

Bässler, R. (2006). Verhaltensmuster Wellness. In Krczal, A. & Weiermair, K. (ed.). *Wellness und Produktentwicklung. Erfolgreiche Gesundheitsangebote im Tourismus* (67-89). Berlin: Erich Schmidt.

Examples of bibliographical references to periodical publications with volume pagination

Surname, First Name(s) (Initial). (Year of publication). Title. *Name of the periodical, Volume*, Number of pages.

Bässler, R. (2003). Qualitätsniveaus und Gesundheitskompetenz im österreichischen Kur- und Wellness-Tourismus. *Tourismus Journal, 7*, 187-202.

Example of bibliographical references with issue pagination

Surname, First Name(s) (Initial). (Year of publication). Title. *Name of the periodical, Volume (Issue)*, Number of pages.

Bässler, R. (1990). Sportaktivität und Sportabstinenz. Eine lebensstilorientierte Betrachtung der Sportpartizipation. *Spectrum der Sportwissenschaften*, *2 (2),* 78-103.

Bässler, R. (2006). Die “versteckten Potenziale” wecken. Gesundheitstourismus in Österreich - Quo vadis? *Kommunal*, *Offizielles Organ des Österreichischen Gemeindebundes*, *2006 (3),* 68-70.

Examples of bibliographical references to theme-related issues of periodicals

Surname, First Name(s) (Initial). (Year of publication). Title [theme-related issue], *Name of the periodical, Volume (Issue)*, Number of pages.

Tack, W. (ed.). (1986). Veränderungsmessung [theme-related issue]. *Diagnostica, 32 (1), 24-28.*

Example of bibliographical references of research reports, dissertations

Surname, First Name(s) (Initial). (Year of publication). *Title. Subtitle (if applicable: Series)*, Type of paper. Place: University, if applicable: Institute.

Bässler, R. (2005). *24. Internationale OMV Rallye Waldviertel. Eine Analyse der ökonomischen und touristischen Effekte.* Studie im Auftrag der Niederösterreich-Werbung GmbH. Krems: IMC Fachhochschule Krems.

Bässler, R. (2006). *Mädchen und Frauen im Sport* (2nd ed.). Studie im Auftrag der NÖ Landesakademie und im Auftrag des Bundes und der Länder. Vienna: RB Research & Consulting.

Examples of references of course documents

Surname, First Name(s) (Initial). (Year of publication). *Title. Subtitle. Semester* [Type of paper]. *place*: university, institute/programme if necessary.

Poeschl, H. (2005). *Einführung in das Rechnungswesen. Teil 2. WS 2005/2006* [slides manuscript]. Krems: IMC Fachhochschule Krems, Studiengang Gesundheitsmanagement Vollzeit.

Example of bibliographical references of unpublished papers and papers submitted for publication

Surname, First Name(s) (Initial). (Year of publication). *Title. Subtitle. Submitted for publication*.

Högler, R., Rab, M., Beck, H., Paternostro, T., Schrögendorfer, K., Grünbeck, M., Hölzl, S., Meggeneder, J., Kamolz, L. P., Bässler, R. & Frey, M. (2007). *Carpal Tunnel Syndrom. Classification of patients according to their preoperative symptoms assessed by the Levine-Questionnaire and the relationship of this symptoms with nerv conductions studies.* Submitted for publication.

Pfister, G. (2002). *Turnen als Erinnerungsort. Mythen, Rituale und kollektive Symbole auf Deutschen Turnfesten vor dem ersten Weltkrieg.* Submitted for publication .

Examples of bibliographical references of unpublished presentations at conferences

Surname, First Name(s) (Initial). (Year of publication, month). *Title. Subtitle. Speech at Conference*.

Bässler, R. (2006, August). *The Economical and Social Importance of Sport Tourism in Alpine Regions.* Speech at Europäischen Forum Alpbach – Technologiegespräche 2006.

Example of conference reports

Surname, First Name(s) (Initial). (Year of publication). Title. In Editor (ed.) *Title of the conference report*. Name, time and place of the conference. Place: Publisher. Number of pages.

Bässler, R. (2004). Salutogenesis and Tourism. Trends and Perspectives. In Steinbach, D., Petry, K. & Tokarski, W. (ed.). *LEDU 2004 - International Conference on Leisure, Tourism & Sport - Education, Integration, Innovation.* LEDU 2004, 18 - 20 March 2004 in Cologne. Cologne: Fischer & Bronowsky, 88-89.

Bullinger H. J. (2003). Strategische Bedeutung verteilter Informationssysteme. In Weikum G. (ed.). *Verteilte, offene Informationssysteme in der betrieblichen Anwendung.* IAO-Forum, 25 January 2003 in Stuttgart. Berlin: Springer, 11-43.

Example of newspaper articles

Surname, First Name(s) (Initial). (Year of publication). *Title*. In Name of the newspaper/magazine, Date, Number of pages.

Edvinsson, L. (2001). *Eigene Landkarten fürs Humankapital.* In Der Standard, 10 January 2001, 16.

Example of newspaper articles whose author is not named

Newspaper (Year). *Title.* Date, page number.

If the author of the article is not mentioned the name of the newspaper is placed at the beginning.

Der Standard (2001). *Eigene Landkarten fürs Humankapital.* 10 January 2001, 16.

Example of interviews/surveys/talk of experts

Here academic or other titles can be mentioned. If these titles are relevant for the evaluation of the interviewed person's competence they have to be included.

Surname, First name (Initial), academic degree, (Year). Information about the kind of communication, topic of the interview. Reference to the function of the dialogue partner that was decisive for approaching her or him, special qualities of the interviewed person which are relevant for the significance of his/her statements are to be included. Place of interview, Date.

Suppan, H., Mag.[a] (2007). Personal interview, quality management in fitness centres (cf. discussion guide, appendix II). Consultant for fitness training, publication on customer satisfaction regarding fitness training. Institut für Sportwissenschaft in Vienna, 27 April 2007.

Example of telephone conversation, correspondence, e-mail communication and the like

Here academic degrees and other titles can be mentioned, but they have to be included if they are relevant for the evaluation of the person's competence.

Surname, First Name(s) (Initial)., academic degree (Period of time). Information about the kind of personal communication, Contents of the communication. Function of the communication partner which was relevant for the choice, Date /period of time of the communication

Suppan, H., Mag.[a] (2004-2005). Personal communciation, Strategic Positioning of offers of exercises in women's health centres. Fitness consultant in Vienna, contributing in setting up health-oriented intervention programme at the adult education centres Vienna, numerous phone calls and e-mails between October 2004 and February 2005.

Example of in-house documents (brochures, presentations etc.)

Name of author, name of editor (Year or if missing: no date – n. d. –). Title of the document [Kind of document]. Place or if missing: no place – n. p. –, Possible additional information.

Fritsch & Fratsch GmbH. (1994b). Reorganisationsplan [in-house document]. Wien, produced by the management in four workshops lasting several days presented by a consulting agency.

Großhuckl. (o.J.). Großhuckl. Ein Ort stellt sich vor [brochure]. n.p., folder updated yearly by the and published by the municipality.

IMC Fachhochschule Krems GmbH. (2006). Organigramm der IMC Fachhochschule Krems [internal document]. Krems.

Example of radio or television contributions

Surname, First Name(s) (Initial). (Author of the statement) (Year). Title of the broadcast [Description of the information medium], TV station, Date of broadcasting.

Popper, K. R. (1990). Wir wissen nicht, wir raten [TV-broadcast], ORF 2, 17. September 2002.

Example of legal sources

The quotation of legal sources in texts of a law is directly integrated in the text. Abbreviations have to be used. They must be placed in the list of abbreviations.

On the registration oft the model index listed in the Patent Office it is be observed that according to Section18, I 1 MuSchG…

List of abbreviations:

MuSchG Law of Copyright, BGBl. Nr. 497/1990, as amended in BGBl I Nr. 81/2003 (Musterschutzgesetz)

Example of CD-ROM's, Video- or Audio-cassettes

Surname, First Name(s) (Initial). (Year) Title of the source. if applicable Version [Description of the medium]. Place.

Funky, H. (1992). Controlling mit Excel. Vers. 3.11 [CD-ROM]. Vienna.

Funky, H. (1998). Kommunikation leicht gemacht [Video]. Munich.

Example of quotation from electronic media / www-sites

When resorting to internet-on-line sources great care and economical use is advisable due to its changing nature. The most important detail is the URL (Uniform Resource Locator) that must be unambiguous. In case there is a possibility of in-

cluding alternative URLs then the address should be given that comes closest to the contents of the internet page or the responsible organisation (e.g. www.sportwissenschaft.de is to be preferred to www.tu-darmstadt.de/dvs/. It is recommended only to use sources whose consistence can be regarded as reliable. In addition one must see to it that text passages that are to be quoted can be limited through the number of pages in pdf-files and through text anchors (# text passages) or through the numbering of brackets in html-files. A further quality criterion of the quotation from a website is the availability of metadata in the source text of the page in which all relevant information should be contained. Special attention should be given to the use of capital and small letter initials as well as the separation of internet addresses. The separation of syllables of URLs must be avoided, however, if they are necessary in the case of long URLs the separation can only be done after a slash or before a point through the insertion of a blank space; a separating line ("-") must not be inserted. Sources from the Internet should **always be loaded down, printed out and archived**.

When quoting from internet pages of the world wide web (www) attention must be paid to the exact rendering of the date. Apart from the date of access the date of composition and the revision (updating) of the page has to be included. The revision date is to be preferred to the composition date. A possible version number of the revision must also be indicated. These details should be contained directly in the page, in the metadata or in the information about the pages. The information of the composition- and revision date is to be given according to the following pattern:

Year, day (as number), point and month (fully written out)

The date of the access follows the pattern:

Day (as number), point, month (fully written out) and year.

In case the name of the author's name is known, it is to be quoted as with the usual references, additionally the date of access and the internet address is to be cited.

EXAMPLE

Bässler, R. (2007, 08. March). *Sport und Tourismus. Die wirtschaftliche Bedeutung des Sporttourismus in alpinen Regionen.* Speech at ITB Hochschulforum 2007. Access on 13 September, 2007 on http://www.baessler-research.at/Vortrag_Baessler_ITB2007_Sport&Tourismus.pdf

When giving the address it is to be made sure whether the given URL of the quoted web site is really the URL of this site. Some sites are programmed in such a way that the URL in the address line does not change when somebody navigates on a sub page. In order to make sure that the correct address is shown the relevant site should be opened in a new window or in a new register card.

Publication based on a printed version of an article

If the quotation refers to a printed version of an article or a contribution and if this is only available in an identical electronic version, then it is not necessary to add the corresponding URL. After the title of the contribution the reference (in square brackets) follows the used electronic version.

EXAMPLE

Bös, K. & Brehm, W. (1999). Gesundheitssport - Abgrenzungen und Ziele [electronical version]. *dvs-Informationen, 14 (2),* 9-18.

If there is reason to assume that the online version may deviate from the printed version regarding formatting (e.g. without tables or figures) or number of pages, then the date of access to the internet has to be included. The same is true of articles that have already been published somewhere else and are no longer available in their original version. The description of the access date follows the pattern: day (as number), point, month (written out in full) and year:

EXAMPLE

Grupe, O. (1996). Kultureller Sinngeber. Die Sportwissenschaft an deutschen Universitäten. *Forschung & Lehre, 3*, 362-366. Access on 06 October, 2002 on http://www.sportwissenschaft.de/fileadmin/pdf/download/grupe.pdf

Contributions in an online magazine (E-Journal)

If there exists, besides the html-version of a pure e-journal, a pdf-version too, preferably this is to be indicated because here a sufficient limit of the text pages is given through the number of pages.

Pandel, H. J. (2001). Fachübergreifendes Lernen - Artefakt oder Notwendigkeit? *sowi-onlinejournal - Zeitschrift für Sozialwissenschaften und ihre Didaktik, access on* 25 February, 2002 on http://www.sowi-onlinejournal.de/2001-1/pandel.htm

Thomas, M., Weiler, V., Schulz, T. & Vörkel, C. (2001). Entwicklung einer mr-kompatiblen Schulterlagerungsschiene zur Funktionsuntersuchung der Schulter im offenen Kernspintomographen. *Klinische Sportmedizin/Clinical Sports Medicine-Germany, 2 (6)*, 85-93. Access on 23 February, 2002 on http://www.klinischesportmedizin.de/Auflage_2001_6/schulterschiene.htm

If articles as pdf-files or html-files are numbered according to paragraphs, then both versions can be used for citation. The number of paragraphs is to be indicated after the magazine's year of appearance (comparable to the page limitations of print journals):

EXAMPLE

pdf-format:

Hunger, I. & Thiele, J. (2000). Qualitative Forschung in der Sportwissenschaft. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research 1* (1), 25 paragraphs. Access on 07 February, 2001 on http://qualitative-research.net/fqs-texte/1-00/1-00hungerthiele-d.pdf

html-format:

Hunger, I. & Thiele, J. (2000). Qualitative Forschung in der Sportwissenschaft. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research 1* (1), 25 paragraphs. Access on 07 February, 2001 on http://qualitative-research.net/fqs-texte/1-00/1-00hungerthiele-d.htm

In the case of contributions in journals not publicly accessible, but only for members or authorised persons allowed to be read the entering place of the journal is given:

EXAMPLE

Schorer, J. & Raab, M. (2001). Effekte der Teach-Back-Methode beim motorischen Lernen. *Motorische Kontrolle und Lernen / Motor Control and Learning.* Access on 22 February, 2002 on http://ites.orbis-communications.de

As an optional alternative it is possible to add the additional information in brackets behind the internet pages: limited access.

EXAMPLE

Brettschneider, W. D. (2001). Effects of Sport Club Activities on Adolescent Development in Germany. *European Journal of Sport Science, 1* (2), 1-11. Access on 08 February, 2002 on http://www.informaworld.com/smpp/content~content=a744109622~db=ai~order=page (restricted access).

News in mailing lists and discussion forums (Newsgroups)

News in mailing lists is basically quotable. Archived lists must be preferred to non-archived lists. In non-archived mailing lists and newsgroups the author must be documented in case of a quotation. In archived mailing lists that can be accessed via the internet the URL has to be mentioned. In non-archived mailing lists the

email address of the list must be included. Attention must be paid to the exact indication of the date.

EXAMPLE

Sponsel, R. (2002, 23 February). Positive Liste zur Foerderung des Selbstgefuehls. News published in news://news.de.sci.psychologie

Wolters, P. (2001, 16 February). Resolution Juniorprofessuren. News published in mailing-List sportwiss@ruhr-uni-bochum.de

In contributions from mailing lists or discussion groups in English it is also possible to use the English way of the APA (2001) citation as well.

Internet-Newsletter

Internet-newsletters have to be dealt with similar to mailing-lists and newsgroups. In accessed newsletters on the internet the URL must be indicated, in non-archived newsletters the author has to be documented.

The accuracy of the date indication depends on the periodical distance in which the newsletters are published (daily, weekly, monthly and seasonal)

EXAMPLE

Suppan, H. (2007, May 09). Kurzbericht von der CLUB-Veranstaltung “Was bringt die EURO 2008 für den Tourismus?”. In CLUB TOURISMUS Newsletter Nr. 7. Access on 23 September 2007 on http://www.tm-austria.at/ CLUB-Typo/uploads/media/ Pressetext_Trialog_07_EURO_2008_Wirtschaft_und_Fussball.pdf

Abbreviations

The following abbreviations have to be used in the list of references:

Term	**Abbreviation**	
Editor	Ed. (editor)	Eds. (editors)
Edition	ed. (edition)	2nd ed. (second edition)
Page	p. (page)	pp. (pages)
Unpublished	unpubl.	

Figure 4. Abbreviations in the list of references

7 QUALITY CRITERIA

The quality criteria or the basic principles of empirical (scientific) research (cf.°Bässler, 1999, p. 137), the principles of relevance, precision, validity, reliability, objectivity (free from value judgements) and the principle of inter-subjective verifiability must be taken into account in every phase of the research process.

Quality criteria of empirical research relevance	
Relevance	By relevance it is understood that the research question is regarded as both significant and meaningful. In the choice of the research subject social, economic, personal and inner scientific circumstances should be taken into account.
Precision	Accuracy in a research project is achieved if clearly and unambiguously defined concepts are used (operational definitions) Apart from that exactness of measurement and selectivity play an important part.
Validity	Empirical research is valid, if the procedure, the definitions, the operationalisation (validity of variables), the selection of the research techniques, the tools of survey (e.g. interview, test etc.) (validity of methods), the selection of the test population (validity of population) as well as the analyses (statistical validity) and interpretations (validity of interpretations) are adequate to the purpose of research.
Reliability	Reliability is, if measurement is accurate in formal respects (cf. precision) and if the measured values show a preferably high degree of consistency, meaning that in case of repeating the experiment (research) it will achieve approximately the same results under similar conditions.
Objectivity (free from value judgments)	Objectivity is a preferably far-reaching independence of an investigation from the research conducting individual (survey, analysis, interpretation)
inter-subjective verifiability	This means that the process of knowledge acquisition must be made transparent and reproducible by other researchers. The scientific (empirical) quality of a research project is proved if the results of the research is intersubjective, meaning that they can be checked by other researchers.
Source: Bässler, 2002, p. 15	

Figure 5. Quality criteria of empirical research relevance

8 DRAFT

The draft of empirical research papers distinguishes itself considerably from hermeneutic analyses. In every empirical research paper a hermeneutically orientated topic is included, but in a more concentrated way and to a lesser scale (extent).

Since the draft represents the planning framework of a research paper a longer version and a shorter version of it (between two and three pages) should be produced. The longer version has turned out to be a necessary stage for the circumspect planning of a successful project. A scientific (empirical) research paper is in almost all cases a project that inevitably follows the techniques of project management.

8.1 Structure and main contents of drafts in quantitative-empirical research papers

Contingent contents of quantitative- empirical research papers should be as follows:

Preliminary topic of the research paper (PROVISIONAL TITLE)

1. **The RESEARCH QUESTION and the PURPOSE of the paper (problem case)**
   - What is the research problem (problem analysis) about?
   - What is the purpose of the research paper? (target setting)
2. **The SIGNIFICANCE of the research problem and the RELEVANCE of the results**
   - How did you come across this topic? Where in lies the personal interest in the research question? Is there a third person interest in the treatment of the topic? In which way have you already personally dealt with the topic? (significance)
   - Which practical significance can be attributed to the expected results? Which interventions are to be expected? (practical relevance)
3. **Current level of research and its theoretical frame of reference**

   RESULTS SO FAR
   - How can your own research question be integrated in the present stage of research? (the status quo of the research question)
   - Which existing research papers are of particular interest for the current research area? (Survey of the relevant studies about the topic)
   - What are the major statements of these contributions? Which research deficits have become apparent in these papers? Which deficits should be dealt with in your own research paper?
   - What kind of insight is to be expected?

   THEORETICAL FRAME OF CONCEPT
   - Which scientific-theoretical starting point is behind the project?
   - What is the significance of this basic position for this research area?
   - Which theoretical concepts can be assigned to the research problem? (Survey of the underlying theories)
   - Which methodological and content-related consequences result from these theoretical/basic considerations?
4. **HYPOTHESES**

5. RESEARCH DESIGN

5.1 What is the research topic, the inquiry dimensions, the inquiry parameters? How are operational procedures carried out? Which quantities could be in a relational connection to the core subject? (graphic representation of the research model by means of a path diagram)

5.2 Which scientific (empirical) procedures should be used? Give a short reason. (research procedure, methods of data acquisition, techniques of data acquisition)

5.3 For which persons are the statements and insights valid and relevant (general relevance)? With which people should the research question be carried out (group of test persons/random sample)? What are the selection criteria of the test persons? What kind of validity is to be expected from the results?

5.4 How shall the collected data be dealt with? How shall they be interpreted (assessed)? Which statistical procedures are used? (plan of evaluation and analysis)

5.5 Which time schedule is at the root of the research project?

5.6 Which plan of organisation determines the treatment of the research topic?

5.7 Which expenses are to be expected? (personnel costs, material expenditure) Financing? Cost projections

6. BIBLIOGRAPHICAL REFERENCE (main literature)

8.2 Structure and main contents of drafts in qualitative-empirical research papers

In qualitative-empirical research papers the following issues could be part of a draft:

Preliminary topic of the research paper (PROVISIONAL TITLE)

1. **The RESEARCH QUESTION and the PURPOSE of the paper (problem case)**
   - What is the research problem (problem analysis) about?
   - What is the purpose of the research paper? (target setting)
2. **The SIGNIFICANCE of the research problem and the RELEVANCE of the results.**
   - How did you come across this topic? Wherein lies the personal interest in the research question? Is there a third person interest in the treatment of the topic? In which way have you already personally dealt with the topic? (significance)
   - Which practical significance can be attributed to the expected results? Which interventions are to be expected? (practical relevance)
3. **Current level of research and its theoretical frame of reference**

   RESULTS SO FAR
   - How can your own research question be integrated in the present stage of research? (the status quo of the research questions)
   - Which existing research papers are of particular interest for the current research area? (Survey of the relevant studies about the topic)
   - What are the major statements of these contributions? Which research deficits have become apparent in these papers? Which deficits should be dealt with in your own research paper?
   - What kind of insight is to be expected?

   THEORETICAL FRAME OF CONCEPT
   - Which scientific-theoretical starting point is behind the project?
   - What is the significance of this basic position for this research area?
   - Which theoretical concept can be assigned to the research problem? (Survey of underlying theories)
   - Which methodological and content-related consequences result from these theoretical/basic considerations?

4. RESEARCH DESIGN

4.1 What is the research topic?

4.2 Which scientific (empirical) procedures should be used? (research procedure/**methods of data acquisition/techniques of data acquisition)** Give a short reason

4.3 With which people should the research question be carried out? (group of test persons/random sample). What are the **selection criteria** of the test persons (objects)? What kind of validity is to be expected from the results?

4.4 How shall the collected data be dealt with? How shall they be interpreted/assessed? Which procedures are used? (plan of evaluation and analysis)

4.5 Which time schedule is at the root of the research project? (organisation according to procedural packages)

4.6 Which plan of organisation determines the treatment of the research topic?

4.7 Which expenses are to be expected? (personnel costs, material expenditure) Financing? (cost projection)

5. Bibliographical References (main literature)

8.3 Structure and main contents of drafts in hermeneutical research papers

The draft of a hermeneutical research paper should contain:

Preliminary topic of the research paper (PROVISIONAL TITLE)

1. **The RESEARCH QUESTION and the PURPOSE of the paper (problem case)**
2. **The SIGNIFICANCE of the research problem and the RELEVANCE of the results.**
   - How did you come across this topic? Wherein lies the personal interest in the research question? Is there a third person interest in the treatment of the topic? In which way have you already personally dealt with the topic? (significance)
   - Which practical significance can be attributed to the expected results? Which interventions are to be expected? (practical relevance)
3. **Current level of research and its theoretical frame of reference**

   RESULTS SO FAR
   - How can your own research question be integrated in the present stage of research? (the status quo of the research question)
   - Which existing research papers are of particular interest for the current research area? (Survey of the relevant studies about the topic)
   - What are the major statements of these contributions? Which research deficits have become apparent in these papers? Which deficits should be dealt with?
   - What kind of insight is to be expected?

   THEORETICAL FRAME OF CONCEPT
   - Which scientific-theoretical starting point is behind the project?
   - What is the significance of this basic position for this research area?
   - Which theoretical concepts can be assigned to the research problem? (Survey of the underlying theories)
   - Which methodological and content-related consequences result from these theoretical/basic considerations?
4. **Bibliographical References (main literature)**
   - Comprehensive list of literature

9 SCIENTIFIC MALPRACTICE

Scientific malpractice is due to scientific negligence when false information is spread purposefully, when the intellectual property of other people is violated or their scientific research is negatively affected. Malpractice is particularly liable to occur with

- **Plagiarism:** taking another person's work, ideas or words that enjoy copyright, and using them as if they were one's own is violating intellectual property.
- **Wrong information:** inventing or misinterpreting contents, data or other sources wilfully.
- **Deliberate destruction** of scientifically relevant resources such as books, questionnaires, documents or other data.
- Applying the **free-rider principle** whereby scientific authorship is unduly assumed.

Attention: Scientific malpractice leads to the exclusion from the scientific community and to the revocation of the academic degree if revealed later![10]

[10] The FH sector makes the following provisions: 1. "Disallowance of examinations" by the Head of the Academic Board (§16 Abs 4 Z 3 FHStG), 2. "Disclaimer of academic degrees" (§6 Abs 2 and §16 Abs 3 Z 9 FHStG) (cf. Scheuringer, 2007, p. 4)

10 FURTHER BIBLIOGRAPHICAL REFERENCES

This is a list of further bibliographical references based upon the Guidelines for Academic Papers for all IMC-programmes of study. They are all used within the context of subject-related lectures. The following survey of sources and bibliographical references are recommended for deepening and consolidating of subject matters by the individual study courses.

10.1 Advanced Nursing Practice

Bonita, R., Beaglehole, R. & Kjellström, T. (2008). *Einführung in die Epidemiologie* (2nd ed.). Bern: Huber.

Brandenburg, H., Panfil, E.-M. & Mayer, H. (ed.) (2007). *Pflegewissenschaft 2*. Bern: Huber.

Esselborn-Krumbiegel, H. (2004). *Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben* (2nd ed.). Paderborn: Schöningh.

Kleibel, V. & Mayer, H. (2005). *Literaturrecherche für Gesundheitsberufe*. Vienna: Facultas.

Lamnek, S. (2006). *Qualitative Sozialforschung* (4th ed.). Weinheim: BeltzPVU

LoBiondo-Wood, G. & Haber, J. (2005). *Pflegeforschung* (2nd ed.). Munich: Elsevier, Urban & Fischer.

Mayer, H. (2007). *Pflegeforschung anwenden* (2nd ed.). Vienna: Facultas.

10.2 Corporate Governance and E-Business Management

Atteslander, P. (2003). *Methoden der empirischen Sozialforschung* (10th ed.). Berlin: de Gruyter.

Bänsch, A. (2003). *Wissenschaftliches Arbeiten: Seminar- und Diplomarbeiten* (8th ed.). Munich: Oldenbourg.

Bortz, J. & Döring, H. (2003). *Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler* (3rd ed.). Berlin: Springer.

Eco, U. (2005). *Wie man eine wissenschaftliche Abschlussarbeit schreibt* (17th ed.). Stuttgart: UTB.

Rößl, D. (2008). *Die Diplomarbeit in der Betriebswirtschaftslehre.* (4th ed.). Vienna: Facultas.

10.3 Export-Oriented Management

Atteslander, P. (2003). *Methoden der empirischen Sozialforschung* (10th ed.). Berlin: de Gruyter.

Ebster, C. & Stalzer, L. (2003). *Wissenschaftliches Arbeiten für Wirtschafts- und Sozialwissenschafter* (2nd ed.). Vienna: WUV.

Eco, U. (2005). *Wie man eine wissenschaftliche Abschlussarbeit schreibt* (17th ed.). Stuttgart: UTB.

Ghauri, P. & Gronhaug, K. (2002). *Research Methods and Business Studies. A Practical Guide.* Harlow: Prentice Hall.

Rößl, D. (2008). *Die Diplomarbeit in der Betriebswirtschaftslehre.* (4th ed.). Vienna: Facultas.

10.4 Health Management

Atteslander, P. (2003). *Methoden der empirischen Sozialforschung* (10th ed.). Berlin: de Gruyter.

Bortz, J. & Döring, H. (2003). *Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler* (3rd ed.). Berlin: Springer.

Ebster, C. & Stalzer, L. (2003). *Wissenschaftliches Arbeiten für Wirtschafts- und Sozialwissenschafter* (2nd ed.). Vienna: WUV.

Esselborn-Krumbiegel, H. (2004). *Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben* (2nd ed.). Paderborn: Verlag Ferdinand Schönigh, UTB.

Franck, N. (2004). *Fit fürs Studium. Erfolgreich reden, lesen, schreiben* (5th ed.). Munich: dtv.

Karmasin, M. & Ribing R. (2006). *Die Gestaltung wissenschaftlicher Arbeiten. Ein Leitfaden für Haus- und Seminararbeiten, Magisterarbeiten, Diplomarbeiten und Dissertationen*. Vienna: WUV.

Kleiber, V. & Mayer, H. (2005). *Literaturrecherche für Gesundheitsberufe*. Vienna: Facultas.

Kruse, O. (2005). *Keine Angst vor dem leeren Blatt. Ohne Schreibblockaden durchs Studium* (11th ed.). Frankfurt/Main: Campus.

Rößl, D. (2008). *Die Diplomarbeit in der Betriebswirtschaftslehre.* (4th ed.). Vienna: Facultas.

Wolfsberger, J. (2007). *Frei geschrieben. Mut, Freiheit & Strategie für wissenschaftliche Abschlussarbeiten*. Vienna: Böhlau.

10.5 Midwifery

Cluett, E. R. & Bluff (2003). *Hebammenforschung.* Bern: Huber.

Diekmann, A. (2007). *Empirische Sozialforschung* (17th ed.). Reinbeck: Rowohlt Taschenbuch.

Flick, U. (2006). *Qualitative Sozialforschung. Eine Einführung* (4th ed.). Reinbeck: Rowohlt Taschenbuch.

Flick, U. (ed.). (2004). *Qualitative Forschung* (3rd ed.). Reinbeck: Rowohlt Taschenbuch.

Gomm, R. N. & Bullman, G. (2000). *Using Evidence in Health and Social Care.* London: Sage.

Greenberg, R., Daniels, S. R., Flanders, W. D., Eley, J. W. & Boring, J. R. (2005). *Medical Epidemiology* (4th ed.). New York, NY: Lange Medical Books.

Keine, K. H. (2001). *Komplementäre Methodenlehre der klinischen Forschung.* Berlin: Springer.

Mayer, H. (2002). *Interview und schriftliche Befragung. Entwicklung, Durchführung und Auswertung* (3rd ed.). Munich: Oldenbourg.

Mayring, P. (2002). *Einführung in die qualitative Sozialforschung* (5th ed.). Weinheim: Beltz.

Müllner, M. (2002). *Erfolgreich wissenschaftlich arbeiten in der Klinik.* Berlin: Springer.

Proctor, S. M. & Renfrew, M. (2000). *Linking Research and Practice in Midwifery.* Edinburgh: Baillière Tindall.

Rees, C. (2003). *Introduction to Research for Midwives.* Edinburgh: Books for Midwives.

Walliman, N. (2001). *Your Research Project. A Step by Step guide for the First Time Researcher.* London: Sage.

Databases: CINHAL**,** MEDLINE**,** MIDIRS

10.6 Medical and Pharmaceutical Biotechnology

Department of Biology. George Mason University. A guide to Writing in the Biological Sciences. Refer to: http://classweb.gmu.edu/biologyresources/writingguide/

University of Wisconsin-Madison Writing Center. (2006). *Writers Handbook*. Refer to: http://www.wisc.edu/writing/Handbook/index.html

10.7 Physiotherapy

Beaglehole, R., Bonita, R. & Kjellström, T. (1997). *Einführung in die Epidemiologie.* Bern: Huber.

Bortz, J. & Döring, N. (1999). *Statistik für Sozialwissenschaftler.* Berlin: Springer.

Bortz, J. & Döring, H. (2003). *Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler* (3rd ed.). Berlin: Springer.

Diehl, J. & Staufenbiel, T. (2002). *Statistik mit SPSS Version 10 + 11.* Eschborn: Klotz.

Domholdt, E. (2000). *Physical Therapy Research. Principles and Applications.* Philadelphia, PA: Saunders.

Fritz, J. M. & Wainner, R. S. (2001). *Examining Diagnostic Tests. An Evidence-Based Perspective.* Physical Therapy. *81 (9)*. 1546-1564.

Haas, M. (1991). *The Reliability of Reliability*. Journal of Manipulative and Physiological Therapeutics. *14 (3)*. 199-208.

Hammell, K. W., Carpenter, C. & Dyck, I. (2000). *Using Qualitative Research. A Practical Introduction for Occupational and Physical Therapists.* Edinburgh: Churchill Livingstone.

Hicks, C. M. (1999). *Research Methods for Clinical Therapists. Applied project design and analysis.* Edinburgh: Churchill Livingstone.

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APPENDIX

TITLE

Sub-title

x. BACHELOR'S PAPER

submitted at the

IMC University of Applied Sciences Krems

Bachelor's Programme

„NN*[1]……."

by

first name SURNAME

Area of emphasis/focus/special field:

Advisor: *degree, name, first name(s)*

Submitted on: DD.*MM.YYYY*

Titelblatt wirtschaftliche BA_deutsch

[1] Names of programmes in English: Advanced Nursing Practice, Business Administration and E-Business Management, Export-Oriented Management, Health Management, Medical and Pharmaceutical Biotechnology, Midwifery, Physiotherapy, Tourism and Leisure Management.

Names of programmes in German: Advanced Nursing Practice, Exportorientiertes Management, Gesundheitsmanagement, Hebammen, Medizinische und pharmazeutische Biotechnologie, Physiotherapie, Tourismusmanagement und Freizeitwirtschaft, Unternehmensführung & E-Business Management.