

What are the main features of the program?

- **Strong research orientation:** The teaching concept strongly mirrors the process of empirical research. Students not only discuss, but also generate empirical evidence on conditions, processes, and effects of learning and instruction (under close guidance of the instructors).
- **Interdisciplinary focus:** The courses take psychological and educational perspectives on learning and instruction. In addition, perspectives from various subject matter didactics and media didactics are included. The courses also build on students' diverse experiences from their previous study programmes.
- **International focus:** The students discuss the current state of international research on learning and instruction. Also, they are encouraged to travel to international conferences and to go for research stays abroad.
- **Intensive guidance:** Students' research projects are closely supervised by the instructors, with an excellent instructor-to-student ratio. In addition, there are plenty of opportunities for interaction and discussion also outside of the boundaries of the courses.
- **Innovative course formats:** The students receive plenty of high-level learning opportunities in authentic contexts (e.g., debates, project seminars, academic retreats, conferences).

How can I apply for the program?

Two-step qualification test:

- Step 1: Written application
- Step 2: Oral interview (if necessary)

Requirements:

- **Degree from a Teacher or Bachelor's program** related to research on learning and instruction (e.g., BSc Psychology, BA Education, BA Communication Science, BEd Teacher Education)
- **Theoretical, domain-specific knowledge** (e.g., theories of learning and instruction, motivational theories, teaching and learning with media, teacher professionalism, heterogeneous learning prerequisites, technology-supported assessment and facilitation of learning and instruction)
- **Methodological knowledge and skills** (e.g., data collection and analysis, foundations of diagnostics, basic statistics)
- **English language proficiency:** B2 (e.g., TOEFL; to be handed in by the end of the 1st semester; free courses available)
- **German language proficiency:** A2 (e.g., Goethe Zertifikat A2; to be handed in by the end of the 1st semester; free courses available)

Start of studies: Every winter semester

Application procedure: see www.uni-augsburg.de/psy/studium/RLI/

Deadline for applications: June 15th

Research on Learning and Instruction

An Interdisciplinary Program

Master of Arts



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What are the aims of the program?

Educators and teachers in K-12 education, universities, and beyond are increasingly expected to identify, assess, and analyze educational problems and to solve them in competent and ethical ways. To be able to achieve this, they require current and well-grounded knowledge about the conditions and effects of processes of learning and instruction. In this Master's program, **students acquire profound knowledge and skills related to research on learning and instruction.** Under guidance of highly qualified instructors, they produce knowledge that is urgently needed in educational practice.

What does the program qualify for?

The program prepares graduates for careers in **educational research** (e.g., within PhD programs) as well as for top positions in **educational practice.** So far, about two thirds of the alumni of the program have started a PhD.

Why study in Augsburg?

As a medium-sized city with a lively past and a booming present, **Augsburg** offers a high quality of life and plenty of attractive career opportunities. Being part of the **Munich Metropolitan Area** in an attractive region in the Alpine foothills, Augsburg is well connected to the city of Munich and offers affordable housing opportunities. Students benefit from the amenities that a **campus university** entails. All facilities are in a compact location south of Augsburg city centre, which includes a spacious park landscape and a relaxed, but focused study atmosphere.

What are the main topics of the program?

The program is characterized by...

- ...in-depth discussions about a broad range of (inter-)disciplinary **theories and perspectives** on learning and instruction (e.g., from psychology, education, subject-matter didactics, technology-enhanced learning);
- ...a strong curriculum to advance students' skills related to **methods** of research on learning and instruction.

During the first semester, the program helps students build the necessary **theoretical and methodological foundations.** In the second and third semester, students run **two empirical research projects**, under close instructor guidance. Students can choose from the following areas of research:

- Cognitive and instructional processes of learning and instruction:** What happens in memory during learning? How can we design environments to support learning?
- Motivational and emotional processes of learning and instruction:** What are the effects of motivation and emotion on learning, and how can they be fostered?
- Learning and teaching with media:** How can teaching and learning be improved by aid of media? How should media be designed in this respect?
- Teacher professionalism and heterogeneity:** What characterizes professional reasoning and behavior of teachers? How can they use the heterogeneity of their students productively?
- Technology-Supported Assessment and Facilitation of Learning and Teaching:** How can digital technology be used to measure learning processes? How can learning analytics and educational data mining be used to support learning?

Program structure

