

**Note:**

The following curriculum is a consolidated version. It is legally non-binding and for informational purposes only.

The legally binding versions are found in the University of Innsbruck Bulletins (in German).

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**Curriculum for the  
Bachelor's Degree in Educational Science  
at the Department of Education, University of Innsbruck**

**§ 1 Profile**

- (1) This bachelor's degree programme is grouped among the humanities and cultural sciences.
- (2) The Bachelor's Degree in Educational Science programme serves to prepare and qualify students for careers requiring the application of the knowledge and methods of the educational sciences.
- (3) The goal of the Bachelor's Degree in Educational Science programme is the attainment of analytical and practical skills based on scientific theory and methods. Moreover, graduates possess the ability to formulate sociological observations critically and closely and to contribute to the development of solutions.
- (4) The Bachelor's Degree in Educational Science programme specifically prepares students for activities – either on a full-time or freelance basis – involving planning, analysis and consultation in educational institutions, in the social and healthcare sectors, in recreational and cultural facilities, in politics and public administration, in the media, in business as well as in cultural and social research settings at the university or non-university level.
- (5) Graduates of the Bachelor's Degree in Educational Science
  1. are able to describe, analyse and evaluate social and cultural conditions and changes in educational contexts through application of the theories, models and methods of the educational sciences;
  2. possess the competence to propose and develop plans for educational institutions and to support the implementation thereof;
  3. possess the soft skills, social and communicative competence necessary for occupational environments requiring self-management, a strong capacity for cooperation and personal initiative.

- (6) Issues and research focusing on the relevance of and connections among the sociocultural constructions of gender, race and class are considered in various courses and treated specifically and systematically in several courses. The curriculum offers a module that addresses questions of women's and gender studies as well as feminist theory, including queer, lesbian and gay studies.
- (7) The acquisition of key competences is inherent in all introductory and upper-level seminars and courses, in particular for sociocultural contexts (interpersonal skills, critical faculties, tolerance and hermeneutic competence), occupational contexts (teamwork and cooperation, communication, conflict management, gender and intercultural awareness) and general competences such as emotional intelligence, commitment and clear self-positioning.

## § 2 Scope and duration

- (1) The Bachelor's Degree in Educational Science programme covers 180 ECTS credits, with a duration of six semesters. One ECTS credit is equivalent to a work-load of 25 hours.

## § 3 Courses and numbers of participants

- (1) **Lectures (VO 'Vorlesung')** are courses consisting primarily of the presentation of material by the instructor. Maximum number of participants: 300 in the compulsory modules 1 to 6 and 150 in the compulsory modules 8 to 15.
- (2) **Courses (KU 'Kurs')** are continuous assessment courses that convey scientific skills and abilities or the practical application of scientific knowledge and methods. Maximum number of participants: 60.
- (3) **Introductory seminars (PS 'Proseminar')** are continuous assessment courses that demonstrate the in-depth treatment of the subject and introduce students to the conventions of academic work. Maximum number of participants: 30.
- (4) **Seminars (SE 'Seminar')** are continuous assessment courses focusing on in-depth knowledge and differential application of methods. Maximum number of participants: 25 (exception: Bachelor's Thesis Seminar: 15).

## § 4 Allocation of places in courses with a limited number of participants

In courses with a limited number of participants, course places are allocated as follows:

1. Students pursuing the Bachelor's Degree in Educational Science have priority over other students.
2. Students for whom non-admission would demonstrably result in a prolonged duration of studies are given priority.
3. If the criteria in 1. and 2. do not suffice for the regulation of course admission, the remaining course places are allocated by random selection.
4. Following the procedure described in 1. to 3., each student is allotted precisely as many course places necessary to achieve 30 ECTS credits per semester.

## § 5 Studies Induction and Orientation Stage

- (1) The Studies Induction and Orientation Stage covers one semester (30 ECTS credits) and offers students an overview of the main contents of the degree programme and its structure in order to provide a factual basis to assess the decision to pursue the chosen field.
- (2) The Studies Induction and Orientation Stage requires the following course examinations, which may be repeated twice, to be completed successfully:
  1. VO Introduction to Educational Science (**Module 1b/2 h/4 ECTS credits**)

2. VO Overview of Research Methods (**Module 4b/1 h/2.5 ECTS credits**)

- (3) Passing the examinations specified in paragraph 2 permits students to attend all further courses and take all examinations following the Studies Induction and Orientation Stage and to write a bachelor's thesis as described in the curriculum. Registration requirements specified by the curriculum are to be followed.

**§ 6 Compulsory modules**

The following compulsory modules, amounting to 180 ECTS credits, are to be taken:

<b>1.</b>	<b>Compulsory module: Principles of Educational Science: History and Terminology I</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>VO The Study of Educational Science</b> Orientation for beginning students on the structure, requirements and areas of study for the Bachelor's Degree in Educational Science at the University of Innsbruck.	1	2.5
<b>b.</b>	<b>VO Introduction to Educational Science</b> Overview of central questions, issues and terminology in educational science, theoretical concepts, approaches and research methods, including critical attention to the history and structure of the discipline of educational science.	2	4
<b>c.</b>	<b>VO Basic Forms &amp; Areas of Activity in Educational Science</b> The course provides an overview of the basic forms and areas of activity in educational science.	2	3.5
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Objective:</b> Students acquire basic abilities to define the subject of study and the central research issues of educational science, and they are able to describe the fundamental activities of educational science.		
	<b>Prerequisites:</b> none		

<b>2.</b>	<b>Compulsory Module: Principles of Educational Science: History and Terminology II</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>VO Social Theory and the Principles of Education</b> The lecture is concerned with the sociological approach to the primary questions of the educational sciences. Central issues are the relationship between the individual and society as well as the factors that preserve and change societies.	2	3.5
<b>b.</b>	<b>KU Education as a Link to the World and Self-Knowledge</b> The course examines the terms "education", "learning" and "experience", drawing on selected concepts from social theory.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students are able to recognise and explain, historically and systematically, the relationship between society and education.		
	<b>Prerequisites:</b> none		

<b>3.</b>	<b>Compulsory Module: Principles of Educational Science: History and Terminology III</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>VO Fundamentals of Developmental and Socialisation Theory in Education</b> The lecture provides an introduction to the empirical, methodological and theoretical principles of development and socialisation research and	2	3.5

	discusses their meaning for educational science.		
<b>b.</b>	<b>KU Special Questions of Development and Socialisation</b> The course treats special questions within the field as well as their relevance and application in current debates.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students are able to distinguish the most important concepts, paradigms and models of development and socialisation research.		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Scientific Theory of Educational Science and the Principles of Scientific Work</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>VO Principles and Practices of Scientific Work</b> The lecture discusses scientific working techniques that are necessary to understand research findings, to write academic texts, and to successfully complete the degree programme.	2	5
<b>b.</b>	<b>VO Overview of Research Methods</b> The lecture gives an introductory overview of social and educational research methods and their application drawing on the reception and critical discussion of selected studies and research projects.	1	2.5
<b>c.</b>	<b>VO Scientific Theory and Methodology of Educational Science</b> The lecture treats the main elements of the history of educational science and reflects on fundamental questions of method selection in consideration of theoretical approaches and areas of application.	1	2.5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Objective:</b> Students are able to implement the fundamental principles of scientific work and to categorise the scientific and methodological fundamentals of educational science.		
	<b>Prerequisites:</b> none		

<b>5.</b>	<b>Compulsory Module: Principles of Educational Science: History and Terminology IV</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>VO Historical and Anthropological Fundamentals: Introduction</b> The lecture is concerned with the historical and anthropological preconditions for education; it provides an overview of the traditions of anthropological discourse and of the most important paradigms of anthropology.	2	3.5
<b>b.</b>	<b>KU Anthropology and Education</b> The course offers more in-depth treatment of the material covered in the lecture “Historical and Anthropological Fundamentals: Introduction”.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students are able to recognise and describe the historical and anthropological foundations of education.		
	<b>Prerequisites:</b> none		

<b>6.</b>	<b>Compulsory Module: Principles of Educational Science: History and Terminology V</b>	<b>h</b>	<b>ECTS credits</b>
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<b>a.</b>	<b>VO Institutions and Processes of Education: Teaching and Learning – Parameters and Activities</b> The lecture provides an overview of formal, non-formal and informal teaching and learning contexts. These are seen within the context of social circumstances, institutional requirements and types of educational activities. Questions of the cultural, economic, political and social conditions of educational processes and institutions are examined.	2	3.5
<b>b.</b>	<b>KU Teaching and Learning – Spectrum of Activities</b> The course focuses on the development and conceptual analysis of a cartography of today's institutions and environments of learning using practical research.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students are able to differentiate and characterise the spectrum of institutions (from kindergarten through vocational training to informal learning in the workplace) and the processes in which education and training occur today.		
	<b>Prerequisites:</b> none		

<b>7.</b>	<b>Compulsory Module: Principles of Educational Science: History and Terminology VI</b>	<b>h</b>	<b>ECTS credits</b>
	<b>PS Standard Literature in the Educational and Social Sciences</b> Drawing on fundamental texts of the educational sciences, various issues are addressed together with students, focusing on reflective approaches to reading and using specialist literature.	2	7.5
	<b>Total</b>	<b>2</b>	<b>7.5</b>
	<b>Objective:</b> Students are able to understand fundamental central texts of the educational and social sciences.		
	<b>Prerequisites:</b> none		

<b>8.</b>	<b>Compulsory Module: Principles of Educational Science: Concepts and Scope I</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>VO Life and Social Change: Time and Space for Learning and Living</b> The course promotes a deeper understanding of education, theoretically and empirically, as a pathway to continual growth in complex modern societies – with special attention to the challenges of pluralistic and network-centred environments.	2	3.5
<b>b.</b>	<b>VO Learning for Life: Basic Principle and Key Competence</b> The lecture looks at new opportunities and spaces for the development of personal and social competence; it also encourages critical and constructive discussion using concrete examples, in particular from non-formal and informal learning contexts.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students are able to define “education” from social and cultural micro- and macro-perspectives. They are able to summarise the scope of teaching and learning settings and to differentiate the key abilities that promote active participation in all areas of life.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 4		

<b>9.</b>	<b>Compulsory Module: Principles of Educational Science: Concepts and Scope II</b>	<b>h</b>	<b>ECTS credits</b>
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<b>a.</b>	<b>VO Fundamentals and Development of Psychoanalysis</b> The lecture introduces the history, theories and applications of psychoanalysis. Special attention is paid to the psychoanalytic view of culture and society.	2	3.5
<b>b.</b>	<b>VO Psychoanalytic Pedagogy and Psychosocial Work: Areas of Activity</b> Drawing on the classics of psychoanalytic pedagogy and their further developments, the course looks at the current state of psychoanalytic pedagogy. In particular, emphasis is placed on examining the resources that critical, emancipatory psychoanalysis offers for modern educational science.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students are able to describe the theories and applications of psychoanalysis and to recognise the special connections, in theory and in practice, between psychoanalysis and education.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 4		

<b>10.</b>	<b>Compulsory Module: Principles of Educational Science: Concepts and Scope III</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>VO Fundamental Questions of Critical Gender Research</b> The lecture provides an introduction to the problems of the gendering of societal, cultural and natural structures, power and social inequality, biographies and processes of socialisation and education. It discusses the generative meaning of gender for society and biography as well as the construction of gender in processes of interaction.	2	3.5
<b>b.</b>	<b>VO History, Concepts and Terms of Critical Gender Research</b> The lecture examines selected empirical and/or theoretical issues of gender research.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students understand the historical, political, societal and cultural conditions of gender relations, hierarchy and differences. They are able to discuss and apply scientific knowledge of gender in a professional manner.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 4		

<b>11.</b>	<b>Compulsory Module: Communication and Professional Skills I</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>VO Educational and Psychosocial Organisations: Institutions and their Dynamics</b> The lecture conveys the fundamentals of organisational models, structures and cultures and their effects on the behaviour of individuals and groups.	2	5
<b>b.</b>	<b>VO Education and Politics</b> The topic of the lecture is how education and politics, with their different traditions of thought and research, are interrelated: what role is education given within the sphere of politics, and to what extent is education itself already political? What consequences for education result from the various approaches to these questions?	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Objective:</b> Students recognise the effects of organisational structures and dynamics on work in educational environments and are able to discuss the connections between education and		

	politics in a scientific, reflective fashion.
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 4

12.	Compulsory Module: Communication and Professional Skills II	h	ECTS credits
a.	<b>VO Principles of Educational Professionalism</b> The lecture introduces the principles of educational professionalism.	2	5
b.	<b>VO Psychosocial Intervention in Educational Contexts</b> The lecture introduces various forms of psychosocial intervention (e.g. counselling formats, crisis intervention, psychotherapy) and their application in a variety of educational environments.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Objective:</b> Students are able to differentiate and describe psychosocial interventions and educational activities in various fields of practice from a socio-scientific perspective.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 4		

13.	Compulsory Module: Principles of Educational Science: Concepts and Scope IV	h	ECTS credits
a.	<b>VO Principles of Inclusive Education</b> The focus of the lecture is on introducing social science theories that view disability as a biopsychosocial subject and a product of development. In this connection, institutional requirements for inclusive education are discussed as are its key concepts, e.g. self-determination, empowerment, understanding and accompaniment.	2	3.5
b.	<b>VO Introduction to Disability Studies</b> Questions involving the social and cultural constitution of disability are treated in this course, analysing societal and historical discourses. A further topic is how the scientific field of disability studies, by and with people with disabilities, aims to achieve sociocultural change in dealing with disability.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students understand the concept of disability as a product of societal discourses that arises in connection with historical values, norms and symbols; students are able to develop professional strategies for support and accompaniment in inclusive settings.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 4		

14.	Compulsory Module: Principles of Educational Science: Concepts and Scope V	h	ECTS credits
a.	<b>VO Introduction to Media Education</b> The lecture provides an overview of the tasks, approaches, concepts and occupational opportunities of media education and discusses basic questions of media socialisation.	2	3.5
b.	<b>VO Concepts of Media Literacy and Media Education</b> The course introduces theoretical and practical aspects of media literacy and media education.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students understand the concepts of media education and are able to apply them in practice.		

	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 4
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15.	<b>Compulsory Module: Principles of Educational Science: Concepts and Scope VI</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>VO Introduction to Migration Education</b> The lecture offers an introduction to the connections between education and societal conditions for migrants. In addition to an historical overview of education for migrants, intercultural education, anti-racist education and migrant education, the course focuses on how schools and other educational institutions deal with the differences and inequalities associated with migratory phenomena.	2	3.5
<b>b.</b>	<b>VO History, Concepts and Terminology of Migration Education</b> The lecture examines selected aspects and issues from the introductory lecture.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Objective:</b> Students are capable of recognising and explaining the historical, political and cultural conditions for the construction of differences and dominance relations in a society shaped by migration. They are able to address specific questions from the perspective of migration education.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 4		

16.	<b>Compulsory Module: Research Methods in Educational Science</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>SE Qualitative Research Methods in Educational Science</b> The seminar conveys basic skills for the application of qualitative methods of data collection, processing and analysis in educational science.	2	5
<b>b.</b>	<b>SE Quantitative Research Methods in Educational Science</b> The seminar conveys basic skills for the application of quantitative methods of data collection, selection (e.g. random sample) and analysis in educational science.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Objective:</b> Students possess detailed knowledge of qualitative and quantitative methods.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 4		

17.	<b>Compulsory Module: Communication and Professional Skills III</b>	<b>h</b>	<b>ECTS credits</b>
<b>a.</b>	<b>SE Special Communication and Professional Skills 1</b> The seminar offers more in-depth treatment of the material covered in the module Communication and Professional Skills II with a special focus on the relationship between theory and practice.	2	5
<b>b.</b>	<b>SE Special Communication and Professional Skills 2</b> The seminar offers more in-depth treatment of the material covered in the module Communication and Professional Skills II with a special focus on the relationship between theory and practice.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Objective:</b> Students are able to explain, illustrate and demonstrate professional skills in psychosocial contexts and are aware of the potential and the limitations of various operational models.		



	<b>Prerequisites:</b> successful completion of compulsory modules 1 to 6, 12 and 16
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18.	<b>Compulsory Module: Practical Research: Bachelor's Thesis</b>	<b>h</b>	<b>ECTS credits</b>
	<b>SE Bachelor's Thesis Seminar</b> The focus of the seminar is on reflective discussion of bachelor's thesis topics from a theoretical and methodological standpoint.	2	2.5 + 10*
	<b>Total</b>	<b>2</b>	<b>12.5</b>
	<b>Objective:</b> Students are able to write a bachelor's thesis using the theories, methodologies and methods of educational science.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 to 7, 16, and either 17, 20 or 21.		
	<b>*Note:</b> The bachelor's thesis itself is equivalent to a workload of 10 ECTS credits.		

19.	<b>Compulsory Module: Extra-Disciplinary Skills</b>	<b>h</b>	<b>ECTS credits</b>
	The module "Extra-Disciplinary Skills" allows students – subject to the availability of space – to attend courses from other bachelor's programmes and those open to students of all faculties.	-	10
	<b>Total</b>	<b>-</b>	<b>10</b>
	<b>Objective:</b> Students are able to look beyond the boundaries of their own discipline and contribute constructively to interdisciplinary discourse.		
	<b>Prerequisites:</b> Compliance with the requirements of other curricula.		

20.	<b>Compulsory Module: Principles of Educational Science: Advanced I</b>	<b>h</b>	<b>ECTS credits</b>
	<b>SE Principals of Educational Science: Advanced I</b> The course offers more in-depth treatment of the material covered in the modules "Principals of Educational Science: History and Terminology" (II-V) and "Principles of Educational Science: Concepts and Scope" (I-VI)	2	7.5
	<b>Total</b>	<b>2</b>	<b>7.5</b>
	<b>Objective:</b> Students are able to address a given topic within its respective field scientifically.		
	<b>Prerequisites:</b> successful completion of modules 1 to 7 and 16.		

21.	<b>Compulsory Module: Principles of Educational Science: Advanced II</b>	<b>h</b>	<b>ECTS credits</b>
	<b>SE Principals of Educational Science: Advanced II</b> The course offers more in-depth treatment of the material covered in the modules "Principles of Educational Science: History and Terminology" (II-V) and "Principles of Educational Science: Concepts and Scope" (I-VI)	2	7.5
	<b>Total</b>	<b>2</b>	<b>7.5</b>

	<b>Objective:</b> Students are able to address a given topic within its respective field scientifically.
	<b>Prerequisites:</b> successful completion of modules 1 to 7 and 16.

### § 7 Bachelor's Thesis

- (1) The Bachelor's Degree in Educational Science requires the completion of a bachelor's thesis.
- (2) The bachelor's thesis must reflect, in content and in method, knowledge of educational science theory and research.
- (3) Through completion of the bachelor's thesis, students must demonstrate that they are able to use the theoretical and methodological tools of the educational sciences to independently address a given topic, which may be proposed by students.
- (4) The bachelor's thesis is to be completed within the context of the course "Bachelor's Thesis Seminar" in Compulsory Module 18.
- (5) The bachelor's thesis is equivalent to a workload of 10 ECTS credits. These credits are in addition to those of the seminar in Compulsory Module 18 (2.5 ECTS credits). The bachelor's thesis is to be submitted in written form and in electronic form as determined by the Director of Studies.
- (6) A topic may be addressed jointly by several students with permission of the instructor of the "Bachelor's Thesis Seminar" (Module 18) provided that the work of each student is expressly designated and can be assessed individually.

### § 8 Examination Regulations

- (1) Performance in the modules is assessed through course examinations as follows:
  1. For lectures, a single examination at the end of the course tests knowledge of the material covered. The method of testing is to be defined by the instructor before the start of the course.
  2. Evaluation in continuous assessment courses ('immanent examination') is based on oral and/or written contributions of participants (term papers, reports). The evaluation criteria are to be defined by the instructor before the start of the course.
- (2) A module is completed when all of its courses have been successfully completed.

### § 9 Academic Degree

Graduates of the Bachelor's Degree in Educational Science are awarded the academic degree "Bachelor of Arts", abbreviated "BA".

### § 10 Validity and Effect

- (1) The curriculum is effective as of 1 October 2008.
- (2) § 6 in the version published in the University of Innsbruck Bulletin of 8 June 2011, Issue 26, No. 442 is effective as of 1 October 2011 and applies to all students beginning their degree programme as of winter semester 2011/2012.
- (3) § 5 in the version published in the University of Innsbruck Bulletin of 15 May 2012, Issue 27, No. 274 ceases to be effective at the end of 30 September 2014.

- (4) The modification to the curriculum in the version published in the University of Innsbruck Bulletin of 15 May 2012, Issue 27, No. 274 is effective as of 1 October 2012 and applies to all students.

## § 11 Transitional Provisions

- (1) Regular degree students who began the programme Diploma Degree in Educational Science at the University of Innsbruck (curriculum published in the University of Innsbruck Bulletin, Issue 82, No. 858 of 24 September 2001) before 1 October 2008, when the curriculum described in this document came into effect, are entitled from this date to complete the first part of the degree programme (“erster Studienabschnitt”) within a maximum of five (5) semesters and the second part of the degree programme (“zweiter Studienabschnitt”) within a maximum of seven (7) semesters. If a part of the degree programme is not completed within the prescribed period, the student is required to follow the new curriculum. Furthermore, students may voluntarily choose to switch to the new curriculum at any time.
- (2) The course examinations required by the curriculum for the Bachelor’s Degree in Educational Science at the University of Innsbruck in the version published in the University of Innsbruck Bulletin of 8 June, 2011, Issue 26, No. 442 are considered equivalent to the course examinations for the curriculum version published in the University of Innsbruck Bulletin of 15 May 2012, Issue 27, No. 274 as follows:

Bachelor’s Degree in Educational Science – version published in the University of Innsbruck Bulletin of 8 June, 2011, Issue 26, No. 442				Bachelor’s Degree in Educational Science – version published in the University of Innsbruck Bulletin of 15 May 2012, Issue 27, No. 274			
Module number	Course title	Course type h	ECTS credits	Module number	Course title	Course type h	ECTS credits
1a	The Study of Educational Science	VO 1	2.5	1a	The Study of Educational Science	VO 1	2.5
1b	Introduction to Educational Science	VO 2	5	1b	Introduction to Educational Science	VO 2	4
2a	The Sociology of Education	VO 2	2.5	2a	Social Theory and the Principles of Education	VO 2	3.5
2b	Education as a Link to the World and Self-Knowledge	KU 2	5	2b	Education as a Link to the World and Self-Knowledge	KU 2	4
3a	Development, Socialisation, Teaching/Learning	VO 2	2.5	3a	Fundamentals of Developmental and Socialisation Theory in Education	VO 2	3.5
3b	Special Questions and Applications of the Theories of Development, Socialisation and Teaching/Learning	KU 2	5	3b	Special Questions of Development and Socialisation	KU 2	4
4a	Scientific Work	KU 2	5	4a	Principles and Practices of Scientific Work	VO 2	5
4b	Overview of Research Methods	VO 1	2.5	4b	Overview of Research Methods	VO 1	2.5

5a	Historical and Anthropological Fundamentals: Introduction	VO 2	2.5	5a	Historical and Anthropological Fundamentals: Introduction	VO 2	3.5
5b	Anthropology and Education	KU 2	5	5b	Anthropology and Education	KU 2	4
6a	Teaching and Learning – Parameters and Activities	VO 2	2.5	6a	Institutions and Processes of Education: Teaching and Learning – Parameters and Activities	VO 2	3.5
6b	Teaching and Learning – Spectrum of Activities	KU 2	5	6b	Teaching and Learning – Spectrum of Activities	KU 2	4
7	Standard Literature in the Educational and Social Sciences	PS 1	7.5	7	Standard Literature in the Educational and Social Sciences	PS 2	7.5
8a	Scientific Theory and Methodology of Educational Science	VO 1	2.5	4c	Scientific Theory and Methodology of Educational Science	VO1	2.5
8b	Methodology of Educational Science	KU 2	5	11b	Education and Politics	VO 2	5
9a	Time and Space for Learning and Living	VO 2	2.5	8a	Life and Social Change: Time and Space for Learning and Living	VO 2	3.5
9b	Learning for Life: Basic Principle and Key Competence	KU 2	5	8b	Learning for Life: Basic Principle and Key Competence	VO 2	4
10a	Fundamentals and Development of Psychoanalysis	VO 2	2.5	9a	Fundamentals and Development of Psychoanalysis	VO 2	3.5
10b	Fundamentals of psychoanalytic pedagogy	KU 2	5	9b	Psychoanalytic Pedagogy and Psychosocial Work: Areas of Activity	VO 2	4
11a	Fundamental Questions of Critical Gender Research	VO 2	2.5	10a	Fundamental Questions of Critical Gender Research	VO 2	3.5
11b	History, Concepts and Terms of Critical Gender Research	KU 2	5	10b	History, Concepts and Terms of Critical Gender Research	VO 2	4
12a and 19a	Organisations and their Dynamics and Management	VO 2  SE2	2.5  2.5	11a	Educational and Psychosocial Organisations: Institutions and their Dynamics	VO 2	5

12b	Counselling formats	PS 2	5	1c	Basic Forms & Areas of Activity in Educational Science	VO 2	3.5
13a	Project Practice Exploration	PO 2	5	12b	Psychosocial Intervention in Educational Contexts	VO 2	5
14a	Specific Forms of Counselling	SE 2	5	17a	Special Communication and Professional Skills 1	SE 2	5
15a	Principles of Inclusive Education	VO 2	2.5	13a	Principles of Inclusive Education	VO 2	3.5
15b	Introduction to Disability Studies	KU 2	5	13b	Introduction to Disability Studies	VO 2	4
16a	Introduction to Media Education	VO 2	2.5	14a	Introduction to Media Education	VO 2	3.5
16b	Concepts of Media Literacy and Media Education	KU 2	5	14b	Concepts of Media Literacy and Media Education	VO 2	4
17a	Introduction to Migration Education	VO 2	2.5	15a	Introduction to Migration Education	VO 2	3.5
17b	History, Concepts and Terminology of Migration Education	KU 2	5	15b	History, Concepts and Terminology of Migration Education	VO 2	4
18a	Qualitative Research Methods	SE 2	3.75	16a	Qualitative Research Methods in Educational Science	SE 2	5
18b	Quantitative Research Methods	SE 2	3.75	16b	Quantitative Research Methods in Educational Science	SE 2	5
20	Bachelor's Thesis Seminar	SE 2	2.5+10	18	Bachelor's Thesis Seminar	SE 2	2.5+10
21	Interdisciplinary Skills		10	19	Extra-Disciplinary Skills		10

Module number	Elective Module Title		ECTS credits	Module number	Compulsory Module Title		ECTS credits
Note: each of the following advanced modules may be used <i>only once</i> , either for Module 20 or Module 21.							
9.1 or 10.1 or 11.1	Advanced: Life and Social Change or Advanced: Psycholanalytic Education – Psychosocial work or Advanced: Biography – Gender – Society		10  10  10	20	Principles of Educational Science: Advanced I	SE 2	7.5
or				or			
9.1 or 10.1 or 11.1	Advanced: Life and Social Change or Advanced: Psycholanalytic Education – Psychosocial work or Advanced: Biography – Gender – Society		10  10  10	21	Principles of Educational Science: Advanced II	SE 2	7.5
Module number	Elective Module Title		ECTS credits	Module number	Course Title	Course type	ECTS credits
Note: each of the following advanced modules may be used <i>only once</i> , either for the course 12a or for the course 17b.							
15.1 or 16.1 or 17.1	Advanced: Inclusive Education / Disability Studies or Advanced: Media Education and Communication or Advanced: Migration and Education		7.5  7.5  7.5	12a	Principles of Educational Professionalism	VO 2	5
or				or			

15.1	Advanced: Inclusive Education / Disability Studies	7.5	17b	Special Communication and Professional Skills 2	SE 2	5
or 16.1	Advanced: Media and Communication	7.5				
or 17.1	Culture or Advanced: Migration and Education	7.5				