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Curriculum for the

Master's Programme in Educational Sciences

at the Faculty of Education of the University of Innsbruck

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§ 1 Classification of the study programme

Pursuant to §54 Universities Act, the Master's Programme in Educational Sciences at the Faculty of Education in Innsbruck is grouped among the Humanities and Cultural Studies programmes.

§ 2 Admission

- (1) The admission to the master's programme requires completion of a relevant Bachelor's degree or a relevant Bachelor's degree from a university of applied sciences or another equivalent degree from a recognised domestic or foreign post-secondary educational institution. The Rectorate shall decide on the existence of another relevant degree programme in accordance with §64 para. 3 of the University Act.
- (2) In order to compensate for significant differences in subject matter, supplementary examinations covering a maximum of 30 ECTS-Credits may be required, which must be taken by the end of the second semester of the master's programme.

§ 3 Qualification profile

- (1) The master's programme serves as in-depth scientific vocational training and represents an advanced and specialised academic degree. It builds consecutively on a relevant bachelor's programme.
- (2) It imparts the current state of research in educational sciences with a focus on addressing the social reality of societal heterogeneity. Graduates are thus able to comprehend, understand and analyse the interactions between age, class, disability, gender, migration and sexual orientation as different dimensions of social inequality and to apply this knowledge in their professional contexts. They are able to argue and judge on the basis of acquired knowledge (factual knowledge, analytical-theoretical and methodological as well as critical-reflective knowledge) and to apply acquired knowledge and key competences in new or unfamiliar contexts within multidisciplinary professional contexts.
- (3) Graduates are able to produce knowledge in the field of education and educational science, develop original and conceptual ideas, and contribute constructively to interdisciplinary and transdisciplinary discourse. They can integrate their knowledge and deal with complexity. This enables them to formulate assessments based on incomplete information, taking ethical and social responsibility into account and to communicate precisely, comprehensibly and in a differentiated manner with relevant stakeholders and experts.
- (4) The key qualifications acquired enable graduates to actively and creatively apply their professional expertise in rapidly changing conditions. They can develop, evaluate and implement complex action strategies in a problem-oriented manner.
- (5) Graduates possess learning strategies that enable them to carry out their professional activities in various fields of action in a largely self-determined manner. They are able to deal with the actions of individuals and the entire work team in a management-oriented and responsible manner, provide constructive feedback and contribute to their further development.
- (6) The Master's Programme in Educational Sciences qualifies for:
 - subject-related professional activities in establishments and institutions, as well as for
 - taking up further doctoral or other
 - research-related activities and/or
 - management, planning, analysis and advisory activities in education-related and
 - education-related professional fields and/or
 - responsible positions in government and non-government organisations, locally.
 - inter- and transnationally.

§ 4 Scope and duration

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

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

(1) Courses without continuous performance evaluation

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: no maximum number of participants.

(2) Courses with continuous performance evaluation:

1. Seminars (SE) provide in-depth treatment of scientific topics, methods and techniques through students' presentations and discussion thereof. Maximum number of students: 30; seminar for the Master's Thesis: 15.

Maximum number of students: 25 for the following seminars:

SE Research Seminar: Methods in Inequality, Inclusion and Childhood Research

SE Research Workshop on Inequality, Inclusion and Childhood

SE Research Seminar: Methodology and Selected Methods

SE Research Workshop: Body Relations in Education and Culture

SE Research Seminar: The Unconscious in Education and Culture

SE Research Workshop: The Unconscious in Education and Culture

SE Research Seminar: Methods of Migration and Diversity Research

SE Research Workshop: Exploration of Conditions of Difference and Dominance

SE Research Seminar: Methods of Intergenerational, Life Course and Educational Research

SE Research Workshop: Generation and Education in the Course of Life

SE Research Seminar: Methods of Conflict, Trauma and Violence Research

SE Research Workshop: Conflict, Trauma and Violence

2. Lectures-tutorials (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

§ 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 randomly allocated.

§ 7 Structure of the study programme

- (1) Compulsory modules covering 45 ECTS-Credits and elective modules covering 55 ECTS-Credits are to be passed. In addition, a Master's Thesis worth 20 ECTS-Credits is to be written.
- (2) The elective modules covering 50 ECTS-Credits are to be passed in the following way:
 1. A specialisation covering 30 ECTS-Credits and further modules covering 20 ECTS-Credits are to be selected from the elective modules.

Possible specialisations are:

- Social Change – Participation – Inclusive Education: elective modules 1 to 3
 - Body – Knowledge – History: elective modules 4 to 6
 - Unconscious – Intersubjectivity – Culture: elective modules 7 to 9
 - Migration – Power – Society: elective modules 10 - 12
 - Generation – Education – Course of Life: elective modules 13 to 15
 - Conflict – Trauma – Violence: elective modules 16 to 18
2. If no specialisation pursuant to §7 para. 2 no. 1 is selected, elective modules covering altogether 50 ECTS-Credits are to be selected from the elective modules.
 3. In addition, Elective Module 20: Individual Choice of Specialisation covering 5 ECTS-Credits is to be passed.

§ 8 Compulsory and elective modules

- (1) The following compulsory modules covering 45 ECTS-Credits are to be passed:

1.	Compulsory Module: General, Historical and Educational-Anthropological Perspectives on Education and Training	h	ECTS-Credits
a.	VO Theories and Paradigms of Educational Sciences The guiding questions of the lecture are how educational research, pedagogical action theories, and their implementation in pedagogical practice can be related to each other in such a way that theoretical reflections have an action-oriented effect. At the same time, it is about how practical experience can be instructive for theory development and how scientific research can be conducted both theoretically and practically.	2	4
b.	VU History and Systematics of Issues in Educational Sciences The lecture-tutorial will reconstruct the perspectives, issues and developments of pedagogy from a historical perspective. Pedagogy is a relatively young academic discipline and is closely linked to the theories and ambitions of the Enlightenment. In the 250 years since its institutionalisation, it has changed and developed in terms of its perspectives and questions, initially developing humanities-based perspectives, then social science perspectives and finally quantitative-empirical perspectives. Today, it presents itself in a broad plurality of methods and research approaches.	2	3.5
	Total	4	7.5
	Learning Outcomes: ad a.: Students can scientifically analyse educational practice on the basis of educational action theories. In addition, they can understand how practice and theory relate to each other. They are able to understand and compare central scientific patterns of interpretation, theories, positions and discourses in pedagogy/educational science and classify them historically, anthropologically and systematically. ad b.: Students can reconstruct perspectives, issues and developments in the institutionalisation of educational science from a historical perspective. They are able to formulate pedagogical and scientific questions and relate them to the present day.		

	Prerequisite/s: none
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2.	Compulsory Module: Subject and Society from the Perspective of Social Inequality	h	ECTS-Credits
a.	VO Theories of Socialisation and Subjectivity How do societies produce subjects? How do subjects produce society? What significance does education have in the supportive relationship between subject and society? The lecture teaches social science theories of the subject and society, focusing on the analysis of contexts of meaning, action, difference and inequality. The development and scope of pedagogical concepts of the person, individualisation, socialisation and subjectification are determined, and the social conflicts surrounding freedom and self-determination of the subject in democratic societies are discussed.	2	4
b.	VU Subject Formation and Subjectivation The lecture-tutorial will discuss how subject formations and subjectifications interact with social institutions and hegemonic discursive constellations, asking questions such as: Which knowledge dispositives guide the formation of which historically specific forms of subjectivation? Which conditions lead to the adoption of privileged or subordinate subject positions? How can the intersectionality of different dimensions of inequality be taken into account and made fruitful for the analysis of (educational) institutions, social organisations and biographical constellations?	2	3.5
	Total	4	7.5
Learning Outcomes: ad a.: Students are able to explain selected theories of society and the subject. They can differentiate social action from inequality. They are able to evaluate the supportive relationship between society and the subject and apply democratic principles to its educational purpose. Based on an in-depth academic examination of subject formation processes, they are able to trace these processes. ad b.: Students can explain selected theories of subjectification. They are able to differentiate between the various research programmes of subject analysis. Based on an in-depth, scientific examination of subject formation processes, they are able to trace these processes, reflectively classify their effects and apply them to various educational practices.			
Prerequisites: none			

3.	Compulsory Module: Professionalisation and Decision-Making Skills	h	ECTS-Credits
a.	VO Professionalisation in the Context of Theory, Empiricism and Practice The lecture takes an in-depth look at the history and development of pedagogical professionalisation. In particular, it deals with the concepts of profession, professionalism and professionalisation in educational science. The range of tools comprising different theoretical approaches and concepts of pedagogical professionalisation is applied to specific examples relating to processes of education, learning, socialisation and interaction.	2	4
b.	VU Action as Competence The lecture-tutorial imparts knowledge related to education, socialisation, and learning. In the exercise section, this knowledge is applied to selected concepts of pedagogical action and to various fields of practice. The	2	3.5

	concepts applied in practice are examined for normative implications and underlying ideas of education and training.		
	Total	4	7.5
	Learning Outcomes: ad a.: Students can differentiate between and understand scientific theories of professionalisation and apply them to various fields of educational practice. They are able to transfer concepts of professionalisation to various processes of education, learning and socialisation. They are able to evaluate educational situations using concrete examples and can subsequently plan professional interventions. ad b.: Students are able to critically analyse concepts of educational practice from the perspective of professionalisation research and theory. They can analyse the normative implications of various concepts of professional practice.		
	Prerequisites: none		

4.	Compulsory Module: Methodology & Research Methods in Education and Educational Science	h	ECTS-Credits
a.	VU Methodology and Methods in Theoretical Research The lecture-tutorial deals with the tradition of cultural studies and humanities and their specific methods of researching linguistic and visual aspects in all their manifestations. The examination of both forms of symbolisation also ties in with the tradition of ideological criticism and the social and cultural history of ideas and concepts. At the level of language analysis, this encompasses discourse theory and text hermeneutics methods as well as the field of conceptual history and historical source criticism. Image hermeneutics, iconographic-iconological methods and the broad spectrum of methods used in visual cultural studies serve to analyse visual artefacts.	2	2.5
b.	VU Methodology and Methods in Qualitative Empirical Research This lecture-tutorial deals with the paradigm of interpretive qualitative social sciences, in which social phenomena or circumstances are understood as the result of the intentions, objectives or purposes of the actors involved in the events. The course teaches methods for researching communication processes between social actors and procedures for authentically depicting social phenomena in the world perception of those being researched. In the practical part of the course, selected methods are analysed using research examples and practised on the basis of existing or self-collected data, followed by critical reflection on the methods.	2	2.5
c.	VU Methodology and Methods in Quantitative Empirical Research This lecture-tutorial deals with the paradigm of empirical-analytical, quantitative social and educational sciences, which is dedicated to the description, explanation and prediction of social realities and object areas. The course teaches methods for researching and intersubjectively examining laws, regularities and purposeful activities, as can be observed, for example, in the actions and thinking of actors in the field of education and training. In the practical part, selected methods are analysed using research examples, practised on the basis of existing data or own studies, and evaluated using statistical methods on the computer.	2	2.5
	Total	6	7.5

	Learning Outcomes: ad a.: Students can analyse linguistic and visual forms of symbolisation and their significance in education and training using methods of linguistic analysis, image hermeneutics and discourse theory. They are able to apply methods of ideological criticism, social and cultural history, and visual cultural studies to interpret theoretical texts and visual artefacts scientifically and reflect on them critically. Students can develop practical skills based on their specialist knowledge by implementing selected methods in the practical section, reflecting on their application and evaluating the results in a scientific context. ad b.: Students can analyse social phenomena and communication processes between social actors using qualitative methods from the interpretive social sciences. They are able to apply data collection and data analysis methods such as qualitative guided interviews, narrative interviews, participant observation, qualitative content analysis, grounded theory and objective hermeneutics to existing or self-collected data. Students are able to critically reflect on the methods used and can assess their suitability for authentically depicting social phenomena both theoretically and practically in the context of exercises. ad c.: Students can analyse and evaluate the paradigm of empirical-analytical, quantitative social and educational sciences, including the underlying objectives such as description, explanation and prediction of social realities. They can apply empirical quantitative methods to research and intersubjectively verify regularities and laws in the field of education and training by analysing research examples and evaluating their own studies or existing data using statistical methods. Students are able to develop practical skills based on their specialist knowledge by reflecting on selected methods in theory, putting them into practice in exercises and performing statistical analyses on computers.
	Prerequisites: none

5.	Compulsory Module: Preparation of the Master's Thesis	h	ECTS-Credits
	The preparation serves to agree on the topic, scope and form of the Master's Thesis on the basis of a research design. Work processes are discussed, the further course of study is planned and an agreement is reached on the time frame for completing the Master's Thesis.	-	7.5
	Total		7.5
	Learning Outcomes: Students can write a description (synopsis) of the content of their planned Master's Thesis, outline a schedule and situate their planned research project within the field of education and educational sciences. They are able to assess the state of research and research literature, write a research design and apply the principles of good scientific practice. They are able to identify, describe and apply the research ethics aspects and sustainability goals relevant to their Master's Thesis.		
	Prerequisite/s: none		

6.	Compulsory Module: Master's Thesis Seminar	h	ECTS-Credits
	SE Master's Thesis Seminar The seminar serves to support ongoing Master's Theses. The current status of the work will be presented, specific aspects will be discussed in depth, and theoretical and research methodology aspects will be explored in greater detail.	2	5
	Total	2	5

	Learning Outcomes: Students are able to design and conduct a scientific study in the field of education and educational science and present the research results in different contexts. They can apply the rules of good scientific practice and correctly implement scientific conventions. Students can expand and update their acquired knowledge in a problem-oriented manner. They are able to critically discuss specific aspects or their entire work with colleagues and reflect on social, ethical, gender and diversity-related societal implications.
	Prerequisite/s: positively passed compulsory modules 1 to 4 (30 ECTS-Credits) and two positively passed elective modules (20 ECTS-Credits)

7.	Compulsory Module: Master's Thesis Defence (Defensio)	h	ECTS-Credits
	Presentation and final oral defence (Defensio) of the independently written Master's Thesis in the form of an academic lecture, followed by an academic discussion and questioning by an examination board.	-	2.5
	Total		2.5
	Learning Outcomes: Students can present and reflect on the theoretical and methodological positions and findings of their Master's Thesis in the overall context of the Master's Programme in Educational Science. They are able to present the main findings of their Master's Thesis and defend their work in an academic discussion.		
	Prerequisite/s: positive evaluation of all other compulsory and elective modules as well as the Master's Thesis		

(2) Elective modules covering 50 ECTS-Credits are to be passed:

1.	Elective Module: Social Change – Participation - Inclusive Education	h	ECTS-Credits
a.	VO History and Theory of Social Inequality and Inclusion The lecture imparts historical and theoretical concepts of social inequality in education and educational science. It discusses selected concepts for reducing institutional discrimination in the field of education and assesses their possibilities, limitations and dilemmas with regard to strengthening the self-determination and participation of children, young people and adults. It discusses the associated requirements for the quality of professional educational practice.	2	5
b.	SE Special Childhoods and Biographies Children, adolescents and adults are exposed to unequal attributions and expectations of ability in social interactions, social institutions and scientific discourses, such as pedagogy. Through a critique of pedagogical attributions, this seminar discusses the conditions and consequences of institutional discrimination for biographical processes using selected examples.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students can explain scientific concepts of history and theories of social inequality. They are able to describe the causes and overall societal effects of social change. They can analyse and interpret experiences of social inequality and processes of social transformation. They use theory-based arguments to discuss the role of educational institutions in promoting social change and social participation among children, young people and adults against the backdrop of social inequality. They are able to assess the degree of self-determination in various (socio-		

	historical) contexts. They can reflect on educational practice and are able to evaluate concepts for reducing institutional discrimination. ad b.: Students are able to produce theory-based knowledge about institutional patterns and processes of unequal attribution of abilities to children in the field of education and training. They can analyse their effects on biographical processes. They are able to interpret the consequences by applying theoretical concepts of social inequality and social change. They can generate and discuss alternative perspectives based on the dismantling of institutional discrimination using selected examples.
	Prerequisite/s: none

2.	Specialisation: Social Change – Participation – Inclusive Education	h	ECTS-Credits
a.	VU Childhood, Parenthood and Family in Social Change This lecture-tutorial analyses the consequences of changes in parenthood, childhood and family life for educational practice. The discourse and social history of parenthood and childhood are linked to changes in gender, disability and generational relationships in families and public education and training institutions. Parenthood and childhood are understood as historical social forms, which are in turn examined from the perspective of social inequality. Children and parents are thus discussed in the context of historical childhoods, parenthood, and generational and gender orders, as well as actors of social change.	2	5
b.	SE Plurality of Childhoods and a Pedagogy of Plurality Childhoods and children's actions are tied to spaces, for example, separating, integrating, inclusive, urban, rural, virtual, and pedagogically staged spaces, mostly divided according to class, age group, gender, disability, and ethnicity. In this seminar, theoretical concepts of gender, disability, migration and milieu research, as well as intersectionality research, will be assessed in terms of their practical relevance.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students can summarise the causes and consequences of social change for parenthood, childhood and family in a theory-based manner. They are able to use theoretical concepts of social change as well as gender, disability and inequality research. They are able to characterise parenthood, childhood and family as historical social forms. They are able to recognise their connection to generational and gender orders. They are able to assess the significance of institutional change in parenthood, family and childhood for educational practice. ad b.: Students are able to explain the diversity of childhoods in history and the present day empirically and theoretically. To do so, they use theoretical concepts of social change, gender, disability and inequality research. They evaluate social and spatial theoretical references for researching processes of growing up and social positioning. They can discuss the relationship between the spaces of growing up, characterise regulations governing access to these spaces, and thus identify the facilitation as well as the promotion and prevention of social participation. Students are able to generate concepts for teaching diversity. They can evaluate their social space-oriented specialist knowledge and justify educational decisions to relevant stakeholders.		
	Prerequisite/s: positive evaluation of elective module 1		

3.	Methods: Social Change – Participation – Inclusive Education	h	ECTS-Credits
a.	SE Research Seminar: Methods in Inequality, Inclusion and Childhood Research The seminar teaches various methodologies of interpretative and participatory social research. It discusses how subjective and objective contexts of meaning arise and can be empirically analysed. Studies on participation, inclusion and social change are used to explore in depth how interpretative methods are implemented and which ethical questions accompany research.	2	5
b.	SE Research Workshop on Inequality, Inclusion and Childhood In teaching research projects, various questions and research designs are developed that aim to investigate subjective and objective contexts of meaning in social and inclusive education. Access, collection, survey, evaluation and documentation of interpretative data are planned and carried out, with individual methods being applied in practice within the group. The findings are presented and the possibilities and limitations of knowledge acquisition are reflected upon.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students can summarise interpretative social research methodologies and are able to apply these methods to analyse and critique participation, inclusion and social change. They are able to methodically assess research findings. They are able to evaluate the quality of interpretative data and assess ethical issues in participatory social research. They are able to develop questions for empirical research projects and flesh these out in detail within the framework of the course. ad b.: Students can design theory-based research topics and develop scientific questions on the relationship between inequality, inclusion and childhood. Students are able to develop independent scientific questions and implement them in qualitative empirical teaching research projects. To this end, they are able to use methods for collecting and evaluating interpretative data. They are able to report on the results of their analysis, reflect on them both theoretically and methodologically, and draw professional conclusions.		
	Prerequisite/s: positive evaluation of elective module 1		

4.	Elective Module: Body – Knowledge - History	h	ECTS-Credits
a.	VO Docile Bodies: History and Theory and the Human Body The lecture focuses on the body in its dual modality of ‘being a body’ and ‘having a body.’ With reference to concepts from body sociology and history, the body is understood as both a product and a producer of society and discussed in terms of its discursivity, materiality, and productivity: For example, as a medium of subjectification, as a place of attempts at social order, and not least as a scene of knowledge regimes and political conflicts. In this context, questions arise, for example, about the social and educational institutions that historically teach the body in specific ways how to use it, how to intensify its powers, and how to increase its means of distinction.	2	5
b.	SE Imperfect Humans. Theory and Criticism of Normality The seminar serves as a forum for historical and theoretical discussion of the category of normality as a flexible yet stable meta-concept in modern societies, as well as for discussion of its conditions and consequences. Concepts of normality and pathology, health and illness, ability and	2	5

	disability, successful and unsuccessful development, and their institutional enforcement are at the centre of this critically reflective examination. Against the backdrop of current developments in (biological and media) technology, the idea of human perfectibility is regaining importance under the banner of optimising human powers and abilities.		
	Total	4	10
	Learning Outcomes: ad a.: Students are able to explain the historicity of the body and experience, and to derive and evaluate the relevant determinants of changing body concepts and practices. They are able to explain and communicate selected social science theories of the human body. They are able to acquire critical-reflective knowledge in order to differentiate and assess the application of current body politics in the contexts of education and training. ad b.: Students are able to determine the contribution of the human sciences (such as medicine, psychiatry, special education and therapeutic education) and their institutions to normalisation processes in a historically specific manner, analyse them for the present, reflect on them critically in terms of normalisation and apply them to various fields of educational practice. They can understand and communicate the connection between norms, normality/normativity and normalisation.		
	Prerequisite/s: none		

5.	Specialisation: Body – Knowledge - History	h	ECTS-Credits
a.	VU Body Relations and Sex: Selected Examples The lecture-tutorial deals with the social construction of the body. Using historical and contemporary examples, it discusses the conditions, dimensions and effects of this process. The lecture-tutorial approaches the body as a material reality as well as a medium of social construction, an instance of identity formation, and a venue for bodily and gender politics. It draws on various social science theories to explain the interrelationship between the “genderisation of the body” and the “embodiment of gender”.	2	5
b.	SE Eros, Sexuality and Gender Relations The seminar illustrates that sexuality is a cultural product that is articulated in the context of diverse power relations. The course explores the experience of love, desire and sexuality in the context of changing (social, media, technological, etc.) conditions. The seminar uses different theoretical perspectives and methodological approaches for this purpose. It analyses the historically specific possibilities and obstacles to being sexual and applies this analysis to the educational field of sexual education and sex education.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students are able to explain normative concepts of gendered bodies and can classify them against the backdrop of social differences and inequalities. They are able to scientifically assess the relevance of the embodiment of gender in subject formation processes and apply this to various practical contexts. ad b.: Students can determine historically specific bodily relationships in the field of love and desire from a gender theory perspective. They are able to recognise and classify the specific cultural nature of sexuality and sexology. They are able to apply their knowledge in educational contexts in a gender- and diversity-sensitive manner.		
	Prerequisite/s: positive evaluation of elective module 4		

6.	Methods: Body – Knowledge - History	h	ECTS-Credits
a.	SE Research Seminar: Methodology and Selected Methods Based on selected examples that focus on the body (and physicality) as a subject of educational science and pedagogical fields of action, the seminar provides an insight into current social and cultural research on the body. To this end, theoretical, methodological and methodical approaches are developed and the possibilities and limitations of the respective concepts are discussed.	2	5
b.	SE Research Workshop: Body Relations in Education and Culture The research workshop serves to acquire and test practical research skills for the empirical investigation of physical conditions in education, training and culture. These skills are practised in the planning and implementation of smaller studies, accompanied field visits, jointly prepared and followed up thematic conferences, or through collaboration on existing, relevant research projects.	2	5
	Total	4	10
	Learning Outcomes: ad. a.: Students are able to evaluate and apply selected methodologies and methods that have proven suitable for researching bodily conditions and practices in the field of education and training. They can explain key aspects of contemporary social science research on the body and differentiate between its methodological approaches. ad b.: Students can scientifically evaluate and classify research approaches and results in the study of body relationships and body practices. They are able to develop research designs for their own questions, present them to others, plan manageable research projects and implement them within the framework of the research workshop.		
	Prerequisite/s: positive evaluation of compulsory module 4		

7.	Elective Module: The Unconscious – Intersubjectivity - Culture	h	ECTS-Credits
a.	VO Psychoanalytic Educational Science The lecture deepens knowledge of the theory, practice and methodology of psychoanalytic education and educational science. Both classical and modern approaches to psychoanalysis are presented in order to explore the unconscious of intersubjective processes (e.g. in individual development and educational practice) and contemporary cultural phenomena. In addition, the contribution of psychoanalytic thinking and research to educational science research areas is reflected upon.	2	5
b.	SE Current Psychoanalytic Discourse on Education and Culture The seminar focuses on current academic discussions and theoretical developments in psychoanalysis and psychoanalytic cultural theory. Structural changes in society, family and the individual are producing phenomena of blurred boundaries and an accompanying diversification of relationship forms and socialisation experiences, which are examined from a cultural criticism perspective.	2	5
	Total	4	10

	Learning Outcomes: ad a.: Students can name, explain and discuss psychoanalytic paradigms, theories and forms of intervention. They are able to differentiate between classical and modern approaches in psychoanalysis. They can understand the influence of individual and cultural-unconscious determinants on intersubjective processes. They can apply central psychoanalytic concepts to scientific questions in education and educational science. b.: Students are able to identify current theoretical developments in psychoanalysis and apply psychoanalytical concepts to cultural and socio-theoretical problems. They are able to interpret current cultural developments from a psychoanalytical perspective and explain connections with issues in education and educational science.
	Prerequisite/s: none

8.	Specialisation: The Unconscious – Intersubjectivity - Culture	h	ECTS-Credits
a.	VU Theories of Development and the Genesis of Mental Health Problems The lecture-tutorial covers psychoanalytical explanatory models of individual human development and, building on this, aetiological and phenomenological diagnostics and psychodynamics of mental disorders. Human development is understood and examined in its individual continuous and discontinuous processes as an individual, intersubjective and cultural phenomenon. This results in a specifically psychoanalytical understanding of the subject.	2	5
b.	SE Psychoanalytic Reflection on Pedagogical Fields of Action The seminar deals with the conception, planning and reflection of concrete psychoanalytical-pedagogical interventions and professional practices in various pedagogical fields of action. It discusses how psychoanalytical reflection on intersubjective processes contributes to the professionalisation of pedagogical action.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students can describe and understand psychoanalytic developmental theories and modern explanatory models in psychoanalytic psychopathology. They are able to differentiate between various disorders and analyse concepts of illness and health in relation to educational contexts. ad b.: Students can analyse the relationship between psychoanalytic theory and educational practice. They are able to differentiate between different areas of psychoanalytic education. Based on this, they can assess and develop professional forms of action and intervention.		
	Prerequisite/s: positive evaluation of elective module 7		

9.	Methods: The Unconscious – Intersubjectivity - Culture	h	ECTS-Credits
a.	SE Research Seminar: The Unconscious in Education and Culture The seminar uses selected examples to provide insights into psychoanalytical research questions and psychoanalytical research methods. Both theoretical and empirical approaches to psychoanalytical research are covered. Various research designs relevant to psychoanalysis (e.g. case studies, ethnographic field research, cultural analysis) and research methods (e.g. depth hermeneutics) will be discussed. The possibilities and limitations of each approach will be examined.	2	5

b.	SE Research Workshop: The Unconscious in Education and Culture The psychoanalytical research workshop serves to explore genuine psychoanalytical methods in depth, such as depth hermeneutics, psychoanalytical text interpretation and other relevant qualitative methods. Qualitative data is used to methodically explore latent connections between meanings. The practical applications of psychoanalytical methodology serve to deepen the acquisition of psychoanalytical research skills.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students can describe and understand the fundamentals of methodology in the field of psychoanalytic research. They are able to explain different methodological approaches and can present individual research methods. They are able to interpret scientific research results in the field of psychoanalysis and assess their limitations. ad b.: Students are able to independently plan and carry out psychoanalytical research projects in the field of education and educational science. They can implement projects using appropriate research methods in the field of psychoanalytical research.		
	Prerequisite/s: positive evaluation of elective module 7		

10.	Elective Module: Migration – Power – Society	h	ECTS-Credits
a.	VO Concepts of Intercultural and Diversity-Orientated Education The lecture provides an in-depth insight into the history and different concepts of the educational discourse on migration, education and society. The focus is on relevant differences, different migration experiences and how to deal with them pedagogically. This is explored using various historical concepts and pedagogical ideas. The main focus is on examining different educational opportunities and concepts.	2	5
b.	SE Biography and Subject in the (Post)Migration Society The seminar addresses the conditions, forms and consequences of subjectification processes. The focus is on social and individual positioning strategies. Selected aspects include: multiple affiliations, transculturality and post-migrant perspectives. These theoretical perspectives are applied to children, adolescents and adults, as well as to professional educational practices, using specific case studies. Alternatives are discussed and new perspectives generated.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students are able to provide a historical and educational overview of the concepts of intercultural and diversity-oriented education. They can explain the different concepts of the pedagogical discourse on migration, education and society. They are able to analyse relevant differences, various migration experiences and how to deal with them pedagogically from an educational and educational science perspective. They are able to critically assess intercultural and diversity-oriented educational programmes, taking ethical and social responsibility into account. ad b.: Students can generate critical, reflective knowledge about biographical life plans in a globalised world. They can analyse the forms and consequences of subjectification processes in (post-)migration societies. They are able to critically apply educational and educational science theories of biographical research. They can reflect on social power relations in education and training. They are able to think creatively, work together in teams and generate new biographical, subject-related and post-migrant perspectives on social and individual positioning strategies.		

	Prerequisite/s: none
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11.	Specialisation: Migration – Power - Society	h	ECTS-Credits
a.	VU Discrimination and Racism This lecture-tutorial offers an in-depth study of theories and approaches relating to the phenomenon of racism. It critically examines hegemonic forms of knowledge production and their social normalisation. On this basis, the relevance of a democratic understanding of society and education as well as the importance of diversity research and intersectional approaches will be discussed.	2	5
b.	SE Normative References of Pedagogical Acting This seminar discusses fundamental normative and ethical concepts. These are presented in terms of their relevance to educational science and examined in terms of their consequences for pedagogical and social action. The focus is on examining traditional assumptions and their scientific and social implications. These manifest themselves in the educational context and are discussed using selected examples.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students are able to understand educational and educational science theories on discrimination and racism. They are able to explain hegemonic forms of knowledge production and can distinguish between the various manifestations of racism. They are able to responsibly illustrate theories relating to the phenomenon of racism and are able to assess the relevance of a democratic understanding of society and education in the field of education and educational science. They are able to critically evaluate and communicate the significance of diversity research and intersectional approaches, as well as their claims to validity. ad b.: Students are able to analyse normative and ethical basic concepts of pedagogical action and can apply these to specific situations. They can critically and reflectively evaluate normative references of pedagogical action from the perspective of educational science and assess their relevance to educational science. They are able to critically question traditional assumptions about educational practice and their implications for education and educational science, taking social responsibility into account. Students are able to communicate their acquired specialist knowledge about normative references in educational practice to relevant actors and justify their educational decisions.		
	Prerequisite/s: positive evaluation of elective module 10		

12.	Methods: Migration – Power – Society	h	ECTS-Credits
a.	SE Research Seminar: Methods of Migration and Diversity Research The seminar enables participants to engage with methods, reference theories and concepts of (post-)migration and diversity research. This is done from the perspective of critical migration research, such as cultural and postcolonial studies and post-migration studies. The focus is on methodological and conceptual theory. Based on an examination of selected studies and their results, students prepare their own empirical investigations in practice.	2	5

b.	SE Research Workshop: Exploration of Conditions of Difference and Dominance In this seminar, students have the opportunity to develop their own questions about relevant diversity issues based on their previously acquired knowledge in the areas of migration, education and society. This is followed by methodically guided investigations in various contexts. Empirical studies are conducted, evaluated and presented using qualitative research methods. The seminar serves to link and provide feedback between theory and practice.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students are able to analyse concepts and methods of (post-)migration and diversity research in educational science and apply them in individual and group work. They can explain educational research findings and evaluate methods of migration and diversity research. They are able to conduct methodological and conceptual discussions in the context of (post)migration and diversity research. They are able to develop their own empirical questions and concepts and to flesh these out within the framework of the course. ad b.: Students can generate educational and pedagogical questions and theories in terms of their significance for everyday life. They are able to reflect critically on these in relation to specific contexts of action. They are able to apply the knowledge they have acquired in a reflective manner within the framework of empirical research projects. They are able to develop their own questions on relevant diversity issues in the fields of migration, education and society. They can generate new perspectives on differences and dominance and, as responsible individuals, pay attention to diversity.		
	Prerequisite/s: positive evaluation of elective module 10		

13.	Elective Module: Generation – Education – Course of Life	h	ECTS-Credits
a.	VO Intergenerational Relations and Learning in the Course of Life The lecture provides an in-depth theoretical and empirical examination of the structure of social generational relationships. From a life course perspective, the influence of pedagogical intergenerational relationships on learning and educational development in family, school and extracurricular contexts is also examined. The focus is on individual learning development in the family and in the education system from early childhood to young adulthood. In addition, inequalities in educational participation are examined against the backdrop of different social, personal and cultural conditions.	2	5
b.	SE Education in Family, Elementary Pedagogy and School The seminar describes and analyses theories and research findings relating to the understanding of learning and educational processes in the family, early childhood education institutions and schools. The focus is on educational intergenerational relationships and the interaction of family, early childhood education and school contexts during transitions in the education system. In addition to their importance for individual learning and educational development, family, nursery, kindergarten and school are also discussed as social institutions with culturally specific and historically different structures and functions. Their roles in the creation, maintenance and reduction of social inequalities are examined.	2	5
	Total	4	10

	Learning Outcomes: ad a.: Students are able to critically examine theoretical concepts and empirical findings relating to social generational relationships. They can understand the influence of educational generational relationships on learning and educational development in family, school and extracurricular contexts and are able to develop a scientific understanding of the societal, historical, institutional and social conditioning of individual educational pathways. They can apply their expertise to critically reflect on and evaluate individual learning and educational development from early childhood to young adulthood, as well as inequalities in educational participation. ad b.: Students are able to identify learning and educational processes in the family, nursery, kindergarten and school, classify them theoretically and discuss them critically against the background of empirical findings. They are familiar with the culturally specific and historically different structures and functions of these social institutions and understand the importance of their interaction for individual educational development, especially during transitions in the education system. Students can understand the mechanisms of social inequality in families, nurseries, kindergartens and schools and develop scientifically based ways of promoting equal opportunities.
	Prerequisite/s: none

14.	Specialisation: Generation – Education – Course of Life	h	ECTS-Credits
a.	VU Knowledge and Generation: Intergenerational Continuity and Generational Change This lecture-tutorial analyses the development, transmission and renewal of knowledge, values and behaviours within the context of social generational relationships and educational generational relationships in the family, pre-school educational institutions and schools. The discussion takes place both from a historical and cross-cultural perspective and on the basis of educational, sociological and learning psychology concepts and findings. The study examines how and under what conditions risk awareness, attitudes towards education and training, and interpersonal skills develop and are ‘socially inherited,’ and how individual experiences and the ‘zeitgeist’ change from generation to generation.	2	5
b.	SE Development and Education in Adolescence and Adulthood Against the backdrop of theoretical concepts and research findings, the seminar analyses learning, educational and psychosocial development processes as well as life courses from childhood and adolescence to young adulthood. The focus is on developing the ability to act and opportunities for participation during the transitions between childhood, adolescence and young adulthood. In addition, particular attention is paid to building social skills and skills for self-determined, lifelong learning.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students can explain and critically reflect on the development, transmission and renewal of knowledge, values and behaviours in the context of social generational relationships and educational generational relationships in the family, in pre-school educational institutions and at school, against the backdrop of various theories and scientific findings. They are able to theoretically distinguish between the mechanisms of intergenerational continuity and generational change, or “social inheritance” and social change, and apply their specialist knowledge to various issues and learning contexts. ad b.: Students can identify and classify the most important learning, educational and psychosocial development processes from childhood to young adulthood on the basis of		

	theoretical concepts and research findings. In particular, they are able to assess the development of practical skills, social participation and social competencies, as well as self-directed learning in adolescents at this stage of life, and to evaluate and further develop appropriate educational support concepts based on their expertise.
	Prerequisite/s: positive evaluation of elective module 13

15.	Methods: Generation – Education – Course of Life	h	ECTS-Credits
a.	SE Research Seminar: Methods of Intergenerational, Life Course and Educational Research Generational, life course and educational research employs a variety of research designs and methods. It draws on longitudinal and cohort analyses, questionnaire studies, interview procedures and document research, for example, and uses both quantitative and qualitative data collection and evaluation methods. In the research seminar, selected research methods are explained theoretically and illustrated using empirical studies. The methods are analysed in detail and practised using practical examples or on the basis of existing or self-collected data.	2	5
b.	SE Research Workshop: Generation and Education in the Course of Life In the research workshop, students have the opportunity to develop their own research perspectives based on the knowledge they have acquired to date in the areas of generation, education and life course and to implement these in groups as part of a teaching research project against the backdrop of an in-depth examination of research methodology issues and the quality criteria of scientific research.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students can develop an in-depth understanding of scientific theory and methodology in the field of generational, life course and (early childhood) education research. They are able to critically classify, compare and evaluate different research designs and research methods against the background of quality criteria for empirical research. ad b.: Students are able to formulate a scientific research question, select a suitable method and design an approach for data collection and analysis. They can critically evaluate the feasibility and scientific relevance of their research perspectives and reflect on their theoretical and practical implications. Students possess the necessary practical research skills and can plan, carry out, evaluate and document a (small) research project according to scientific criteria.		
	Prerequisite/s: positive evaluation of elective module 13		

16.	Elective Module: Conflict – Trauma - Violence	h	ECTS-Credits
a.	VO Theories and Structures of Conflict, Trauma and Violence The lecture presents theories on conflict, trauma and violence. The course focuses on 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 focuses on the cohesion of trauma and violence as well as memory and remembrance: for example, the concept of collective trauma is examined in terms of its historical origins. In addition, rituals of remembrance, symbols of memory and teaching methods are critically discussed.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students can differentiate between and understand scientific and theoretical explanations of conflict, violence and trauma in history and the present day. They can explain the relevance of key terms and concepts and relate them to scientific questions. They recognise connections between individual and structural forms of violence. ad b.: Students are able to define the concept of collective trauma in theoretical terms and engage in academic discussion of rituals of remembrance and symbols of memory. They can analyse and academically evaluate teaching methods for conveying memory.		
	Prerequisite/s: none		

17.	Specialisation: Conflict – Trauma -Violence	h	ECTS-Credits
a.	VU Trauma and Subject Based on the reconstruction of specific social conflicts and processes, the topic of individual traumatisation, the reconstruction of trauma and violent experiences, and their respective significance for socialisation, identity and subject formation is raised. Various concepts and theories of trauma are presented and individual experiences are examined on the basis of narration, memory and adaptation.	2	5
b.	SE Experiencing Violence and Trauma: Selected Chapter The seminar explores social, political and cultural developments in depth and analyses the theoretical and practical aspects of violence and trauma. Current topics such as terrorism, war, displacement, disasters and violence are addressed.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students are able to scientifically examine experiences of trauma and violence and their respective significance for socialisation, identity and subject formation. They can explain concepts and theories of trauma in the context of social conflicts. They can discuss trauma and experiences of violence in terms of narration, memory and adaptation. ad b.: Students are able to explain scientific theories on conflict, trauma and violence. They can apply these theories to areas of social conflict. They can analyse experiences of violence in educational practice with reference to theoretical principles.		
	Prerequisite/s: positive evaluation of elective module 16		

18.	Methods: Conflict –Trauma – Violence	h	ECTS-Credits
a.	SE Research Seminar: Methods of Conflict, Trauma and Violence Research The seminar explores methods and models of conflict, violence and trauma research in depth. It combines the acquisition of methodological knowledge with the development and testing of questions in different educational contexts. In addition to qualitative methods and interpretative text analysis techniques, quantitative and text and image analysis methods are also practised.	2	5
b.	SE Research Workshop: Conflict, Trauma and Violence The research workshop addresses the interrelationships within the thematic field of conflict, trauma and violence. Methodological problems and decisions relating to the relationship between subject matter, theory and method are discussed.	2	5
	Total	4	10
	Learning Outcomes: ad a.: Students can explain and discuss methods, reference theories and paradigms in the field of conflict, trauma and violence research. They are able to recognise and differentiate between various methodological approaches. They are able to generate scientific questions and implement them using appropriate research methods. ad b.: Students are able to identify methodological principles within the field of conflict, trauma and violence research and discuss the relationship between subject matter, theory and method. They can identify methodological problems arising from a specific question or research topic. They are able to independently implement research projects in the field of conflict, trauma and violence.		
	Prerequisite/s: positive evaluation of elective module 16		

19.	Elective Module: Free Choice	h	ECTS-Credits
	Provided there are places available, additional elective modules or courses from this master's programme covering 20 ECTS-Credits may be completed.	-	20
	Total		20
	Learning Outcomes: Students acquire additional and in-depth educational science skills, abilities and additional qualifications. They are able to establish connections to their own specialist knowledge and demonstrate critical awareness of specialist topics at the interface between different areas. They are able to individualise and expand their professional profile by acquiring additional qualifications.		
	Prerequisite/s: The prerequisites specified in the curriculum are to be met.		

(3) The following elective module covering 5 ECTS-Credits is to be passed:

20.	Elective Module: Individual Choice of Specialisation	h	ECTS-Credits
	For individual specialisation, modules or courses from the curricula of the master's programmes established at the University of Innsbruck in accordance with §54 para. 1 of the Universities Act (UG) can be freely selected up to a total of 5 ECTS-Credits. It is recommended that students also take courses in gender studies and women's and gender research.	-	5
	Total	-	5
	Learning Outcomes: Students are able to understand theories, methods and perspectives from other subjects/fields of study. Against the backdrop of their own discipline, they can identify challenges at the interfaces between disciplines and formulate interdisciplinary questions.		
	Prerequisite/s: The registration requirements specified by the respective curriculum are to be met.		

§ 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 18.
- (3) Written announcement of the topic and supervisor of the Master's Thesis requires a positive assessment of compulsory modules 1 to 4 and three elective modules.
- (4) The Master's Thesis must be submitted in electronic form and in the format specified by the university director of studies. It must be accompanied by an affidavit confirming that the rules of good scientific practice have been followed.

§ 9 Examination regulations

- (1) A module, except compulsory modules 5 and 7, is completed by the positive assessment of its courses.
- (2) The courses of the modules are evaluated by means of course examinations. Course examinations serve to demonstrate the knowledge and skills acquired in a single course, whereby
 1. in the case of courses without continuous performance evaluation, the assessment is based on a single examination at the end of the course,
 2. in the case of courses with continuous performance evaluation, the assessment is based on at least two written, oral and/or practical contributions of the participants.
- (3) Before the start of the semester, the course instructor has to fix and announce the examination method (written and/or oral, exam paper) and the evaluation criteria.
- (4) The Compulsory Module Preparation of the Master's Thesis is evaluated by the supervisor of the Master's Thesis based on a synopsis. Positive evaluation reads "participated with success", negative evaluation "participated without success".
- (5) Assessment of the Compulsory Module Master's Thesis Defence, which completes the study programme, is based on an oral exam before an examination board consisting of at three examiners.
- (6) Modules and courses taken from other study programmes are subject to the examination regulations of the curriculum they are taken from. Extracurricular Minors are subject to the curriculum of this curriculum.

§ 10 Academic degree

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

§ 11 Coming into force

The curriculum comes into force on 1 October 2025 and is to be applied to all students.