

DSHSS | DOCTORAL SCHOOL
IN HUMANITIES AND
SOCIAL SCIENCES

Course Programme
2020-2021



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Welcome address

We are proud to present the fourth annual programme of the Doctoral School in Humanities and Social Sciences (DSHSS)!

As in the preceding years, the Programme Directors have put together a broad and diverse set of courses – and as usual, additional courses will be announced in the course of the year. The overall structure of our course offer remains unchanged, including the courses in the area of Transferable Skills that are particularly designed to the needs of DSHSS students. Among these are four courses on Research Ethics, Science Communication, Writing and Reading course (introduction and advanced), Digital Competences and Educational Approaches for Educators, Introduction to LaTeX, Practical Teaching Skills, Science in Society and Boost your scientific literature skills. Due to the Corona crisis, most of the courses will at least start in a remote or a hybrid format, and we very much hope that everyone will by now have adapted well to this way of working. We strive, however, to return as soon as possible to the usual format, as we believe in the utter importance of immediate interaction in academia.

As you know, we are also always open to suggestions from your side. We are therefore very happy that the popular Brown Bag Lunches initiative and the DSHSS Write Café can be continued also in the next academic year. These activities all came about through the direct initiative of our doctoral candidates and staff. If you have any other great ideas for fostering research connections and networking between doctoral candidates within our Faculty, come and let us know, as we are very motivated to work with you on making good things happen. More particularly, if you feel that there is a need for some kind of learning activity that might be interesting for a group of at least five doctoral students, please do not hesitate to contact me or one of the Programme Directors.

Apart from the course programme, we know that there are several things on your mind in relation to the Corona crisis. We are trying to address them one by one, but cannot promise solutions for everything at this time.

1. Suspension of studies: As you have most probably seen, it is possible, using an official form, to ask the Vice-Rector for a suspension of studies for up to six months that will result in a later deadline for handing in the thesis if the measures taken in the context of the Covid-19 pandemic have caused delays in your dissertational work. The decision is taken on a case-by-case basis.

2. Extension of working contracts: In some cases, the delay in dissertational work might lead to a situation where your working contract with the university ends before you have finished your work. If this is the case, we would like to encourage you to first contact your supervisor in order to find a solution. For those of you, for example, who work on a so-called "structural position", the supervisor should in many cases be able to prolong the contract; and those who are financed by the FNR might also be able to negotiate a prolongation. If you do not find a solution on this level, please indicate this in the suspension form

3. Research support grants / Stay at the UL grants: The funding granted in the context of these programmes has to be spent in 2020. We know that in many cases this is not possible and that some of you would like to transfer funds into next year. We cannot promise anything yet, but we will try to make this possible.

The Moodle page for the coming academic year is now live, so please make your way there to enroll in any courses you wish to select from this programme. Enrolments for courses in the winter semester 2020/2021 are due by 15 August 2020 and for the summer semester 2020/2021 by 15 January 2021. We also continue to encourage you to also look outside the University of Luxembourg to find relevant course offers at other universities, for which we can grant you ECTS on a case-by-case basis. Of course, what will really make our doctoral school a success will be your active involvement in making it what you want it to be. We are always happy to hear your suggestions, and encourage you to contact us with ideas of how we might best meet your needs and support you in your research.

Wishing you all the best for a productive and enjoyable academic year,

Till Dembeck and Samuel Greiff

Head and Vice-Head of the DSHSS

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Presentation of the Doctoral School

The Doctoral School in Humanities and Social Sciences (DSHSS) provides quality doctoral training in research areas central to the work of the FHSE: psychology, social sciences, humanities and education. The DSHSS offers an extensive postgraduate programme leading to PhD degrees in educational sciences, psychology, sociology, social sciences, geography and architecture, history, literature, philosophy, political science, humanities, literature, the arts, and linguistics. The aim of the school is to train junior researchers in the theoretical, methodological, and transferable skills necessary for successful careers in both the academic and applied labour markets.

ECTS

To graduate from the DSHSS, doctoral candidates are required to complete at least 20 ECTS by the end of their degree. This is separated into 6 ECTS for disciplinary training, 8 ECTS for interdisciplinary training, and 6 ECTS for transferable skills training. The current programme proposes courses in the categories of disciplinary and interdisciplinary training, offered by instructors within our Faculty. Transferable skills training is mainly offered centrally by the University, with a current programme accessible via the doctoral education section of Moodle. However, you will also see some further transferable skills training offers in the current programme that are open exclusively for doctoral students of DSHSS. In addition to the training available within the Faculty and University, we strongly encourage you to seek out relevant courses offered in other academic institutions, which can be credited to your doctoral school transcript if they meet our training requirements (see below).

Programmes

The DSHSS focuses its training within four Doctoral Programmes and two DTUs. Candidates are encouraged to choose from across the course offers developed within any programme of the doctoral school, depending on their research topic and in consultation with their supervisor and dissertation supervisory committee (CET).

Education

Programme Director : Ineke Pit Ten Cate

The research programme "Education" focuses on understanding and fostering learning. Students will gain insights into the complex interplay of the multiple factors that can influence learning processes. The programme scrutinizes learning processes from both a systems' and a learner's perspective. Concretely, different educational systems will be presented, critically compared and analyzed according to various criteria (e.g., structure, performance) using diverse data sources (e.g., internal and external evaluations) and methodologies. Further, current challenges of educational systems such as multilingualism (teaching languages, family languages), heterogeneity (based on students' sociodemographic, educational, behavioral, or linguistic profiles) and the use of digital learning/assessment tools will be addressed. The programme also offers possibilities to focus on specific topics by actively participating in the offered reading groups (e.g. numerical cognition). Crucially, the programme offers numerous methodological courses on measurement theory (test/questionnaire design), qualitative and quantitative data analysis as well as theorizing and manuscript preparation.

Overall the programme will help students to develop theoretical knowledge in their specific research domains, be able to position their projects at the meso and macro level, acquire differential methodological and analytical skills and practice in presenting scientific research.

Humanities

Programme Director: Peter Gilles

The Humanities consist of those scholarly disciplines that study and reproduce the archive of human culture. In doing this, they are also a motor of cultural innovation. This is why they are a core area of teaching and research at the University of Luxembourg, and this is why our scholars are very present in public discourse in the country. Of course, some implications of the designation 'Humanities' – even more so of the German equivalent, *Geisteswissenschaften* – may be debatable: We can question if the Humanities still build upon humanist ideals of society, culture and *Bildung*. But it is precisely this kind of self-reflexivity, this way of assessing the preconditions and implications of language, of texts, of historical structures and events that makes the Humanities indispensable. In looking back on the archive of humanity, they make us aware of the cultural and social alternatives to what we, now and here, take for granted. This is why the Humanities, not only in their conceptual, but also in their historically focused dimension, are truly creative and future-oriented.

Doctoral training plays a central role in this context, as it guarantees the continuity of disciplinary and interdisciplinary evolution. The disciplines that contribute to the programme of the Humanities strand of the Doctoral School are literary studies and linguistics of English, French, German and Luxembourgish, history and philosophy, but the programme remains open to neighbouring disciplines as well. The interdisciplinary course offers put emphasis on methodological as well as conceptual matters, including the history of thinking about culture, language, and society.

Social Sciences

Programme Director: Louis Chauvel

Societal challenges are evolving rapidly and our doctoral program "Social Sciences" gives a more synergetic, interdisciplinary perspective on this matter. Social science is a set of disciplines (notably demography, political sciences, policies, geography, sociology, socioeconomics, education, etc.) that offer methods, measurements, understandings, as well as new solutions to social issues. We propose a range of courses for junior researchers and PhD candidates that highlight the important position of social sciences in our young but highly successful international university.

The research domains of the Social Science disciplines at the University of Luxembourg explore overlapping themes including the impact of inequalities, migration, the socioeconomic consequences of labour market transformation, changes in financial institutions, youth integration, the impact of social difficulties on populations' health, comparative ageing, and public health policies. We must mention also crucial topics: spatial development and urban planning issues, the consequences of educational reforms, the dynamics of European political and economic integration, and social policies and their consequences for the sustainability of welfare regimes or wellbeing.

We support active collaboration with Luxembourg research institutes inside and outside the faculty (Robert Schumann Institute, LISER, etc.) to share advanced training opportunities for

a new generation of social scientists with a highly competitive profile for international universities and public or private research institutions, official and NGOs.

Psychology

Programme Director : Georges Steffgen

The doctoral programme in Psychology provides an overview and in-depth training in contemporary theory and research in the behavioural sciences, primarily focusing on three areas: *health, human development* and *learning processes*.

In the area of *health* we address determinants and mediators of health behaviours, and interventions to improve health through modifying behaviour or personal relationships. The domain of *human development* is viewed from a life-span developmental perspective with particular emphasis on analysis and promoting positive aging (e.g., autonomy, coping with care dependency) and on the role of cultural and cross-cultural factors for human development. In the field of *learning processes* higher-order cognitive processes (e.g. numeracy, language) and their development are highlighted as well as cognitive adjustment and learning strategies. In the sub-area of teacher and student learning, we examine teaching practices, and theories and practices of educational measurement, assessment and evaluation. Educational technology will be explored from the perspective of computer-based assessment.

In summary, the programme aims to deepen students' theoretical and methodological understanding, and stimulate critical and constructive thinking on current topics in psychological research. Students are provided with the necessary skills and knowledge to understand, critically compare, further develop, and apply the different approaches of psychological research.

Digital History and Hermeneutics (DTU)

Coordinator : Andreas Fickers

The "Digital History and Hermeneutics" Doctoral Training Unit (DTU) is a four-year interdisciplinary research and training programme funded by the Luxembourg National Research Fund (FNR). It is designed to serve as an experimental space in which different communities of practice and epistemic cultures – including historians, philosophers, computer scientists, geographers and information and data scientists as well as experts in human-computer interaction – negotiate new forms of knowledge production in the field of digital history and humanities. The DTU is built on the concept of "digital hermeneutics", defined as the critical and self-reflexive use of digital tools and technologies for the development of new research questions, the testing of analytical assumptions and the production of sophisticated scientific interpretations. Based on eight thematic areas and a series of fundamental questions, the DTU offers a training environment for 13 PhD students and 1 post-doc. The DTU works closely with several national and international partners to organize a number of collaborative teaching and research activities in close cooperation with the Doctoral Schools within the FHSE and the Faculty of Science, Technology and Medicine (FSTM).

Capitalizing on Linguistic Diversity in Education (DTU)

Coordinator : Adelheid Hu

The CALIDIE DTU focuses on the fundamental question of how learners' linguistic repertoires interact with their learning. It investigates in particular how multilingualism – conceptualized as the interplay of multiple linguistic repertoires (mother tongue(s), language(s) of schooling, foreign, second languages) – affects learning practices and processes, and how multilingualism can be capitalized on and transformed into a resource for educational success and social well-being.

CALIDIE complements and enriches existing research by investigating this central question in (a) a specifically rich research location, (b) from a 'cross-curricular and vertical perspective' and (c) using an 'interdisciplinary approach'.

(a) CALIDIE takes advantage of the particular educational context of Luxembourg, a society that has not only an officially trilingual school system (Luxembourgish, French, German plus English) but also a very high number of migrants, and thus a multitude of languages that are spoken in everyday life. In this situation and as a consequence of educational policy, the vast majority of students learn in a second and third language, a context that offers unique opportunities for providing innovative insights into the research question.

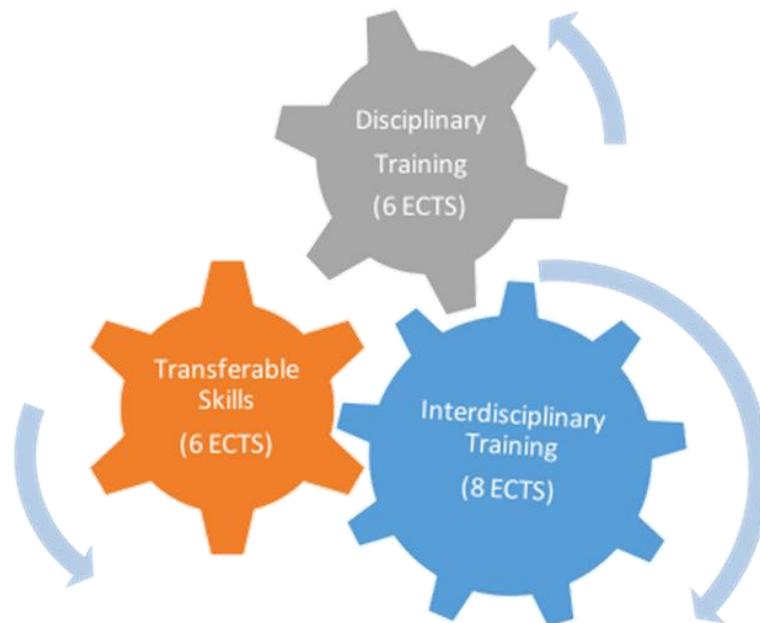
(b) CALIDIE contributes to building a unique corpus by investigating the fundamental relationship between multilingualism, learning, and educational success, both horizontally across curricula and vertically through education systems, including the crucial points of transition learners experience as they progress.

(c) The overarching research focus of CALIDIE will be investigated from different disciplinary perspectives and by using different methodological approaches. Creating cooperation among researchers from linguistics, pedagogy, and psychology, this DTU will break new ground in providing a multi-perspectival understanding of how multilingualism and learning interact.

Adopting such a conceptual and organizational frame, which innovates in terms of focus, location and approach, we aim to provide a robust base for imagining more equitable and effective educational practices and policies in Luxembourg and any other multilingual location. We want our DTU to impact on the development of multilingual pedagogies that are sensitive to multilingual learner repertoires, and take into account more complex pathways of learning.

Structure of programme

Candidates need to acquire a total of 20 ECTS across the course of their degree to graduate from the doctoral school, this being made up of at least 6 ECTS in disciplinary training, 8 ECTS in interdisciplinary training and 6 ECTS in transferable skills training.



Training in these areas is offered within the DSHSS as follows:

		Programmes			
Modules		Humanities	Social Sciences	Education	Psychology
Disciplinary Training	Colloquium	Colloquium	Colloquium	Colloquium	Colloquium
	Courses	Courses	Courses	Courses	Courses
	Scientific Publication				
	Conference Presentation				
Interdisciplinary Training	Courses in Methodology				
	Courses in Concepts				
Transferable Skills					
Offered across all programmes					

Disciplinary training

Each DSHSS programme offers training in disciplinary topics relevant to the programme. This includes:

- One or more **colloquia** for candidates within the programme, at which candidates will present their work regularly over the course of their degree. Attendance at one of these colloquia **is compulsory** as part of doctoral school enrolment. In cases of doubt, it is up to the CET to decide which colloquium should be chosen. Credits for the attendance of the colloquium are attributed at the very end of the course of study;
- Optional **disciplinary courses**.

Interdisciplinary training

Each programme develops an offer of interdisciplinary courses in a varied range of formats (reading groups, traditional courses, intensive courses, lecture series, etc.). These course offers are designed for candidates within the relevant programme, but, being interdisciplinary in nature, are also open to candidates from other programmes.

Transferable skills training

Transferable skills training helps candidates to develop general academic core skills (e.g. scientific writing, grant applications, university teaching, etc.) and professional skills (e.g. project management, moderation and presentation techniques, etc.). Training offers are developed by the Central Administration, and candidates can enrol in these courses via the transferable skills programme page on Moodle, please find the link here:

<https://moodle.uni.lu/course/index.php?categoryid=739>

A selection of further transferable skills courses targeted specifically to the needs of FHSE candidates are sometimes organized by the DSHSS. **Thus, all doctoral candidates will be required to take one transferable skills course in research ethics during the course of their degree.**

Other ways of acquiring ECTS:

The DSHSS offers the opportunity for doctoral candidates to obtain ECTS for writing a scientific publication and/or making a conference presentation, within the disciplinary module of training within the DSHSS. Outreach activities can be credited within the transferable skills module.

Candidates can also acquire ECTS for attending a summer/winter school, within either the disciplinary or interdisciplinary modules of training, depending on the topic of the summer school. Similarly, participation in any other relevant courses offered by other academic institutions and also language courses can be credited to your doctoral school transcript.

It is important to recognise that there are diverse traditions among disciplines when it comes to norms relating to publications and presentations. For this reason, the criteria for acquiring ECTS for these activities are kept very broad in the description of requirements below to allow a flexible adaptation to these diverse traditions. Supervisors and/or programme directors are required to formally acknowledge that doctoral candidates have met quality criteria in their discipline in order for them to acquire ECTS for these activities (see the respective form attached to the course catalogue).

When you have met the criteria for one of the activities above, ask your supervisor and/or the programme director to sign the relevant form included in the course catalogue. Submit this form (and additional documentation, if required) to Sanda Cuturic (sanda.cuturic@uni.lu). Your ECTS will appear on your transcript after the subsequent jury d'examen (held at the end of each semester).

Teaching activities can generally NOT be credited. Activities predating your doctoral studies can also not be credited.

More details on how to register the ECTS points are in the appendix.

Language Policy

The DSHSS follows the multilingual philosophy of the university. While the majority of the courses are offered in English to accommodate international students, French and German are used to a considerable extent within both the disciplinary and interdisciplinary modules, following conventions of language use within institutes and among instructors. Interdisciplinary courses will be offered bilingually, where possible. If you have any concerns about the language requirements of a course you would like to take, please discuss this with the instructor in the first instance, followed by the programme coordinator or Head of the Doctoral School.

1. Disciplinary Training

PhD Colloquia Doctoral Programme in Humanities

1.1 "Let's Think About History"

Lecturer, Email address: Andrea Binsfeld
andrea.binsfeld@uni.lu

Language: English, French, German

ECTS: 2 (granted at end of degree)

Activity type: Colloquium

Semester/Dates: Whole year, every third Tuesday of the month 17h-18h30 pm)

Room: MSA tba

Course Description: The Let's THINK About History workshops aim to provide PhD students from the Institute of History (IHIST) as well as from the Centre for Contemporary and Digital History (C2DH) an opportunity to present their topic and research in front of their peers, supervisors, and teachers from both institutes. The Let's THINK workshop provides a setting where doctoral candidates can get feedback and comments on their ongoing research.

Attendance on a regular basis and minimum one presentation during the time of the PhD are compulsory for all doctoral candidates from IHIST and C2DH. Each PhD student will obtain 2 ECTS accredited for the disciplinary training of the Doctoral School. Let's THINK about History workshops take place on every third Tuesday of each month at 4 pm. They are open to members of IHIST and C2DH.

Students who want to present consult their supervisors (who have to be present during the session) and register for the date via Moodle. To ensure moderation, supervisors are asked by their student to find a suitable moderator for the session. Presentations of 30 minutes, followed by ca. 30 minutes of discussion. Speakers hand in an abstract of 1-2 pages and two reading recommendations two weeks before their presentation, which will be made available to the participants via Moodle. The presenters can invite colleagues if they wish.

Learning Outcomes: Improving presentation skills
Improving one's own research thanks to the feedback
Thinking critically about various subjects presented
Improving debating skills

Workload: /

Type of Evaluation: Presentation, abstract of 1-2 pages, two reading recommendations

Admission criteria: /

Remarks: Regular participation in a colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e. every semester.

1.2 Colloquium: Luxemburgistik

Lecturer, Email address:	Peter Gilles peter.gilles@uni.lu	Language:	Luxemburgish, German, English
ECTS:	2 (awarded at the end of the degree)	Activity type:	Colloquium/Workshops
Semester/Dates:	Whole year, bi-monthly	Room:	Belval Campus, tba

Course Description: This bi-monthly seminar forms the central part of the research-based training and will be the main arena to accompany and monitor the progress of the dissertation. Here, students will discuss and update their project plan (including assessment of skills and competencies to be developed), present their work and will receive feedback from the supervisor and other students. The doctoral candidates are also encouraged to act as commentator for the projects of their fellow students. This procedure will ensure the necessary monitoring of the PhD project and the continuous progress of the PhD dissertation. In addition, the doctoral candidates also participate regularly in the weekly colloque during term-time, where researchers on topics relevant to the discipline of Luxembourgish linguistics and literature present their work before an expert audience. The doctoral candidates will be required to present their PhD work to both the seminar and the colloque at least once a year. This will enable these students to develop skills in presenting and discussing their work.

Learning Outcomes: PRESENT one's own doctoral work to an audience of linguistic scholars; ENGAGE in critical academic discussions relating to this work; CONTRIBUTE to discussions of other's academic work in the field

Workload: 60 hours

Type of Evaluation: Presentation

Max. number of participants: /

Admission criteria: /

Remarks: Regular participation in a colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e. every semester.

1.3 Strand Colloquium Germanistik

Lecturer, Email address:	Jennifer Pavlik, Dieter Heimböckel, Georg Mein, Heinz Sieburg, Till Dembeck jennifer.pavlik@uni.lu; dieter.heimboeckel@uni.lu; georg.mein@uni.lu; heinz.sieburg@uni.lu; till.dembeck@uni.lu	Language:	German
ECTS:	2 (awarded at the end of the course of study)	Activity type:	Colloquium
Semester/Dates:	Winter and Summer semesters, tba	Room:	Belval Campus, TBA
Course Description:	The PhD students will present the latest progress of their work, get feedback from their supervisors, from fellow students as well as colleagues, and they will discuss possible questions and ideas with them.		
Learning Outcomes:	The PhD students will have the opportunity to get feedback from their supervisor and colleagues, and to thus reflect on their work. They will learn to present, to handle critical comments and to explain their thoughts and ideas in a protected environment.		
Workload:	14 contact hours, 16 preparatory work hours, 30 self-study hours		
Type of Evaluation:	Presentation		
Max. number of participants:	/		
Admission criteria:	/		
Remarks:	Regular participation in a strand colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e., every semester.		

1.4 Strand Colloquium IRMA

Lecturer, Email address:	IRMA (nathalie.roelens@uni.lu)	Language:	French/Italian/Portuguese
ECTS:	2 (awarded at the end of the course of study)	Activity type:	Colloquium
Semester/Dates:	Winter and Summer semesters, tba	Room:	Belval Campus, TBA

Course Description: The PhD students will present the latest progress of their work and will get feedback from their supervisors, fellow students and colleagues / A working document (text, image, press article, movie extract, etc.) will be previously submitted to the group (PhD students and team members) and discussed from various disciplinary angles during the seminar.

Learning Outcomes: The PhD students will have the opportunity to get feedback from their supervisor and colleagues, and to thus reflect on their work. They will learn to present, to handle critical comments and to explain their thoughts and ideas in a protected environment.

Workload: 14 contact hours, 16 preparatory work hours, 30 self-study hours

Type of Evaluation: Presentation

Max. Number of participants: /

Admission criteria: /

Remarks: Regular participation in a strand colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of seminar. However, it is necessary to be registered in this course throughout, i.e., every semester.

1.5 Littérature et stylistique françaises

Lecturer, Email address:	Sylvie Freyermuth sylvie.freyermuth@uni.lu	Language:	Français
ECTS:	2 (à la fin du diplôme)	Activity type:	Seminar
Semester/Dates:	Année entière; Les dates et le volume horaire sont à convenir avec les doctorants participants.	Room:	à déterminer
Course Description:	<p>Ce cours s'adresse en priorité aux doctorants qui sont sous ma supervision. Les participants devront présenter régulièrement leurs travaux de recherches à l'ensemble des étudiants de ce séminaire, afin que leurs résultats soient soumis à la discussion. Les difficultés seront examinées et l'on proposera des solutions de remédiation.</p> <p>En ce qui concerne la thèse de doctorat proprement dite, il s'agira de travailler sur le traitement de la bibliographie, l'établissement de la problématique et son analyse détaillée, l'élaboration du plan, l'argumentation et la qualité de la rédaction. Les étudiants pourront également soumettre des textes qu'ils présenteront à des colloques ou qu'ils destinent à des publications.</p>		
Learning Outcomes:	<ul style="list-style-type: none">• Savoir définir et analyser une problématique• Concevoir un plan• Commenter les sources et citations• Argumenter• Rédiger le texte de sa thèse dans une langue académique de très bon niveau.		
Workload:	Séances de 3h chacune. Étant donné que les doctorants devront présenter leurs travaux, c'est à eux qu'il revient de définir le temps de travail personnel nécessaire.		
Type of Evaluation:	Présentation des travaux		
Max. Number of participants:	10		
Admission criteria:	Très bonne maîtrise de la langue française.		
Remarks:	La participation régulière à un colloque est obligatoire pendant toute la durée des études. Les ECTS pour la participation ne sont décernés qu'à la fin du séminaire. Cependant, il est nécessaire d'être inscrit à ce cours tout au long de chaque semestre.		

1.6 Doktorandenkolloquium – Musikwissenschaft (Colloque doctoral – musicologie)

Lecturer, Email address:	Damien Sagrillo Damien.sagrillo@uni.lu	Language:	Deutsch (français)
ECTS:	2 (à la fin du diplôme)	Activity type:	Kolloquium (colloque)
Semester/Dates:	TBD	Room:	Musiksaal (salle de musique) MAE 7.040
Course Description:	<ol style="list-style-type: none">1) Musik in Luxemburg (<i>La musique au Luxembourg</i>)2) Musik im Kanon des Bildungsangebots (<i>La musique dans le concert des disciplines pédagogiques</i>)3) 'Community Music': Musik als Freizeitbeschäftigung (<i>La musique dans la communauté. Le mouvement orphéonique</i>)4) Musikedition (<i>L'édition musicale</i>)5) Musiwissenschaftliche Biographik (<i>biographie musicologique</i>)		
Learning Outcomes:	Musikwissenschaftliches Arbeiten und Schreiben, musikwissenschaftliche Zitiernormen (méthodologie recherche et écriture en musicologie, normes de citations en musicologie)		
Workload:	Selon les réglementations en vigueur.		
Type of Evaluation:	Vortrag / présentation		
Max. Number of participants:	/		
Admission criteria:	/		
Remarks:	Regular participation in a strand colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of seminar. However, it is necessary to be registered in this course throughout, i.e., every semester		

1.7 Colloquium: Philosophy Research Seminar

Lecturer, Email address:	Dietmar Heidemann, Frank Hofmann dietmar.heidemann@uni.lu; frank.hofmann@uni.lu	Language:	English
ECTS:	2 (awarded at the end of the degree)	Activity type:	Colloquium
Semester/Dates:	Whole year	Room:	TBA

Course Description: This seminar is designed for doctoral students (and advanced Master students) in order to get in touch with philosophical research. The seminar combines lectures by invited researchers (once a month) and workshops organized by members of the institute on specific research topics.

Learning Outcomes:

- Doctoral students learn to follow, lead and contribute to philosophical research discussions.
- They learn how to integrate their own projects into philosophical research.
- They learn how to engage with renowned external researchers in different philosophical fields.

Workload: Contact hours: 30; preparatory work hours 15; self-study hours 15

Type of Evaluation: Active participation and input

Max. number of participants: 25

Remarks: Regular participation in a strand colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of seminar. However, it is necessary to be registered in this course throughout, i.e., every semester.

Doctoral Programme in Social Sciences

1.8 Education and Society Research Seminar

Lecturer, Email address:	Andreas Hadjar, Justin Powell andreas.hadjar@uni.lu; justin.powell@uni.lu	Language:	English, German
ECTS:	2 (granted at end of degree)	Activity type:	Colloquium
Semester/Dates:	Whole year, once in every month (semester 1 and 2)	Room:	Campus Belval, TBA
Course Description:	This research colloquium is devoted to the presentations of recent research, scientific exchange, and feedbacks amongst the doctoral candidates, supervisors in the Institute.		
Learning Outcomes:	<ul style="list-style-type: none">• Exchanges between PhD candidates and supervisors on new papers and presentations• Training in presentations, scientific debates and integration of colleagues' feedbacks• benefit from conceptual and methodological debates		
Workload:	/		
Type of Evaluation:	Preparing and leading a discussion session; regular attendance and contribution to discussions		
Admission criteria:	All PhD candidates of the institute and early-career researchers whose work is related to the fields of education and sociology are welcome to actively participate.		
Remarks:	Regular participation in a colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e. every semester.		

1.9 Geography Colloquium

Lecturer, Email address:	Harlan Koff harlan.koff@uni.lu	Language:	English
ECTS:	2 (granted at end of degree)	Activity type:	Colloquium
Semester/Dates:	Whole year, monthly meetings (2 hours), complemented by guest lectures and smaller workshops	Room:	Campus Belval, TBA
Course Description:	The major aim of the seminar is to establish a platform for continuous scientific exchange amongst the doctoral candidates, supervisors and other members of the Institute. It foresees to a) give the candidates an opportunity to present their work and to critically discuss concrete problems, strategic options, etc., b) to provide insights into ongoing or planned research endeavours (also non-PhD-projects), and c) to acquire inspiring input from internationally renowned invited scholars via guest lectures or postgraduate seminars. The offer will be complemented by single events such as research workshops or field trips.		
Learning Outcomes:	<ul style="list-style-type: none">• Allow intensive exchange with fellow doctoral candidates and all supervisors of the Institute on theoretical, methodological, and empirical issues• Give opportunities to present own work and to incorporate critical feedback• Provide insights into cutting edge conceptual and methodological debates in geography and into complementary research strands (e.g. via invited speakers)		
Workload:	/		
Type of Evaluation:	Preparing and leading a discussion session; regular attendance and contribution to discussions		
Admission criteria:	All PhD or early-career researchers whose work is related to Geography, Spatial Planning or Architecture are welcome to attend.		
Remarks:	Regular participation in a colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e. every semester.		

1.10 Colloquium: Socioeconomics and Economic Sociology

Lecturer, Email address:	Prof. Dr. Louis Chauvel; Prof. Dr. Conchita D'Ambrosio; Assoc. Prof Anja Leist ; Prof. Dr. Philippe Van Kerm louis.chauvel@uni.lu, conchita.dambrosio@uni.lu, anja.leist@uni.lu, philippe.vankerm@uni.lu	Language:	English
ECTS:	2 (granted at end of degree)	Activity type:	Colloquium
Semester/Dates:	Whole year, once in every month (semester 1 and 2)	Room:	Campus Belval, TBA
Course Description:	This colloquium connects Socioeconomics and Economic Sociology, a field of disciplines devoted to the understanding of social transformations in relation with economic forces and of the economics of sociological dynamics. Economic sociology and social economics are important subdisciplines along with social epidemiology and social policy analysis. (The main congress and conference institutions in relation to this field are ESPANET, ASA, ISA RC28, ECINEQ, IARIW, PAA, etc.) This monthly seminar is an opportunity to retrace the recent developments of fundamental theories in economic sociology and social economics, discuss recent debates in this field, and present emerging themes and topics. Such themes include, e.g., the new typologies of welfare states, renewal of health socioeconomics, perspectives in social policy, demographic simulations, immigration and labour economics, social networks, segregation and spatial inequalities, gender, families and within-household inequalities, etc.		
Learning Outcomes:	The ambition of this seminar is to present a landscape of emerging and renewed issues in socioeconomics, to understand the new existing trends in this field, debate on theoretical adequacy and methodological added value for the renewal of research questions, with the active participation of junior and senior colleagues.		
Workload:	15 hours participation and 15 hours homework to validate 1 ECTS (can be repeated 2 semesters)		
Type of Evaluation:	Active participation + a PPT presentation on a major research paper/area relevant in the course		
Admission criteria:	All PhD or early-career researchers whose work is related to the fields of professional research in socioeconomics and social inequalities are welcome to actively participate.		
Remarks:	Regular participation in a colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e. every semester.		

1.11 Colloquium: Political Science

Lecturer, Email address:	David Howarth and various members of the institute david.howarth@uni.lu	Language:	English
ECTS:	2 (granted at end of degree)	Activity type:	Colloquium
Semester/Dates:	Whole year, monthly, dates tbc	Room:	Campus Belval, TBA
Course Description:	Doctoral candidates will present their work to seek feedback from other doctoral students and staff. There will be occasional presentations by other academic staff and visiting researchers on political science analytical approaches and concepts and political science-specific methodologies. These sessions will be open to non-political science doctoral students, notably students in DTU REMS.		
Learning Outcomes:	First, the course provides an opportunity for PhD students in Political Science to present their work to their doctoral student colleagues and other academic staff. The aim of these presentations and discussions is also provide constructive feedback to the doctoral students in order to help them develop their research projects. Second, there will be occasional staff and visiting academic presentations on some of the main analytical approaches and concepts of Political Science. Occasional additional methodological seminars of specific interest to Political Science doctoral students will also be offered.		
Workload:	/		
Type of Evaluation:	Preparing and leading a discussion session; regular attendance and contribution to discussions		
Admission criteria:	All PhD or early-career researchers whose work is related to Political science are welcome to attend.		
Remarks:	Regular participation in a colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e. every semester.		

Doctoral Programme in Psychology

1.12 Colloquium: Psychological approaches in health, human development and learning processes

Lecturer, Email address:	Georges Steffgen and all the colleagues of the department of behavioral sciences with the authorization to supervise a PhD georges.steffgen@uni.lu	Language:	English
ECTS:	2 (granted at end of degree)	Activity type:	Colloquium
Semester/Dates:	Whole year, from October till July; about 12 sessions; duration 90 minutes	Room:	Campus Belval, MSA

Course Description: The colloquium is an in-depth training in contemporary theory and research in psychology, focusing on three main areas: health, human development and learning processes. In the colloquia PhD candidates will present their PhD project. Every session consists of 1 or 2 presentations followed by a discussion. PhD candidates will get detailed and constructive feedback/comments on their PhD projects from the audience especially from PhD supervisors.

Learning Outcomes: To be able to present a research question and project; able to react to (critical) questions; able to participate and discuss on different methodical and research issues

Workload: About 12x90 minutes present at the colloquium and about 10 hours preparation for the own presentation

Type of Evaluation: /

Admission criteria: PhD candidates in the field of Psychology; research scientist and Post-Doc

Remarks: Regular participation in a colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e. every semester.

Doctoral Programme in Education

1.13 Journal Club "Numerical Cognition"

Lecturer, Email address:	Christine Schiltz Christine.schiltz@uni.lu	Language:	English
ECTS:	1	Activity type:	Seminar
Semester/Dates:	Whole year	Room:	MSH, 3rd floor, Central meeting room
Course Description:	In this course recent or seminal research reports in the field of numerical cognition are presented and critically discussed.		
Learning Outcomes:	(a) Being able to present a research paper in a clear and succinct manner. (b) Being able to critically analyze a research paper and its different parts (i.e. theory, methods, results). (c) Being able to critically and constructively discuss the content of a research paper (i.e. clearly formulating own opinions, receiving and understanding others opinions/arguments).		
Workload:	1) 1 contact hour/month (--> 10h/year); 2) 2 preparatory work hours/month (--> 20h/year)		
Type of Evaluation:	Presentation		
Max. number of participants:	/		
Admission criteria:	/		
Remarks:	Regular participation in a colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e. every semester		

DTU CALIDIE Programme

1.14 DTU CALIDIE Colloquium

Lecturer, Email address:	Adelheid Hu (DTU coordinator), Gabriele Budach, Ingrid de Saint-Georges, Pascale Engel de Abreu, Antoine Fischbach, Samuel Greiff, Claudine Kirsch, Romain Martin, Christine Schiltz, Sonja Ugen, Constanze Weth adelheid.hu@uni.lu, gabriele.budach@uni.lu, ingrid.desaintgeorges@uni.lu, pascale.engel@uni.lu, antoine.fischbach@uni.lu, samuel.greiff@uni.lu, claudine.kirsch@uni.lu, romain.martin@uni.lu, christine.schiltz@uni.lu, sonja.ugen@uni.lu, constanze.weth@uni.lu	Language:	English
ECTS:	1 per year (3 ECTS in total)	Activity type:	Colloquium
Semester/Dates:	Monthly colloquium, Tuesdays, 4.00 - 6.00 pm	Room:	Campus Belval tba
Course Description:	This forum will provide supervisors and PhD candidates - as well as other researchers who are part of the teams led by DTU's supervisors - with an opportunity to present and discuss their work. PhD candidates will contribute to this format at least once a year by presenting the current state of their research.		
Learning Outcomes:	Participants will be familiarized with multidisciplinary perspectives on key concepts within research on multilingualism.		
Workload:	Regular attendance, Regular presentation of PhD project (work in progress); a) 20 contact hours/year b) 5 preparatory work hours = 25 hours		
Admission criteria:	Mandatory for PhD candidates who are members of the DTU CALIDIE. Other PhD students interested in the topic of the DTU colloquium are invited to contact Adelheid Hu, coordinator of the DTU CALIDIE.		

Courses

1.15 Language ecology and social justice

Lecturer, Email address:	Sabine Ehrhart sabine.ehrhart@uni.lu	Language:	English, French, German, Spanish (according to the needs of the group)
ECTS:	2	Activity type:	Seminar
Semester/Dates:	Summer Semester	Room:	TBA

Course Description:	<p>Language is a central element in doctoral research, as a subject and as a tool of investigation. The concept of language ecology or ecolinguistics (Haugen, Mühlhäusler, Mufwene) has shown proof in describing complex language contact situations in a holistic view by respecting the needs of all involved partners. This is particularly interesting for our present-day societies characterized by intense mobility and migration.</p> <p>In a first step, we will study some central concepts of ecolinguistics: learning and teaching in natural or institutional environments, language and interaction, and language contact phenomena. We will then focus on education in plurilingual settings (Kenner, Dervin, van Lier, Creese and Martin, Ehrhart, Hélot and Le Nevez) and the dynamics of the multilingual workplace (Tietze, Piekari, Barner-Rasmussen, Ehrhart and Langinier), two domains that have been discovered rather recently by ecolinguistics.</p> <p>In a second step, we will discuss strategies of communication in multilingual settings like receptive bilingualism, code-switching and translanguaging and their use and usefulness in different social and ethnological environments. They form part of a wider vision concerning language appropriation. As language learning and language acquisition are complex and dynamic processes, languages cannot be “sampled” or learned through copying in a simple transmission process. Linguistic structures are only one dimension of language education, political and sociocultural aspects play also a very important role in this field. We will start from the student’s personal experience and then study different settings of language contact like the formation of creoles in colonial contexts or the linguistic directives of the European Institutions in order to examine where and why balanced situations foster social justice and cohesion.</p> <p><u>Readings:</u> The Routledge Handbook of Ecolinguistics (ed. by Alwin Fill & Hermine Penz), Taylor & Francis, 2018 Ehrhart, Sabine Bridging the Gap: Childhood Language Acquisition and Creole Genesis, Journal of the Linguistic Society of Papua New Guinea, LLM Special Issue– Language Contact in the German Colonies: Papua New Guinea, 2017. Common European Framework of Reference for Languages: Learning, teaching, assessment developing illustrative descriptors of aspects of mediation for the CEFR (ed. by Brian North & Enrica Piccardo), 2016: https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/168073ff31 (download 30/4/2019)</p>
Learning Outcomes:	<p>The objective of this course is to understand the dynamic and fluid character of language and linguistic communication, especially in contexts of intense contact, mobility and migration, and the social responsibility of its use.</p> <p>Through our readings, scientific discussions and exchanges we will try to develop new approaches in the description of languages according to their context of use. We will then sketch orientations for language planning/language policies and diversity management in different settings.</p>

After the course, the doctoral students will have improved their understanding of the following domains:

- Discussion of the effectiveness of formal and informal language learning.
- Proposition of new mediation tools for use in changing plurilingual contexts (code-switching, receptive or dual-lingualism, translanguaging, use and expansion of lingua franca).
- Study of language and socialization/social integration in complex settings and in a life-long perspective (Kramsch) and of learning opportunities in multilingual professional environments.
- Discussion of the relationship between languages, multiple identities and political power structures.
- Strengthening of regional and minority languages and language needs arising from expansion, integration, migration and globalization, with a special focus on the situation of recent migration movements and the language acquisition and learning of refugees.
- Observation of teachers' and professional trainers' use of transversal strategies of language teaching and learning.
- Definition of meaningful contexts for plurilingual communication aiming at the optimal development of all pupils and students, in order to make the classroom an ecology in which language learning occurs naturally and where we avoid unreal learning contexts (Mühlhäusler).
- Learning how to use linguistic landscapes for pedagogical aims, in non-institutional settings, in a context of language learning and intercultural communication.

Workload:	20 x 45min = 15 contact hours 10 preparatory work 20 self-study hours
Type of Evaluation:	Presentation with discussion and written homework.
Max. number of participants:	15
Admission criteria:	Doctoral students Open to all students in humanities, not only from linguistics.

1.16 Les images aujourd'hui/ Introduction to Visual Studies

Lecturer, Email address:	Gian Maria Tore gian-maria.tore@uni.lu	Language:	French and English
ECTS:	2 (awarded at the end of the degree)	Activity type:	Seminar
Semester/Dates:	Whole year	Room:	TBA

Course Description:

Longtemps, l'étude des images a été l'apanage d'une discipline : l'histoire de l'art. Aujourd'hui, s'est affirmée l'exigence d'une étude plus vaste, qu'on appelle *Bildwissenschaft* ou *Visual Studies*. En effet, c'est le domaine même des images qui s'est énormément étendu, plus personne ne peut associer la production et la circulation des images seulement au monde de l'art. Les images envahissent littéralement nos existences, et même au-delà : avant même notre naissance, notre image existe grâce à l'échographie et persiste au-delà de notre mort grâce aux photos prises de notre vivant. Elle est captée à notre insu au quotidien, entre autres par le biais de la vidéosurveillance. Plus largement, les images documentent, apportent la connaissance et des preuves aussi. Elles sont de ce fait indispensables pour les scientifiques et la police, entre autres. Elles véhiculent aussi de l'information, elles sont un moyen de communication en même temps qu'un moyen de persuasion et de pression. En tant qu'outil du pouvoir, elles servent la politique aussi. Les images, manipulées ou non, sont utilisées à des fins de propagande, dans la politique, dans le terrorisme... en même temps qu'elles documentent les guerres et les conflits. Elles servent également le commerce et la publicité, évidemment. Au moins depuis que la télévision existe, elles bouleversent le sens de la présence et du lieu. Les images sont un ailleurs avec lequel nous sommes connectés. Le télétravail et les vidéoconférences en font d'ailleurs les expériences les plus récentes.

Nous vivons dans une société où nous pensons et communiquons en images, où leur flux est ininterrompu, et inévitable depuis notre plus jeune âge. Pendant que vous lisez ces lignes, deux millions d'images sont en train de circuler. La prolifération des images est telle que le nombre d'images dépasse celui des regards. Nous sommes tous créateurs quotidiens d'images... ou du moins d'images mentales : elles nous font penser et exprimer. Pourquoi alors avons-nous besoin des images ? Quels sont les modes de création, de diffusion et de réception des images aujourd'hui ? Le séminaire propose un tour d'horizon de ce sujet, aussi central et vaste que peu étudié. Voici le calendrier des séances :

1. TBA Introduction
2. 15/10/20 Les analphabètes du futur : peut-on apprendre à lire les images ?
3. 12/11/20 L'image sociale : notre visibilité sur les réseaux sociaux
4. 03/12/20 L'image et l'impensé : image et philosophie
5. 07/01/21 L'image mentale : image et psychanalyse
6. 04/02/21 L'image et le corps
7. 04/03/21 L'image de demain
8. TBA Conclusion

Les séances 2 à 7 seront tenues par autant de spécialistes internationaux, dans un *live streaming* organisé par le Casino Luxembourg – Forum d'art contemporain, une fois par mois à 19h. Les séances 1 et 8 encadreront le séminaire et auront lieu sur le campus à Belval ou sur Webex.

Learning Outcomes:

- To be introduced to Visual and Media Studies and their actuality
- To learn to study images and pictures from a scientific and interdisciplinary perspective
- To learn to tackle an everyday object from a scientific and interdisciplinary perspective

Workload:

Around 25 contact hours + 25 self-study hours

Type of Evaluation:

Presentation/final discussion

Remarks:

/

1.17 Comparing educational systems

Lecturer, Email address: Susanne Backes, Thomas Lenz, Antoine Fischbach, Ineke Pit-ten Cate, Sonja Ugen
Susanne.backes@uni.lu;
thomas.lenz@uni.lu;
antoine.fischbach@uni.lu,
Ineke.pit@uni.lu;
sonja.ugen@uni.lu

Language: English

ECTS: 1 **Activity type:** Seminar

Semester/Dates: Winter semester **Room:** TBA

Course Description: Different educational systems are presented, compared and discussed. What sources of data can be used to evaluate educational systems? What are the criteria to compare educational systems? To what degree do educational systems change over time? How do different educational systems deal with student heterogeneity? How are students with special educational needs included or supported in different educational systems? This seminar is especially interesting for PhD candidates that gather data in schools to be able to integrate the impact of their personal research outcomes in the bigger picture.

Learning Outcomes: Getting familiar with the local educational system, learning about other educational systems, being able to critically compare educational systems and being able to differentiate between sources of information on educational systems (internal vs. external)

Workload: Contact hours: 7.5
Preparatory hours: 8
Self study hours: 10

Type of Evaluation: Students have to present one not local educational school systems. In the written short paper (1000 words), students are asked to the impact of their research project within the educational system they are working in.

Max. number of participants: 15

Admission criteria: /

2. Interdisciplinary Training

2.1 Current Approaches in Migration Studies: Migration, Diversity, Conviviality

Lecturer, Email address:	Birte Nienaber, Christian Wille, Elke Murdock, Elisabeth Boesen, Gabriele Budach, Isabelle Albert, Harlan Koff, Till Dembeck birte.nienaber@uni.lu; christian.wille@uni.lu; elisabeth.boesen@uni.lu; elke.murdock@uni.lu; gabriele.budach@uni.lu; harlan.koff@uni.lu; isabelle.albert@uni.lu; till.dembeck@uni.lu	Language: English
ECTS:	3 or 5 (see below)	Activity type: Seminar
Semester/Dates:	Winter semester, bi-weekly, Fridays, 10:00h to 12:30h (7 sessions of three hours each):	Room: 02.10., MSA 3.530 (C 150) 9h45-13h15 23.10., MSA 3.530 (C 150) 10h15-13h 06.11., MSA 3.520 (C150) 10h30-13h30 27.11., MSA 3.500 (C 240) 10h-13h30
Course Description:	<p>This course, organised by FHSE's Key Research Area "Migration and Inclusive Societies" (MIS), addresses both students who are working on migration-related topics and wish to broaden their view on the topic and other students who want to get an interdisciplinary overview on the field of migration studies. We will try to access this field by focusing on the concept of conviviality, a term that has gained some importance in the Humanities and the Social Sciences as well as in public debate in the last 10 to 15 years. It refers to the Latin verb con-vivere in its primary sense of "living together", and its use reflects a renewed interest in the conditions, modalities and possibilities of living together, especially in culturally complex societies/contexts resulting from migration. The notion of conviviality reflects a critical attitude vis-à-vis important cultural approaches to migration such as multiculturalism, cosmopolitanism or creolization and dichotomous thinking implicit in sociological concepts like inclusion, integration and social cohesion.</p> <p>The discussion will be centered on five working areas: 1) Global Connectivity and Socio-Economic Participation, 2) Diversity and Social Cohesion, 3) Cross-Border Movement and Citizenship, 4) Multilingualism and Educational Challenges, 5) Experiences of Borders and Cultural Identities. – The course is taught by all members of the MIS consortium, which assembles researchers from geography, political science, (cultural) psychology, cultural border studies, cultural anthropology/history, pedagogy, sociolinguistics, and literary studies. – Students can achieve either three or five ECTS in this course (see below); students aiming at five ECTS are asked to think in advance of a topic for a working paper they would like to develop and to present in the context of the course (and with the support of one or two of the instructors).</p>	
Learning Outcomes:	<ul style="list-style-type: none"> • fundamental understanding of conceptual and methodological problems in research on migration and cultural diversity, • introduction to the concept of conviviality and its implications on research. 	
Workload:	21 contact hours 54 preparatory work hours 50 self-study hours (optional, for those who would like to obtain 5 ECTS)	

Type of Evaluation: 3 ECTS: 2-page paper or poster relating course content to own work; 5 ECTS: produce working paper which could be developed into journal/edited volume publication

Max. Number of participants: 20

Admission criteria: /

2.2 PhD Conference in Social Sciences

Lecturer, Email address:	Josip GLAURDIC josip.glaurdic@uni.lu	Language:	English
ECTS:	1	Activity type:	Workshop/conference
Semester/Dates:	19 November 2020 – 9:00-18:00	Room:	Black Box

Course Description: The Doctoral School in Humanities and Social Sciences is organising its second biannual conference for PhD students in social sciences to take place on 19 November 2020.

Any FHSE student working in any social science field is eligible to participate. The conference is meant to be a collegial and friendly form of introduction for young scholars to the full academic conference experience: from applying to presenting and commenting on other scholars' work.

Students who have an article, dissertation chapter, or poster they are working on and feel it would benefit from comments by their peers and faculty members should consider applying.

They should send abstracts of no more than 300 words plus their current CV by 1 July 2020 to josip.glaurdic@uni.lu. Decisions on participants and panels will be made shortly thereafter. Paper drafts will be due by 31 October. If students plan to present a poster, they should send an email with the title and short description to josip.glaurdic@uni.lu also by 1 July.

Panels will be created thematically. Spaces are limited, so it is possible that not all who are interested will be able to participate. All participating PhD students will gain 1 ECTS credit for their active conference participation.

Learning Outcomes:

/

Workload:

15 hours preparation, 6 hours presentation/contact, 4 hours evaluation

Type of Evaluation:

Active participation

Max. Number of participants:

16

Admission criteria:

/

Remarks:

/

2.3 Advanced Qualitative Methods

Lecturer, Email address:	Harlan Koff, Christian Schulz, Michal Mochtak, Rachel Reckinger, Carmen Maganda harlan.koff@uni.lu; christian.schulz@uni.lu; michal.mochtak@uni.lu; rachel.reckinger@uni.lu; carmen.maganda@uni.lu	Language:	English
ECTS:	2-4 (All courses are optional and PhD candidates can choose according to their training needs how to accumulate 2-4 ECTS).	Activity type:	Seminar/ lab-course
Semester/Dates:	Whole year, tbd	Room:	tbd
Course Description:	<p>This module encompasses a series of workshops and seminar series dealing with qualitative methods used in social sciences research. These range from ethics, field research strategies, anthropological methods, text and discourse analysis to the use of data analysis software and other specific research tools. The actual offer can vary from year to year. More detailed syllabi will be provided for every course.</p> <p>In the Academic Year 2020/2021, at least the following courses will be offered:</p> <p>Ethics in the Field: Addressing Practical Challenges (1 ECTS) 1 session à 90 minutes in September 2020 Instructor: Carmen Maganda + Harlan Koff</p> <p>Introduction to Computational Text Analysis for Social Sciences (1 ECTS) 4 session à 90 minutes in October & November 2019 Instructor: Michal Mochtak</p> <p>The Comparative Method: Why compare?, what to compare?, how to compare? (1 ECTS) 1 session a 90 minutes in December 2020 Instructor: Harlan Koff</p> <p>Introduction to Web Scraping for Social Sciences (1 ECTS) 3 session à 90 minutes in April 2020 (see below) Instructor: Michal Mochtak</p> <p>Qualitative data analysis with MAXQDA (1 ECTS) One-day workshop + two follow-up sessions à 90 minutes in April/May 2020 (dates to be confirmed) Instructors : N.N. (guest lecturer) + Christian Schulz</p> <p>Anthropological Research Methods (1 ECTS) 1 session à in May/June 2021 Instructor: Rachel Reckinger</p>		
Learning Outcomes:	<ul style="list-style-type: none">- Acquire a thorough understanding of the particularities of qualitative research methods, including text mining, coding techniques and the handling of qualitative data- Learn to use the main functions of data analysis tools (e.g. MAXQDA)- Reflect upon epistemological and methodological challenges of qualitative research and the own PhD project		

- Reflect upon possible biases and appropriate remedies

Workload:

Contact hours: Min 14 teaching units / 10 hours

Preparatory work hours and self-study hours: 20-40.

Type of Evaluation:

Active participation in class; preparation of tasks assigned by course instructor.

Max. Number of participants:

20

Admission criteria:

All PhD or early-career researchers whose work is related to advanced qualitative methods are welcome to actively participate.

Remarks:

Please check Moodle and DSHSS website for further optional classes offered during the term (lectures, seminars, workshops)

2.4 Is the self special? Psychological, neuroscientific and philosophical perspectives on our sense of self and identity

Lecturer, Email address:	Professor Manos Tsakiris will lead and coordinate this seminar series but for some of the seminars we expect that guest lecturers will participate to speak about their own disciplinary perspective on the question of self-awareness. manos.tsakiris@rhul.ac.uk	Language:	English
	Georges Steffgen georges.steffgen@uni.lu		
ECTS:	2	Activity type:	Seminar
Semester/Dates:	Winter semester	Room:	tbd
Course Description:	<p>Questions about the nature of self-awareness are steeped in cultural, philosophical and scientific debates that have dominated the history of human thought. Epistemological and methodological advances in psychological sciences and neuroscience at the end of the 20th century have allegedly succeeded in developing a scientific understanding of self-awareness. Nevertheless, there are as many definitions of self as psychologists working in this area. This series of seminar will attempt to understand this vibrant yet problematic field of research. Modern psychology has long focused on the importance of the body as the starting point of the self. We will therefore start from the experience of one's body and try to understand how this experience scaffolds our sense of self and identity, both in neurophysiological, affective and psychological terms, but also how we can use this concept of selfhood to understand human sociality and aspects of our socio-political world. The seminars will focus on:</p> <ul style="list-style-type: none"> • The phylogenetic and ontogenetic study of the self, • The experience of one's body and our sense of owning this body (i.e sense of body-ownership) and controlling it (i.e sense of agency) • The abnormalities in the experience of selfhood as evidence in neuropsychiatric and neuropsychological syndromes • The interoceptive and affective basis of the self • The social consequences of the mental representation of the self 		
Learning Outcomes:	<p>Students attending this course will acquire an in-depth knowledge of the main concepts, methods and findings in the neuroscientific study of embodiment and selfhood, and their relevance for a range of psychological sub-disciplines and other related disciplines from the humanities and social sciences. Through their own presentation of key papers in this area of research, they will develop their critical skills by assessing the state-of-the-art and also pointing to future directions.</p>		
Workload:	50 hours in total (18 hours of teaching = 12 hours lecture + 6 hours presentation of students).		
Type of Evaluation:	Presentation		
Admission criteria:	Any graduate students in humanities, social sciences, behavioral and cognitive sciences.		

2.5 Digital History and Hermeneutics Lecture Series

Lecturer, Email address:	International guest lecturers, approx. 2 hours each, updates on: https://dhh.uni.lu/category/activities/lectureseries/ and Moodle Email Address: varies-coordinator: juliane.tatarinov@uni.lu	Language: English
ECTS:	2 ECTS (when attending at least 10 lectures, organizing one lecture and writing 1 scientific blog post)	Activity type: One week workshop
Semester/Dates:	SS 2019, WS 2019/ 2020, SS 2020	Room: Campus Belval, Times are booked for each event accordingly and announced two months in advance (subject to change according to parallel events, schedule of the speaker and of the organizer)
Course Description:	<p>Lecture Series "Digital History and Hermeneutics"</p> <p>The DTU DHH Lecture Series provides a broad overview of case studies concerned with digital history and hermeneutics from all the disciplinary fields covered by the DTU DHH: History, philosophy, linguistics, computer science, geography, design studies. The overall aim is to discover recent trends and challenges with the help of specific case studies that allow locating the individual research projects of the DTU within a state-of-the-art international discourse.</p> <p>To this regard, the PhD students themselves organize and host at least one event of the series (i.e. inviting the guest lecturers and coordinate the lecture topics, booking rooms and catering, announcing it on the project's website and moderating the discussion).</p> <p>The lectures offer studies from all major historical epochs (Ancient History, Medieval History, Early Modern and Contemporary History) that are also reflected in the DTU's research programme.</p> <p>International experts present new methods, tools and research results from their domains and invite the audience to discuss questions and scientific trends. The lectures are open to the entire university and serve as a platform for an international and interdisciplinary exchange.</p>	
Learning Outcomes:	<ul style="list-style-type: none"> - gaining overview on international state of the art - organisation and networking skills - moderation skills - debating skills - interdisciplinary thinking - reflecting on research results and presentation techniques - scientific dissemination techniques 	
Workload:	<ol style="list-style-type: none"> 1) Contact hours: 20 hours plus 5 hours hosting one event 2) preparatory work hours: 15 hours (organization of event, scientific preparation) 3) self study: 10 hours (reflection for own research, reading, writing scientific blog post) 	
Type of Evaluation:	<p>The participant has to organize one event of the lecture series and write a blog posts (10,000 characters) reflecting the content and presentation of two lectures with regard to his/her own PhD-topic.</p> <p>All tasks can also be accomplished in groups of two or three</p>	

2.6 An introduction to network analysis for psychologists and neuroscientists

Lecturer, Email address:	Invited speaker: Alexandre Heeren alexandre.heeren@uclouvain.be;	Language:	English
ECTS:	1	Activity type:	Workshop
Semester/Dates:	Summer Semester, tba	Room:	TBA

Course Description:	<p>Graph theory and network analysis have recently started to infiltrate psychology and neuroscience, especially in research programs dealing with huge data sets and connectivity issues.</p> <p>Accordingly, this course will provide a general overview graph theory and network analysis. Illustrations on real data sets will be provided throughout the workshop. Given the diversity of the audience, examples will be ranging to the study of social networks to brain networks and symptoms connectivity.</p> <p>Course participants will:</p> <ul style="list-style-type: none">- become familiar with general notions of graph theory and network analysis- learn how to model network data using R, to implement algorithms from the field of graph theory (e.g., community detection, smallworldness), and to use tools from data science (e.g., graphical Lasso) to optimize network estimation and visualization- understand the advantages, challenges, and limitations of network analysis in comparison to usual data analytical approaches- and become able to critically assess papers dealing with network analysis and graph theory in the field of psychology and neuroscience.
Learning Outcomes:	see above
Workload:	25 hours, 15 contact hours, 2 preparatory work hours, 8 self-study hours
Type of Evaluation:	Written homework/paper
Max. number of participants:	15
Admission criteria:	basic knowledge in statistics (introductory level)

2.7 Data Analysis from Cross Sectional Data to Big Data

Lecturer, Email address:	Conchita D'Ambrosio; Michela Bia conchita.dambrosio@uni.lu; michela.bia@liser.lu	Language:	English
ECTS:	2	Activity type:	Seminar
Semester/Dates:	Winter semester	Room:	MSA tba

Course Description: In this course students will learn about the features of different tools, reflect on the advantages and disadvantages of different types of data, and analyze alternative practical examples. Each module will be 2-3 days long, while each lecture will be given in more or less 2-3 hours each time (depending on the topic to introduce). PhD students will be mainly provided with practical examples on alternative case-studies and routines to eventually apply in Stata. The course is organized in 5 Modules: 1st Module-Survey Data: Cross-Sectional Data; 2nd Module-Survey Data: Panel Data; 3rd Module-Experimental Data; 4th Module-Nonexperimental data; 5th Module-Big Data

Learning Outcomes: Students will learn how to analyse different dataset and the method to use to answer empirically theoretical questions.

Workload: 50 hours in total (24 hours of teaching)

Type of Evaluation: Written homework/paper

2.8 Media use and effects – A multidisciplinary perspective

Lecturer, Email address: André Melzer
andre.melzer@uni.lu; **Language:** English

ECTS: 2 **Activity type:** Seminar

Semester/Dates: Summer semester/tba **Room:** TBA

Course Description: Thanks to the proliferation of media technologies and the increasing integration of media in almost any part of life, questions of how and why people use media as well as the effects of media use are currently discussed in a number of scientific disciplines. It is the aim of this seminar to introduce students to theories of psychology, communication science, and other disciplines, to provide an overview of some of the primary areas of media research. We will examine these theories in the context of media usage and the various effects of media on human emotion, cognition, and social behavior. Following a general introduction to media, students will work and finally present the outcome of their own research on selected topics from the different scientific perspectives, including, for example, developments in media theory, developmental issues in media psychology, advertising, media representations of social groups (e.g., gender, ethnicity), excessive and pathological media use, and video games and interactive media.

Learning Outcomes: As a result of this introductory course in media use and effects, students gained knowledge in the following essential topics:

- They are familiar with major theories of media, including, but not limited to, theories from psychology that apply to the use and effects of media technologies (e.g., persuasion, attention, social influence, cognition, emotion)
- They gained insight in selected findings on the design of media for use in the context of, for example, advertising, social communication, or entertainment
- They gained insight in selected findings on the effects of media on attitudes and cognition, cognitive development, emotions, and social behaviour
- They are able to analyze research on media effects critically
- They gained insight in research on interactive media (internet, video games)
- They acquired further skills in presenting selected scientific topics (from various fields of media research).

Workload: 1) contact hours: 15 hours, 2) preparatory work hours: 10 hours 3) self-study hours: 25 hours

Type of Evaluation: Individual oral presentations

Max. number of participants: 10

Admission criteria: Any graduate students in humanities (e.g. psychology, philosophy, media studies, communication)

2.9 4th Annual Summer School on Cultural Psychology: Cultural Psychology and Intergenerational Family Relations in Cultural Contexts

Lecturer, Email address:	Isabelle Albert, Thomas Boll, Elke Murdock, Jaan Valsiner and further invited speakers isabelle.albert@uni.lu; thomas.boll@uni.lu; elke.murdock@uni.lu; jvalsiner@gmail.com	Language:	English/German/French
ECTS:	2	Activity type:	Summer School
Semester/Dates:	Summer semester, June 2021	Room:	TBA
Course Description:	The summer school is dedicated to bringing the advanced know-how in contemporary cultural psychology to the students and to provide an arena of guidance for the implementation of that know-how into the research projects of the participants. The focus of this year's summer school is on intergenerational family relations in cultural contexts. In particular we will explore transmission of values, family memories and family histories. We will look at the processes of meaning making, autonomy, relatedness and ambivalence through the lense of culture.		
Learning Outcomes:	The students will learn to critically review their respective research projects in light of the frameworks of cultural psychology. Students will be encouraged to develop approaches to overcome limitations. Students will also get a chance to prepare publishable materials, based on their critical reflections, which could be published as part of the international book series Perspectives on Human Development (Information Age Publishers, USA). Key learning objectives can be summarized as - developing critical and constructive reflections and turning these into a publishable material.		
Workload:	Pre-reading: 10 hours; Poster; Summer school attendance: 3 full days; Homework: 10 hours		
Type of Evaluation:	/		
Max. number of participants:	15		
Admission criteria: Remarks:	Even though this summer school is offered within the Psychology Track it is open to students from other disciplines. Guest speakers will be invited to the core team of researchers. Participants will prepare publishable materials for an Annual Report from the Luxembourg School of Cultural Psychology.		

2.10 Current Topics in Well-being Research

Lecturer, Email address: Conchita D'Ambrosio, Robin Samuel
conchita.dambrosio@uni.lu;
robin.samuel@uni.lu

Language: English

ECTS: 2

Activity type: Course

Semester/Dates: Summer semester, tba

Room: TBA

Course Description: In this course, students will learn about the different theoretical and conceptual approaches used in the social sciences to analyze well-being and its determinants. After an introduction to the various methods proposed for the measurement of well-being, we will analyze the determinants of individual well-being and explore the relationship with income (including the Easterlin paradox), social position and mobility as well as the role of adaptation and expectations. We will then move on to discuss societal well-being and the recent proposals to go beyond GDP as a measure of progress.

Learning Outcomes: Students will learn how to analyse different dataset and the method to use to answer empirically theoretical questions.

Workload: 60 hours in total (30 hours of teaching)

Type of Evaluation: Oral presentation

2.11 Bayesian Approaches to Data Analysis

Lecturer, Email address:	Robin Samuel robin.samuel@uni.lu , Alessandro Procopio (TA)	Language:	English
ECTS:	3	Activity type:	Course
Semester/Dates:	Winter semester, tba	Room:	TBA

Course Description: Bayesian statistics can be applied to all research problems involving data. A particularly attractive feature of this approach is that it provides us with the distribution of credible parameter values. Furthermore, prior knowledge, e.g., obtained from previous studies, can be included in the modeling process. This is in stark contrast to conventional statistics, where parameters are considered fixed and researchers typically engage in a hunt for significant estimates, without the possibility to explore the space of possible parameters or to formally account for prior knowledge.

The main aim of this course is to provide a thorough introduction to Bayesian approaches to data analysis, including: the fundamental concepts of Bayesian statistics; Markov Chain Monte Carlo; Bayesian t-tests, regressions, and hierarchical models.

Throughout the course, there will be structured and guided computer exercises. You will work on data provided by the course instructor. However, you are welcome to bring your own data as well.

Learning Outcomes: Upon completion of this course, students will have a good understanding of the limits and possibilities of Bayesian approaches to data analysis. They will be able to actually do Bayesian data analysis.

Workload: 90 hours in total (30 contact hours, 30 preparatory work hours, 30 self-study hours)

Type of Evaluation: Short paper

Max. number of participants: 10

Admission criteria: Participants should be familiar with multivariate statistics. If you have never been exposed to t-tests, ANOVA, and (OLS) regression, this is not the course for you. Ideally, you will have some elementary knowledge of multilevel regressions as well. We will mainly use the software R. While some familiarity with R is useful, this is not strictly necessary as long as you have some knowledge of working with other statistical software packages using syntax (e.g., Mplus, Stata, or SPSS) and are willing to learn. Note that this is an intensive course. Participants are expected to read and prepare chapters prior to each course session.

2.12 Monte Carlo Simulation Using R

Lecturer, Email address: Robin Samuel, Alessandro Procopio (TA)
robin.samuel@uni.lu **Language:** English

ECTS: 1 **Activity type:** Course

Semester/Dates: Summer semester, tba **Room:** TBA

Course Description: Monte Carlo Simulations (MCS) are widely used to examine the properties of statistical models. This is particularly useful, when we want to understand sampling distributions of model parameters, their accuracy and potential bias. The power of MCS lies in its ability to define and control a statistical environment in which we may fully specify the data-generating process and the true model. This allows testing how different environments change the statistics of interest, without confounding factors that are typically present in observational studies.

This course introduces this powerful technique and its potential applications in the Social Sciences. The morning will be dedicated to a general overview of MCS, including its planning, conduction, and protocolling. The afternoon will be practical and contains an introduction to performing MCS in R.

Learning Outcomes: Upon completion of this course, students will have gained familiarity with theoretical and practical aspects of MCS and its potential applications in the Social Sciences.

Workload: 25 hours in total (8 contact hours, 4 preparatory work hours, 13 self-study hours)

Type of Evaluation: Short paper

Max. number of participants: 10

Admission criteria: Participants should be familiar with multivariate statistics. If you have never been exposed to t-tests, ANOVA, and (OLS) regression, this is not the course for you. We will use the software R. While some familiarity with R is useful, this is not strictly necessary as long as you have some knowledge of working with other statistical software packages using syntax (e.g., Mplus, Stata, or SPSS) and are willing to learn.

2.13 Computing culture. An introduction to Python programming for the Humanities

Lecturer, Email address: Christoph Purschke
christoph.purschke@uni.lu

Language: English, German

ECTS: 2

Activity type: Seminar

Semester/Dates: Winter semester

Room: TBA

Course Description: In this course, participants learn how to read code, plan and execute programs in Python, and develop their personal data science workflow. The course is aimed at humanities scholars who want to learn the basics and application of programming in Python. We begin with the fundamental principles of programming, key tools and resources for data science projects, and approaches to computer science in the humanities. Based on this, the course introduces the most important elements of the popular programming language Python, including different data types, command structures, and processing routines. We work with practical examples to demonstrate the potential and shortcomings of computational analysis methods focusing on text data. In addition, we look at different ways to detect and fix errors in code, e.g., error messages, debugging tools, and online databases. The course is based on interactive Jupyter notebooks, in which programming elements and examples can be applied directly. In addition to joint programming exercises, participants can also use their own data to develop a personal data science workflow for their projects.

Learning Outcomes:

- Learn the basics of programming in Python
- Get to know important packages & tools for data science projects
- Learn the basics of data retrieval, processing, and analysis using Python
- Develop a personal workflow for data science projects

Workload: 18 contact hours, 7 hours reading & preparation

Type of Evaluation: Coding exercises

Max. number of participants: 15

Admission criteria: Basic understanding of digital humanities.

2.14 Stata for social science research: Introduction to advanced use

Lecturer, Email address:	Philippe Van Kerm philippe.vankerm@uni.lu	Language:	English
ECTS:	1	Activity type:	Lectures and lab sessions
Semester/Dates:	Early February 2021 Compact workshop over three days 3hrs + 6hrs + 6hrs	Room:	MSA (any lecture room is fine – participants bring Stata on laptop)
Course Description:	<p>Researchers in quantitative social science research must master one data management and statistical software thoroughly. This can be a significant investment but it is one that pays off in the long run and that is best done early in one's research career. Stata is one popular option among researchers: it is a complete, integrated statistical software package with a wide range of functionalities for data analysis, data management and graphics. According to its developers: "Stata is the solution for your data science needs. Obtain and manipulate data. Explore. Visualize. Model. Make inferences. Collect your results into reproducible reports."</p> <p>The objective of the course is to equip doctoral students with all they need to make efficient, professional use of Stata in their research, making their research workflow error-free, reproducible and efficient. Working extensively with examples, we will cover basic principles (including do file programming and audit trails), data management, descriptive analysis (univariate statistics), regression analysis and multivariate statistics, surveys and panel data, matrix programming, workflow management, graphics and data visualization.</p> <p>The course will take the form of a compact 3-days workshop combining lectures and hands-on practical sessions on computers.</p>		
Learning Outcomes:	Workflow management for empirical analysis; Data management; Regression analysis; Basic Stata programming skills; statistical skills; survey data analysis; statistical graphics and data visualization		
Workload:	25hrs : 1) 15h 2) 2h 3) 8h		
Type of Evaluation:	Exercise and written homework		
Max. number of participants:	25		

2.15 Advanced quantitative methods for social science research

Lecturer, Email address:	Prof. Dr. Louis Chauvel; Prof. Dr. Philippe Van Kerm louis.chauvel@uni.lu, philippe.vankerm@uni.lu	Language:	English
ECTS:	2	Activity type:	Lectures and lab sessions
Semester/Dates:	Once a month on the 2 semesters	Room:	Campus Belval, MSH Computer room + MSA Lecture Room??

Course Description: This monthly 3 hours course is devoted to the presentation of new quantitative methods or developments, statistical procedure, specialized software (in Stata, R, etc.) of specific value for social scientists. Each session is devoted to the theoretical presentation of a statistical method/tool, its implementation in one or several soft wares, the interest of different existing options, and their application to selected examples for concrete hands-on exercises or replication of research results. The course will cover topics such as event studies, event history analysis, advanced discrete choice models, imputation and analysis of missing data. Special requests by course participants can also be taken into account.

Learning Outcomes: ACQUIRE overview of recent developments in advanced methods; UNDERSTAND their statistical background, methodological and analytical added value; CRITICIZE potential limitations and risks of methods; PROCESS independently the methods on professional examples; CONNECT with other researchers.

Workload: 50 hours

Type of Evaluation: Readings and redaction of a synthesis based on a set of presentations/discussion session; attendance and contribution

Admission criteria: All PhD or early-career researchers whose work is related to advanced quantitative methods are welcome to actively participate.

2.16 Socioeconomic Inequality, Causes and Consequences

Lecturer, Email address:	Prof. Dr. Louis Chauvel; Prof. Dr. Conchita D'Ambrosio; Assoc. Prof Anja Leist ; Prof. Dr. Philippe Van Kerm louis.chauvel@uni.lu, conchita.dambrosio@uni.lu , anja.leist@uni.lu, philippe.vankerm@uni.lu	Language:	English
ECTS:	2 for winter + 2 for summer semester	Activity type:	Advanced course/workshop
Semester/Dates:	Winter and summer semester	Room:	Campus Belval, Black Box of MSH and LISER Conference room
Course Description:	<p>The interdisciplinary course "Socioeconomic Inequality, Causes and Consequences" (yearly: 60 hours + 40 hours homework) focuses on the main dimensions or recent research in the domain of socioeconomic inequality. Conceptualization and axiomatization of inequalities, measurement and modelisation, their comparative joint dynamics in today's welfare states, and their relation with health inequality.</p> <p>Part 1 Measures of inequality and related phenomena in theory and empirical approaches (D'Ambrosio)</p> <p>Part 2 Dimensions of inequality: models and measurement (Philippe Van Kerm): Assessing discrimination; Spatial dimensions of inequality; Income mobility and economists' approaches to equality of opportunity (Van Kerm)</p> <p>Part 3 Comparative dynamics of inequalities (Louis Chauvel): Welfare regimes and their influence on inequality dynamics. Inequalities between and within cohorts. Income and wealth compared. Is there a link between socioeconomic inequality and social outcomes like intergenerational mobility, health, mortality, suicide, etc. (Chauvel)</p> <p>Part 4 Inequalities in/epidemiology of health and ageing: Socio-economic inequalities in health and healthcare; socio-demographic aspects of ageing; inequalities over the course of ageing; health inequalities in cross-country comparison; cognitive ageing and dementia (Leist)</p>		
Learning Outcomes:	<p>The course exposes the cutting-edge knowledge on social and economic inequality in the new international and Luxembourgish research. This course delivers a detailed overview on these important topics for PhD candidates in the domain of the social sciences of inequalities and their consequences notably in terms of socioeconomic stability.</p>		
Workload:	60 hours in classroom + 40 hours homework including a presentation		
Type of Evaluation:	Participation + a PPT presentation on a major research paper/area relevant in the course		
Admission criteria:	All PhD or early-career researchers whose work is related to the fields of professional research in socioeconomics and social inequalities are welcome to actively participate.		

2.17 Advanced seminars in Inequality

Lecturer, Email address:	Prof. Dr. Louis Chauvel; Prof. Dr. Conchita D'Ambrosio; Assoc. Prof Anja Leist ; Prof. Dr. Philippe Van Kerm louis.chauvel@uni.lu, conchita.dambrosio@uni.lu anja.leist@uni.lu, philippe.vankerm@uni.lu	Language:	English
ECTS:	1 per semester	Activity type:	Seminar series
Semester/Dates:	Winter and summer semester	Room:	Campus Belval, Black Box of MSH and LISER Conference room
Course Description:	This interdisciplinary series of Lectures and Seminar joins a set of three seminars "Luxembourg Seminar on social inequalities and public policies" (Semilux), the "LISER seminars series" and of the "Inequality and...?" Lectures. Semilux is a seminar that aims to integrate research on social inequalities in Luxembourg, the Grande Region and Europe, with cutting-edge research objective. This helps in the convergence of professional researchers, PhD candidates and policy analysts interested in social science research. The LISER seminar is a high level professional research meeting devoted to the debated presentations of research developed in relation with LISER. The "Inequality and...?" Lectures provide a forum where the research community, PhD candidates, the private and public sectors and the general public in Luxembourg can gather around a theme which researchers have traditionally associated with this country, namely, income studies in a broad sense.		
Learning Outcomes:	The participation in the seminars and the preparation of abstracts will help PhD candidates develop a cutting-edge knowledge on today's research in social and economic inequality in the new international and Luxembourgish research.		
Workload:	15 hours participation and 15 hours homework to validate 1 ECTS (can be repeated 2 semesters)		
Type of Evaluation:	Participation + a PPT presentation on a major research paper/area relevant in the course		
Admission criteria:	All PhD or early-career researchers whose work is related to the fields of professional research in socioeconomics and social inequalities are welcome to actively participate.		

2.18 2021 Summer School on inequality and poverty measurement - Jointly organized UL-LIS-LISER

Lecturer, Email address:	Louis Chauvel Philippe Van Kerm Email Address: louis.chauvel@uni.lu philippe.vankerm@uni.lu	Language:	English
ECTS:	2 (attendance) + 1 (paper)	Activity type:	One week workshop
Semester/Dates:	One complete week early on JULY, 9-18h +	Room:	Campus Belval
Course Description:	For 30 years+ now, LIS has organized the LIS Introductory Summer Workshop, held in Luxembourg with support of the UL and of LISER, in order to ease the access to data on inequality: a high level mix of method, data driven empirical analysis and comparative social policies. An average of 25 attendees were selected among the applicants (paying attention to bring in an even disciplinary mix among economists, sociologists and political scientists). This workshop consists in a one-week intensive course designed to introduce researchers in the social sciences, comparative research on income distribution, employment and social policy, using the LIS and LWS Databases. The topics pertain to income, wealth, employment, and demographic data, harmonised in two databases, the Luxembourg Income Study Database (LIS) and the Luxembourg Wealth Study Database (LWS).		
Learning Outcomes:	1) Acquire advanced knowledge and methods in the social sciences of inequalities 2) Gain productive skills in the domain of comparative inequality 3) Deepening LIS/LWS data universe and socializing with its international network		
Workload:	Workshop attendance – 50 hours Homework – paper/essay approx. 25 hours		
Type of Evaluation:	2 ECTS participants are evaluated on active attendance to the workshop One additional ECTS is granted for a short paper/essay evaluated by the committee (incl. Pr Chauvel, Van Kerm, Checchi).		
Admission criteria:	PhD students in social sciences and economics		
Remark:	External participants will receive a certificate mentioning their ECTS equivalents.		

2.19 Educational Policies, Education Systems and Inequalities

Lecturer, Email address:	Andreas Hadjar & Justin Powell andreas.hadjar@uni.lu; justin.powell@uni.lu	Language:	English
ECTS:	2	Activity type:	Seminar
Semester/Dates:	Summer Semester 2021	Room:	Campus Belval, 3rd floor, Room Aquarium
Course Description:	<p>This seminar seeks to detect the ways educational policies and systems have changed over the 20th century and up to today. Education has become increasingly international, reflected in policies as well as in research on educational inequalities. Central issues we will address include educational system development and inequalities in educational inputs, outputs, and outcomes (life chances). How are inequalities over the life course affected by the institutional and organizational settings that particular educational systems provide? This involves debating theories and empirical findings on educational inequalities regarding myriad social characteristics, such as class, gender, ethnicity, and dis/ability. Further, educational achievement and attainment and many outcomes affected by education, including income, status, well-being, political participation, and so on, are central goals of societal groups as of supranational governments and international organizations. Focusing specifically on educational inequalities in achievement and in the attainment of educational credentials, we will compare different educational systems using a variety of indicators. Furthermore, a longitudinal perspective will be employed to analyze institutional persistence and change, such as educational expansion and (continuous) educational policy reforms. Both classic theories and contemporary research findings will be discussed from a critical perspective to strengthen reflection and analytic skills. We will begin by gathering information on the research interests and dissertation projects of the doctoral candidates present to build upon and adapt the seminar.</p>		
Learning Outcomes:	<p>The PhD candidates gain deeper insights into conceptual frameworks influential in studying policies, education systems, and educational disparities as well as how these translate into inequalities in returns on education and other outcomes. They gain in-depth knowledge on some classic and contemporary empirical studies on policies, systems, and inequalities. The PhD candidates learn how to write a journal peer review or book review, knowledge usefully applied when writing their own articles.</p>		
Workload:	1) contact hours: 10.5 hours (14 UE), 2) preparatory work hours (students' input, journal review task): 25 hours, 3) self-study hours: 15 hours		
Type of Evaluation:	Short presentation, written review		
Max. number of participants:	15		

2.20 Heuristics and the art of theorizing

Lecturer, Email address:	Ingrid de Saint-Georges ingrid.desaintgeorges@uni.lu;	Language:	French possible for assignments
ECTS:	1	Activity type:	Hands-On Seminar
Semester/Dates:	Summer semester, Wednesdays	Room:	TBA
Course Description:	In social sciences, education or the humanities, students receive thorough training in both theories and methodologies. They learn how to stand on the shoulders of researchers that came before them and read their texts. They are also exposed to a variety of concepts that they learn to draw from for their own research. They also learn to design significant research and to develop their methodological thinking and practices. One dimension is, however, often missing in that education: students more rarely learn how to produce their own concepts, theories and theorization. This interdisciplinary seminar brings together students from a variety of fields to explore the practice of theorizing, addressing questions such as: how is theorizing done? Are there contexts that encourage discovery? What sorts of habits of thinking can support coming up with new ideas (such as for example using analogies, metaphors, typologies, naming techniques...)? Does theorizing vary according to one's field (empirical, speculative)? We will explore how writing is often an important part of the thinking process and practice different writing and thinking moves in order to unleash our intellectual imagination. The workshop is designed to be hands-on. Students will be asked to read classics of theorizing from different fields. They will also be required to do practical exercises of speculation on everyday life problems (working from puzzles, observations and mind games)		
Learning Outcomes:	By the end of the seminar, the students: will have learned basic blocks of the theorizing process; they will have learned different strategies that are used in the social sciences, education and humanities for theorizing ; they will have experienced what it means to write for getting ideas and how to move from data to concepts; they will have a wider perspective on how different disciplines use recurring strategies for coming up with arguments and deepening them; they will be ready to apply this learning to their own doctoral thesis work to strengthen their theorization.		
Workload:	12 UE = 9 contact hours In addition to regularly attending the seminars, the students will be required to do the assigned readings (different chapters of books. 2 texts per session). They will be asked to work on small puzzles and/or empirical material at home and to come ready to discuss their observations in class. Preparatory work hours: 9 (3 hours per session) Self-study hours 6 (2 hours per session).		
Type of Evaluation:	Short presentation, short reflexive paper		
Max. number of participants:	15		

2.21 Data Science in R: Introduction

Lecturer, Email address:	Pedro Cardoso-Leite, Brice Clocher, Dominic Mussack pedro.cardosoleite@uni.lu; brice.clocher@uni.lu; dominic.mussack@uni.lu	Language:	English
ECTS:	3	Activity type:	Workshop/Lab-course
Semester/Dates:	Winter semester	Room:	Computer lab (TIC) in MSH E01 in Belval
Course Description:	<p>Data science is about transforming raw data into understanding. It involves activities such as preprocessing and documenting data, computing summary statistics, plotting meaningful relationships and writing reports.</p> <p>This course is designed to help you get started in data science using R and give you the tools to further progress autonomously in the future.</p> <p>Students will be able to access high-quality online videos and interactive exercises (via datacamp.com) for the duration of the course. In parallel to these self-paced lectures at home, we will organize hands-on workshops to put your newly acquired knowledge into practice with concrete and relevant use cases.</p> <p>Although we welcome all levels, this course will focus on students who begin with R. Students with previous experience of R or data science, are advised to seek attendance to course "Data Science in R: Projects" instead.</p>		
Learning Outcomes:	<p>By the end of this course, the student should be able to program in R, be familiar with the main steps of a typical data science workflow and be able to find help when encountering new data science related problems. Particularly, the student will be acquainted with community-standard tools for visualization, data tidying and transformation, modeling, reporting, and collaboration.</p>		
Workload:	<p>10 weeks. Every week: 4 hours of workshop at UL + 4 hours of home work. Total 80 hours. No preparatory work required before starting this course.</p>		
Type of Evaluation:	<p>Completion of courses or practice on DataCamp.</p>		
Max. number of participants:	30		
Admission criteria:	<p>No programming experience is required.</p> <p>Although we welcome all levels, this course will focus on students who begin with R. Students with previous experience of R or data science, are advised to seek attendance to course "Data Science in R: Projects" instead.</p>		
Remarks:	<p>The course requires having a computer with access to Internet.</p>		

2.22 Data Science in R: Projects /Application

Lecturer, Email address:	Pedro Cardoso-Leite, Brice Clocher, Dominic Mussack pedro.cardosoleite@uni.lu; brice.clocher@uni.lu; dominic.mussack@uni.lu	Language:	English
ECTS:	2	Activity type:	Workshop
Semester/Dates:	Summer semester	Room:	Computer lab (TIC) in MSH E01 in Belval
Course Description:	<p>Data science is about transforming raw data into understanding. It involves activities such as preprocessing and documenting data, computing summary statistics, plotting meaningful relationships and writing reports.</p> <p>This workshop aims at helping students with previous limited experience in R, to further develop their skills and apply them to concrete scientific projects, even their own. Students will work individually or in small groups to address data science-related challenges in several projects. Groups may also suggest projects of their own.</p> <p>Each week, students will work on their chosen projects, with the tutoring help of the teaching team. At the end of the course, each group will present their project to the class.</p> <p>For the duration of the course, students will be able to access high-quality online videos and interactive exercises (via datacamp.com). Although not mandatory, these courses will help the motivated student to develop their technique in R.</p> <p>This course will focus on students who are equipped with a solid foundation in R and the tidyverse. Students without a previous experience of R or data science are advised to seek attendance to course "Data Science in R: Introduction" instead.</p>		
Learning Outcomes:	By the end of this course, students will have consolidated their data science and R skills, and know how to apply the various steps of a typical data science workflow to a concrete project related to their research work.		
Workload:	4 hours of workshop at UL, for 10 weeks. Total 40 hours.		
Type of Evaluation:	Final presentation of project.		
Max. number of participants:	15		
Admission criteria:	Demonstrable intermediate experience of R, or participation in previous introductory course "Data Science in R: Introduction".		
Remarks:	The course requires having a computer with access to Internet.		

2.23 Researching multilingualism

Lecturer, Email address:	Claudine Kirsch claudine.kirsch@uni.lu	Language:	English
ECTS:	2	Activity type:	Seminar and workshops
Semester/Dates:	Winter semester	Room:	TBA
Course Description:	Students will present a piece of writing (article, chapter) related to their work and analyse and discuss it with peers in the light of relevant theories.		
Learning Outcomes:	Students will continue to develop their understanding of key concepts of bilingualism and multilingualism as well as of qualitative and quantitative methods used to investigate these. They will also develop their skills in writing up their findings and discussing them in relation to the theories used.		
Workload:	1) 15 hours of presence (1 three hour session; 2 full days of 6 hours) 2) 15 hours to prepare their own session and that of peers		
Type of Evaluation:	Presentation of the work/ chapter and preparation of the session.		
Max. number of participants:	8 (2 students will present per session).		
Admission criteria:	/		

2.24 Well-Being and Education between School-Alienation and Inclusion

Lecturer, Email address:	Prof. Dr. Andreas Hadjar; Prof. Dr. Justin Powell andreas.hadjar@uni.lu, justin.powell@uni.lu	Language:	English
ECTS:	2	Activity type:	Seminar
Semester/Dates:	Summer semester	Room:	Aquarium, 3rd floor, Maison des Sciences Humaines

Course Description: Well-being in school is a relevant prerequisite for educational attainment. The seminar draws attention to diverse educational settings, and the extent to which these meet the needs of the students, foster their well-being, and, thus, facilitate achievement and attainment. Educational settings being characterised by institutional features need to be inclusive to address specific needs of different groups of students structured by certain axes of inequality (ability, social or ethnic origin, gender, among others). If needs are not fulfilled, not only does well-being decline, but school alienation can develop with negative consequences for social and learning behaviour, for achievement, and for transitions from school to training and work. Although distance to school, low school engagement and low enjoyment of school are well-studied concepts, the rather new concept of school alienation emphasises processes of weakening bonds to school. Current debates around inclusive education and concepts developed to foster pedagogies of diversity in various cultural contexts offer inspiring practices that foster well-being and inclusion. In the seminar, the origins of the school alienation and inclusive education concepts are explored, current research on school alienation and inclusion will be discussed as well as related concepts (e.g., disengagement; exclusion and segregation) in educational research.

Learning Outcomes: The seminar features space to review contemporary research, test understandings and ideas, discuss theoretical and methodological innovations in social science research, and develop potential research questions. Participants will prepare one session and thus learn to structure and moderate advanced discussions.

Workload: 50 hours

Type of Evaluation: Preparing and leading a discussion session; regular attendance and contribution to discussions

Admission criteria: All PhD or early-career researchers whose work is related to the fields of education and well-being are welcome to actively participate

Remarks: /

2.25 Learning and evaluation in technology enriched societies

Lecturer, Email address:	Vincent Koenig vincent.koenig@uni.lu	Language:	English
ECTS:	1 ECTS for participation are awarded at the end of the academic year	Activity type:	Colloquium/Interdisciplinary course
Semester/Dates:	Whole year. From October to July, at least once a month, during lunchtime, duration 90 minutes; 10 - 15 sessions (depending on the amount of registrations)	Room:	Campus Belval, MSA tba
Course Description:	In these colloquia, PhD candidates are invited to actively exchange research ideas, projects or results in the areas of learning, evaluation and assessment tools with a strong emphasis on new technologies and their user experience. Every colloquium consists of 2 presentations of 25 minutes, each followed by questions/discussions of about 15 minutes and a general discussion of about 10 minutes. The audience is broad: PhD/Post-Doctoral researchers, lecturers, professors but also IT developers. PhD candidates (from early-stage to advanced-stage) can share their work and expect constructive feedback on various levels: theoretical or methodological, including study design (educational, experimental, human-computer-interaction, user experience, large-scale) and data analysis.		
Learning Outcomes:	<p>Being able to present scientific work to an interdisciplinary audience, to embed the research within related but different disciplines, to give constructive feedback, to respond to (critical) questions, to critically discuss research topics.</p> <p>Cross-fertilisation of ideas and fostering collaboration within a multi- and interdisciplinary community.</p>		
Workload:	20 - 30 hours of presence at the colloquia (depending on amount of registrations), around 5 hours of preparation for the presentation at the colloquium		
Type of Evaluation:	Presentation		
Admission criteria:	PhD candidates in the fields of Education or Psychology, the interdisciplinary field of IT and Psychology/Education e.g. Human-Computer-Interaction, any related field dealing with evaluation.		
Remarks:	Regular participation in a colloquium is obligatory during the whole course of study. ECTS for participation are only awarded at the end of the course of study. However, it is necessary to be registered in this course throughout, i.e. every semester.		

2.26 An introduction to user experience evaluation methods

Lecturer, Email address:	Carine Lallemand Vincent Koenig Carine.lallemand@uni.lu Vincent.koenig@uni.lu	Language:	English
ECTS:	2	Activity type:	Seminar (participative and interactive)
Semester/Dates:	tbd	Room:	Campus Belval
Course Description:	<p>The ever growing trend for digital tools is confronting PhD candidates with new challenges when it comes to designing or evaluating technologies and underlying services. The present seminar blends foundational and methodological contents with applied exercises to train the participating students in getting familiar with the most important tools drawn from the field of Human-Computer Interaction (HCI) and User Experience (UX) design. It will help them choosing the right methods for their research objectives and enabling them to apply the methods in the lab and in the field.</p> <p>Participants will understand the process of designing and evaluating how humans interact with technology; they will gain a better understanding of pragmatic (cf. utility, usability) and experiential (pragmatic, emotional, hedonic; cf. user experience) properties shaping these interactions. Designing for optimal user experiences and increased technological acceptance will be an asset for the participants' projects.</p> <p>The PhD candidates' own use cases will be addressed throughout the sessions; additional concrete use cases might be suggested for participants who are not ready to use their own use case. Computer-Based Assessment – CBA, socio-technical security and digital history have been the most frequent use cases, but other use cases will suit just as well.</p>		
Learning Outcomes:	<p>Understand the multi- and inter-disciplinary approach required when focusing on technology-intensive research topics.</p> <p>Discover the user-centered design process along with design thinking philosophy and methods.</p> <p>Learn how to choose the most appropriate methods to support your research, and how to apply them efficiently, and in compliance with ethical standards.</p> <p>Learn to take HCI design and evaluation decisions, based on empirical data (both quantitative and qualitative).</p> <p>Learn to apply methods in the lab and in the field for supporting optimal user experiences.</p>		
Workload:	50+ hours		
Type of Evaluation:	Practical exam		
Max. number of participants:	15 max (lab space and interactive seminar constraints)		
Admission criteria:	PhD candidates concerned with technology and the experiential or efficient use of that technology by their users. PhD candidates from the interdisciplinary field of IT and Psychology/Education e.g. Human-Computer-Interaction, (socio-technical security, digital history, ...).		

PhD candidates should be prepared to use their own project as a use case they are going to develop over the course of this seminar

Remarks: /

2.27 Topics in Public Policy

Lecturer, address:	Email David Howarth, Conchita d'Ambrosio, Robert Harmsen, Josip Glaurdic david.howarth@uni.lu; conchita.dambrosio@uni.lu; robert.harmsen@uni.lu; josip.glaurdic@uni.lu	Language:	English
ECTS:	2 (1 per workshop attended)	Activity type:	Workshop series
Semester/Dates:	Whole year. At least 5 workshops will be organized annually, dates tba	Room:	MSA/MSH tba
Course Description:	Doctoral candidates in the social sciences can obtain up to 2 ECTS for participation in two workshops (1 ECTS per workshop). The topics will include, inter alia, welfare regime transformation, higher education policy, labour regulations, social effects of ageing in Europe, environmental policy, the management of economic policy. Participating students will be expected to read assigned work in advance and, where appropriate, make presentations / participate in discussions.		
Learning Outcomes:	In depth advanced level interdisciplinary knowledge of at least two major topics in public policy.		
Workload:	25 hours per seminar. 1. Between 6 and 14 contact hours; Between 10 and 19 preparatory / self-study work hours. Workshops will take place periodically and last for at least half a day (6 x 45 minutes). All participating doctoral students are expected to read material sent to them in advance of the workshops. All participating doctoral students must submit the written critical summary in order to claim ECTS for the workshop.		
Type of Evaluation:	Attendance / participation; satisfactory completion of written assignment (approx. 2000 words).		
Admission criteria/Remarks:	Doctoral studies in the Social Sciences or in a cognate area (e.g. DTU REMS, Law).		

2.28 Sustainable Development in Macro and Micro Regions: Conceptual and Methodological Training

Lecturer, Email address:	Harlan Koff Harlan.koff@uni.lu	Language:	English
ECTS:	1	Activity type:	Workshop
Semester/Dates:	Summer Semester 2020-2021	Room:	Campus Belval

Course Description: Regions have become prominent in the fields of international relations, borderlands studies, geography, cultural studies, environmental studies, sociology, etc. Nonetheless, the literatures on micro-regions, defined as subnational units and macro-regions, defined as continental, sub-continental or trans-continental territories remain separate, even though scholars in the field of "regional studies" recognize the relevance of these units to each other. This Ph.D. seminar examines sustainable development debates in micro and macro regions and attempts to untangle the interactive relationships between these units of analysis in different parts of the world. The course will be divided into four sections. Part one examines theoretical and methodological developments in regional studies. Part two focuses on advances and challenges related to sustainable development in micro-regions. Part three discusses sustainable development in macro-regions and part four specifically discusses the relationships between micro and macro-regions. The focus of the course is the identification of mechanisms that link sustainability in different world regions at the micro and macro-levels.

Learning Outcomes:

- To investigate what sustainable development norms mean to communities in micro-regions
- To examine how macro-regions, implement sustainable development norms
- The identify mechanisms that link sustainable development initiatives in micro and macro-regions
- To understand policy coherence for sustainable development at different regional levels

Workload:

Type of Evaluation: 1 research assignment of a topic of each student's choice that is related to the course

Admission criteria: /

Remarks: /

3. Transferable Skills offered by the DSHSS

3.1 Good Research Practice in the Humanities and Social Sciences- online

Lecturer, Email address:	Prof Dr Katrina A. Bramstedt, Bioethicist, Secretary General Luxembourg Agency for Research Integrity secretarygeneral@lari.lu	Language:	English
ECTS:	1	Activity type:	Workshop
Semester/Dates:	Sept 29 & 30 AND Oct 8 & 9	Room:	WEBEX

Course Description: This course uses the CAPRI method (Creative Approaches Promoting Research Integrity) for teaching Good Research Practice. The course is highly interactive, using a blend of traditional teaching methods with hands-on creative sessions and other techniques which personalize the learning process. The use of visual arts in the sessions has the potential to improve researchers' observation skills—something very important to research conduct such as the informed consent process, as well as data collection, analysis, and reporting. Students will learn the basic rules and values associated with the responsible conduct of research, with the European Code of Conduct for Research Integrity as foundational. They will also learn how to identify questionable research practice and misconduct, and how to formulate and implement ethically appropriate responses. Sharing of experiences in this safe space is encouraged!

Topics included in the course:

- Definitions of good research practice and research misconduct
- Degrees and extent of research misconduct
- Examples for responsible and irresponsible conduct of research
- Research environments and personal safeguards
- Working with cultural monuments and human remains
- Vulnerable populations (e.g., children, refugees, Indigenous, cognitively impaired)
- Data management
- Authorship and publication best practice
- Mentoring and collegiality
- Peer review
- Conflicts of interest
- Conflict management, how to deal with research misconduct
- Moral courage, ethical dilemmas, ethical decision-making using the 4 principles of good research practice
- Local and international regulations, ethical codes
- Research Ethics Committees
- Luxembourg Agency for Research Integrity

Learning Outcomes:

- Explore ethical issues in data use and management, especially within the humanities and social sciences
- Identify and explain the roles and responsibilities of a researcher in terms of study design, data collection, data analysis, and data reporting
- Explain frameworks and resources that encourage the responsible conduct of research

- Heighten awareness regarding misconduct prevention in sensitive settings with vulnerable populations

Workload: Contact hours = 14 hrs; preparatory work hours and self-study hours = 3hrs pre and 8 hrs post: The participants are asked to ponder 3 case studies and familiarize themselves with the content on the website: <https://lari.lu/>.

Type of Evaluation: 1.) Participants are asked to carefully study the regulations/codes/guidelines used in the workshop (<https://lari.lu/best-practice-useful-links/resources-links/>). They are asked to discuss issues on good research practice topics with their colleagues and their supervisors in order to protect their personal research integrity and propagate the idea of good research practice. **After reflection, the participant shall submit a 1-2 page double-spaced reflective essay OR a visual drawing/sketch/painting/photo with discussion that represents their personal approach to preventing research misconduct.* Submit item to the teacher at secretarygeneral@lari.lu within 10 calendar days of workshop.**

Marking criteria:

Submit essay OR visual art + discussion	Failure to submit = FAIL
Essay has clarity, reflective depth, proper grammar and spelling	PASS
Essay lacks clarity OR reflective depth	FAIL
Visual art & discussion show clarity of connections* and the writing uses proper grammar and spelling	PASS
Visual art & discussion do not evidence clarity of connections*	FAIL

2.) Participants are asked to complete this 9-question, anonymous, voluntary feedback questionnaire: <https://www.surveymonkey.com/r/RRQ7F2V>



Max. number of participants: 25

Remarks: Participants arriving late or leaving early will have compensatory activities.

3.2 Good Scientific Practice – Protecting Scientific Integrity (course for empirically/experimentally working doctoral students)

Lecturer, Email address:	Dr. Julia Verse juliaverse@scientificintegrity.de	Language:	English
ECTS:	1	Activity type:	Workshop
Semester/Dates:	01/02 March 2021	Room:	TBA

Course Description: The major objective of the course “Good Scientific Practice” is to know and understand the basic rules and values of the responsible conduct of research in all its steps, according to local, national and international regulations and guidelines. The participants will explore the differences and grey areas between good scientific practice, questionable research practice and scientific misconduct. They will learn how misconduct can be prevented and should be addressed and dealt with in case it occurs, and what damage it can cause if handled improperly. This course is particularly tailored to the needs of those doctoral students who work empirically/experimentally (be it quantitatively or qualitatively). It is offered to students from DSHSS only as an opportunity to fulfill the requirement of a course in research ethics.

Learning Outcomes: The participants will learn to develop appropriate solutions for difficult situations in the process of science. They are encouraged to speak with colleagues about mistakes and problems.
- Definitions of good scientific practice and scientific misconduct; Degrees and extent of scientific misconduct; Examples for responsible and irresponsible conduct of research; Data management; Authorship and the process of publication; Mentoring; Conflicts of interest; Conflict management, how to deal with scientific misconduct; Local and international regulations.

Workload: 1) 18 hours, 2) 2 hours, 3) 5 hours

Type of Evaluation: Short presentation

Max. number of participants: 16

Admission criteria: The course is open to all students from DSHSS; students who urgently need an ethics course in order to be able to finish the programme will be preferred.

3.3 Good Scientific Practice – Protecting Scientific Integrity (course for non-empirically/non-experimentally working doctoral students)

Lecturer, Email address:	Dr. Julia Verse juliaverse@scientificintegrity.de	Language:	English
ECTS:	1	Activity type:	Workshop
Semester/Dates:	04/05 March 2021	Room:	TBA

Course Description: The major objective of the course “Good Scientific Practice” is to know and understand the basic rules and values of the responsible conduct of research in all its steps, according to local, national and international regulations and guidelines. The participants will explore the differences and grey areas between good scientific practice, questionable research practice and scientific misconduct. They will learn how misconduct can be prevented and should be addressed and dealt with in case it occurs, and what damage it can cause if handled improperly. This course is particularly tailored to the needs of those doctoral students who work non-empirically/non-experimentally (be it quantitatively or qualitatively). It is offered to students from DSHSS only as an opportunity to fulfill the requirement of a course in research ethics.

Learning Outcomes: The participants will learn to develop appropriate solutions for difficult situations in the process of science. They are encouraged to speak with colleagues about mistakes and problems.
- Definitions of good scientific practice and scientific misconduct; Degrees and extent of scientific misconduct; Examples for responsible and irresponsible conduct of research; Data management; Authorship and the process of publication; Mentoring; Conflicts of interest; Conflict management, how to deal with scientific misconduct; Local and international regulations.

Workload: 1) 18 hours, 2) 2 hours, 3) 5 hours

Type of Evaluation: Short presentation

Max. Number of participants: 16

Admission criteria: The course is open to all students from DSHSS; students who urgently need an ethics course in order to be able to finish the programme will be preferred.

3.4 Introduction to Doctoral Thesis Writing for Humanities and Social Sciences

Lecturer, Email address:	Dr. Desmond Thomas desmondthomasuk@gmail.com	Language:	English
ECTS:	1	Activity type:	Lectures + workshops
Semester/Dates:	Winter, Nov 2020 tbc	Room:	Belval Campus or online

Course Description: The main aim of this course is to help doctoral researchers develop effective strategies for writing their thesis. This will involve a consideration of aspects of academic reading as well as academic writing at doctoral level. The course has been specifically designed for Social Science or Humanities researchers who are beginning their doctoral studies and who feel that they would benefit from some targeted support in planning the journey ahead. If delivered face-to-face, the course will consist of two intensive days of study; if delivered on-line, there are possibilities for a non-intensive version spread over several weeks. There are nine focus areas: Developing a Research Topic, Generating Research Questions, Managing Effective Reading, Producing a Literature Review, Exploring Key Concepts, Structuring a Doctoral Thesis, Planning Thesis Chapters, Productive Writing Routines and Developing Oral Presentation Skills to Support Research Writing.

Learning Outcomes:

1. The production of a written research rationale, draft table of contents and abstract.
2. The development of effective strategies for identifying and selecting reading texts, critical reading and effective note-taking.
3. The development of effective strategies for producing various types of literature review.
4. The exploration and development of the key concepts underlying individual research projects.
5. The development of effective academic writing routines.

Workload:

- 16 contact hours
- 4 preparatory work hours
- 5 post-course task completion hours

Type of Evaluation: Via post-course writing tasks

Max. Number of participants: 25

Admission criteria: /

3.5 Advanced Doctoral Thesis Writing for Humanities and Social Sciences

Lecturer, Email address:	Dr. Desmond Thomas desmondthomasuk@gmail.com	Language:	English
ECTS:	1	Activity type:	Lectures + workshops
Semester/Dates:	Winter Nov 2020 tbc (spread over a period of several weeks)	Room:	Belval Campus and/or online

Course Description: The main aim of this course is to help doctoral researchers develop the skills and strategies that they will need to produce a good quality thesis text. Participants will find the course particularly useful if:

- a) They have already completed the 'Introduction to Doctoral Thesis Writing' course
- b) They are already engaged in first draft chapter writing and would benefit from practical advice on how to make improvements to their text.

On Day 1 of the course, we will consider different aspects of first draft thesis writing as well as how to approach the task of editing and completing a text. The main areas that will be covered include:

- How to write clearly and coherently
- Developing a suitable academic style
- Producing early drafts of chapters
- Sustaining motivation and overcoming writer's block
- Reporting, highlighting and analysing findings
- Editing first draft chapters

Day 2 of the course will mostly be devoted to participants presenting and discussing their own written work. The design of the course needs to allow sufficient time between Days 1 and 2 for participants to complete the Course Task.

Learning Outcomes:

1. The production of a draft chapter, chapter section or research paper forming an integral part of the doctoral thesis. Together with this text, writers will need to complete their own written self-evaluation of this work to be presented for discussion within (but not outside) the group
2. The development of effective strategies for writing clearly, coherently and in an appropriate and consistent academic style
3. The development of effective strategies for reporting, highlighting and analysing research findings
4. Agreeing effective checklists for different aspects of academic text editing

Workload: 14-15 contact hours
4 preparatory work hours
7 course task completion hours

Type of Evaluation: Via course writing tasks

Max. number of participants: 20

3.6 Science Communication

Lecturer, Email address:	Dirk Hans (plus several UL-internal and external guest speakers), Nicole Paschek dirk.hans@ext.uni.lu; nicole.paschek@uni.lu	Language:	English
ECTS:	2	Activity type:	Seminar
Semester/Dates:	Winter Semester (The course is offered at least once a semester with the exception of the summer semester 2020) First Course: 27./28. October & 30. November/1. December Second Course: 11./12. January / 2./3. February PLEASE NOTE: Those dates are subject to change in case on site teaching will not be possible due to the COVID-19 pandemic. Please check Moodle as well as the Transferable Skills Course Catalogue regularly for an update.	Room:	Campus Belval, MSA
Course Description:	<p>Do you love science and research? Do you want to get people excited about it? Then participate in this science communication course held by biologist and long-time science journalist Dirk Hans and several other experts in the field (e.g. Jean-Paul Bertemes, Head of Science in Society at the FNR or Nicolas Stamets, Communications Manager at the LISER).</p> <p>Spread over two 2-day course blocks, this introductory course (!) will not only give you an understanding of basic concepts of science communication: Who are we communicating to and how do we best reach our audience? What is the science of communication? And what is worth being communicated?</p> <p>You will also get to know the organizational structures involved as well as different communication tools (e.g. print, social media or videos). Furthermore, you will practice some of them shortly during the course. Successful completion of the course will be based on the quality of completed assignments as well as regular attendance of the course.</p> <p>Please note: How to best communicate scientific results to other scientists from the same field of research is not a topic of this course. For this, please refer to other TS courses (e.g. Presentation Skills, Research Article Writing...).</p> <p>Please also note: This course is suitable for researchers of all disciplines.</p> <p>The course is one part of the DESCOM project (Doctoral Education in Science Communication) which is supported by the Luxembourg National Research Fund (FNR). DESCOM provides education in science communication to young scientists in order to sustainably foster the dialogue between researchers and the greater public or other stakeholders. To find out more about the training offers, please visit the DESCOM website.</p>		

Learning Outcomes:	<p>Overall teaching goal: Understanding of basic concepts of science communication, knowledge of essential communication tools and organisational structures.</p> <p>Seminar incl. practices about:</p> <ol style="list-style-type: none"> 1) Environment of science communication and general concepts <ol style="list-style-type: none"> 1.1) Overall situation of science 1.2) Communication science 1.3) Stakeholders of science 1.4) Goals of science communication 2) Structures and organization of science communication <ol style="list-style-type: none"> 2.1) Institutional communication 2.2) The communicators 2.3) Brand development 3) Tools of science communication (Web, Social Media, Print, AV-Media, Events, Personal Communication)
Workload:	<p>30 contact hours</p> <p>20 self-study hours</p>
Type of Evaluation:	<p>Moodle evaluation is mandatory. Additional evaluation at the end of the course (voluntary). Assignment (to prepare between the course blocks): presentation and written homework.</p>
Max. Number of participants:	16
Admission criteria:	First come first served, registration starts one month before first course date on Moodle.
Remarks:	<p>PLEASE NOTE: You have to attend all dates of ONE course (4 in total) to be eligible to receive ECTS. Registration for the course is only possible via Moodle one month prior to the start of the course. Please check the most recent information about this course on Moodle.</p> <p>First Course: (Doctoral Education -> Doctoral Education in Science Communication -> Science Communication) Second Course: (Doctoral Education -> Transferable Skills Training -> (Semester) -> Science Communication)</p>

3.7 Science in society

Lecturer, Email address:	Dr Ariane König (Sr Research Scientist, University of Luxembourg) ariane.koenig@uni.lu	Language:	English
ECTS:	2	Activity type:	Seminar
Semester/Dates:	Summer Semester 21	Room:	TBA

Course Description: The understandings of science and its relation to society, morality, and individual responsibilities of scientists have drastically changed over the course of the last century. Today, in the face of the human civilizations grand challenges, research calls on science to be at service of society abound. Whilst the EU Horizon 2020 programmes featured calls to develop citizen science and citizen observatories, and Horizon Europe will call for more and ever larger 'mission-oriented research projects', tensions between autonomy of research organisations and responsible and 'embedded' research remain hotly debated. Does citizen science hold the promise to harness the true potential of a networked knowledge society and to evolve from an expert-led technocracy to a truer knowledge democracy, or will it just add to populism by de-throning experts? In this course, we will **explore diverse understandings of what science is** and what science does from a range of different disciplines, in order to build a first build a basic understanding of **what we can call a scientific discipline**.

Critical analysis of participant's research projects will clarify how disciplined research approaches may reveal, suggest, distort and conceal different facets of realities by focusing on different systems, scales of analysis, fineness of perception, and time spans. We will discuss design requirements for research In order to address complex societal challenges of the 21st century. Learning outcomes include:

- To **improve your presentation skills** on your research addressing a diverse audience
- To identify and work with sets of assumptions and ontologies underlying diverse disciplinary theories and methods (including your own)
- To **critically appraise** possible contradictions emerging from applying two complementary research approaches to one complex problem (contradictions are deemed helpful to understand complexity)
- To engage in **critical research** with others in a team
- To **improve your scientific writing skills**, with a **focus on reflection, critical analysis and self- evaluation**.
- **To design research to address complex societal challenges.**

As participant you are expected to complete the following tasks over the semester:

- to present your own work at one of the seminar session,
- to submit a brief summary of two of the readings as an assignment for one of the sessions you are not presenting your work at,
- to submit a final report on main insights gained on their own and their peer's research at the end of the course (it is highly recommended to keep reflexive notes on impressions and learnings after each seminar in contribution to this final report).

Learning Outcomes: In the analyses of research projects through the lenses of assigned literature mainly from the fields of philosophy of science and sociology of knowledge, we will explore the contingency of research outcomes and knowledge fields on their respective methods and tools, as well as on their conceptual foundations and prevailing assumptions. These foundations equip us to reflect more competently on the merits and limitations of our own research, but also to better understand challenges of truly interdisciplinary or even transdisciplinary research design required to address more complex societal challenges. We will also explore diverse approaches to 'integrating' ethics in research, and to 'embedding research in practice'.

Workload:	In-person course workload: 12,5h In between work: summary & readings (10h); preparing presentations (10h) Post-course work: final report (20h)
Type of Evaluation:	Final report
Max. Number of participants:	/
Admission criteria:	If you are interested in participating, please write a brief letter of motivation to join this seminar to Ariane König including a brief biography, and two to three paragraphs about your research (topic and objectives, discipline(s), methods, and expected outcomes and impacts). We will select largely on a first come first served basis, but if we receive more applications than we have places, we may also select in favour of enhanced diversity of the group in terms of academic disciplines represented, as this will enrich our discussions and learnings. All who apply will be either accepted for this semester in 2020, or if demand exceeds supply of places, we will offered a place on the waiting list for the next summer semester in 2021.
Remarks:	/

3.8 Boost your scientific literature skills – use-oriented workflow management for students

Lecturer, Email address:	Alyssa Grecu alyssa.grecu@uni.lu alyssagrecu@gmail.com	Language:	English or German
ECTS:	1	Activity type:	One day workshop
Semester/Dates:	Presumably Spring 2021	Room:	tbd

Course Description: Do you know that feeling being overwhelmed by the amount of literature you should read? Are you sometimes unable to find again important literature or notes you had already prepared? The challenges described above constitute well-known and recurring topics that accompany student and researcher. This course provides you with approved strategies and tools helping you to manage your literature work from literature research over reading, notetaking and managing notes towards using them efficiently for your writing. Not at least this course presents an environmental friendly way of literature management by focusing on digital resources. Overall purpose is to support you in developing your individual working routines by using literature management software like Endnote, Citavi or Mendeley. Hence, the strategies introduced in this course are applicable for any common literature management software. Following a student-centered approach, this course provides room for your own matters in relation to literature research and management.

Learning Outcomes: Completing this course provides you with an understanding of the stages that precede academic writing covering reading, literature organization, notetaking and note organization. Moreover, you will know how to use literature management software efficiently to prepare literature for writing. Finally, you will be confident in applying the features of literature management software to your academic work enabling you to develop your individual working routine.

Workload: 8 contact hours;
1 hour to reflect on the current way of working with scientific literature;
1 hour to write a short review what students have learned from the course and how they will apply it to their own study.

Type of Evaluation: (Written) report

Max. Number of participants: 10-15

Admission criteria: For Beginners and Advanced students

Remarks: /

4. How to register ECTS for other activities

If you would like to get ECTS acknowledged for activities other than the courses offered by DSHSS or the BED, please follow the following procedures (you will find a more detailed description on Moodle – LINK): <https://moodle.uni.lu/course/view.php?id=1606>

1. Please fill in the following sheet and sign it electronically.
2. Please let your supervisor sign, too.
3. Please let your Programme Director sign in the following cases:
 - if you want to register ECTS for a **Course at another academic institution**, from the **second time** on (except in the case of a co-tutelle or a PPP where up to 10 ECTS can be recognized without the signature of the Programme Director – please contact us in this case before submitting the form);
 - if your thesis is written in a **public-public or public/ private partnership** and you want to register ECTS for activities performed at the partner institution;
 - if you want to register ECTS for an **Outreach activity**, from the **second time** on;
 - if you want to register ECTS for **any other activity**.
4. Please send the sheet together with a document confirming your achievement (usually a certificate) to Sanda CUTURIC (sanda.cuturic@uni.lu).

After the submission, the office of the DSHSS will check the documents; in cases of doubt, the Head of DSHSS will consult with the respective Programme Director and decide how many ECTS will be awarded. Subsequently, the ECTS will be added to your Transcripts. You will be able to see the updated version when the current semester is over.

ECTS Recognition Request

Doctoral Candidate	
FirstName,LastName:	
Supervisor:	
Faculty/Institute:	
Partner University (co-tutelle?):	
Doctoral Programme:	

ECTS request for:			
Please chose from the list below			
	Activity	Possible ECTS	Requested ECTS
	Scientific publication	2	2
<input type="checkbox"/>	Conference presentations	2	2
<input type="checkbox"/>	Courses at other academic institutions	2-5	
<input type="checkbox"/>	Courses at partner university (Co-tutelle)	up to 10	
<input type="checkbox"/>	Theses written in a public-public/private partnership	up to 10	
<input type="checkbox"/>	Outreach activities	1-3	
<input type="checkbox"/>	Other activities	TBD	
<input type="checkbox"/>	Language courses	1-3	
Please specify the title of the activity if necessary: _____			
Please specify the module: Disciplinary Training			
*1 ECTS=25-30 hours of work			
*Please attach a certificate or other proof of achievement			

Signatures:
Doctoral Candidate: _____
Supervisor: _____
Programme Director: _____
ECTS awarded: _____
Signature Head of DSHSS: _____