Note:
The following curriculum is a consolidated version. It is legally non-binding and for informational purposes only.
The legally binding versions are found in the University of Innsbruck Bulletins (in German).

Original version published in the University of Innsbruck Bulletin of 3 March 2025, Issue 32, No. 398

Curriculum for the joint study programme

Master's Programme Digital Society, Social Innovation and Global Citizenship

at the Faculty of Economics and Statistics
of the University of Innsbruck,
the Università degli Studi di Napoli Federico II
and the Univerzita Palackeho V Olomouci

Table of contents

§ 1 Allocation
§ 2 Admission and selection procedure
§ 3 Qualification profile
§ 4 Scope and duration
§ 5 Language
§ 6 Types of courses and maximum number of students per course
§ 7 Allocation of places in courses with a limited number of participants
§ 8 Structure of the study programme
§ 9 Compulsory and elective modules
§ 10 Master's Thesis
§ 11 Examination regulations
§ 12 Academic degree
§ 13 Coming into force

§ 1 Allocation

At the University of Innsbruck, the joint study programme is assigned to the group of interdisciplinary study programmes in accordance with §54 para. 1 of the Universities Act 2002.

§ 2 Admission and selection procedure

(1) The joint study programme is based on a cooperation agreement between the partner universities Università degli Studi Di Napoli Federico II (UNINA), Italy, the Leopold-Franzens-University of Innsbruck (UIBK), Austria and the Univerzita Palackeho V Olomouci (UPOL), Czech Republic, which was initiated by the Erasmus+ project EURIDICE, European Inclusive Education for Digital Society, Social Innovation and Global Citizenship (DIGITAL-2022-SKILLS-03-SPECIALISED-EDU, project number 101123121).

(2) The admission, registration and selection procedure is regulated in the cooperation agreement and is published by the coordinating university.

§ 3 Qualification profile

(1) Graduates of the joint study programme will have specialised expertise in artificial intelligence, machine learning, data science, cybersecurity and blockchain to drive sustainable social innovation in an increasingly digitalised world.

(2) In addition, graduates have interdisciplinary (transversal) competences such as critical thinking and global learning. They are able to grasp complex interrelationships and act effectively and responsibly in different cultural environments (intercultural knowledge and competences). Graduates are able to recognise multidimensional problems that require new strategies and approaches in different areas, as well as to identify possible solutions and take appropriate steps (problem-solving skills).

(3) They are able to identify and analyse new social challenges arising from the digitalisation of society and to recognise and reflect on the associated ethical issues (ethical thinking).

(4) Graduates are able to apply their competences to new, complex situations (integrative learning). The graduates' value-oriented and holistic way of thinking enables them to work as experts in analysing, evaluating and implementing innovative concepts and solutions.

(5) The joint degree programme prepares students in particular for activities in consulting, project and product management and product development for digital innovation, digital transformation or digital services as well as research, development & innovation, innovation management or innovation engineering.

(6) The joint study programme also prepares students for work in scientific institutions and establishments and for admission to a doctoral programme.

§ 4 Scope and duration

(1) The joint study programme covers 120 ECTS-Credits; this corresponds to a duration of the programme of four semesters.

(2) 1 ECTS-Credit corresponds to a workload of

1. in Austria 25 hours;
2. in Italy 25 hours;
3. in the Czech Republic 27 hours.

§ 5 Language

(1) The joint study programme is held in English.

(2) Language skills in English at level B2 of the Common European Framework of Reference for Languages, must be demonstrated.

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

(1) The regulations of the university offering the course shall apply with regard to the definition of course types and the number of sections.

(2) The University of Innsbruck offers the following types of courses, including the number of sections:

a) Courses without continuous performance assessment at

Lectures (VO) are courses held in lecture format. They introduce the research areas, methods and schools of thought for a given subject. No maximum number of students per course.

b) Courses with continuous performance assessment at the University of Innsbruck:

- Seminars (SE) provide in-depth study of contents, methods and techniques of a specialist area including presentations and discussions. Maximum number of students: 30
- Tutorials (UE) focus on practical work on specific tasks in a specialised field and on practising specific skills. Maximum number of participants: 30
- Lecture-tutorials (VU) focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course. Maximum number of students: 30

(3) Students have the opportunity to complete courses at all three partner universities. These are offered in presence, hybrid or online.

§ 7 Allocation of places in courses with a limited number of participants

(1) Places for courses with participation restrictions are allocated in accordance with the regulations of the university offering the course.

(2) At the University of Innsbruck, places on courses with a limited number of participants are allocated as follows:

1. Students for whom the study duration would be extended due to the postponement are to be given priority.
2. If the criterium in no. 1 does not suffice to regulate the admission to a course, first, students for whom this course is part of a compulsory module are given priority, and second, students for whom this course is part of an elective module.
3. If the criteria in no. 1 and no. 2 do not suffice to regulate the admission to a course, the available places are randomly allocated.

§ 8 Structure of the study programme

(1) In the joint study programme, the following compulsory modules, including the Master's Thesis and final defence of the Master's Thesis covering a total of 82 ECTS-Credits are to be completed:

1. Compulsory modules 1 to 5 covering 52 ECTS-Credits
2. Compulsory modules 6 covering 10 ECTS- Credits
3. Master's Thesis incl. Defence (Compulsory modules 7) 20 ECTS- Credits

(2) In addition, elective modules incl. a specialisation (20 ECTS-Credits) covering a total of 38 ECTS-Credits are to be passed:

1. One of the elective modules 3, 4 or 5 covering 8 ECTS- Credits
2. One of the three specialisations
   a. Culture/Digital Humanism (elective module 6),
   b. Education (elective module 7)
   c. Communication (elective module 8) covering 20 ECTS- Credits.

(3) The joint study programme encompasses the completion of two Summer Schools; a jointly offered Summer School I (PM 1) at the beginning of the first semester and a School Summer (Summer School II) offered by each of the three participating universities depending on the chosen specialisation in the second semester.

§ 9 Compulsory and elective modules

(1) Compulsory modules covering 64,5 ECTS-Credits must be passed.

1.	**Compulsory Module: Summer School I**	**h**	**ECTS-Credits**	**Univ.**
a.	**VO Introduction to Digital Society and Global Citizenship**	2	4	UIBK, UNINA, UPOL
b.	**Introduction to the Collaboratorium**	2	4	UNINA, UPOL
	Total	**4**	**8**	
	Learning Outcomes The students are able: ad a.: • to describe social innovations for the digital society in terms of global citizenship and sustainability, • to explain and link the concepts of 'digital society', 'social innovation' and 'global citizenship', • to discuss the key aspects and implications of the relationship between digital technologies, digitalisation, society and citizenship, • to identify the most important topics/areas for social innovation in the digital society, ad b.: • to summarise key information from relevant theories and research on digital society and social innovation and represent different points of view and approaches, • to recognise a number of important ethical issues/dilemmas that relate to social innovation in the digital society when viewed from a global citizenship/sustainability perspective, • to describe how ethical dilemmas or problems affect both local and global communities and require innovative strategies to solve them, and describe how ethical perspectives influence courses of action, to work in interdisciplinary teams in a constructive way.			
	Prerequisites: none			

2.	Compulsory Module: Theorising Digital Society	h	ECTS-Credits	Univ.
a.	**Digital Technology and Society: Theories and Emerging Issues**	2	4	UNINA
b.	**Digital Politics**	2	4	UNINA
c.	**SE Ethics and Governance**	2	4	UIBK
	Total	**6**	**12**	
	Learning Outcomes The students are able: ad a. and b.: • to apply the conceptual/analytical tools required to understand and explore the following topics in a critical, creative and engaging way: o relationship between society, communication and digital technologies, o emergence of digital cultures, o social impact of the use of digital technologies, o relationship between digital technologies, culture and identity in societies, o changes brought about by digital technologies in politics and the public sphere, o relationship between digitalisation and inequalities, o human rights, democracy, inclusion, o diversity of digital technologies and their impact on society as a result of digital innovations, o ethical perspectives on digitalisation, • to assess and critically reflect on processes of digitalisation and data handling and the associated opportunities and challenges for social life. ad c.: • to independently formulate overarching and context-related questions and conclusions in the areas of ethics, law and governance, • to describe social, cultural, political and economic aspects of digitalisation processes and carry out a social analysis, • to analyse and critically reflect on digital methods and data from an ethical perspective, • to formulate their central message clearly and consistently with supporting material and discuss it in a target group-orientated way.			
	Prerequisites: none			

3.	Compulsory Module: Global Citizenship and Sustainable Futures for the Digital Age	h	ECTS-Credits	Univ.
a.	**Global Citizenship and Sustainability**	2	4	UPOL
b.	**Global Citizenship and Governance**	2	4	UNINA
c.	**International and European Law Aspects of Digital Technologies**	2	4	UPOL
	Total	**6**	**12**	
	Learning Outcomes The students are able: • to critically analyse the complex interplay between global development, sustainability and digital citizenship as well as the role of individuals, organisations and governments in promoting sustainable development and identify links and influencing factors through discussion or participation in real-life case studies, • to identify and evaluate the challenges of global citizenship and national government agendas, emphasising the importance of public participation in decision-making processes and the role of digital justice, • to describe the complexity of digital technology and its impact on international law (including digital privacy, digital security, international and EU digital law).			
	Prerequisites: none			

4.	Compulsory Module: Digital Technologies for Social Innovation	h	ECTS-Credits	Univ.
a.	**VU Statistics and Data Science**	3	6	UIBK UNINA
b.	**VU Artificial Intelligence and Machine Learning**	3	6	UIBK
	Total	**6**	**12**	
	Learning Outcomes Students are able: ad a.: • to correctly apply and interpret statistical concepts and methods, • to communicate, critically scrutinise and discuss the chosen method and the findings obtained in written, visual and oral form, • to apply theories and methods to new situations to solve problems or investigate issues. ad b.: • to explain terms such as machine learning, deep learning and neural networks and discuss the advantages and disadvantages of the corresponding (statistical) tools, • to use artificial intelligence (AI) with professional software to solve problems, • to explain the crucial role of data and algorithmic optimization in the context of artificial intelligence, • to describe the potential applications of artificial intelligence and algorithmic control technologies and techniques, • to discuss the advantages and disadvantages of data-based methods in real-life applications in a critical and reflective way.			
	Prerequisites: none			

5.	Compulsory Module: Design for Social Innovation	h	ECTS-Credits	Univ.
a.	**Digital Design**	2	4	UNINA
b.	**SE Information and Communication Technologies for Development**	2	4	UNINA UIBK UPOL
	Total	**4**	**8**	
	Learning Outcomes Students are able: • to apply a variety of tools, techniques and methods to design digital solutions, • to critically analyse the impact of digital solutions on people in developing countries, • to effectively design and implement information and communication technology solutions (ICT services) also in countries with a different degree of digitalisation, • to consider different cultural and social contexts in the design process, • to demonstrate a deep understanding of the complexity of ICT projects in countries with varying degrees of digitalisation and proactively address potential challenges.			
	Prerequisites: none			

6.	Compulsory Module: Individual Learning Pathways	h	ECTS-Credits	Univ.
	Provided that places are available, further courses covering 10 ECTS-Credits can be taken from the three partner universities. It is recommended that students complete courses in the fields of history, ethics, public policy, governance, gender studies and women's and gender issues.		10	UIBK UNINA UPOL
	Total		**10**	
	Learning Outcomes Students are able: • understand the theories, methods and perspectives of other subjects/studies, • to identify challenges at the interfaces between the disciplines against the background of their own specialist discipline, • to derive and formulate interdisciplinary questions.			
	Prerequisites: The prerequisites specified by the respective curricula are to be met.			

7.	Compulsory Module: Defence of the Master's Thesis	h	ECTS-Credits	Univ.
	Final oral defence of the Master's Thesis before an Examination Senate		2.5	UIBK
	Total		**2.5**	
	Learning Outcomes The students are able: • to present their technical knowledge and methodological skills in a comprehensible manner, • to present the theoretical and methodological positions and results of the Master's Thesis in the overall context of the master's programme, taking into account subject and discipline-specific rules and legal standards (good scientific practice) in accordance with the latest state of research (lege artis), • defend the Master's Thesis in a scientific discussion and precisely present the relevant results and conclusions for the discipline.			
	Prerequisites: Positive evaluation of all other compulsory and elective modules as well as of the Master's Thesis.			

(2) One of the following two elective modules covering 10 ECTS-Credits is to be passed:

1.	Elective Module: International Service Learning	h	ECTS-Credits	Univ.
	International Service Learning	2	10	UPOL
	Total	**2**	**10**	
	Learning Outcomes The students are able: • to address ethical, social and environmental challenges in global systems and assess the local and overarching interventions of individual and collective actions, • to analyse the most important elements of global systems including their historical and current interdependencies for problem solving, • to apply knowledge and competences to solve complex problems independently or in cooperation with others with the help of interdisciplinary perspectives, • to evaluate changes in their own learning and recognise complex contextual factors, • to select examples from life experiences in different contexts to illuminate concepts/theories/frameworks, • to make connections between experiences outside the formal learning setting to deepen understanding of the subject and broaden one's perspective, • transfer and apply skills, theories or methods to new situations in order to solve problems or investigate issues.			
	Prerequisites: none			

2.	Elective Module: Social Innovation Project (Internship)	h	ECTS-Credits	Univ.
a.	In order to test and apply the knowledge, skills and competences they have acquired, as well as to gain an orientation on the conditions of professional practice and to acquire professionally relevant qualifications, students can complete a 200-hour practical placement in the form of a social innovation project. The internship must be demonstrably linked to the chosen specialisation. Approval must be obtained from the Director of Studies prior to commencing the internship. The duration, scope and content of the work performed and the student's commitment must be documented by suitable means.		8	UIBK UNINA UPOL
b.	**SE Reflection Seminar on the Internship**	1	2	UIBK
	Total	**1**	**10**	
	Learning Outcomes The students are able to: • to address ethical, social and environmental challenges in global systems and assess local and wider consequences of individual and collective interventions, • to analyse important elements of global systems including their historical and current interdependencies to solve problems, • to apply knowledge and competences to analyse complex problems independently or in cooperation with others with the help of interdisciplinary perspectives, • to select and develop examples from life experiences in different contexts to illuminate concepts/theories/frameworks, • to make connections between professional practice and their expertise to deepen understanding of the subject and broaden one's perspective,			

	• to transfer and apply skills, theories or methods to new situations in order to examine specific questions and identify possible solutions point out.
	Prerequisites: study achievements covering 30 ECTS-Credits

(3) One of the elective modules 3, 4 or 5 covering 8 ECTS-Credits is to be passed:

3.	**Elective Module: Summer School II - Education**	**h**	**ECTS-Credits**	**Univ.**
	Social Digital Innovation for Education	4	8	UNINA
	Total	**4**	**8**	
	Learning Outcomes Students are able: • to explain basic educational concepts in current scenarios, especially with regard to their interdependence with digitalisation and social innovation, • to distinguish between relevant educational phenomena in contemporary society, • compare the most important theoretical and methodological models of media education, • to analyse the similarities and differences between the various areas of learning (formal, non-formal and informal learning), • to name special features of educational work in/with digital media, • to discuss the functions of digital education measures with reference to global citizenship, • to analyse contributions of digital education to solving social problems with the help of pedagogical theories and methods, • to demonstrate an appropriate understanding of the complexity of issues that are important to members of another culture in terms of its history, values, politics, communication styles, economics or beliefs and practices, • to address and resolve conflicts constructively in order to strengthen team cohesion and efficiency.			
	Prerequisites: none			

4.	**Elective Module: Summer School II - Communication**	**h**	**ECTS-Credits**	**Univ.**
	Digital Communication Foundation	4	8	UPOL
	Total	**4**	**8**	
	Learning Outcomes Students are able: • to summarise basic information about media and media literacy (e.g. definition, research, practical applications...), • to describe the legal framework of digital communication in national and international legal systems, • to explain typical phenomena of the digital environment (e.g. echo chambers, radicalisation, spread of conspiracy theories), • discuss the advantages and disadvantages, opportunities and dangers of social networks critically question the handling of data (data misuse), • to recognise algorithms as a determining factor for human behaviour, • discuss the future of the digital environment (e.g. blockchain technology, metaverse...), • to list factors of digital wellbeing (basic digital behaviours), • to demonstrate an appropriate understanding of the complexity of elements that are important to other cultures (history, values, politics, communication styles, economics or beliefs and practices) in order to address conflicts constructively.			
	Prerequisites: none			

5.	**Elective Module: Summer School II - Culture**	**h**	**ECTS-Credits**	**Univ.**
a.	**VO Philosophical Anthropology and Digital Humanism - Foundations**	2	4	UIBK
b.	**SE Philosophical Anthropology and Digital Humanism - Foundations**	2	4	UIBK
	Total	**4**	**8**	
	Learning Outcomes Students are able to: ad a.: • to understand basic concepts and theories of philosophical anthropology and the philosophy of technology from its beginnings to the present day and evaluate the impact of digital innovations against this background, • to critically evaluate the impact of modern and postmodern anthropological worldviews on the design of digital tools,			

	• to recognise and explain the influence of digital innovations on the complex interaction between technology and people. ad b.: • to critically discuss scientific works that deal with fundamental and anthropological issues, • to communicate various aspects of digital innovation in society to a wider audience, • to demonstrate an appropriate understanding of the complexity of issues that are important to members of another culture in terms of their history, values, politics, communication styles, economics or beliefs and practices, • to address and resolve conflicts constructively in order to strengthen team cohesion and efficiency.
	Prerequisites: none

(4) One of the three specialisations covering 20 ECTS-Credits is to be passed:

6.	**Elective Module: Specialisation Culture/Digital Humanism**	**h**	**ECTS-Credits**	**Univ.**
a.	**VO Being Human in the Age of Cyborgs**	2	4	UIBK
b.	**SE Being Human in the Age of Cyborgs**	2	4	UIBK
c.	**VO The Normative Order of Digitalisation**	2	4	UBIK
d.	**UE Collaboratorium: Sustainable Digitalisation and Social Innovation**	4	8	UBIK
	Total	**10**	**20**	
	Learning Outcomes Students are able to: ad a. und b.: • to identify concepts and principles of digital humanism that emphasise the central importance of human values in the digital age, • to describe how technology can be designed and managed to strengthen human dignity, rights and democratic values, • to critically analyse the ethical implications of digital technologies, including AI, big data and the Internet of Things (IoT), • to analyse ethical decision-making processes in the context of technology development and implementation, • to formulate and critically analyse strategies that address the challenges and opportunities of digital technologies. ad c.: • to identify legal frameworks that govern digital technology and cyberspace • to analyse how laws relating to data protection, intellectual property, cybersecurity and digital rights are applied and enforced in different jurisdictions, • to deal with scenarios and case studies and apply knowledge of digital laws and ethics to real-life situations. ad d.: • to describe and examine the social impact of digital technologies and focus on issues such as surveillance, the digital divide and changes in social interactions and professional landscapes, • to discuss the role of technology in shaping culture, politics and personal identity.			
	Prerequisites: none			

7.	**Elective Module: Specialisation: Public Education for Digital Citizenship**	**h**	**ECTS-Credits**	**Univ.**
a.	**Public Education and Digitalisation**	3	6	UNINA
b.	**Social Innovation and Digital Education**	3	6	UNINA
c.	**Collaboratorium: Navigating through Case Studies at the Interface of Education, Digitalisation and Innovation**	4	8	UNINA
	Total	**10**	**20**	
	Learning Outcomes The students are able: • to describe the basic theoretical coordinates of public education and the associated methodological instruments; • to discuss the role of digital media education, • explain differences between different paradigms of public education with reference to digital citizenship, in particular how these lead to different pedagogical interventions, • to deconstruct phenomena such as hate speech that undermine the 'public quality' of the digital sphere and produce or reproduce marginalisation, discrimination and exclusion, • carry out a pedagogical problem analysis of the design and implementation of digitalisation measures in public education,			

	• to apply their knowledge and competences with regard to new and emerging issues related to the challenges of inclusion, especially in the digital field, • Design and implement public education projects on digitalisation that counteract the new forms of digital discrimination/marginalisation/exclusion.
	Prerequisites: none

8.	**Elective Module: Specialisation Communication**	**h**	**ECTS-Credits**	**Univ.**
a.	**Digital Communication and Information**	3	6	UPOL
b.	**Digital Communication and Security**	3	6	UPOL
c.	**Collaboratorium on Digital Communication**	4	8	UPOL
	Total	**10**	**20**	
	Learning Outcomes Students are able: • to evaluate the role of critical thinking in digital communication and information and analyse its importance in detecting disinformation, propaganda and manipulation on the Internet, • to analyse the spread and impact of disinformation, hoaxes and fake news in the digital space, with a focus on identifying and combating disinformation campaigns at home and abroad, • to examine the ethical implications of commercial and public media in the dissemination of news and journalism on the Internet and critically analyse the various forms of advertising in digital communication, • to assess the historical and contemporary use of propaganda, including its manifestations in the digital space, and analyse its impact on public opinion, • to analyse the impact of cognitive biases on the perception and interpretation of information in the digital domain, including how these biases influence decision-making and the spread of misinformation, • to explore the intersection between ecolinguistics and the digital space, looking in particular at how language can be used negatively to spread hate speech and other harmful influences online, • to analyse the different forms of cyberbullying, hate and hate speech, including manipulation strategies, attack phases and profiles of perpetrators and victims, • analyse the risks associated with sexting, sextortion, revenge porn and internet fraud and develop strategies to identify and prevent these behaviours online, • to assess the risks of social networks, mechanisms to protect personal data and the impact of social network behaviour on cybersecurity, while exploring general primary prevention strategies for risky online behaviour, • analyse the phenomenon of webcam trolling and its impact on online safety and explore ways to mitigate the risks associated with this form of cyberbullying, • to master and tackle the challenges and dangers of digital communication.			
	Prerequisites: none			

§ 10 Master's Thesis

(1) In the joint degree programme, students must write a Master's Thesis in the area of their chosen specialisation worth 17.5 ECTS-Credits.

(2) The regulations of the university to which the main supervisor belongs apply to the preparation, submission, assessment and defence of the Master's Thesis.

(3) The written announcement of the topic and the main supervisor of the Master's Thesis requires the positive assessment of one of the elective modules 3, 4 or 5.

(4) Several students may work on a topic together if the performance of the individual students can be assessed separately.

(5) The Master's thesis must be written in English.

(6) At the University of Innsbruck, the Master's Thesis must be submitted in electronic form and in the form specified by the Director of Studies. It must be accompanied by an affidavit confirming that the rules of good scientific practice have been followed.

§ 11 Examination regulations

(1) The regulations of the university responsible for the module or course apply to the implementation, examination, assessment and, if necessary, repetition of the modules or courses. The grades are converted according to the table specified in the cooperation agreement.

(2) The following applies to exams at the University of Innsbruck:

a) A module, with the exception of the Module Defence of the Master's Thesis is completed by the positive evaluation of its courses. The performance of modules is evaluated by course examinations. Course examinations serve as proof of the knowledge and skills imparted in an individual course, whereby

1. in the case of courses without continuous performance evaluation, the evaluation is based on a single oral, written and/or practical exam at the end of the course;
2. in the case of courses with continuous performance evaluation, the evaluation is based on at least two written, oral and/or practical contributions of the participants.

b) The course instructor has to announce the examination method (written and/or oral) and the evaluation criteria before the start of the semester.

c) The performance assessment of the elective module Social Innovation - Project (Internship) is carried out by the course instructor of the Reflection Seminar on the Internship. The positive assessment of the internship and the reflection seminar must be 'participated with success', the negative assessment 'participated without success'.

d) The assessment of the final module 'Master's Thesis Defence' shall take the form of an oral examination before a joint examination board consisting of five examiners from all partner universities. The regulations of the university supervising the Master's Thesis apply to this examination.

§ 12 Academic degree

At the University of Innsbruck graduates of the joint study programme are awarded the academic degree "Master of Science", abbreviated as "MSc".

§ 13 Coming into force

This curriculum comes into force on 1 October 2025.