

Note:

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Curriculum for the **Master's Programme Educational Sciences** at the Faculty of Education of the University of Innsbruck

§ 1 Classification of the study programme

The Master's Programme Educational Sciences at the Faculty of Education in Innsbruck is grouped among the Humanities and Cultural Studies programmes.

§ 2 Qualification profile

- (1) The Master's programme consecutively builds on a pertinent Bachelor's programme.
- (2) The Master's programme is concluded with an advanced and specialised academic degree. It imparts the current state of research in educational sciences with a focus on social reality and social heterogeneity. Graduates are able to understand and explain the interrelations of *age, class, disability, gender, race* and *sexual orientation* as different dimensions of social inequality and to apply their knowledge in different professional contexts. Based on their acquired knowledge (factual knowledge, analytic-theoretical and methodological and critical-reflective knowledge), they are able to argument and judge and to work on specific problems of their respective professional field scientifically based and oriented towards practice or research.
- (3) Graduates are able to apply their acquired knowledge and key competences in new or familiar environments within multi-disciplinary professional contexts. They are able to produce knowledge, develop original and conceptional ideas and to constructively contribute to interdisciplinary discourses. They have learnt to integrate their knowledge and to deal with complexity. They can formulate assessments in consideration of ethical and societal responsibility, even if information is incomplete and to communicate exact and differentiated with interested laypersons as well as experts.
- (4) The Master's programme is designed to enable the systematic acquisition of key competences. The acquired key competences enable the graduates to actively and creatively use their specific competences and to adapt to fast changing general conditions.
- (5) Graduates possess learning strategies which enable them to continue their professional work in different fields of action in a self-determined and/or autonomous way.
- (6) The Master's Programme Educational Sciences prepares
 - for subject-specific professional work in institutions as well as for a continuing doctoral programme or research-related work and/or
 - for leading, planning, analysing and advising work in job fields related to education and learning and/or

- for responsible work in local and international state or non-government organisations.

§ 3 Scope and duration

The Master's Programme Educational Sciences covers 120 ECTS-Credits. This corresponds to a duration of four semesters. One ECTS-Credit corresponds to a workload of 25 hours.

§ 4 Admission

- (1) Admission to the Master's Programme Educational Sciences requires a relevant Bachelor's degree awarded by a University or a University of Applied Sciences ("Fachhochschule") or a relevant degree acquired at a recognised post-secondary educational institution home or abroad.
- (2) A relevant Bachelor's programme is in any case the Bachelor's Programme Educational Sciences at the University of Innsbruck. The rectorate decides on study programmes in question or on the equivalence of a study programme passed at a post-secondary educational institution home or abroad for the admission to the Master's programme based on the regulations of the Universities Act.
- (3) In the event that equivalence has been established in principle but with certain qualifications missing for full equivalence, supplemental examinations may be required by the rectorate. These examinations must be passed during the respective master's programme.

§ 5 Types of courses and maximum number of students per course

- (1) Courses without continuous performance assessment:
Lectures (VO) are courses held in lecture format. They introduce the research areas, methods and schools of thought for a given subject. Maximum number of participants: 300 in compulsory modules and 120 in elective modules.
- (2) Courses with continuous performance assessment:
 1. **Lecture-practical course (VU)** focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course. Maximum number of participants: 60.
 2. **Seminars (SE)** provide in-depth treatment of scientific topics through students' presentations and discussion thereof. Maximum number of participants: 30
 - except a) the Master's Thesis Seminar, where the maximum number of participants is 15 and b) seminars, where independent research processes are carried out in projects under scientific supervision; maximum number of participants: 25.
 3. **Excursions (EX)** conducted outside the premises of the university, serve to demonstrate and deepen course contents. Maximum number of participants: 25.

§ 6 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 of the Master's Programme in Educational Sciences have priority over students of other programmes.
2. Students for whom the study duration would be extended due to the postponement are to be given priority.
3. If the criteria no. 1 and 2 do not suffice to regulate admission, first students who pass this course as part of a compulsory module come first, then students that pass the course as part of an elective module.
4. If the criteria no. 1, 2 and 3 do not suffice to regulate admission, then the places are raffled.

§ 7 Compulsory and elective modules

(1) The following compulsory modules covering 50 ECTS-Credits must be passed:

1.	Compulsory Module: Theory of Education	h	ECTS-credits
a.	<p>VO Theories and Paradigms of Educational Sciences</p> <p>The key questions of the lecture are how to relate research in educational sciences, educational action theories and their implementation to each other in practice for theoretical reflections to have action-orientated effects. At the same time, it is also discussed how practical experience can be helpful for developing theories and how scientific research can be conducted in a theoretical as well as practical way. To find answers to these questions, paradigms and positions of educational sciences are discussed with regards to the theory of science, history and the subject and in consideration of differences in approaches in humanities, social science and culture science. Moreover, central disciplinary discourses and disputes are reconstructed and related and analysed with regards to the respective understanding of education and the ways of thinking and arguing in the respective educational field.</p>	2	4
b.	<p>VU History and Systematics of Issues in Educational Sciences</p> <p>Educational sciences are a relatively new scientific discipline and closely related to the theories and ambitions of the Enlightenment. In the approx. 250 years since the beginning of its institutionalising, the perspectives and issues have changed and developed; have created initially humanistic, then social-science-related and then quantitative-empirical perspectives. Today educational sciences present itself with a plurality of methods and research approaches. Moreover, they follow basic questions, which have also been dealt with in the philosophy of Antiquity and which are located in a conflict area of anthropology, politics and action theories. Current reflections in educational sciences are made in this classic framework but are also closely related to the modernisation in culture and society.</p>	2	3.5
Total		4	7.5
<p>Learning Outcomes:</p> <p>Students are able to understand and compare key patterns of interpretation, theories, positions and discourse in educational sciences and classify them with regards to history and systematics. Moreover, they are able to formulate educational problems and related them to the present.</p>			
<p>Prerequisites: none</p>			

2.	Compulsory Module: Subject and Society under the Perspective of Social Inequality	h	ECTS-credits
a.	<p>VO Theories of Socialisation and Subjectivity</p> <p>This lecture gives an advanced insight into theories of socialisation and subjectivity and focuses on the analysis of different categories of difference and different dimensions of old and new social inequality in a world of globalisation. To do so, different theories of subjectivity and society are introduced, such as approaches of the theory of power and the theory of institutions as well as theories related to movement, the course of life, socialisation and biography. To understand the emergence, the development and the continuation of inequality in society theoretical concepts and positions are thematically linked (e.g. work, family, school).</p>	2	4

b.	VU Subject Formation and Subjectivation The contents of the lecture are discussed based on reading of theoretical texts and selected empirical studies. In the practical part the processes of subject formation and subjectivation in interaction with institutions of society and hegemonic discourse constellations are discussed: What kind of power do institutions of education have? Which knowledge dispositives lead to the formation of specific contemporary forms of subjectivation? Which conditions lead to privileged and subordinate positions of the subject? What are the effects of “social attendants” for the individual and the group? How can the intersectionality of different dimensions of inequality be considered and used for the analysis of (educational) institutions, organisations as well as biographical conditions and educational options?	2	3.5
	Total	4	7.5
	Learning Outcomes: Because of their advanced understanding of theories of subjectivity and society, students are able to ascertain and compare different theoretical positions. They argue about the effects of social inequality in the field of education and can estimate its effects for the individual and the group. They apply their knowledge on educational institutions and develop professional pedagogical methods.		
	Prerequisites: none		

3.	Compulsory Module: Pedagogic Professionalisation and Professional Skills	h	ECTS-credits
a.	VO Professionalisation in the Contexts of Theory, Empiricism and Practice The lecture comprises an advanced discussion of the history and development of pedagogic professionalisation. It discusses in particular terms of profession, professionalism and professionalism in educational sciences. The instruments of different theoretical approaches and concepts of pedagogical professionalisation are related to processes of education, learning, socialisation and interactions in concrete examples. This highlights the complexity of educational work in pedagogic fields of action on the one hand, and on the other hand, reveals the necessity of a relational view and analysis of professionalism in the relationship between theory, empiricism and practice.	2	4
b.	VU Action as Competence This course imparts knowledge related to education, socialisation and learning. In the practical part this knowledge is applied to selected concepts of pedagogical acting and to different fields of practice. The concepts applied in practice are examined for normative implications and underlying views of education.	2	3.5
	Total	4	7.5
	Learning Outcomes: Students know the theories of pedagogic professionalisation and can apply the pedagogic concepts in different fields of practice. They are able to assess pedagogic situations based on examples of actual situations and plan suitable actions.		
	Prerequisites: none		

4.	Compulsory Module: Methodology & Research Methods in Education	h	ECTS-credits
a.	<p>VU Methodology and Methods of Theoretical Research</p> <p>In the tradition of cultural sciences and humanities, this course deals with researching of all types of linguistic as well as visual aspects and the respective research methods. Dealing with both forms of symbolisation also links to the tradition of criticism of ideology and the social and cultural history of ideas and terms. On a linguistic-analytical level this includes methods of discourse theory as well as text hermeneutics and the field of concept history and historic source criticism. Methods of visual hermeneutics, iconography, iconology as well as the wide spectrum of methods in Visual Culture Studies are used for analysing visual artefacts. Based on this repertoire of methods, theoretical texts and visual items in education can be interpreted and scientifically reflected upon. In the practical part of the course selected methods are implemented and critically reflected upon.</p>	2	2.5
b.	<p>VU Methodology and Methods of Qualitative Empirical Research</p> <p>This course deals with the paradigm of interpretive qualitative social sciences, in which social manifestations or situations are seen as a result of intention, aims or purposes of the involved persons. Therefore, the course deals with methods for researching communication processes between socially acting persons and methods for authentically mapping social phenomena in the world perception of the investigated persons. Methods are dealt with in theory as well as in practice. In the practical part selected methods are analysed based on research examples and practiced on available or self-collected data and then reflected on in a methodcritical way. Topics include data collection and evaluation methods, such as qualitative guided interviews, narrative interview, participating observations, qualitative content analysis, Grounded Theory and objective hermeneutics.</p>	2	2.5
c.	<p>VU Methodology and Methods of Quantitative Empirical Research</p> <p>This course deals with the paradigm of empirical-analytical, quantitative social and educational sciences that is dedicated to the description and explanation of and the prognosis for the field of social realities and objects. Therefore, the course imparts methods, which serve the researching and intersubjective testing of principles, regularities and purposive activities that can be observed in the actions and thinking of persons in the field of education. The empirical quantitative methods are dealt with in theory as well as in practice. In the practical part selected methods are analysed based on research examples and practiced on available or self-collected data and evaluated with statistical methods using computers.</p>	2	2.5
	Total	6	7.5
	<p>Learning Outcomes:</p> <p>Students develop an advanced methodological understanding and apply selected methods of theoretical, qualitative and quantitative research on questions in education sciences. They compare different methodological and methodical approaches and evaluated their advantages and limitations. Moreover, they are able to identify appropriate methodological approaches with regards to own research questions, to plan a study and to substantiate it including critical appraisal of methods.</p>		
	<p>Prerequisites: none</p>		

8..	Compulsory Module: Master's Thesis Seminar	h	ECTS-credits
	SE Master's Thesis Seminar The seminar supports students writing their Master's Theses. The respective status of the projects are presented, some aspects discussed in detail and aspects relating to theory and research methodology discussed in-depth.	2	5
	Total	2	5
	Learning Outcomes: Graduates are able to design a scientific study, to implement it and to present the research results in different contexts.		
	Prerequisites: positively passed compulsory modules 1 to 4 (30 ECTS-Credit) and two positively passed elective modules (20 ECTS-Credits)		

6.	Compulsory Module: Interdisciplinary Skills	h	ECTS-credits
	Providing the availability of places, courses corresponding to 5 ECTS-Credits can be selected from the curricula of the master and/or diploma programmes at the University of Innsbruck or from a Minor (Supplementary Subject Area) for master's programmes.	-	5
	Total	-	5
	Learning Outcomes: This module aims at expanding the study programme and at acquiring additional qualifications.		
	Prerequisites: The requirements specified by the respective curricula must be met.		

7.	Compulsory Module: Preparation of the Master's Thesis	h	ECTS-credits
	Agreement on the topic, the scope and the form of the Master's Thesis on the basis of a brief summary of the contents (synopsis) as well as agreement on the work processes and the study progress. Planning of an appropriate time frame for the completion of the Master's Thesis.	-	7.5
	Total	-	7.5
	Learning Outcomes: After successful completion of this module, the students will be able to write a brief summary of the content of the planned Master's Thesis (synopsis), to outline an anticipated schedule and to conclude a written Master's Thesis agreement.		
	Prerequisites: none		

8..	Compulsory Module: Master's Thesis Defence	h	ECTS-credits
	Final oral defence of the Master's Thesis in front of a board of examiners		2.5
	Total		2.5
	Learning Outcomes: Reflection of the Master's Thesis in the overall context of the Master's Programme in Educational Sciences; Theoretical understanding, methodological basics, imparting of the results of the Master's Thesis and presentation skills are focused on.		
	Prerequisites: successful completion of all other compulsory modules and elective modules as		

well as the Master's Thesis

- (2) Elective modules corresponding to 50 ECTS-Credits must be passed. Three modules must be selected from modules 1, 2, 3, 4, 5 and 6 (30 ECTS-Credits). In addition to selected elective modules, the respective advanced elective module (10 ECTS-Credits) and the respective methodological elective module (10 ECTS-Credits) must be taken. In place of the advanced elective module and/or the methodological elective module, modules can be passed within the scope of the Individual Choice of Specialisation.

1.	Elective Module: Social and Inclusive Education	h	ECTS-credits
a.	VO History and Theory of Social Inequality and Inclusion The lecture deals with theoretical concepts that explain exclusion and inclusion in education, training and work. It reflects on how self-determination and participation of children, young people and adults is made possible through the professional actions of pedagogical experts.	2	5
b.	SE Special Childhoods and Biographies Children, adolescents and adults are exposed to unequal attributions in social interactions, social institutions and in scientific discourses such as educational science. Through critical examination, a thematic expansion of the study of childhood, poverty, disability is conducted.	2	5
	Total	4	10
	Learning Outcomes: Students are able to explain the history and theory of social inequality; they are able to argue in a theory-based manner how exclusion and inclusion processes develop. They assess how self-determination, participation and inclusion are made possible.		
	Prerequisites: none		

1.1	Elective Module: Advanced Course: Social and Inclusive Education	h	ECTS-credits
a.	VU Childhood, Parenthood and Family in Social Change The discourse and social history of childhood are linked with gender and generational relations in the family as well as with those of public educational institutions. In this way, children and parents are examined in the context of historic childhoods and generational and gender orders.	2	5
b.	SE Plurality of Childhoods and a Pedagogy of Plurality Childhoods and the acting of children are linked to settings (spaces), e.g. separating, integrating, inclusive, urban, rural, virtual and pedagogically staged; usually separated according to class, age group, gender, disability and ethnical affiliation. For this purpose, theoretical concepts of gender, disability, migration and milieu research as well as intersectionality research are assessed in terms of their relevance for practice.	2	5
	Total	4	10
	Learning Outcomes: Students explain the causes of social change and its consequences for childhood, parenthood and family. They apply their theoretical knowledge from gender, disability, migration and working-class studies in research as well as in educational practice.		
	Prerequisites: successful completion of elective module 1		

1.2	Elective Module: Methods: Social and Inclusive Education	h	ECTS-credits
a.	<p>SE Research Seminar: Methods in Inequality, Inclusion and Childhood Research</p> <p>In the seminar, various theories and methodologies of qualitative social research are explored in depth. Interpretative methods that reconstruct the perspective of children, young people and adults and enable the participation of those involved in the research process are discussed. Using selected studies, we will discuss how the methods are used and implemented and reflect on the ethical questions that accompany research.</p>	2	5
b.	<p>SE Research Workshop on Inequality, Inclusion and Childhood</p> <p>In teaching research projects, the collection and evaluation of interpretative data is planned and individual methods are applied. The findings are reported and the possibilities and limits of gaining knowledge are reflected upon.</p>	2	5
	Total	4	10
	<p>Learning Outcomes: Students explain theories and methodologies of qualitative social research. Furthermore, they develop questions in connection with childhood, inclusion and social inequality. They apply methods of survey and evaluation, report the results and draw professional conclusions.</p>		
	<p>Prerequisites: successful completion of elective module 1</p>		

2.	Elective Module: Body Relations in Education and Culture	h	ECTS-credits
a.	<p>VO Docile Bodies: History and Theory of the Human Body</p> <p>The lecture focuses on reciprocal dependencies of body and cultures. The key question is how social reality can be created and depicted by physical practices on the one hand and the human body be chosen as theme for scientific discourse on the other hand to be joined to a history of the body. Important in this is the outside/inside relation, which is expressed in the debate on the difference of “to be a body” and “to have a body”. In this context, questions can be asked about the social and pedagogical instances that specifically teach the body historically how it is to be used, how its powers are to be intensified and its means of distinction increased. For that matter, action-theoretical aspects of resisting bodies gain weight.</p>	2	5
b.	<p>SE (In)perfect Humans. Theory and Criticism of Normality</p> <p>The heterogeneity of lifestyles doesn’t necessarily imply a decrease in normalising strategies. A mere shifting of fields of normality often increases the pressure to be normal. This pressure prompts the idea of perfection in humans with regards to promised (bio-) technological solutions. A paradox of 18th century anthropology is newly negotiated: the one between perfecting and incorrigibility. In the seminar the historic and theoretic discussion of the category of “normality” as an as much flexible as stable meta concept of modern societies is discussed, as well as the conditions and effects.</p>	2	5
	Total	4	10
	<p>Learning Outcomes: Students are able to explain the historicity of body and experience and to deduct and assess the relevant parameters of changing body images and practices. They acquire critical-reflective knowledge for evaluating the use of current body policies in the contexts of education. The contribution of human sciences (medicine, psychiatry, special/curative/home education) and their institutions to the normality pressure is historically determined and estimated for the present</p>		

	Prerequisites: none
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2.1	Elective Module: Advanced Course: Body Relations in Education and Culture	h	ECTS-credits
a.	<p>VU Body Relations and Sex. Selected Examples. This course deals with the social emergence of the sexual body. Based on historic and contemporary examples, the dimension and effect of this process related to the entire lifespan are discussed. Findings of historic women's research, the history of science and critical sex and masculinity research are discussed just like Cultural und Postcolonial Studies. Together they impart knowledge about the gender relations, body perceptions and physical practices. The sexualised body is understood as material reality, as medium of social construction and as instance of identity forming. Students reflect on conditions for failure and success of sexual physicalness and discuss the findings for the pedagogical practice.</p>	2	5
b.	<p>SE Eros, Sexuality and Gender Relations This seminar makes sexuality visible as a cultural product and discusses the powers with which longing connects and changes. This can happen in a social-philosophical, psychoanalytic, historic systematic way or in a socio-scientific analysis of the present. The seminar includes advanced study of the social and cultural history of sexuality and of the historic-specific possibilities and disabilities for being sexual resp. It also compares cultures and the change of Eros, love and longing. Topics also include the changes of gender and generational relations from the perspective of queer and sexual-theory and also the developments in the field of reproduction technologies or the medial representation and commercialisation forms.</p>	2	5
	Total	4	10
	<p>Learning Outcomes: Students explain normative concepts of male and female bodies and compare them against the background of social difference and inequality. They assess the relevance of the embodiment of sex in subject formation processes. They determine historic-specific body relations in the field of love and longing from a gender-theoretical perspective and apply their knowledge within the scope of pedagogical contexts in a gender and diversity-sensitive way.</p>		
	Prerequisites: successful completion of elective module 2		

2.2	Elective Module: Methods: Body Relations in Education and Culture	h	ECTS-credits
a.	<p>SE Research Seminar: Methodology and Selected Methods Discourse theory, Concept of Habitus, social structure analysis, ethnography and phenomenology are the theoretical reference points of the methodological discussion in the seminar. In this respect, special focus is placed on methods and combinations, which were developed and tested in Science, Cultural, Governmental, Disability and Gender Studies. The research examples and methods introduced in the seminar are taken from these research perspectives.</p>	2	5
b.	<p>SE/EX Research Workshop: Body Relations in Education and Culture This seminar has research workshop character and can when indicated be conducted as excursion. The research workshop serves the acquisition and testing of practical research competences on empirical examinations of body relations. They are acquired by planning and implementing of studies, supervised field trips or working on existing research projects in the field of education and culture.</p>	2	5

	Total	4	10
	Learning Outcomes: The students apply selected methodologies and methods, which have shown to be suitable for researching body relations and practices in the field of education. They are able to evaluate research approaches and results. They develop research designs for own questions and plan a research project, which prepares them for their Master's Thesis.		
	Prerequisites: successful completion of elective module 2		

3.	Elective Module: Unconscious Processes in Education and Culture	h	ECTS-credits
a.	VO Psychoanalytic Educational Science In this lecture knowledge about the history, theory, practice and methodology of psychoanalytic educational science is advanced. To do so, classic as well as modern approaches of psychoanalysis are introduced and the importance of unconscious processes for the understanding of pedagogical situations are dealt with. Moreover, the contribution of psychoanalytic thinking, acting and researching to a deeper understanding of subdisciplines of educational science are reflected on and discussed.	2	5
b.	SE Current Psychoanalytic Discourse on Education and Culture This seminar deals with current developments and theoretical innovations in the field of psychoanalysis. The structural change of society, family and education produces dislimitation phenomena, such as the cultural dissociation of sexuality and reproduction. The diversification of relationship types, gender and generational relations that go with it as well as subjective states of exhaustion and optimisation efforts are examined considering culture-critical aspects. Central focus lies also on the question of circumstances of power and domination and their interrelation with educational conditions.	2	5
	Total	4	10
	Learning Outcomes: Students are able to apply psychoanalytic theories, practices and methods on questions in educational sciences. They know and reflect on the influence of unconscious determinants on education and culture. Moreover, they develop forms of action and intervention targeted towards problem solution.		
	Prerequisites: none		

3.1	Elective Module: Advanced Course: Unconscious Processes in Education and Culture	h	ECTS-credits
a.	VU Theories of Development and the Genesis of Mental Health Problems This course deals with psychoanalytical explanation models for the human development as well as aetiological and phenomenological diagnostics for e.g. fear, shame, depression, narcissistic and sexual disorders. Human development in its individual-continuous or discontinuous courses resp. is seen and examined as cultural, society- and family-related phenomenon. This context creates the theoretical framework for the dimensions of a scene for a psychoanalytical understanding of the subject.	2	5

b.	SE Psychoanalytic Reflection of Pedagogical Fields of Action The seminar deals with the planning and the reflection on actual pedagogical-psychoanalytical education offers and professional practices in different fields of educational science. It is discussed how to implement psychoanalytical interventions, e.g. in educational counselling, gender pedagogy or adult education. All these forms of intervention and action aim at providing psychoanalytic-pedagogical support.	2	5
	Total	4	10
	Learning Outcomes: The students apply psychoanalytic theories on human development and are able to recognise, assess and explain modern and post-modern disorders. Against the background of this knowledge, they are able to develop and use pedagogically professional forms of action. Moreover, the students are able to relate theory to practice, to critically reflect on this and to deduce research questions.		
	Prerequisites: successful completion of elective module 3		

3.2	Elective Module: Methods: Unconscious Processes in Education and Culture	h	ECTS-credits
a.	SE Research Seminar: The Unconscious in Education and Culture Based on selected examples, this seminars gives a well-founded insight into how psychoanalytical research questions can be answered in a methodological and methodical way. To do so, theoretical as well as empirical approaches are dealt with. Different research designs relevant for psychoanalysis (e.g. single case analyses, ethnographic field research, cultural analysis) and research methods (e.g. in-depth interviews, tests, scenic understanding) are discussed. Possibilities and limitations of the respective approaches are discussed in detail.	2	5
b.	SE Research Workshop: The Unconscious in Education and Culture The psychoanalytic research workshop serves the advanced discussion of genuine psychoanalytic methods, such as in-depth hermeneutics, psychoanalytic text interpretation and other methods in cultural science. With actual examples, the unconscious dimension of processes in education and varied cultural phenomena are looked at. In the course of this, objectivations such as texts, films, videos and pictures are interpreted. The practical application advances the psychoanalytic research competence.	2	5
	Total	4	10
	Learning Outcomes: Students have an advanced knowledge in the field of psychoanalytic research and are able to assess theoretical and empirical psychoanalytic studies and their possibilities and limitations. They are able to plan and implement psychoanalytic research projects with the help of suitable research designs and methods independently. Students are able to apply psychoanalytic methodology on phenomena in education and culture.		
	Prerequisites: successful completion of elective module 3		

4.	Elective Module: Migration and Education	h	ECTS-credits
a.	VO Concepts of Intercultural and Diversity-Orientated Education The lecture gives an in-depth insight into the history and the different concepts of the pedagogical discourse of migration and education. The focus is on relevant relations of difference, different experiences of migration and the pedagogical approach to them. This is retraced on the basis of different historical concepts and pedagogical ideas. The focus is on an examination of different educational offers and concepts from the perspective of migration education.	2	5
b.	SE Biography and Subject in the (Post)-Migration Society The seminar addresses the conditions, forms and consequences of subjectification processes in the migration society. The focus is on social and individual strategies for locating migration and migration experiences. The selected aspects include: multiple belonging, transculturality and post-migrant perspectives. In concrete case studies, these theoretical perspectives are applied to children, young people and adults as well as professional pedagogical practices. Conventional notions of identity are questioned and alternatives discussed.	2	5
	Total	4	10
	Learning Outcomes: The students apply the acquired differentiated specialised knowledge about migration and education and compare historical and current normative claims of migration education. They develop a critical-reflexive knowledge of migration relations in the globalised world and acquire the competence to assess conditions, forms and consequences of subjectification processes in the (post)migration society and to apply them to educational contexts.		
	Prerequisites: none		

4.1	Elective Module: Advanced Course: Migration and Education	h	ECTS-credits
a.	VU Discrimination and Racism This course offers advanced knowledge on theories and approaches, which understand racism not as a marginal system in European societies, but as a structural characteristic of them. The radical consequences of this perspective of analysis for educational sciences is discussed. A critical examination of hegemonic forms of knowledge production and their normalisation in society are dealt with. Based on this, the relevance of a democratic understanding of society and education as well as the importance of diversity research for educational sciences are discussed. Selected aspects are: naturalisation of difference, structural discrimination, racism as know-how of the society.	2	5
b.	SE Normative References of Pedagogical Acting In this seminar basic normative and ethical concepts (such as recognition theories, human rights theories, post-colonial and post-migrant approaches) are discussed. Their educational relevance is introduced and their consequences for pedagogical acting examined. The focus lies on an examination of Eurocentric core assumptions and their implications for science as society. They manifest in educational contexts and based on selected examples pedagogical practices for dealing with migration and diversity, they are highlighted and discussed.	2	5
	Total	4	10

	<p>Learning Outcomes: Students know the history and interpret different manifestations of racism. They compare migration-pedagogical terms and approaches and evaluate their claims of validity. Students present guidelines of racism-critical approaches and are able to take up a critical-reflective position. Moreover, they analyse normative and ethical key concepts and use them for their pedagogical acting.</p>
	<p>Prerequisites: successful completion of elective module 4</p>

4.2	Elective Module: Methods: Migration and Education	h	ECTS-credits
a.	<p>SE Research Seminar: Methods of Migration and Diversity Research The seminar makes an advanced examination of methods, relating theories and terms of migration and diversity research, possible. This is done from the perspective of critical migration studies, such as cultural, postcolonial and postmigration studies. The main focus lies on methodological-methodical and terminology-theoretic discussion. Based on the examination of selected studies and their results, the students prepare their own empirical explorations in the pedagogical practice.</p>	2	5
b.	<p>SE Research Workshop: Exploration of Conditions of Difference and Dominance Students are given the opportunity to develop their own research questions on pedagogically relevant conditions of difference and dominance, based on their previously acquired knowledge in the field of migration and education. This is followed by methodologically guided investigations in pedagogical contexts of action. With qualitative research methods (interviews, participant observation and discourse analysis) empirical studies are conducted, evaluated and presented. The seminar aims at linking theory and practice and at getting feedback.</p>	2	5
	Total	4	10
	<p>Learning Outcomes: Students deal with concepts and methods of research in migration, diversity and difference and are able to locate research results. Inquisitive learning enables the students to get a critical-reflective attitude towards their knowledge and practice and to evaluate difference and power relations. Migration-related issues are assessed in terms of their significance for everyday life and applied within the framework of empirical research projects.</p>		
	<p>Prerequisites: successful completion of elective module 4</p>		

5.	Elective Module: Intergenerational Relations and Learning in the Life Course	h	ECTS-credits
a.	<p>VO Intergenerational Relations and Learning in the Life Course The lecture includes an in-depth examination of the shaping of family and social generational relationships. The influence of pedagogical intergenerational relations on the learning and educational development in contexts in- and outside of school are examined from a life-span perspective. The emphasis lies on individual learning development in the family and in the educational system from childhood to the young adult age on the one hand. On the other hand, inequalities in the participation in education are examined against the background of different social, personal and cultural circumstances.</p>	2	5

b.	SE Education in Family, Elementary Pedagogy and School In the seminar theories and research findings for understanding learning and educational processes in families, elementary educational institutions and schools are described and analysed. Main foci lies on pedagogical intergenerational relations and the interrelations of familial, elementary educational and school contexts during transitions in the educational system. Family, nursery, kindergarten and school are examined regarding their importance for the individual learning development as well as institutions of society with different structures and functions with regards to culture and history. Their share in the development, perpetuation and decrease of social inequality is examined.	2	5
	Total	4	10
	Learning Outcomes: The students deal with the theoretical concepts and empirical findings on the relations of generations and education as well as the individual and society from a life-span perspective. They develop an awareness for the historic, institutional and social conditionality of individual education curricula. They can identify specific processes in learning contexts such as family, nursery, kindergarten and school and reflect on and assess the emergence of social inequality.		
	Prerequisites: none		

5.1	Elective Module: Advanced Course: Intergenerational Relations and Learning in the Life Course	h	ECTS-credits
a.	VU Knowledge and Generation: Intergenerational Continuity and Generational Change This course analyses the formation, passing on and renewing of knowledge, moral concepts and behavioural patterns within the scope of generational relations in society and of educational generational relations in family and school. The discussion takes place from a historical and comparative cultural perspective as well as on the basis of educational science, sociological and learning psychology concepts and findings. It is examined how and under what conditions knowledge, attitudes towards upbringing and education or relationship competences develop and are “socially inherited” or how individual experiences and the “zeitgeist” change from generation to generation.	2	5
b.	SE Development and Education in Adolescence and Young Adulthood Against the background of theoretical concepts and research findings, this seminar analyses learning, educational and psycho-social development processes as well as different biographies from adolescent age to adulthood. On the one hand, the focus is on the development of action skills and opportunities for participation in the transition from adolescence to young adulthood. On the other hand, special attention is paid to the development of social skills and lifelong learning skills.	2	5
	Total	4	10
	Learning Outcomes: Students are able to assess theoretical concepts and empirical findings on questions of intergenerational continuity and generational change of knowledge, moral concepts and behavioural patterns. They are able to deduce and scientifically substantiate the conditions and mechanisms of continuity and change in intergenerational relations in families and society. Moreover, they can identify learning and educational processes in adolescence and adulthood and apply it in their professional, pedagogical actions for supporting competence development in these life stages.		

	Prerequisites: successful completion of elective module 5
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5.2	Elective Module: Methods: Intergenerational Relations and Learning in the Life Course	h	ECTS-credits
a.	SE Research Seminar: Methods in Intergenerational, Life Course and Educational Research Intergenerational, life course and educational research has different research designs and methods. It can for example rely on longitudinal section and cohort analyses, on studies of questionnaires, interview procedures and document research and uses quantitative as well as qualitative data collection and evaluation processes. In the research seminar selected research methods are explained in theory and illustrated with empirical studies. The methods are analysed in a differentiated way and practiced with actual examples or based on available of self-collected data resp.	2	5
b.	SE Research Workshop: Generation and Education in the Course of Life In the research workshop students get the opportunity to develop their own research perspectives from their acquired knowledge in the field of generations, education and life course.	2	5
	Total	4	10
	Learning Outcomes: The students develop an advanced methodological understanding in the field of intergenerational, life course and educational research and possess the required practical skills to plan, implement, evaluate and document a small research project. They are able to identify different research designs and methods and critically compare and assess regarding their advantages and limitations them against the background of the quality criteria of empirical research.		
	Prerequisites: successful completion of elective module 5		

6.	Elective Module: Conflict, Trauma and Violence in Education	h	ECTS-credits
a.	VO Theories and Structures of Conflict, Trauma and Violence Theories on conflicts, trauma and violence are dealt with in detail in this lecture. The course is oriented towards historical reconstructions of the cultivation of violence and discusses current discourses on conflict and violence, such as the persistence of structural forms of violence, the role of terror or the image of the enemy in history and the present.	2	5
b.	SE Trauma and Violence in Memory and Collective Memory The seminar looks at the cohesion of trauma and violence as well as memory and remembrance: For example, the concept of collective trauma is dealt with in its historical genesis. Furthermore, rites of remembrance, symbolisms of remembrance and didactics of mediation will be critically discussed.	2	5
	Total	4	10
	Learning Outcomes: Students are able to identify and compare theoretical approaches to conflict, violence and trauma. They are able to apply central terms and concepts scientifically and to reflect on their relevance.		
	Prerequisites: none		

6.1	Elective Module: Advanced Course: Conflict, Trauma and Violence in Education	h	ECTS-credits
a.	VU Trauma and Subject Based on the reconstruction of actual conflicts and processes, the topic of individual traumatisation, the reconstruction of traumatic and violent experiences and their respective importance for socialisation, identity and subject formation are brought up. Different concepts and theories of trauma are introduced and the individual experience is examined on the basis of narration, memory and adaptation.	2	5
b.	SE Experiencing Violence and Trauma: Selected Chapter The seminar deals in depth with developments in society, politics and culture and analyses theory-practice-relations of violence and trauma. Current topics such as terror, war, flight, catastrophes as well as violence are discussed.	2	5
	Total	4	10
	Learning Outcomes: Students deal with theories on conflict, trauma and violence. They apply their acquired knowledge in actual pedagogical contexts in highly charged social areas.		
	Prerequisites: successful completion of elective module 6		

6.2	Elective Module: Methods: Conflict, Trauma and Violence in Education	h	ECTS-credits
a.	SE Research Seminar: Methods in Conflict, Trauma and Violence Research The seminar deals in-depth with methods and models of conflict, violence and trauma research. The acquisition of methodological knowledge is combined with the development and testing of questions in different pedagogical contexts. In addition to qualitative methods and procedures of interpretative text analysis, quantitative or text- and image-analytical methods are also practiced.	2	5
b.	SE Research Workshop on Conflict, Trauma and Violence The research workshop deals with the relations within the thematic field of conflict, trauma and violence. Methodological problems and decisions regarding the relationship between object, theory and method are discussed.	2	5
	Total	4	10
	Learning Outcomes: The students are able to compare and explain reference theories and paradigms in the field of conflict, trauma and violence research. They are able to independently generate and work on research questions and to apply respective research methods in an appropriate way.		
	Prerequisites: successful completion of elective module 6		

7. For **Individual Specialisation** modules corresponding to a maximum of 20 ECTS-Credits can be freely chosen from the Master's Programmes offered at the University of Innsbruck acc. to § 54, par. 1 of the Universities Act or from a Minor (Supplementary Subject Area) for master programmes. Recommend is for example the passing of modules from the School Teacher Training Master's Programme (Secondary Schools), Specialisation: Media Education or the interfaculty Master's Programme "Gender, Culture and Social Change". Minors are fixed modules from other disciplines covering a total of 30 ECTS-Credits. They are announced in the University of Innsbruck bulletin.

§ 8 Master's Thesis

- (1) In the Master's Programme a Master's Thesis corresponding 20 ECTS-Credits must be written. The Master's Thesis is a scientific paper that serves as proof of the ability to deal with a scientific topic independently and appropriately with regards to content and methodology.
- (2) Students have the right to suggest the topic for their Master's Thesis or to select from a number of suggestions. The topic of the Master's Thesis must be related to a topic of compulsory modules 1 to 4 or the selected elective modules 1 to 6.
- (3) Written announcement of the topic and the supervisor requires the successful evaluation of compulsory modules 1 to 4 and three elective modules from 1, 2, 3, 5 and 6.

§ 9 Examination regulations

- (1) Modules are assessed by module examinations. Module examinations are examinations that serve to show the knowledge and skills gained in a module. The module is completed by positive evaluation of all parts of a module examinations.
- (2) Courses of modules are assessed by course examinations. Course examinations are
 1. Examinations that assess the knowledge and skills covered by an individual course and where the performance is assessed by a single examination at the end of the course. The course lecturer must communicate the examination method (written or oral) before the start of the course.
 2. Courses with continuous performance assessment, for which the performance assessment is based on regular written and/or oral contributions by the participants.
- (3) Course lecturers must inform the students on the targets, contents and methods of their course in a suitable fashion before the start of each semester, as well as on the contents, the methods and the evaluations criteria and standards of the course examinations.
- (4) The module "Preparation of the Master's Thesis" is evaluated by the supervisor of the Master's Thesis based on an abstract. Positive evaluation reads "successfully completed", negative evaluation "unsuccessfully completed".
- (5) The module "Master's Thesis Defence" is evaluated by an oral examination before an examination board consisting of three persons.

§ 10 Academic degree

Graduates of the Master's Programme Educational Sciences are awarded the title "Master of Arts", abbreviated "MA".

§ 11 Coming into force

- (1) The curriculum comes into force on 1 October 2017.
- (2) The changes of the curriculum acc. to the version of the University of Innsbruck Bulletin of 28 June 2019, Issue 65, No. 572 come into effect on 1 October 2019 and are to be applied to all students.
- (3) The changes of the curriculum in the version of the University of Innsbruck Bulletin of 18 May 2022, Issue 42, No. 498 come into effect on 1 October 2022 and are to be applied to all students.

§ 12 Transitional regulations

- (1) This curriculum applies to all students commencing admitted to the Master's Programme Educational Sciences from the 2017/18 winter semester onwards.
- (2) Regular students, who have started the Master's Programme Educational Sciences according to the Curriculum of 2008, University of Innsbruck Bulletin of 17 September 2008, Issue 54, No. 378 are entitled to finish this programme within five semesters at the most from now on.

- (3) If the Master's Programme according to the Curriculum of 2008 is not completed in time, the students are subject to the Curriculum of the Master's Programme Educational Sciences 2017, University of Innsbruck Bulletin of 14 December 2016, Issue 15, No. 138. Students are entitled to change to the Curriculum of 2017 on a voluntary basis.