

**Note:**

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## **Complete Version as of 1 October 2017**

### **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 work load 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. **Lectures** with practical elements (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 corresponding to 42.5 ECTS-Credits must be passed:

1.	Compulsory Module: Theory of Education	h	ECTS-Credits
a.	<p><b>VO Theories and Paradigms of Educational Sciences</b></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><b>VU History and Systematics of Issues in Educational Sciences</b></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 follows 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 modernization in culture and society.</p>	2	3.5
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b></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><b>Prerequisites:</b> none</p>		

2.	<b>Compulsory Module: Subject and Society under the Perspective of Social Inequality</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VO Theories of Socialisation and Subjectivity</b>            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>b.</b>	<p><b>VU Subject Formation and Subjectivation</b>            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 kind of knowledge deployment (dispositif) creates the formation of specific contemporary types 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?</p>	2	3.5
<b>Total</b>		<b>4</b>	<b>7.5</b>
<p><b>Learning Outcomes:</b>            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.</p>			
<p><b>Prerequisites:</b> none</p>			

3.	<b>Compulsory Module: Pedagogic Professionalisation and Professional Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VO Professionalisation in the Contexts of Theory, Empiricism and Practice</b>            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. These terms are critically reflected upon and compared to neighbouring disciplines. The instruments of different theoretical approaches and concepts of pedagogic professionalisation won this way are related to processes of education, learning, socialisation and interaction with practical examples.            This highlights the complexity of educational work in pedagogic fields of action on the one hand, and reveals the necessity of a relational view and analysis (relation between theory, empiricism and practice) of professionalisation.</p>	2	4

<b>b.</b>	<b>VU Action as Competence</b> 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 on different fields of practice. The practically applied concepts of action and competence are questioned with the intention of critical reflection on their normative implications and basic perceptions of education. Then different forms of pedagogic counselling, supervision, teaching or media competence are discussed and analysed.	2	3.5
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> 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 with examples of actual situations and plan suitable actions and assess them appropriately.		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Methodology &amp; Research Methods in Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Methodology and Methods of Theoretical Research</b> 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.	2	2.5
	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.		
<b>b.</b>	<b>VU Methodology and Methods of Qualitative Empirical Research</b> 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 method-critical 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.	2	2.5

<b>c.</b>	<p><b>VU Methodology and Methods of Quantitative Empirical Research</b></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.</p> <p>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> <p>Topics include data collection and evaluation methods, such as structured observations, questionnaires, analyses of variance and regression analyses</p>	2	2.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b></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><b>Prerequisites:</b> none</p>		

<b>5.</b>	<b>Compulsory Module: Master's Thesis Seminar</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p><b>SE Master's Thesis Seminar</b></p> <p>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 detail.</p>	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes:</b></p> <p>Graduates are able to design a scientific study, to implement it and to present the research results in different contexts.</p>		
	<p><b>Prerequisites:</b> positively passed compulsory modules 1 to 4 (30 ECTS-Credit) and two positively passed elective modules (20 ECTS-Credits)</p>		

<b>6.</b>	<b>Compulsory Module: Interdisciplinary Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p>Providing the availability of places, courses corresponding to 5 ECTS-Credits can be selected from the curricula of the diploma and master's programmes at the University of Innsbruck. Recommended is e.g. the passing of courses from the Master's Programme Secondary School Teacher Training, Specialisation: Media Education or the interfaculty Master's Programme Gender, Culture and Social Change.</p>	-	5
	<b>Total</b>	<b>-</b>	<b>5</b>
	<p><b>Learning Outcomes:</b></p> <p>This modules aims at expanding the study programme and at acquiring additional qualifications.</p>		

	<b>Prerequisites:</b> The requirements specified by the respective curricula must be met.
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7.	<b>Compulsory Module: Master's Thesis Defense</b>	<b>h</b>	<b>ECTS-Credits</b>
	Final oral defense of the Master's Thesis in front of a board of examiners		2.5
	<b>Total</b>		<b>2.5</b>
	<b>Learning Outcomes:</b> 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.		
	<b>Prerequisites:</b> positive evaluation of all other compulsory modules and required 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.	<b>Elective Module: Inequality and Inclusion in Education, Childhood and Families</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO History and Theory of Social Inequality and Inclusion</b> The lecture deals in detail with the history and theory of social inequality and inclusion. The focus lies on theoretical concepts, which explain exclusion or inclusion resp. of persons with disability in upbringing, education and work. Forms of institutional discrimination and stigmatising as well as subjectivation are discussed in theory. Moreover it is discussed how pedagogical attributions of abilities legitimate circumstances of inequality. The economic, legal, cultural and technological conditions promoting equality and inclusion are debated. Against this background it is reflected how self-determination of children, adolescents and adults can be enabled with professional acting of pedagogical experts.	2	5
<b>b.</b>	<b>SE Special Childhoods and Biographies: Disability and Ability</b> Children, adolescents and adults are exposed to unequal attributions of equality in social interactions, institutions of society and scientific discourses. The topic of disability is expanded with a critical reflection on abilities: Disabilities are not understood as deviation of normality, but as interpersonal and societal relationship, which is expressed in the determination of abilities. The term "ableism" refers to all these social, institutional and socio-technical processes, which attribute abilities to individuals, groups or things, in a commendatory or pejorative way. The seminar deals with the question how such attributions of abilities develop in biographies and are reinforced in the intersection of disability-, gender- or original-specific attributions.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>

	<p><b>Learning Outcomes:</b>  Students are able to explain the history and theory of social inequality. They are able to bring forward arguments based on theory for the development of exclusion and inclusion processes. They evaluate how self-determination and inclusion can be enabled in education and work. They assess and evaluate the effects of attributions of abilities on children, adolescents and adults.  They apply their theoretical knowledge about the intersection of disability, gender and origin for analysing educational inclusive practices and social processes of disability and ability.</p>
	<p><b>Prerequisites:</b> none</p>

1.1	<b>Elective Module: Advanced Course: Inequality and Inclusion in Education, Childhood and Families</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VU Childhood, Parenthood and Family in Social Change</b>  This course's topic is childhood, parenthood and family in social change. The discourse and social history of childhood are linked to the gender- and generational relations in families as well as to the relations in educational institutions. Children and families are looked at in the context of historic childhood, generational as well as gender systems.  Theories which explain how childhood, parenthood and family are possible are explained. Focus lies on systems and practices of differentiating different social environments: e.g. differentiating between children and adults, mothers and fathers, daughters and sons, girls and boys. Images of children, parents and families are reflected upon in their importance for professional acting of pedagogical experts.</p>	2	5
<b>b.</b>	<p><b>SE Plurality of Childhoods and a Pedagogy of Plurality</b>  Childhoods and the acting of children are linked to settings ("rooms"), e.g. separating, integrating, inclusive, urban, rural, virtual and pedagogically staged; predominantly separated according to class, age group, gender, disability and ethnical affiliation. These rooms enable action and limit the possibilities of actions of children.  In their everyday actions, these settings are continuously (re)produced. Against the backdrop of a "plurality of rooms for children", current methods of a "pedagogy of plurality" are discussed and tested, e.g. a gender- and origin-reflected pedagogy for girls and boys in consideration of further circumstances of inequality in society. To do so, theoretical concepts of gender, disability, migration and social environment research as well as research in intersectionality are evaluated with regards to their relevance for practice.</p>	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<p><b>Learning Outcomes:</b>  Students explain the causes of social change and their effects on childhood, parenthood and family. They present theory-based arguments for how images of childhood, parenthood and family can be constructed and evaluate their effects on pedagogical acting. They analyse childish practices and children cultures in relation to the socio-cultural constitution of childhood and the relation of childhood and setting.  To do so they apply their theoretical knowledge in gender, disability, migration and working class studies for research and for their pedagogical practice.</p>		
	<p><b>Prerequisites:</b> positive evaluation of elective module 1</p>		



1.2	<b>Elective Module: Methods: Inequality and Inclusion in Education, Childhood and Families</b>	<b>h</b>	<b>ECTS- Credits</b>
<b>a.</b>	<p><b>SE Research Seminar: Methods in Inequality, Inclusion and Childhood Research</b></p> <p>The seminar includes an advanced discussion of different theories and methodologies in qualitative social research. The discussion includes interpretative methods, which reconstruct the subjective perspective of children, adolescents and adults and enable the participation of the involved persons in the research process to get insights into the life realities. Moreover methods of power, expert and institution analysis are taught to analyse social constructions such as childhood, parenthood, family and disability and to understand aspects of inequality and social change. Based on selected studies, it is discussed how to use and implement the studies and it is reflected, which ethical questions relate to the research.</p>	2	5
<b>b.</b>	<p><b>SE Research Workshop on Inequality, Inclusion and Childhood</b></p> <p>In the seminar different theories of qualitative social research are applied, which are used in the field of inclusion, childhood and family research. During the developing process of research questions, different methods are assessed for their suitability. Different evaluation methods are practiced. In research training projects, the collection and evaluation of interpretative data is planned and individual methods are applied. The findings are presented orally and possibilities and limitations of the findings are reflected upon.</p>	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<p><b>Learning Outcomes:</b> Students explain the theories and methodologies of qualitative social research. They compare methods for researching subjective perspectives with methods of power and institutional analysis. Moreover, they develop questions in relation to childhood, family, inclusion and social inequality. They apply methods for collecting and evaluating, present the results and draw professional conclusions.</p>			
<p><b>Prerequisites:</b> successful evaluation of elective module 1</p>			

2.	<b>Elective Module: Body Relations in Education and Culture</b>	<b>h</b>	<b>ECTS- Credits</b>
<b>a.</b>	<p><b>VO Docile Bodies: History and Theory of the Human Body</b></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 about the instances of society and pedagogy, which teach the body in a specific and historic way how it should be used, how to intensify its powers and to increase its distinctive facilities arise. In this context action-theoretical aspects of resisting bodys are gaining importance.</p>	2	5

<b>b.</b>	<b>SE Imperfect Humans. Theory and Criticism of Normality</b> 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 18 <sup>th</sup> 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.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> 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.			
<b>Prerequisites:</b> none			

<b>2.1</b>	<b>Elective Module: Advanced Course: Body Relations in Education and Culture</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Body Relations and Sex. Selected Examples.</b> 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.	2	5
<b>b.</b>	<b>SE Eros, Sexuality and Gender Relations</b> 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.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> 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.			
<b>Prerequisites:</b> successful evaluation of elective module 2			

2.2	<b>Elective Module: Methods: Body Relations in Education and Culture</b>	<b>h</b>	<b>ECTS- Credits</b>
<b>a.</b>	<b>SE Research Seminar: Methodology and Selected Methods</b> 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.	2	5
<b>b.</b>	<b>SE/EX Research Workshop: Body Relations in Education and Culture</b> This seminar has research workshop character and can possibly be conducted as excursion. The research workshops 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.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> 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.			
<b>Prerequisites:</b> positive evaluation of elective module 2			

3.	<b>Elective Module: Unconscious Processes in Education and Culture</b>	<b>h</b>	<b>ECTS- Credits</b>
<b>a.</b>	<b>VO Psychoanalytic Educational Science</b> 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 sub-disciplines of educational science are reflected on and discussed.	2	5
<b>b.</b>	<b>SE Current Psychoanalytic Discourse on Education and Culture</b> 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
<b>Total</b>		<b>4</b>	<b>10</b>

	<p><b>Learning Outcomes:</b> 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.</p>
	<p><b>Prerequisites:</b> none</p>

3.1	<b>Elective Module: Advanced Course: Unconscious Processes in Education and Culture</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VU Theories of Development and the Genesis of Mental Health Problems</b> 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 an psychoanalytical understanding of the subject.</p>	2	5
<b>b.</b>	<p><b>SE Psychoanalytic Reflection of Pedagogical Fields of Action</b> 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.</p>	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<p><b>Learning Outcomes:</b> 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.</p>		
	<p><b>Prerequisites:</b> successful evaluation of elective module 3</p>		

3.2	<b>Elective Module: Methods: Unconscious Processes in Education and Culture</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>SE Research Seminar: The Unconscious om Education and Culture</b> 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.</p>	2	5

<b>b.</b>	<b>SE Research Workshop: The Unconscious in Education and Culture</b> 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
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> 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.			
<b>Prerequisites:</b> positive evaluation of elective module 3			

<b>4.</b>	<b>Elective Module: Migration and Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Concepts of Intercultural and Diversity-Orientated Education</b> The lectures gives a deeper insight in the history and the different concepts of pedagogical discourse of migration and education. The focus lies on the relevant relations of difference in the migration society, different migration experiences and the way to deal with it in education. This is done by studying different historic concepts and pedagogical perceptions – from foreigner pedagogy to diversity-orientated education. The focus lies on dealing with different educational offers and concepts from a migration-pedagogical perspective.	2	5
<b>b.</b>	<b>SE Identity and Subject in the Migration Society</b> This seminar discusses conditions, forms and consequences of subjectivation processes in the migration society. The focus lies on the localisation strategies of society and individuals of migration and migration experiences. Among the selected aspects are: plural affiliation, transculturality and post-migratory approaches. These theory perspectives as well as pedagogical practices are applied to children, adolescents and adults in actual case examples. Conventional identity concepts are questioned and alternatives discussed.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> Students apply the acquired differentiated expert knowledge on migration and education and compare historic and contemporary normative demands of migration pedagogy. They develop a critical-reflective knowledge about migration conditions in a globalised world and acquire the competence to evaluate conditions, forms and consequences of subjectivation processes in the migration society and to apply them in pedagogical contexts.			
<b>Prerequisites:</b> none			

4.1	<b>Elective Module: Advanced Course: Migration and Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Discrimination and Racism</b> 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 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 pedagogy are discussed. Selected aspects are: naturalisation of difference, structural discrimination, racism as know-how of the society.	2	5
<b>b.</b>	<b>SE Normative References of Migration-Pedagogical Acting</b> In this seminar basic normative and ethical concepts (such as recognition theories, human rights theories, post-colonial and deconstructive 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 and society. They manifest in educational contexts and based on selected examples pedagogical practices for dealing with migration are highlighted and discussed.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcome:</b> 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 apply them on pedagogical acting.			
<b>Prerequisites:</b> positive evaluation of elective module 4			

4.2	<b>Elective Module: Methods: Migration and Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Research Seminar: Methods of Migration and Diversity Research</b> The seminar makes an advanced examination of methods, relating theories and terms of migration and diversity research, possible. This is done with the perspective of critical migration research, such as the Cultural and Postcolonial Studies. 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.	2	5
<b>b.</b>	<b>SE Research Workshop: Exploration of Conditions of Difference and Dominance</b> Students get the opportunity to develop their own research questions on pedagogically relevant conditions of difference and dominance, based on their acquired knowledge in the field of migration and education. They then undertake examinations of pedagogical contexts of action based on methodology. With qualitative research methods (interviews, participating observation and discourse analysis) empirical studies are conducted, evaluated and presented. The seminar aims at linking theory and practice and reciprocal feedback.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>

	<p><b>Learning Outcomes.</b> 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-pedagogical questions are assessed for their importance for everyday life and applied within the scope of empirical research projects.</p>
	<p><b>Prerequisites:</b> positive evaluation of elective module 4</p>

5.	Elective Module: Intergenerational Relations and Learning in the Life Course	h	ECTS-Credits
a.	<p><b>VO Intergenerational Relations and Learning in the Life Course</b> The lecture includes an in-depth historic and culture-comparing as well as theoretical and empirical examination of the design of intergenerational relations in families and in the society. 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.	<p><b>SE Education in Family, Elementary Pedagogy and School</b> 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.</p>	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<p><b>Learning Outcomes:</b> 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.</p>		
	<p><b>Prerequisites:</b> none</p>		

5.1	<b>Educational Module: Advanced Course: Intergenerational Relations and Learning in the Life Course</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VU Knowledge and Generation: Intergenerational Continuity and Generational Change</b>            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 examination considers historic and cross-culture perspectives as well as educational, sociological and learning-theoretical concepts and findings. Special focus is dedicated to the mechanisms and conditions of “social inheritance” in generational relations in families. It is examined how and under which conditions risk knowledge, attitudes towards upbringing and education or relationship competences develop and are “passed on” or are changed from generation to generation due to individual experiences and the zeitgeist resp.</p>	2	5
<b>b.</b>	<p><b>SE Development and Education in Adolescence and Adulthood</b>            Against the background of theoretical concepts and research findings, this seminar analyses learning, educational and psycho-social development processes as well as different curricula from adolescent age to adulthood. Main foci are in particular the development of action competence and participation opportunities during the transition of adolescence to adulthood on the one hand, and the development of social competences and life-long-learning competences on the other hand. In addition to learning experiences in school and families, the educational offers for adolescents and adults are examined.</p>	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<p><b>Learning Outcomes:</b>            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.</p>			
<p><b>Prerequisites:</b> positive evaluation of elective module 5</p>			

5.2	<b>Elective Module: Methods: Intergenerational Relations and Learning in the Life Course</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>SE Research Seminar: Methods in Intergenerational, Life Course and Educational Research</b>            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.</p>	2	5



<b>b.</b>	<b>SE Research Workshop: Generation and Education in the Course of Life</b> In the research workshop students get the opportunity to develop their own research questions, perspectives and interests from their acquired knowledge in the field of generations, education and course of life. They are guided to design a small empirical study, which corresponds to the quality criteria of scientific research, against the background of an in-depth examination of research-methodological issues. The study is implemented, evaluated and presented within the scope of a supervised research project in groups. The research workshop aims at linking theory and empiricism in the field of the elective module, as well as the expanding of practical research competences.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> The students develop an advanced methodological understanding in the field of intergenerational, life course and education research and possess the required practical competences 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.			
<b>Prerequisites:</b> positive evaluation of elective module 5			

<b>6.</b>	<b>Elective Module: Conflict, Trauma and Violence in Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Theories and Structures of Conflict, Trauma and Violence</b> Theories on conflicts, trauma and violence are dealt with in detail in this lecture. The interrelations and determination relations between these concepts are investigated based on selected theories of social and cultural sciences. The course is aligned to historic reconstructions of cultivation of violence and discusses current discourses on conflict and violence, such as the continuance of structural forms of violence, the role of terror or enemy images in history and present time. Topics discussed also include political education and the possibilities of actual conflict transformation with educational processes.	2	5
<b>b.</b>	<b>SE Trauma and Violence in Memory and Collective Memory</b> The seminar focuses on cohesiveness of trauma and violence as well as of as recollection and memory and links them on two levels: On the one hand the concept of collective trauma is dealt with in its historic genesis and in its discursive relations. It is discussed to what extend various discursive interdependences between a deconstruction of transfer of individual-based theories on processes in society (offers of society – memorial days, didactical processing on different levels); this means if an individual identification with the collective is the base of subject formation and how this process can be used in memorial rites, symbols of remembrance and didactics to impart collective traumata.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> Students are able to identify and compare theoretical approaches towards explaining conflict, violence and trauma. that is why they are able to assess complex problems in these fields. Moreover, they are able to apply key terms and concepts in a scientific way and to reflect on their relevance.			
<b>Prerequisites:</b> none			

<b>6.1</b>	<b>Elective Module: Advanced Course: Conflict, Trauma and Violence in Education</b>	<b>h</b>	<b>ECTS- Credits</b>
<b>a.</b>	<b>VU Trauma and Subject</b> 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 dealt with. Different concepts and theories of trauma are introduced and used for differentiating traumas. In addition to questions of the importance of conflict, trauma and violence for the subject, the individual experiencing and the (shared) experiencing as well as the shaking of views of the self and the world, different types of traumatisation are examined. Individual-focused observations of narration, recollection, adjustment and transmission of traumata, e.g. in the sense of transgenerational transfer and perpetuation of traumatising structures are dealt with in detail.	2	5
<b>b.</b>	<b>SE Experiencing Violence and Trauma: Selected Chapter</b> 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 in contexts of society, culture and families are discussed.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> Students deal with theories on conflict, trauma and violence. They apply their knowledge in actual pedagogical contexts in highly-charged fields and are able to independently develop a theory-practice-relation and to assess pedagogical concepts for political education.			
<b>Prerequisites:</b> positive evaluation of elective module 6			

<b>6.2</b>	<b>Elective Module: Methods: Conflict, Trauma and Violence in Education</b>	<b>h</b>	<b>ECTS- Credits</b>
<b>a.</b>	<b>SE Research Seminar: Methods in Conflict, Trauma and Violence Research</b> The seminar deals in-depth with qualitative methods and models of conflict, violence and trauma research. Based on selected studies, it is discussed how empirical research on conflicts, trauma and violence can be implemented. To do so, the acquisition of knowledge about methods is combined with the development and testing of questions in different pedagogical contexts. Besides of qualitative methods and processes of interpretative text analysis, also quantitative or text- and picture-analytical methods are practiced.	2	5
<b>b.</b>	<b>SE Research Workshop on Conflict, Trauma and Violence</b> The research workshop deals with the relations within the thematic field of conflict, trauma and violence. Methodological problems and decisions are discussed in relation to the relation of item, theory and method in order to concretise and substantiate research projects and to possibly get students involved in existing research projects.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> 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 problems and to apply respective research methods in an appropriate way. Moreover, they are able to evaluate research results and approaches.			

<b>Prerequisites:</b> positive evaluation of elective module 6
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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. 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".

## **§ 8 Master's Thesis**

- (1) A Master's Thesis corresponding to 27.5 ECTS-Credits must be written. The Master's Thesis is a scientific piece of work that proves the ability to work on a scientific topic independently and in a justifiable way in terms of 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. The module "Master's Thesis Defense" is evaluated by an oral examination before an examination board consisting of three examiners.

## **§ 10 Academic degree**

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

## **§ 11 Coming into force**

The curriculum comes into force on 1 October 2017.

## **§ 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.