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**The development of degree programs in educational sciences in the mirror of their study and examination regulations. Contents and learning outcomes between the poles of heterogeneity, plurality and differentiation.**

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## **Abstract**

With the introduction of the diploma degree program ‘educational science’ (“Erziehungswissenschaft”) in 1989 a story of success started, which continues up until now. Concurrently an ongoing criticism of the structure, goals and content of the degree program arose. The reforms initiated with the Bologna Process, in particular the modularization of study programs, were also and especially observed with concern by educational scientists. In the current state of research the Bologna Process is often assumed to be a central reason for the increasing differentiation processes of disciplinary structure. The study takes this assumption

of an increasing differentiation and the associated empirical observations on heterogeneity and plurality of educational studies as its starting point. The learning outcomes and contents of examination regulations and other central documents of the program design will be described and analyzed. The sample of the thesis includes bachelor degree courses in educational sciences at 13 universities in Germany and their diploma courses previously offered. The research design is separated in three sections:

1. a comparison of current bachelor courses of educational sciences
2. the transformation from the diploma courses to the bachelor courses of Educational Sciences
3. an examination of the implementation of two framework documents: the *Diplomrahmenordnung* (1989) in diploma courses and the *Kerncurriculum Erziehungswissenschaft* (2010) in bachelor courses

The analysis of learning outcomes and contents in the selected documents allows an empirical access to the constitution and development of course in educational sciences with regard to the intended curriculum. Due to the characteristics of this type of document the classical research process of content analysis has been adapted by developing a categorical system that conducts a two-part coding of the learning outcomes and contents based on two variables: Mode (Application/Knowledge) and Subject (Discipline/field of educational action). The transfer of the results into a coordinate system allows a graphical interpretation and helps understanding disciplinary modifications.

On the one hand the results prove heterogeneity of the study programs relating to their learning outcomes and contents. On the other hand an increasing differentiation process cannot be confirmed. In fact, the results show that the contents of the diploma courses were mostly focused on knowledge, whereas the contents of the bachelor courses are more concentrating on application. Finally these results are discussed with reference to the theoretical perspectives of New Institutionalism and Governance-Research.