

The English version of the curriculum for the „Doctor of Philosophy Programme Educational Sciences“ is not legally binding and is for informational purposes only. The legal basis is regulated in the curriculum published in the University of Innsbruck Bulletin on 12 March 2009, issue 39, No. 176.

Decision of the Curriculum Committee of the Faculty of Education on 28.01.2009, approved by Senate Decree on 05.03.2009:

The following decree is founded in § 25 para. 1, No. 10, University Organisation Act 2002, BGBl. I (Federal Law Gazette) No. 120, most recently amended by Federal Law BGBl. I (Federal Law Gazette) No. 134/2008 and § 32 Section "Regulations of Study Law", republished in the University of Innsbruck Bulletin of 3 February 2006, Issue 16, No. 90, most recently amended by the University of Innsbruck Bulletin of 7 May 2008, Issue 42, No. 272:

## Curriculum for the **Doctor of Philosophy Programme Educational Sciences** at the Faculty of Education of the University of Innsbruck

### **§ 1 Qualification profile and programme objectives**

- (1) The Doctor of Philosophy Programme Educational Sciences belongs to the group of the humanities and cultural sciences.
- (2) The graduates of the Doctor of Philosophy Programme Educational Sciences are able to
  1. conduct theoretical and empirical research in educational sciences, to analyze and conceptualize issues in educational sciences, to contribute to the further development of new research questions, and to publish at national and international level;
  2. teach in higher education establishments in educational sciences;
  3. act in organizations and institutions relevant to educational affairs on the basis of disciplinary expertise ;
  4. lead regional, local, national, and international working teams in governmental and non-governmental educational organizations and institutions; plan and analyze work processes, and design, evaluate and implement educational programmes.
- (3) Graduates of the Doctor of Philosophy Programme Educational Sciences pursue careers inter alia in
  - 1) higher education institutions
  - 2) research institutions and other post-secondary educational institutions;
  - 3) research departments of private and public institutions, interest groups and NGOs;
  - 4) establishments dedicated to psychological and social services, including personal counseling and therapeutic services;
  - 5) educational organizations on all levels;
  - 6) training, human resources and PR departments of private and public enterprises;

7) educationally relevant and general administrative bodies;

8) politics and the media.

(4) Educational aims: Graduates of the Doctor of Philosophy Programme Educational Sciences acquire the competences to

1. write research papers corresponding to the international standards of peer-reviewed publications;
2. render relevant methods and theories productive for in scientific and research activities;
3. conduct research both in an anti-racist and anti-sexist manner and with due regard to social inequalities, and adhere to the ethical principles of research in education corresponding to the ethical code of pertinent professional associations;
4. organize scientific forums, discuss one's own reflections and findings with colleagues and experts, and present these comprehensibly to students and lay audiences;
5. participate actively in local, regional, national, and international research networks;
6. communicate the concerns of their discipline and their own research to the scientific community within and beyond the field of educational sciences, and to relevant actors and groups in society at large;
7. with critical judgment, make use of new information and communication technologies in research and teaching.

(5) The Doctor of Philosophy Programme Educational Sciences assures the acquisition and further development of the competences listed in (4) by

1. discussing pertinent research methods;
2. engaging with international scientific debates and reflecting critically on these;
3. writing scholarly papers for publication;
4. acquiring relevant complementary competences in – for example – management, pedagogy and didactics, communication and media (for scholarly communication, knowledge transfer and academic teaching).

(6) Doctoral dissertation projects can develop from nationally or internationally funded larger-scale research programmes or doctoral research schools directed or co-directed by the main thesis supervisor.

## **§ 2 Length and scope**

The Doctor of Philosophy Programme Educational Sciences runs across three academic years (six semesters) and corresponds to 180 ECTS credits.

## **§ 3 Admission**

(1) Candidates for the Doctor of Philosophy Programme Educational Sciences must demonstrate that they hold the requisite basic entry qualifications. These comprise the possession of a 120 ECTS Master's degree (or, for relevant countries, its equivalent under previous Diploma degree regulations) in a relevant discipline or subject from a university, a university of applied sciences or

equivalent studies at a post-secondary educational institution. If equivalency is accorded in principle, but minor elements remain to be fulfilled, the University of Innsbruck Rectorate can decide to stipulate that additional examinations be undertaken during the course of the doctoral programme; on successful completion of these additional examinations, full equivalency will be accorded.

(2) Relevant degrees for entry to the Doctor of Philosophy Programme Educational Sciences include in the first instance:

- 1: the Diploma Degree in Educational Science completed at the University of Innsbruck,
- 2: the M.A. in Educational Science completed at the University of Innsbruck.

#### § 4 Types of course units and maximum number of students per course unit

(1) Courses with continuous performance assessment:

1. **Seminars (SE)** are course units that serve to convey, acquire, transpose and apply advanced subject-specific knowledge and methods.
2. **Research seminars (FO)** are course units which serve to present, discuss and reflect on thesis projects among colleagues and experts. They serve to try out and develop the capacity to communicate research questions and results to fellow experts, within academic teaching and to a broad public in a clearly understandable manner.
3. **Working Groups (AG)** are course units that – for example – develop and discuss papers and/or poster presentations for research conferences and professional conventions, design and plan special lecture series and specialist conferences, or serve to foster self-directed learning amongst doctoral students.

(2) The maximum number of students for all course units of the Doctor of Philosophy Programme Educational Sciences is 25.

#### § 5 Procedure for the allocation of places in course units with a limited number of participants

Places in course units with a limited number of participants are allocated as follows: priority is accorded to students whose period of study would be prolonged beyond the standard duration of the degree programme were they not to be accorded a place.

#### § 6 Mandatory and elective modules

(1) The following modules - equal to 50 ECTS credits – are mandatory:

1	<b>Mandatory Module: Research Workshop</b>	<b>Sem. hours</b>	<b>ECTS credits</b>
a	<b>FO Research in Educational Research I</b>	2	5
b	<b>FO Research in Educational Research II</b>	2	5
c	<b>FO Research in Educational Research III</b>	2	5

	<b>Total</b>	6	15
	<b>Learning objectives of the module:</b> Students are able to reflect on theoretical, methodological and methodical questions and issues in educational research. They can establish their own research design and produce research results, and can evaluate those of others. They have developed their own approach to scholarly research.		
	<b>Admission requirements:</b> none		

2	<b>Mandatory Module: Generic Skills</b>	<b>Sem. hours</b>	<b>ECTS credits</b>
	Completion of course units totaling 10 ECTS credits, as defined in the dissertation agreement. These course units provide the basis for the capacity to transfer specialist knowledge transfer, to manage research projects and to apply for research funds. One course unit must be chosen from the field of "Equality and Gender". Suitable options are marked in the course unit catalog.	-	10
	<b>Total</b>	-	10
	<b>Learning objectives of the module:</b> After the successful completion of this module, students have advanced theoretical and practical knowledge, skills and competences in selected fields of study, for research methods and broad-based general skills which enable independent scientific work and underpin successful performance in their future careers.		
	<b>Admission requirements:</b> none		

3	<b>Mandatory Module: Theory and Method</b>	<b>Sem. hours</b>	<b>ECTS credits</b>
a	<b>SE Theory – Methods I</b>	2	5
b	<b>SE Theory – Methods II</b>	2	5

	<b>Total</b>	4	10
	<b>Learning objectives of the module:</b>  Students are able to define the dissertation research topic both theoretically and in relation to the field of educational sciences. They are able to grasp the complex relationship between theoretical assumptions and the selection of appropriate research methods; and they can argue cogently for their choices and decisions. On this basis, they can collect and analyze data in a theoretically-informed manner.		
	<b>Admission requirements:</b> none		

4	<b>Mandatory module: Teaching Project</b>	<b>Sem. hours</b>	<b>ECTS credits</b>
	<b>Teamwork: Planning and Teaching a Course Unit</b>	2	5
	<b>Total</b>	2	5
	<b>Learning objectives of the module:</b>  Acquisition of didactic skills in the field of academic teaching, including content-specific competences and new information and communication technologies.		
	<b>Admission requirements:</b> positive completion of Mandatory Modules 1 to 3		

5	<b>Mandatory Module: Conferences and Congresses</b>	<b>Sem. hours</b>	<b>ECTS credits</b>
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	Active participation in the professional scholarly world of educational sciences the form of contributions (paper, poster, etc.) at conferences and conventions or within the framework of research projects and competitive awards (for young researchers, etc.).	-	5
	<b>Total</b>	-	5
	<b>Learning objectives of the module:</b>  Students present research results in national and international forums; they analyze and critically evaluate their own research results and those of others; fostering commitment to research ethics; students are aware of their own strengths and weaknesses.		
	<b>Admission requirements:</b> positive completion of Mandatory Modules 1 to 3		

6	<b>Mandatory Module: Doctoral Thesis Defense</b>	<b>Sem. hours</b>	<b>ECTS credits</b>
	Final oral dissertation defense before the board of examiners.	-	5
	<b>Total</b>	-	5
	<b>Learning aims of the module:</b>  Presentation, reflection on and analysis of the dissertation results in the overall context of the doctoral programme. The focus is on a summary presentation and effective communication of its outcomes, on demonstrating the distinct contribution the dissertation makes to educational sciences and on indicating capacity to use research methods and to evaluate research projects.		
	<b>Admission requirements:</b> positive completion of all other modules and positive assessment of the dissertation		

(2) Completion of one elective module equal to 15 ECTS credits:

1	<b>Elective Module: In-Depth Research Workshop</b>	<b>Sem. hours</b>	<b>ECTS credits</b>

a	<b>FO Educational Research IV</b>	2	5
b	<b>FO Educational Research V</b>	2	5
c	<b>FO Educational Research VI</b>	2	5
	<b>Total</b>	6	15
<p><b>Learning objectives of the module:</b></p> <p>Students acquire in-depth competence in reflecting on theoretical, methodological and methodical questions and issues of research in educational sciences.</p>			
<p><b>Admission requirements:</b> positive completion of Mandatory Modules 1 and 2</p>			

<b>2</b>	<b>Elective Module: Leadership and Management</b>	<b>Sem. hours</b>	<b>ECTS credits</b>
a	<b>SE Leadership</b>	4	7.5
b	<b>AG Leadership</b>	4	7.5
	<b>Total</b>	8	15
<p><b>Learning objectives of the module:</b></p> <p>Students are able to analyze concepts of competence; they become acquainted with current approaches towards management competences in organizations that directly or indirectly focus on education; they can judge which managerial skills are most effectively employed in which working contexts; they can plan the future development of their own managerial skills.</p>			
<p><b>Admission requirements:</b> positive completion of Mandatory Modules 1 to 3</p>			

## § 7 Dissertation

- (1) Ph.D. candidates in educational sciences must prepare a dissertation to the value of 115 ECTS credits. The dissertation is a piece of scientific work which – in contrast to a Diploma thesis or M.A. thesis – serves to testify to the student's capacity for independent scholarly work.

- (2) The dissertation topic must relate directly to educational science specialist fields or demonstrate a close relation to the disciplinary remit of educational sciences.
- (3) It is the responsibility of Ph.D. candidates to propose a team of supervisors (dissertation committee) comprising at least two persons, and to nominate one of these as the main supervisor. With the exception of the main supervisor, committee members may come from other and related disciplines. In justifiable and exceptional cases it is possible for Ph.D. candidates to propose a single supervisor.
- (4) Before beginning work on the thesis project, Ph.D. candidates must submit written confirmation of the proposed supervisor/s to the University of Innsbruck Director of Studies. The thesis topic and the committee of supervisors are considered to have been accepted if the above-named Director of Studies does not issue a formal rebuttal within one month following the receipt of the proposal.

### **§ 8 Examination regulations**

- (1) The evaluation of Mandatory Modules 1, 2, 3, 4 and of Elective Modules 1 and 2 is based on course unit examinations.
- (2) The evaluation of course units with continuous assessment is based on the student's regular, written and/or oral contributions. The academic staff member responsible for the course unit is required to communicate evaluation methods and criteria before the course starts.
- (3) Mandatory Module 5 "Conferences and Congresses" is evaluated by the main supervisor on the basis of a written convention or conference contribution or report to be submitted by the student.
- (4) The evaluation of Mandatory Module 6 "Doctoral Thesis Defense" is based on an oral examination taken before an examination board consisting of three examiners.

### **§ 9 Academic degree**

Graduates of the doctoral programme in educational sciences are awarded the academic degree of "Doctor of Philosophy" or in abbreviation "Ph.D." .

### **§ 10 Implementation**

This curriculum comes into force on 1 October 2009.

For the Curriculum Committee:  
Ao.Univ.-Prof. Mag. Dr. Maria A. Wolf

For the Senate:  
Univ.-Prof. Dr. Ivo Hajnal