

The English version of the curriculum for the „Master of Arts Programme in 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 17 September 2008, issue 54, No. 378.

Decision of the Curriculum Committee of the Faculty of Education on 21.05.2008, approved by Senate Decree on 26.06.2008:

On the basis of § 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 30 September 2009, Issue 113, No. 438, the following is decreed:

**Curriculum for the  
M.A. Programme in Educational Sciences  
at the Faculty of Education of the University Innsbruck**

**§ 1 Qualification profile and programme objectives**

(1) The M.A. Programme in Educational Sciences belongs to the group of humanities and cultural sciences.

(2) The M.A. Programme is a continuation of the respective B.A. Programme.

(3) The M.A. Programme provides an advanced and specialized academic qualification. It deals with state of the art educational research and methodology with a focus on the social reality of societal diversity. Graduates will be able to understand and explain the interrelations of age, class, disability, gender, race and sexual orientation as different dimensions of social reality. They will be able to analyse and describe social inequalities and problems occurring in their respective fields of occupation in a research- and practice-oriented and scientifically well-founded manner on the basis of acquired knowledge (factual, analytical, theoretical, methodological, and critical reflexive).

(4) Graduates will be able to use acquired knowledge and key competences in new or unaccustomed situations within multidisciplinary professional contexts. They will be able to produce and generate knowledge, to develop original ideas and concepts, and constructively involve themselves in discourse. They will be able to integrate their knowledge and deal with complex issues. As a result, they will be able to evaluate situations with respect to ethical and social responsibility, to communicate with both interested lay persons and experts, and to articulate their thoughts in a precise and differentiated manner.

(5) Key competences are systematically acquired throughout the M.A. Programme. These competences will enable graduates to creatively use their expertise in rapidly changing conditions.

(6) Graduates will possess learning strategies that will enable them to continue their professional work autonomously in a variety of fields.

(7) The M.A. Programme in Educational Sciences prepares for:

- professional occupations in institutions and organizations as well as participation in a doctoral study programme and research-based activity.
- leading, planning, analysing and counselling positions in relevant educational programmes.
- responsible positions in local and international teams in governmental and nongovernmental educational organizations and institutions.

## **§ 2 Length and scope**

The M.A. Programme runs across two years (four semesters) and consists of 120 ECTS credits. One ECTS credit corresponds to 25 work hours.

## **§ 3 Admission**

(1) Admission to the M.A. Programme depends on the successful completion of a relevant bachelor degree or equivalent studies at a post-secondary educational institution.

(2) B.A. in Educational Sciences completed at the University of Innsbruck fulfils the requirements specified under 1.

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

### **(1) Lectures (VO)**

are course units held by lecturers which provide an introduction to the subject and further the understanding of a research subject, research questions, and methodological issues as well as present new research results. The maximum number of participants for this type of course unit is 300 in the mandatory modules and 120 in the elective modules.

### **(2) Seminars (SE)**

are course units with continuous assessment to provide and disseminate deeper subject knowledge. The maximum number of participants for this course unit is 30. However, the M.A. Thesis Seminar has a maximum number of 15 participants.

### **(3) Courses (KU)**

are course units with continuous assessment to ensure acquisition of in-depth subject knowledge. The maximum number of participants is 60.

### **(4) Research practice (FP)**

are courses in which independent research projects are conducted and supervised by the course instructor. The maximum number of participants is 25.

## § 5 Mandatory and Elective Modules

(1) M.A. students must attend 35 ETCS credits worth of mandatory modules.

	<b>Mandatory modules</b>	<b>SSt</b>	<b>ECTS-AP</b>
<b>1.</b>	Heterogeneous Education: Sociological and Societal Approaches	4	10
<b>2.</b>	Heterogeneous Education: Subject and Socialization Theoretical Approaches	4	10
<b>3.</b>	Action-oriented Concepts and Competences in Dealing with Diversity	4	10
<b>4.</b>	M.A. Thesis Seminar	2	2,5
<b>5.</b>	M.A. Thesis Defense before the board of examiners (defensio)		2,5

(2) Elective modules consisting of 60 ECTS credits have to be completed: three chosen from the modules 1 to 5 (30 ECTS credits) and two corresponding in-depth elective modules from modules 1.1 to 5.1 (20 ECTS credits). For each in-depth module the corresponding methodological module has to be chosen from modules 1.2 to 5.3 (10 ECTS-credits).

	<b>Elective Modules</b>	<b>SSt</b>	<b>ECTS-AP</b>
<b>1.</b>	Childhood and Education in a Heterogeneous Environment	4	10
<b>1.1</b>	In-depth study: Childhood and Education in a Heterogeneous Environment	4	10
<b>1.2</b>	Methods: research methods and practice for the elective module Childhood and Education in a Heterogeneous Environment	4	10

<b>2.</b>	Bodies in Culture and Education	4	10
<b>2.1</b>	In-depth study: Bodies in Culture and Education	4	10
<b>2.2.</b>	Methods: research methods and practice for the elective module Bodies in Culture and Education	4	10
<b>3.</b>	The Unconscious in Education and Culture	4	10
<b>3.1</b>	In-depth study: The Unconscious in Education and Culture	4	10
<b>3.2</b>	Methods: research methods and practice for the elective module The Unconscious in Education and Culture	4	10
<b>4.</b>	Intercultural and Anti-Racist Education	4	10
<b>4.1</b>	In-depth study: Intercultural and Anti-Racist Education	4	10
<b>4.2</b>	Methods: research methods and practice for the elective module Intercultural and Anti-Racist Education	4	10
<b>5.</b>	Life-course, Biography and Generational Relations	4	10
<b>5.1</b>	In-depth study: Life-course, Biography and Generational Relations	4	10
<b>5.2.</b>	Methods: research methods and practice for the elective module Life-course, Biography and Generational Relations	4	10

**§ 6 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:

(1) Students of the M.A. Programme in Educational Sciences take precedence over other students.

(2) 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.

(3) If criteria 1 and 2 do not suffice to regulate admission to a course, priority is accorded to students for whom the module is obligatory and only secondly to those students for whom the module is optional.

(4) If the criteria 1, 2, and 3 do not suffice, the remaining places are drawn by lot.

## § 7 Module descriptions

1.	<b>Mandatory Module: Heterogeneous Education: Sociological and Societal Approaches</b>	SSt	ECTS-AP
a.	<p><b>VO Life-courses, Educational Biographies and Transitions</b></p> <p>The course focuses on the following questions: How can the individual influence his/her own biography? How does persistence and change create modern biographies? How much scope of action is there between individual and social institutions? Is education a biographical resource, does it give a biography a particular direction or is education an end in itself? Where does education take place (formal/or informal)? How clearly is the acquisition of education and biographical transition determined by social, ethnic and institutional factors?</p>	2	4
b.	<p><b>SE Social Precariousness, Social Conflicts and their Consequences for the Relationship between Origin and Future Development</b></p> <p>The organisation of employment, the distribution of resources, individual time management, general education as an education in general have become increasingly precarious issues. The main questions of the course are social conflict, resulting from these issues and the challenges of sociological analysis and the interrelations between individually acquired societal perspectives and designs for the future.</p>	1	3
c.	<p><b>SE Educational Policy as a Formative Force in Society</b></p> <p>Educational policy provides a significant formative element for the structures of learning and teaching, both in formal and increasingly informal contexts. Their present range extends from local to international levels. Educational policies include a competence for laying down political guidelines, programmatic implementation and processes of civil participation.</p>	1	3
	<b>Total</b>	<b>4</b>	<b>10</b>

	<p><b>Learning objectives of the module:</b>  Students can distinguish between the self-determination and heteronomous determination of biographical processes with methodical, conceptual and critically reflexive knowledge. Furthermore, they can understand social conflicts as paradoxical requirements in the process of socialization, can place these in a historical context and, confirmed by factual knowledge, develop argumentative judgments and translate these into educational policies. The aim is to support the production of knowledge.</p>
	<p><b>Admission requirements:</b> none</p>

2.	Mandatory Module: Heterogeneous Education: Subject and Socialization Theoretical Approaches	SSt	ECTS-AP
a.	<p><b>VO Theories of Socialization and Subjectivity</b></p> <p>This lecture expands on and provides an in-depth analysis of selected theories of the subject and socialization. The focus is on the analysis of the interaction between different categories of difference and different dimensions of social inequality, which are effective in the process of socialization as social placement factors and are experienced as such, i.e. age, class, disability, gender, race and sexual orientation. Fields of socialization and identity formation such as families, schools, peers, employment and media are discussed in terms of their relationships to central dimensions of socialization, socialization through language, emotions, and the body.</p>	2	4
b.	<p><b>SE Economy and Ecology of Socialization</b></p> <p>This seminar discusses natural and historically and socially relevant conditions of socialization, which provide the foundation for inequalities in structural conditions, the provision of material and immaterial resources and the juxtaposition of nature and culture in the process of socialization.</p>	1	3
c.	<p><b>SE Power and Domination in Educational Relations</b></p> <p>This seminar highlights the theoretical differences between domination and power relationships in education through the legitimization of educational power and discrimination in educational philosophy. Furthermore, it looks at the negative effects in educational reality and concepts and visions of liberal education are discussed.</p>	1	3
<b>Total</b>		<b>4</b>	<b>10</b>
	<p><b>Learning objectives of the module:</b>  Students have acquired conceptual and critical reflective knowledge and are able to contextualize the conditions and consequences of heterogeneous socialization and individuation conditions. Power and domination in educational relationships are evaluated as well as concepts of domination free education.</p>		
	<p><b>Admission requirements:</b> none</p>		

3.	<b>Mandatory Module: Action-oriented Concepts and Competences in Dealing with Diversity</b>	<b>SSt</b>	<b>ECTS-AP</b>
a.	<b>VO Encouraging Inclusion, Participation and Democracy</b>  The history and development of action-oriented concepts and competences significant in inclusive education, intercultural learning and the results of gender, generation and racism research are presented in this course. Emphasis is placed on participation as a strategy to encourage intercultural interaction and democratic citizenship.	2	4
b.	<b>SE Media Competence and Media Education</b>  In this course theoretical and practical aspects of media competence and media education are dealt with in depth. In doing so, clarification of relevant dimensions and areas of competence as well as questions concerned with relations to oneself and the world in the context of media-cultural dynamics of development are at stake.	2	6
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning objectives of the module:</b> Students can implement action-oriented concepts and competences in the context of Diversity in diverse professional contexts. Furthermore they can make competent theoretical and practical use of the media.			
<b>Admission requirements:</b> none			

1.	<b>Elective Module: Childhood and Education in an Heterogeneous Environment</b>	<b>SSt</b>	<b>ECTS-AP</b>
a.	<b>VO History and Social Construction of Childhood</b>  Childhood and education in the socio-cultural perspective: Childhood is seen as a historically and socially malleable construct for coding gender and generational relationships. The differing conceptions of male and female childhood correspond with differing conceptions of motherhood, fatherhood and different practices in the individual and institutional treatment of children, or 'education'.	2	5

<b>b.</b>	<b>SE Plurality of Childhood and Education of Variety</b>  Childhood and education from an environmental and practical perspective: Children do not grow up in a consistent childhood realm, but in concrete, differing, contradictory and partly fulfilling and frustrating conditions. Childhood does not consist of the passive acquiescence to existing environments but of active acquisition and creative reinterpretation or stubborn distancing. Groups of the same age and specific child cultures – partly independent, partly defined by what is consumed - become socialization entities alongside the child/ adult relationship. The dialectics of independence and dependency result in new requirements for the child/ adult relationship, i.e. 'education'.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning objectives of the module:</b> Students can understand the social determination of childhood on the basis of factual and conceptual knowledge.		
	<b>Admission requirements:</b> none		

<b>1.1</b>	<b>Elective Module: In-depth study: Childhood and Education in an Heterogeneous Environment</b>	<b>SSt</b>	<b>ECTS-AP</b>
<b>a.</b>	<b>KU Childhood and Educational Policy in an Heterogeneous Environment</b>  The traditional nuclear family is only one social form of family. Single-parent families, several-parent families, step-families, working parents, social and economic problems are only some of the heterogeneous living conditions which are responsible for childhood, educational and didactic policy. A political understanding focused on the traditional father-mother-child family unit does not meet these requirements.	2	5
<b>b.</b>	<b>SE Special Childhoods</b>  Beyond the Diversity of modern environments there are varied conditions of growing-up, which are marked by different conditions and therefore require specific analysis and reflection. Significant examples are childhood under the conditions of physical and mental impairment, poverty, migration, adoption, problems in connection with reproduction technology such as artificial insemination or substitute motherhood. This seminar addresses the varied problems of childhood under specific conditions.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning objectives of the module:</b> Students can compare and analyse national and international politics on childhood and education with special emphasis on new diversity and reflection on the living and educational conditions of children and parents.		
	<b>Admission requirements:</b> Successful completion of elective module 1		

1.2	<b>Elective Module: In-depth study: Childhood and Education in an Heterogeneous Environment</b>	SSt	ECTS-AP
a.	<p><b>Recent Developments in Childhood Research</b></p> <p>Childhood and education in methodological research-orientated environments:  Research on childhood represents one of the most dynamic educational research areas. Adherence to the paradigm, the current state, and the development of research, including innovative research methods, requires constant observation and dissemination.</p>	2	5
b.	<p><b>FP Selected Methods of Childhood Research</b></p> <p>In research on childhood a number of sociological research methods are drawn on in a specific way. In addition to quantitative methods, where children's questionnaires require particular adaptive procedures, ethnographic and narrative methods, qualitative interviews, group discussions, participant observation, videography, products and analysis of children's texts and drawings, analysis of children's media, and case studies are discussed.</p>	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<p><b>Learning objectives of the module:</b>  Students acquire knowledge of the paradigms and methods of childhood research with special focus on child perspective research and participative childhood research. Furthermore, the presented methods of child research are critically reflected on and corroborated by practice.</p>		
	<p><b>Admission requirements:</b> Successful completion of three of the elective modules 1 to 5</p>		

2.	<b>Elective Module: The Body in Culture and Education</b>	SSt	ECTS-AP
a.	<p><b>VO Body Issues: History and Theory of the Body</b></p> <p>The body is present in all processes of education and formation. All present diagnoses attribute a strategic significance to the body. It is surrounded by a multiplicity of agencies that teach the body how it is to be used, how to intensify strength, how to increase social characteristic features, and how to improve health.</p> <p>This lecture deals with the theory and history of the body with special focus on the processes of social and cultural constitution processes. In the lecture gender and/or disability is reconstructed in an exemplary manner to indicate that they are less a characteristic of the individual than part of a dispositive of knowledge which creates social order.</p>	2	4

<b>b.</b>	<b>SE (Im-) Perfect Man. Theory and Critique of Normality</b>  The Diversity of living conditions does not necessarily imply a loss in normalising strategies. Generally this just results in a shift in the concept of what normality is and produces an increase in the pressure to comply with normality, which in view of promised biotechnological solutions drives the idea of the ideal or perfect human. The seminar serves the theoretical discussion of the category normality as a flexible and stable meta-concept in modern societies as well as the discussion of its conditions and consequences.	2	6
	<b>Total</b>	<b>4</b>	<b>10</b>
<b>Learning objectives of the module:</b> Students can recognize the historical determination of body and experience, to identify the relevant determinants of changes in representations of the body and bodily practices and to communicate such aspects of the construction in material terms. Furthermore, they acquire reflective knowledge, which enables an evaluation of the current body and bio-policies and to identify the contribution of human sciences (medicine, psychiatry, special education) and their institutions to the process of norm establishment, maintenance and erosion in a historical or present-day context.			
<b>Admission requirements:</b> none			

2.1	<b>Elective Module: In-depth study: The Body in Culture and Education</b>	SSt	ECTS-AP
<b>a.</b>	<b>KU Disability: Historical and Inclusive Educational Perspectives</b>  The history of disability can be formulated as a history of the body. In this course historical and current texts on disability are analysed, the exclusion and inclusion of the body, institutional perceptions of disabled people, the idea of order as education and therapy including its consequences for disadvantaged identity. We are presented with alternatives to separation and segregation that have been developed by inclusive education and the representation of individuals with disabilities.	2	4
<b>b.</b>	<b>SE Violence - Body - Trauma. Gender-Critical Analyses and Interventions</b>  In the process of civilizing cultures a cultivation of violence has been retained within certain boundaries. The most evident examples are provided by the continuation of wars and bellicose conflicts and their concomitant phenomena as well as male violence towards women, children and marginalized groups. Violence involves the body in an existential form. The concept of trauma is only one possibility to discuss this existential implication. The seminar discusses the gender-critical analysis of the phenomenon of violence and its effects.	2	6
	<b>Total</b>	<b>4</b>	<b>10</b>

	<p><b>Learning objectives of the module:</b> Students have reflective knowledge of the history and current social and cultural situation of disabled individuals and the historical and current justifications of inclusive education. They have historical-critical knowledge of different cultures of violence, can distinguish between differing forms of violence, and can provide detailed information on their various conditions and consequences. They know models that help process experiences of violence and can develop suggestions for the prevention and avoidance of violence in different professional contexts.</p>
	<p><b>Admission requirements:</b> Successful completion of elective module 2</p>

2.2	Elective Module: Methods: Research methods and practice for the elective module Body in Culture and Education	SSt	ECTS-AP
a.	<p><b>FP Discourse, Habit, Practice, Methodological Concepts and Methods</b></p> <p>Discourse theory, the concept of habit, social structure analysis, ethnography and phenomenology provide theoretical reference points for the methodological issues of research practice in regard to body relations and body practices. Particular attention is attributed to methods and combinations of methods, developed in scientific, cultural, governmental, disability and gender studies. The research examples are derived from the research perspectives presented in the research practice sessions.</p>	2	5
b.	<p><b>FP Body Relations and Body Practices: Research Applications</b></p> <p>Research practice serves the evaluation and acquisition of research competences with the execution of mini studies or the participation in existing field research projects.</p>	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
	<p><b>Learning objectives of the module:</b> Students acquire a set of specific reference theories, paradigms and combinations of methods, which have proven to be successful in the research on body relations and practices. They are able to categorize research results and approaches and to reflect on them critically and to develop research design to address new issues. They can conduct a supervised and administered research project.</p>		
	<p><b>Admission requirements:</b> Successful completion of three of the elective modules 1 to 5</p>		

3.	Elective Module: The Unconscious in Education and Culture	SSt	ECTS-AP

<b>a.</b>	<b>VO Attachment, Intersubjectivity and Recognition</b>  This lecture discusses the developments and changes in psychoanalysis, beginning with drive and structure theory, object relation theory, and self psychology, and leads up to attachment theory and other innovations relevant to the educational sciences. A main focus is placed on the theory of intersubjective recognition. All in all, emphasis is placed on the definition of the relevance of new psycho-analytic concepts such as attachment, intersubjectivity and recognition for the educational sciences - in particular in the context of increasingly heterogeneous living conditions.	2	4
<b>b.</b>	<b>SE The Unconscious and Repression in Society and Culture</b>  This seminar provides an overview of the contribution of psychoanalytic cultural and social theory to the analysis of social relations, power and domination, and makes reference to the maintenance of such structures and contradictions. The psychoanalytic analysis of cultural and social phenomena (such as the media, political structures, institutions and organizations, religions, advertising and popular culture etc.) reveals not only the latent structures of such phenomena but also how mechanisms of suppression are used as an instrument of power and domination.	2	6
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning objectives of the module:</b> Students acquire the ability to apply psychoanalysis as a theory and method in educational sciences. This facilitates understanding and reflection on unconscious structures and their significance in adapting systems and securing power and provides the opportunity for action and intervention aimed at change.			
<b>Admission requirements:</b> none			

<b>3.1</b>	<b>Elective Module: In-depth study: The Unconscious in Education and Culture</b>	<b>SSt</b>	<b>ECTS-AP</b>
<b>a.</b>	<b>KU Psychoanalysis and Developmental Sciences</b>  Psychoanalysis provides a substantial contribution to the understanding of human development. It is embedded in an interdisciplinary field of research in developmental sciences such as developmental psychology, developmental psychopathology, socialization research, developmental neurobiology and so on. Human development is perceived as a multimodal process by psychoanalysis, a process that extends from birth to the grave (cf. life span development). The theoretical understanding of human development is of particular relevance for the determination of practical interventions in educational and psychosocial professional fields (e.g. babies, infants, children, youths, adults and the elderly).	2	4

<b>b.</b>	<b>SE Psychoanalysis of Social Fields of Action</b>		
	This seminar will provide the competence to apply concepts of psychoanalytic education to various fields and professional contexts (e.g. social education, psychosocial intervention, early didactics, counselling, school, teaching, education, adult education etc.). The organisation of so-called psychosocial debates on youth work, drugs, and crime etc. will contribute to the exchange with experts and practitioners outside university.	2	6
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning objectives of the module:</b> Students acquire the ability to apply the most significant theories of psychoanalytic developmental science to psychoanalytic-educational and psychosocial fields of application. In addition, they become acquainted with the professional procedures in various fields of work and reflect upon them.		
	<b>Admission requirements:</b> Successful completion of elective module 3		

3.2	<b>Elective Module: Research methods and practice for the elective module The Unconscious in Education, Formation and Culture</b>	SSt	ECTS-AP
<b>a.</b>	<b>FP Theory of Science, Methodology and Methodological Foundations of Empirical Psychoanalytic Research</b>		
	The lecture provides an introduction to the foundations of psychoanalytical research with an empirical focus. The most significant research designs (e.g. case studies, field work, action research, evaluation research, experimental approaches etc.) and research methodology (qualitative and quantitative research) will be dealt with. A critical discussion of the strengths and weaknesses of the designs and methods will provide the opportunity to evaluate the quality of research used both in psychoanalysis and elsewhere.	2	5
<b>b.</b>	<b>FP Psychoanalytical Research Seminar - Empirical Research in Psychoanalysis</b>		
	This research seminar discusses the development and acquisition of practical research competences based on individual research projects and the participation in research projects in psychoanalysis and psychosocial intervention.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning objectives of the module:</b> Students acquire the ability to select from a pool of qualitative and quantitative research methods the most suited to answering the specific research question. Moreover, the completion of the methodological elective module provides the necessary methodological and methodical foundations for empirical psychoanalytic research. This enables students to plan research projects, to execute them, and to evaluate them critically.		
	<b>Admission requirements:</b> Successful completion of three of the elective modules 1 to 5		

4.	<b>Elective Module: Intercultural and Anti-Racist Education</b>	SSt	ECTS-AP
a.	<b>VO Concepts and Problems of Intercultural Education</b>  This lecture provides an overview of the history and the differing concepts of educational discourse relating to cultural difference and difference relations, which is significant for societies shaped by migration.	2	5
b.	<b>SE Identity and Subject Formation in Societies Shaped by Migration</b>  The course discusses circumstances, forms and consequences of subjectification processes and subject forms in societies shaped by migration.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning objectives of the module:</b> Students acquire differentiated factual knowledge in order to explore current and historical demands concerning the field of education and migration. Additionally they learn the meaning of central concepts in relation to diachronic and synchronic contexts. They acquire fact-related conceptual and critically reflective knowledge of conditions, forms and consequences of subject formation in societies formed by migration and can translate the knowledge accordingly.			
<b>Admission requirements:</b> none			

4.1	<b>Elective Module: In-depth analysis. Intercultural and Anti-Racist Education</b>	SSt	ECTS-AP
a.	<b>KU Discrimination and Anti-Racist Education</b>  In this course theories of discrimination and racism are discussed that do not see racism as a problem of the social fringe but see racist discrimination as a societal characteristic of European societies. Consequences of this perspective for education are discussed.	2	5
b.	<b>SE Normative References for Educational Action determined by Difference</b>  In this course significant moral and normative concepts (e.g. recognition theory, deconstructive orientation, universal human rights) are discussed as well as their educational relevance and effects.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning objectives of the module:</b> Students acquire knowledge of the history and forms of racism, they are knowledgeable about theories explaining racism and are able to distinguish between the varying concepts as well as judge the appropriateness of their respective claims. In addition, students can didactically apply critical theories of racism to produce			

critical, reflective knowledge. Furthermore, students acquire knowledge about leading moral figures, can discern their arguments in didactic texts and can critically discuss their theories.
<b>Admission requirements:</b> Successfully completed elective module 4

4.2	Elective Module: Research methods and practice for the elective module Intercultural and Anti-Racist Education	SSt	ECTS-AP
a.	<p><b>FP Methods, Concepts and Results of Studies of Migration and Difference</b></p> <p>Research practice enables the student to conduct an in depth study of methods, reference theories and concepts of migration and difference research, as found in the tradition of cultural studies and gender studies. The focus of this course is on methodological and methodical discussion as well as conceptual and theoretical discussion of different studies and their results. This will prepare students for their practice in a topical and methodological fashion.</p>	2	5
b.	<p><b>FP An Exploration of Difference and Dominance</b></p> <p>During this course students will have the opportunity to develop a number of questions and interests derived from the knowledge they have acquired about intercultural education. They will be able to explore educational, action-oriented contexts with this perspective. Based on students' research interests, new methodically assisted experiences can be made, can be reflected on conceptually and analytically, as well as used in order to define an understanding of cultural difference and social variety in societies formed by migration.</p>	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<p><b>Learning objectives of the module:</b> Students acquire conceptual and methodical knowledge of reference theories, paradigms and procedures in migration and difference research. They acquire and create reflective and critical knowledge about research results and approaches. Furthermore, they learn to develop a reflective attitude towards knowledge and practice (in terms of research- guided teaching) and to practise the concretisation of their insights to assess educational contexts and problems.</p>			
<p><b>Admission requirements:</b> Successful completion of three of the elective modules 1 to 5</p>			

5.	<b>Elective Module: Life-course, Biography and Generational Relations</b>	SSt	ECTS-AP
a.	<b>VO Life-course, Generational Relationships and Learning</b>  With reference to contemporary theoretical perspectives and research, this lecture course considers the shaping of multifaceted learning in heterogeneous life-courses and sets this variety into relation to 1) biographical patterns and 2) generational relations.	2	5
b.	<b>SE In-depth Analysis of Selected Life-courses (1)</b>  In this seminar a specific life-course (which changes year by year in the light of practical availabilities and in alternation with the seminar in elective module 5.1) is dealt with in detail through independent presentation and discussion.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning objectives of the module:</b> Students can connect specialist knowledge about generational, biographical and life-course research with education in knowledge societies, both on a theoretical and analytical level and with reference to specific life-courses. They have become familiar with theoretical perspectives and research findings and have the capacity to apply this knowledge to the analysis of concrete examples and specific contexts.			
<b>Admission requirements:</b> none			

5.1	<b>Elective Module: In-depth study: Life-course, Biography and Generational Relations</b>	SSt	ECTS-AP
a.	<b>KU Knowledge and Generation: Structure and Subjectivity</b>  This course will analyse the multidimensional relationships between knowledge and generation from a historic-specific and comparative cultural perspective. It will consider the generation, transmission, and use of resources in contemporary societies. The pre-structured and structuring moments of these temporally and spatially differentiated processes contribute to the constitution of subjectivity – which also expresses itself in biographies –, whilst educational contexts are of central significance for the production and reproduction of knowledge and generation.	2	5
b.	<b>SE In-depth Analysis of Selected Life-courses (2)</b>  In this seminar a specific life-course (which changes year by year in the light of practical availabilities and in alternation with the seminar in elective module 5) is dealt with in detail through independent presentation and discussion.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>

	<p><b>Learning objectives of the module:</b>  Students have acquired specialist knowledge with respect to research into generation, biography and life-course, and generational and biographical research. They can relate this to basic questions concerning the production, transmission and transfer of knowledge and can apply this specialist knowledge to concrete life-courses. They are familiar with a variety of theoretical approaches and can contextualise these in educationally structured social spaces and processes.</p>
	<p><b>Admission requirements:</b> Successful completion of elective module 5</p>

5.2	Elective Module: Methods: Research methods and practice for the module Life-course, Biographies and Generational Relations	SSt	ECTS-AP
a.	<p><b>FP Life-course and Biographical Research: Quantitative and Qualitative Approaches, Methods and Examples</b></p> <p>Research on life-course and biography uses a broad variety of methods: quantitative and qualitative, macro- and micro-levels of analysis, longitudinal design and cohort analyses, interviewing and documentary methods. Mixed-method approaches are increasingly gaining ground, whereas temporally and spatially comparative studies require particularly intricate designs; and new methods of data-collection and analysis that can exploit the potential of visual data and IT-tools are emerging. This course introduces these themes on a theoretical level and includes appropriate examples from real-life research studies.</p>	2	5
b.	<p><b>FP Education – Generation – Life-course</b></p> <p>Participation in on-going research projects allows a reality-focused application and further development of the ‘tools of the trade’. As a general rule, the University Research Centre ‘Education – Generation – Life-course’ acts as the course’s docking station. Students carry out small-scale tasks and prepare practice reports.</p>	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<p><b>Learning objectives of the module:</b>  Students gain basic knowledge of conceptual and practical approaches to research into life-course and biography. By engaging in everyday research practice, they learn to apply theoretical knowledge realistically and to reflect constructively on practical experience as a route to quality assurance in research activity.</p>		
	<p><b>Admission requirements:</b> Successful completion of three of the elective modules 1 to 5.</p>		

4.	Mandatory Module: M.A. Thesis Seminar	SSt	ECTS-AP
a.	<b>SE M.A. Thesis Seminar</b>  This seminar provides support for the writing of the M.A. thesis. The thesis is presented, partial aspects receive in-depth discussion, and theoretical and methodological aspects are substantiated.	2	2,5
	<b>Total</b>	<b>2</b>	<b>2,5</b>
	<b>Learning objectives of the module:</b> Graduates are able to plan and carry out a scientific research project. Furthermore they can present their findings in a variety of contexts.		
	<b>Admission requirements:</b> Successful completion of three of the elective modules 1 to 5.		

5.	Mandatory Module: M.A. Thesis Defense (defensio)	SSt	ECTS-AP
a.	<b>Oral defense of the M.A. thesis</b>		2,5
	<b>Total</b>		<b>2,5</b>
	<b>Learning objectives of the module:</b> Reflection of the M.A. thesis in the overall context of the M.A. Programme in Educational Sciences. The focus is on the illustration of theoretical understanding, methodological foundations, dissemination of the results of the M.A. thesis and presentation skills.		
	<b>Admission requirements:</b> Positive assessment of all other modules and the M.A. thesis.		

## § 8 M.A. Thesis

(1) The M.A. Programme requires a thesis corresponding to 25 ECTS credits. A M.A. thesis is an academic and scientific thesis that serves as proof of the ability to deal with scientific issues autonomously and do this in such a way that both the methods and claims are sound.

(2) Students have the right to suggest the topic of the M.A. thesis or to select a topic from a number of suggestions. The topic of the M.A. thesis must derive from one of the elective in-depth modules (1.1 to 1.5).

(3) The written announcement of the topic and the supervisor for the M.A. thesis presupposes the positive assessment of two in-depth elective modules.

## § 9 Examination Regulations

(5) The assessment of modules, with the exception of the module pertaining to the final oral defense of the M.A. thesis, is based on course unit examinations.

(6) The evaluation of course units with continuous assessment is based on the student's regular, written and/or oral contributions.

(7) The academic staff member responsible for the course unit is required to communicate evaluation methods and criteria before the course begins.

(8) The assessment of the final module "M.A. Thesis Defense" is conducted as an oral examination before an examination board consisting of three examiners including the supervisor of the M.A. thesis.

## **§ 10 Academic Grade**

Graduates of the M.A. Programme in Educational Sciences are awarded the academic degree of "Master of Arts" or in abbreviation "M.A."

## **§ 11 Implementation**

The curriculum comes into force on 1 October 2009.

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

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

## Appendix 1: Recognition of Exams:

The exams passed in the context of the Diploma Programme in Educational Sciences at the University of Innsbruck (Course of Studies announced in the Innsbruck University Bulletin of 24 September 2001, Issue 82, No 858) are recognized as equivalent for the M.A. Programme in Educational Sciences at Innsbruck University found in § 25 para. 78, No.1, University Organisation Act 2002.

Exams passed in the Diploma Programme in Educational Sciences	ECTS-AP	Recognized as:	ECTS-AP
Curricular Subject: Education, Generation, Biography: II.2.1 History and Social Conception of Childhood	3,5	History and Social Construction of Childhood (VO 2)	5
Curricular Subject: Inclusive Education, Psychosocial Work II.1.1 Foundations of Inclusive Education and Psychosocial Work II.3.1 Disability as a Product of Formation Processes	7	(Im-)Perfect Man. Theory and Critique of Normality (SE 2) Disability-Historical and Inclusive Educational Perspectives (KU 2)	10
Curricular Subject: Psychoanalytic Education	42	Elective Modules 3, 3.1. and 3.2.	30
Elective Module Intercultural Learning and Research on Racism	21	Elective Modules 4, 4.1. and 4.2.	20
Curricular Subject: Education, Generation, Life-Course	42	Elective Modules 5, 5.1, 5.2.	30
Curricular Subject: Media Pedagogy and Communication as Culture II.3.1 Approaches and Concepts of Media Education II.3.3 Media Competence	7	Media Competence and Media Education	6