# DSHSS | DOCTORAL SCHOOL IN HUMANITIES AND SOCIAL SCIENCES

## Course Programme
## 2021 – 2022

UNIVERSITÉ DU LUXEMBOURG

CONTENTS

# Welcome address

We are proud to present the fifth annual programme of the Doctoral School in Humanities and Social Sciences (DSHSS)! As in prior years, the Programme Directors have put together a broad and diverse range of courses – and as usual, additional courses will be announced throughout the course of the year.

In the past academic year, we gathered important feedback from you: The Rectorate launched the Employee Satisfaction Survey with some specific questions for Doctoral candidates. As follow-ups, we conducted the DSHSS Doctoral Student Questionnaire last fall and a Needs Assessment Survey this spring. From this feedback, we have understood at least three things:

1. Many of you consider the course offer in Transversal Skills an essential part of Doctoral training – and many of you would like this course offer to be more extensive and better organised.

2. There is a lack of Disciplinary courses, particularly in the Doctoral Programme of Humanities.

3. The differentiation between courses in the Disciplinary and the Interdisciplinary Section is not always clear.

This year's programme tries to respond to these points:

1. We will continue to offer our own courses in Transferable Skills. As you have seen, we have already announced new offers in teaching skills training. There is also going to be a slightly modified offer for academic writing skills. And we are also going to hold courses on research ethics, item-writing for surveys, LaTex, Doctoral thesis writing, and scientific literature skills.

2. **In the Doctoral Programme of Humanities, a considerable number of courses offered by different Master Programmes are now open for a limited number of Doctoral candidates.** These courses will count as Disciplinary, as most of them are more specifically tailored to the very diverse disciplines that are covered by Humanities.

3. There are now more disciplinary courses offered by the different Doctoral programmes. **If you take a disciplinary course in a Doctoral Programme that is not your own, this course will count for the Interdisciplinary section.**

As you know, we are also always open to suggestions from you. If you have any additional 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.

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 2021/2022 are due by 15 September 2021 and for the summer semester 2021/2022 by 15 January 2022. We also continue to encourage you to look outside the University of Luxembourg to find relevant course offers at other academic institutions, for which we can grant you ECTS on a case-by-case basis. Of course, what will really make our doctoral school a success is 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.

We do not yet know if courses are going to be held on campus, remotely or in hybrid format. This depends on the development of the pandemic. We strive, however, to return to the usual format as soon as possible as we believe in the utter importance of immediate interaction in academia.

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

Till Dembeck and Samuel Greiff

Head and Vice-Head of the DSHSS

# CONTACT DETAILS

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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. **(Please note: If you complete disciplinary courses offered by another Doctoral programme than the one you are following, you will be granted ECTS in interdisciplinary training.)** 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.

<u>Social Sciences</u>

*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.

<u>Psychology</u>

*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.

# 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.

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. **Please note: If you complete disciplinary courses offered by another Doctoral programme than the one you are following, you will be granted ECTS in interdisciplinary training.**

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 under "*Doctoral Education*".
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**.

<u>Other ways of acquiring ECTS:</u>

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 accomodate 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.

# DOCTORAL PROGRAMME IN HUMANITIES

# 1. STRAND COLLOQUIA

## 1.1. "Let's Think About History"

| | | | |
|---|---|---|---|
| **Lecturer, Email address:** | Andrea Binsfeld<br>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 |

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| **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 is an open discussion forum and provides a setting where doctoral candidates can get feedback and comments on their ongoing research.<br>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 5 pm. They are open to members of IHIST and C2DH.<br>Students who want to present their thesis should consult their supervisors (who have to be present during the session) and register for the date via Moodle. 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<br>Improving one's own research thanks to the feedback<br>Thinking critically about various subjects presented<br>Improving debating skills |
| **Workload:** | / |
| **Type of Evaluation:** | Presentation, abstract of 1-2 pages, two reading recommendations |
| **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.     Strand Colloquium Romance Studies

| | | | |
|---|---|---|---|
| **Lecturer, Email address:** | Institute of Romance Studies: Texts, Images, Cultures (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 |

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|---|---|
| **Course Description:** | During the two semesters, the PhD students will attend at least three of the listed IRMA conferences.  During the summer semester, the PhD students will present the latest progress of their work and will get feedback from their supervisors, fellow students and colleagues. |
| **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. |

## 1.3. 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:**
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.
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.

**Learning Outcomes:**
- 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.

## 1.4. Doktorandenkolloquium Musikwissenschaft (Colloque doctoral musicologie)

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|---|---|---|---|
| **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:**
1) Musik in Luxemburg (*La musique au Luxembourg*)
2) Musik im Kanon des Bildungsangebots (*La musique dans le concert des disciplines pédagogiques*)
3) 'Community Music': Musik als Freizeitbeschäftigung (*La musique dans la communauté. Le mouvement orphéonique*)
4) Musikedition (*L'édition musicale*)
5) Musiwissenschaftliche Biographik (*biographie musicologique*)

**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

## 1.5. Colloquium: Luxemburgistik

| | | | |
|---|---|---|---|
| **Lecturer, Email address:** | Peter Gilles<br>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 lingustic 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.

## 1.6.    Strand Colloquium Germanistik

| | | | |
|---|---|---|---|
| **Lecturer, Email address:** | Amelie Bendheim, Till Dembeck, Dieter Heimböckel, Birgit Huemer, Georg Mein, Johannes Pause, Heinz Sieburg amelie.bendheim@uni.lu; till.dembeck@uni.lu; dieter.heimboeckel@uni.lu; birgit.huemer@uni.lu; georg.mein@uni.lu; johannes.pause@uni.lu; heinz.sieburg@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. | | |

## 1.7. 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.<br>• They learn how to integrate their own projects into philosophical research.<br>• 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. |

# 2A) DISCIPLINARY COURSES

## 2.1.    Comparative Literature

| | | | |
|---|---|---|---|
| **Lecturer, Email address:** | Jeanne E. Glesener, Oliver Kohns, Sébastian Thiltges jeanne.glesener@uni.lu; oliver.kohns@uni.lu; sebastian.thiltges@uni.lu | **Language:** | Various |
| **ECTS:** | 2 | **Activity type:** | Seminar |
| **Semester/Dates:** | Summer term 2021-2022, twice a month, dates tbc | **Room:** | Belval; room TBA |

| | |
|---|---|
| **Course Description:** | Comparative literature as a discipline describes itself as intrinsically interdisciplinary. Interdisciplinary comparison in the past was mainly carried out with the other non-literary arts (music, painting, and cinema) and interartistic comparison remains a privileged field of enquiry. For some time now the discipline experiences a widening if its investigations into other fields such as cultural anthropology, cultural studies, geography, history, linguistics and sociology for instance. This raises intriguing questions with regard to theory, methodology and practice some of which will provide the baseline to the discussions in this seminar. After introductory sessions on comparative literature, the remaining sessions will be dedicated to working on and with texts addressing the issue of interdisciplinary comparison based on concrete case studies. The last session will be a participant-led session where the doctoral candidates reflect on interdisciplinary challenges they face in their own research. |
| **Learning Outcomes:** | IDENTIFY methodological plus-value of interdisciplinary comparison; CRITICALLY assess the limits of interdisciplinary approaches; ENGAGE in critical academic discussions. |
| **Workload:** | 1) contact hours: 15 hours<br>2) preparatory work hours: 30 hours<br>3) homework: 15 hours |
| **Type of Evaluation:** | Written homework/paper |
| **Max. number of participants:** | / |
| **Admission criteria:** | As the set texts for the discussions will be in English, French and German, good passive knowledge of these three languages is however a prerequisite. |
| **Remarks:** | Doctoral candidates wishing to enrol in the course will kindly provide a 1-page summary of their doctoral thesis, stating the theories and methodologies they are working with.<br>**This course is a DISCIPLINARY COURSE for Humanitites, but INTERDISCIPLINARY for all other Doctoral Programmes.** |

# 2B) INTERDISCIPLINARY COURSES

## 2.2.    Computing culture. Introduction to Python programming for the Humanities

| | | | |
|---|---|---|---|
| **Lecturer, Email address:** | Christoph Purschke christoph.purschke@uni.lu | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Seminar |
| **Semester/Dates:** | Winter semester, Tuesday afternoon, biweekly, 7 sessions of 3 hours:<br>• tu, 21.09.21, 14-17<br>• tu, 05.10.21, 14-17<br>• tu, 19.10.21, 14-17<br>• tu, 02.11.21, 14-17<br>• tu, 16.11.21, 14-17<br>• tu, 30.11.21, 14-17<br>• tu, 14.12.21, 14-17 | **Room:** | Language and literature lab, MSH 1$^{st}$ floor if possible |
| **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 scientific 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 a combination of self-study using interactive Jupyter notebooks and live sessions for exercises and discussions. 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<br>- Get to know important packages & tools for data science projects<br>- Learn the basics of data retrieval, processing, and analysis using Python<br>- Develop a personal workflow for data science projects | | |
| **Workload:** | 21 contact hours, 29 hours self-study | | |
| **Type of Evaluation:** | Coding exercises | | |
| **Max. number of participants:** | 15 | | |
| **Remarks:** | / | | |

## 2.3.    Perceptions of time and change across disciplines

| Lecturer, Email address: | Andrea Binsfeld, Elisabeth Boesen, Sonja Kmec, Monique Weis andrea.binsfeld@uni.lu; elisabeth.boesen@uni.lu; sonja.kmec@uni.lu, monique.weis@uni.lu | Language: | German, French and English (situative multilingualism, choice of language(s) depending on the participants) |
|---|---|---|---|
| ECTS: | 3 | Activity type: | Seminar |
| Semester/Dates: | Summer semester | Room: | tba |

| Course Description: | Time is of the essence for most people engaged in academic endeavours: "deadlines" are looming and "progress" needs to be made. But what is "time" and is it the same for everyone? The finding that time is relative may be a truism, but what does it entail for the study of past and present societies and literatures? This class will in an introductory session analyse together the many overlapping and contradictory temporalities that can be observed in contemporary experiences (as discussed for instance in the first chapter of Achim Landwehr's *Diesseits der Geschichte* (2020). Subsequently, participants will present a paper of their choice by an author who has worked on temporalities, such as historians François Hartog (*Chronos - L'Occident aux prises avec le Temps*, 2020; *Régimes d'historicité. Présentisme et expériences du temps*, 2012), Jo Guldi & David Armirags (*The History Manifesto*, 2019), the philosopher Pascal Chabot (*Avoir le temps*, 2021) or a contribution to *The time of anthropology. Studies of contemporary chronopolitics*, edited by Elisabeth Kirtsoglu & Bob Simpson (2020). As this recent flurry of publications shows, the topic is certainly "in tune with the times". Following this theoretical input and conceptional discussions, participants will be encouraged to tie these reflections to their own PhD research and present how the texts, politics, actors and/or practices they are studying are caught up in multiple temporalities and how change over time can be conceptionalized. This class is seeking to further interdisciplinary exchange and explicitly welcomes students from all branches of the Humanities and beyond. |
|---|---|
| Learning Outcomes: | At the end of this class, participants should be able <br> - to analyse the multiple temporalities they encounter in their everyday life <br> - to present and discuss a chrono-spatial theory <br> - to articulate the temporal frames and factors of change at play in their own dissertation |
| Workload: | 1) contact hours: 7 sessions = 14 TU (10.5 hours) <br> 2) preparatory work hours: 33 hours <br> 3) self-study: 33 hours |
| Type of Evaluation: | - Active participation <br> - Class presentations |
| Max. number of participants: | 10 |

# MASTER COURSES OPEN TO PHD CANDIDATES – ONLY FOR HUMANITIES

The following courses from our Master Programmes are also open for PHD candidates. You can enroll via our Moodle page. Each course is open for up to 3 candidates, and you can earn up to 3 ECTS per course. These courses can be counted as "Diciplinary" if the candidate is from the same discipline, and they can be counted interdisciplinary, if the candidate who took the course is from another discipline within the Doctoral Programme in Humanities.

| COURSE NAME | ECTS | TEACHER | DESCRIPTION |
|---|---|---|---|
| Concepts of change in the ancient world: the "decline and fall" of the Roman Empire. | 3 | Andrea Binsfeld andrea.binsfeld@uni.lu | This course will focus on the concept of "threatened order". In this course, we will examine the relationship between threat and social change and reflect on societies' capacity for innovation, adaption or resistance. |
| The Greeks and the others: the Orient in the Greek perception | 3 | Andrea Binsfeld andrea.binsfeld@uni.lu | In this course, we will analyse the processes of "othering" based on the example of the Greek perception of the Orient from the Persian Wars up to the time of Alexander the Great. |
| Pour une histoire contemporaine des croisades entre Orient et Occident : traces, mémoires et instrumentalisations (Moyen Âge - XXIème s.) | 3 | Michel Margue michel.margue@uni.lu | L'objectif de ce séminaire est de situer le phénomène historique des croisades dans la longue durée, tant au niveau de l'histoire qu'à celui de la mémoire des croisades. |
| A New World dawning? Concepts of political change since the Renaissance | 3 | Sonja Kmec sonja.kmec@uni.lu | This seminar critically engages with the notion of "threatened order" in modernity, especially on changes in political thought. |
| Histoire des coopérations transfrontalières en Europe | 3 | Christoph Brüll, Machteld Venken christoph.brull@uni.lu machteld.venken@uni.lu | Le cours se propose de fournir et de discuter avec les étudiant.e.s les approches historiques de la coopération frontalière en Europe. |
| Les résistances à l'Europe (XIXe-XXe siècles) | 3 | Frédéric Clavert frederic.clavert@uni.lu | Cet enseignement vise à remettre dans un contexte plus large l'ensemble des résistances à l'Europe. |
| Histoire de l'intégration européenne (1919-1993) | 3 | Elena Danescu elena.danescu@uni.lu | Ce cours retrace, sous l'angle politique et institutionnel, l'histoire de la construction européenne depuis le début du XXe siècle jusqu'au traité de Maastricht en 1993. |
| Consumption, Consumer Culture and Identity in Contemporary Europe | 3 | Stefan Oana | The topics addressed in this course will include but are not limited to: the study of theoretical approaches to the study of consumption; various venues of consumption; and how tourism, money, and gender relations shaped consumption practices in both capitalist west and socialist east. |
| Pratiques historiennes et métiers de l'histoire | 3 | Benoît Majerus, Valerie Schafer benoit.majerus@uni.lu; valerie.schafer@uni.lu | Ce cours propose une double approche : d'une part une historicisation de la question à travers une approche historiographique démarrant après 1945 ; d'autre part une découverte des métiers de l'histoire. |
| Theorie und Praxis der Komik in der Literatur | 3 | Dr. Oliver Kohns oliver.kohns@uni.lu | Das Seminar möchte verschiedene Spielarten und Varianten der Komödie und des Komischen in der Literatur der Moderne untersuchen. |

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|---|---|---|---|
| **Sprooch a Gesellschaft** | 3 | Peter Gilles<br>peter.gilles@uni.lu | Dëse Cours fokusséiert sech op d'Variatioun vum Lëtzebuergeschen, wéi se duerch mikro-a makrosoziolinguistesch Prozesser determinéiert gëtt. |
| **Introduction à l'ethnographie** | 3 | Gabriele Budach<br>gabriele.budach@uni.lu | The aim of this seminar is to introduce students to the theory and practice of ethnography, a qualitative research method used in the social sciences to produce data and conduct social analysis. |
| **Étude de la communication culturelle : le discours sur le film (descriptions,appréci ations, canonisations et contestations)** | 3 | Gian Maria Tore<br>gian-maria.tore@uni.lu | Le cours consistera en un véritable atelier d'analyses et de discussions collectives du film comme objet culturel public. |
| **La pensée française contemporaine** | 3 | ROELENS Nathalie<br>nathalie.roelens@uni.lu | Ce cours se propose de sonder les racines d'une pensée «interculturelle» française dans l'histoire des idées, de mesurer la valeur de la littérature ou d'une République des Lettres, voire de l'éducation esthétique et de réfléchir à la crise de l'Europe et à la perte de sa «précellence». |
| **German Idealism I, Key Topics form Kant to Hegel** | 3 | Dietmar Heidemann<br><br>dietmar.heidemann@uni.lu | This course provides an advanced overview of the philosophical development from Kant to Hegel by focusing on key ideas such as idealism, freedom, reason and subjectivity. |
| **Contemporary European Philosophy I – Knowledge** | 3 | Frank Hofmann<br>frank.hofmann@uni.lu | The simple starting point for our studies is the question: What is knowledge? |
| **Rationalism** | 3 | Thomas Raleigh<br>thomas.raleigh@uni.lu | In this course we will try to trace some Rationalist themes in metaphysics, philosophy of mind and epistemology through the writings of some of the great Early Modern Philosophers – especially Descartes, Leibniz and Hume. |

# DOCTORAL PROGRAMME IN IN SOCIAL SCIENCES

## 1. STRAND COLLOQUIA

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|---|---|
| **1.1.** **Colloquium on Inclusive Knowledge Societies** | |

| | | | |
|---|---|---|---|
| **Lecturer, Email address:** | Justin J.W. Powell, justin.powell@uni.lu; Boris Traue, boris.traue@uni.lu ; Carmen Zurbriggen, carmen.zurbriggen@uni.lu; and various other docents, including Visiting Professor David P. Baker, david.baker@ext.uni.lu | **Language:** | English, German (exceptionally) |
| **ECTS:** | 2 (granted at end of degree) | **Activity type:** | Colloquium |
| **Semester/Dates:** | Whole year, monthly meetings, complemented by guest lectures and (methods) workshops, dates tbc | **Room:** | Campus Belval, MSH, tba |
| **Course Description:** | In the colloquium on inclusive knowledge societies, doctoral candidates will present their work-in-progress to receive feedback from other doctoral students and academic staff. These presentations will be supplemented by occasional presentations by visiting researchers and by (methods) workshops. We will discuss specific research projects in relation to relevant approaches, concepts, and methodologies in sociology, educational sciences, and other relevant disciplines. | | |
| **Learning Outcomes:** | The colloquium provides doctoral candidates and early-career researchers with a forum and opportunities to present their work to their peers and other academic staff. The participants will practice giving and receiving constructive feedback to help develop their research projects. Participants will thus become familiar with different disciplinary and methodological approaches and the contemporary research being conducted in areas addressing the nexus between societal transformation, educational and social interventions, expert and everyday knowledge, as well as organizational forms and institutions, such as (higher) education and science. | | |
| **Workload:** | / | | |
| **Type of Evaluation:** | Presentation; preparing and leading a discussion session; regular attendance and contribution to discussions | | |
| **Max. Number of participants:** | 12 | | |
| **Admission criteria:** | All PhD or early-career researchers whose work is related to questions concerning inclusive knowledge societies are welcome to attend. Sufficiently fluent English language skills are required (German highly beneficial). | | |
| **Remarks:** | Regular participation and presentations are obligatory throughout the doctoral course of study. ECTS points are awarded only at the end of doctoral studies, but registration throughout is necessary. | | |

## 1.2.    Geography Colloquium

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|---|---|---|---|
| **Lecturer, Email address:** | Harlan Koff<br>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:**

• 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.

## 1.3.    Colloquium: Socioeconomics and Economic Sociology

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|---|---|---|---|
| **Lecturer, Email address:** | Prof. Dr. Louis Chauvel; Prof. Dr. Conchita D'Ambrosio; Assoc. Prof Anja Leist ; Prof. Dr. Philippe Van Kerm<br><br>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.

## 1.4.   Colloquium: Political Science

| | | | |
|---|---|---|---|
| **Lecturer, Email address:** | David Howarth and various members of the institute<br><br>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 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.

# 2B) INTERDISCIPLINARY COURSES

| | | | |
|---|---|---|---|
| **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.

## 2.2. ADVANCED QUALITATIVE METHODS

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|---|---|---|---|
| **Lecturer, Email address:** | Harlan Koff, Christian Schulz, Michal Mochtak, Rachel Reckinger, Carmen Maganda<br><br>harlan.koff@uni.lu;<br>christian.schulz@uni.lu;<br>michal.mochtak@uni.lu;<br>rachel.reckinger@uni.lu;<br>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:**

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.

In the Academic Year 2021/2022, at least the following courses will be offered:

Ethics in the Field: Addressing Practical Challenges (1 ECTS)
1 session à 90 minutes in September 2021
Instructor: Carmen Maganda + Harlan Koff

Introduction to Computational Text Analysis for Social Sciences (1 ECTS)
4 session à 90 minutes in October & November 2021
Instructor: Michal Mochtak

The Comparative Method: Why compare?, what to compare?, how to compare? (1 ECTS)
1 session a 90 minutes in December 2021
Instructor: Harlan Koff
Introduction to Web Scraping for Social Sciences (1 ECTS)
3 session à 90 minutes in April 2022 (see below)
Instructor: Michal Mochtak
Qualitative data analysis with MAXQDA (1 ECTS)
One-day workshop + two follow-up sessions à 90 minutes in April/May 2022 (dates to be confirmed)
Instructors : N.N. (guest lecturer) + Christian Schulz
Anthropological Research Methods (1 ECTS)
1 session à in May/June 2022
Instructor: Rachel Reckinger

**Learning Outcomes:**

- 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.

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| **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) |

## 2.3. Advanced quantitative methods for social science research

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|---|---|---|---|
| **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?? |

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|---|---|
| **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. |

## 2.4. Advanced seminars in Inequality

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|---|---|---|---|
| **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 |

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| **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 todays 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. |

## 2.5. Bayesian Approaches to Data Analysis

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|---|---|---|---|
| **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.

## 2.6. Socioeconomic Inequality, Causes and Consequences

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|---|---|---|---|
| **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 |

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|---|---|
| **Course Description:** | 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 todays welfare states, and their relation with health inequality.<br>Part 1 Measures of inequality and related phenomena in theory and empirical approaches (D'Ambrosio)<br>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)<br>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 of socioeconomic inequality and social outcomes like intergenerational mobility, health, mortality, suicide, etc. (Chauvel)<br>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) |
| **Learning Outcomes:** | The course exposes the cutting-edge knowledge on social and economic inequality in the new international and Luxembourgish research. This course deliver a detailed overview on this important topics for PhD candidates in the domain of the social sciences of inequalities and their consequences notably in terms of socioeconomic stability. |
| **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. |

## 2.7.    Stata for social science research: Introduction to advanced use

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| **Lecturer, Email address:** | Philippe Van Kerm philippe.vankerm@uni.lu | **Language:** | English |
| **ECTS:** | 1 | **Activity type:** | Lectures and lab sessions |
| **Semester/Dates:** | Early February 2022 Compact workshop over three days 3hrs + 6hrs + 6hrs | **Room:** | MSA (any lecture room is fine – participants bring Stata on laptop |

**Course Description:** 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."

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. The course will take the form of a compact 3-days workshop combining lectures and hands-on practical sessions on computers.

**Learning Outcomes:** Workflow management for empirical analysis; Data management; Regression analylsis; 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

## 2.8. Sustainable Development in Macro and Micro Regions: Conceptual and Methodological Training

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| **Lecturer, Email address:** | Harlan Koff<br>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

## 2.9. Topics in Public Policy

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| **Lecturer, Email address:** | David Howarth, Conchita d'Ambrosio, Robert Harmsen, Josip Glaurdic<br><br>david.howarth@uni.lu;<br>conchita.dambrosio@uni.lu;<br>robert.harmsen@uni.lu;<br>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.<br><br>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). | | |

# DOCTORAL PROGRAMME IN EDUCATION

## 1. STRAND COLLOQUIA

| 1.1. | Colloquium on Inclusive Knowledge Societies |
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| **Lecturer, Email address:** | Justin J.W. Powell, justin.powell@uni.lu; Boris Traue, boris.traue@uni.lu ; Carmen Zurbriggen, carmen.zurbriggen@uni.lu; and various other docents, including Visiting Professor David P. Baker, david.baker@ext.uni.lu | **Language:** | English, German (exceptionally) |
| **ECTS:** | 2 (granted at end of degree) | **Activity type:** | Colloquium |
| **Semester/Dates:** | Whole year, monthly meetings, complemented by guest lectures and (methods) workshops, dates tbc | **Room:** | Campus Belval, MSH, tba |
| **Course Description:** | In the colloquium on inclusive knowledge societies, doctoral candidates will present their work-in-progress to receive feedback from other doctoral students and academic staff. These presentations will be supplemented by occasional presentations by visiting researchers and by (methods) workshops. We will discuss specific research projects in relation to relevant approaches, concepts, and methodologies in sociology, educational sciences, and other relevant disciplines. | | |
| **Learning Outcomes:** | The colloquium provides doctoral candidates and early-career researchers with a forum and opportunities to present their work to their peers and other academic staff. The participants will practice giving and receiving constructive feedback to help develop their research projects. Participants will thus become familiar with different disciplinary and methodological approaches and the contemporary research being conducted in areas addressing the nexus between societal transformation, educational and social interventions, expert and everyday knowledge, as well as organizational forms and institutions, such as (higher) education and science. | | |
| **Workload:** | / | | |
| **Type of Evaluation:** | Presentation; preparing and leading a discussion session; regular attendance and contribution to discussions | | |
| **Max. Number of participants:** | 12 | | |
| **Admission criteria:** | All PhD or early-career researchers whose work is related to questions concerning inclusive knowledge societies are welcome to attend.<br>Sufficiently fluent English language skills are required (German highly beneficial). | | |
| **Remarks:** | Regular participation and presentations are obligatory throughout the doctoral course of study. ECTS points are awarded only at the end of doctoral studies, but registration throughout is necessary. | | |

## 1.2. Learning and evaluation in technology enriched societies

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| **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:** 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.

Cross-fertilisation of ideas and fostering collaboration within a multi- and inter-disciplinary community.

**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.

## 1.3. Journal Club "Numerical Cognition"

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|---|---|---|---|
| **Lecturer, Email address:** | Christine Schiltz<br>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 succint 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

# 2A) DISCIPLINARY COURSES

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|---|---|---|---|
| **Lecturer, Email address:** | Dr Ineke Pit-ten Cate Ineke.pit@uni.lu | **Language:** | English |
| **ECTS:** | 1 | **Activity type:** | Seminar |
| **Semester/Dates:** | Suggested times (5 x 90 min): Tuesday from 11 to 12.30: 15.2.2022; 01.3.2022; 15.3.2022; 29.3.2022; 26.04.2022 | **Room:** | tba |

**Course Description:**

In response to demands for a more equitable education system, many European countries have, over the years, reviewed and changed the ways in which they accommodate students with special educational needs (SEN). SEN may derive from organic causes (*disability*), learning or behavioural *difficulties* or socio-demographic *disadvantages* related to -amongst other factors- migration background or socio-economic status.

Historically, the provision for students with SEN has moved from segregation, via integration, to inclusion. This movement has been driven by international agreements such as the "Salamanca Statement and Framework for Action on Special Needs Education" (UNESCO, 1994), the Education for All Movement (UNESCO, 2000), and the UN Convention on the Rights of Persons with Disabilities (2006). As such, inclusive education has moved from a more ideological vision to a basic human right. In this regard, it is important to consider the extent to which teachers are/feel prepared to accommodate a heterogeneous student population in relation to the characteristics of the school environment.

The seminar will focus on issues such as the historical changes in the education of students with SEN: segregation – integration – inclusion. Although the historical context may apply to many European countries, we will specifically look at changes in the educational system in Luxembourg in relation to its surrounding and other countries. We will also look at the OECD categories of special educational needs, i.e. educational needs arising from a) disability or impairments attributable to organic pathologies; b) behavioural or emotional disorders, or specific difficulties in learning; and c) socio-economic, cultural, and/or linguistic factors (OECD, 2007). Such categorisation may be problematic for several reasons and applying the categories in the Luxembourgish context may be especially problematic given the large heterogeneity of the student population.

The drive towards inclusion can be justified from a philosophical point of view (e.g. UNESCO) but also discussed in terms of "best practice". We will discuss research concerning teachers' (perceived) competence in relation to the challenge of accommodating students with a variety of educational, behavioural, and/or linguistic profiles in regular classrooms. In this regard we will critically reflect on the European guidelines for promoting quality in inclusive education. Whilst recognising the significant challenges for teachers, we will debate the alternative of excluding students in terms of both educational opportunities and social inclusion, i.e. acceptance, interaction and peer relationships. Finally, we will look at current changes in the educational system in Luxembourg aimed to facilitate the support of students with SEN in mainstream education.

**Learning Outcomes:**

- To understand historical developments in the education of students with special educational needs;
- To reflect on educational, philosophical and political movements in relation to (in)equalities in educational systems;

- To reflect on problems concerning the drive towards inclusive education in terms of the challenges for teachers in accommodating an increasingly heterogeneous student population;
- To reflect on (dis)advantages of in/exclusion of students' with SEN in terms of opportunity and equality from an educational and philosophical perspective.

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| **Workload:** | Contact 5 x 90 min seminar = 7.5 hrs<br>Preparation 6 hrs<br>Self-study: 10 hrs |
| **Type of Evaluation:** | It is expected that in preparation for each seminar, students read specified texts and actively participate in discussion. In addition, students will be required to write a 2000 word reflection essay at the end of the course. |
| **Max. Number of participants:** | / |
| **Admission criteria:** | / |
| **Remarks:** | **This course is a DISCIPLINARY COURSE for Education , but INTERDISCIPLINARY for all other Doctoral Programmes.** |

# 2B) INTERDISCIPLINARY COURSES

## 2.2. Data Science in R: Introduction & Tools

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|---|---|---|---|
| **Lecturer, Email address:** | Pedro Cardoso-Leite, Brice Clocher pedro.cardosoleite@uni.lu, brice.clocher@uni.lu | **Language:** | English |
| **ECTS:** | 3 | **Activity type:** | Workshop/Lab-course |
| **Semester/Dates:** | Winter semester Thursdays afternoons from 2pm to 5pm, starting October 14th, for 15 weeks. In case of conflicts, Tuesdays afternoon would work also. | **Room:** | Online on WebEx |

**Course Description:**

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.

This course is designed to help you get started in data science using R, RStudio and the Tidyverse – a set of powerful and popular tools commonly used in academia and the industry – and give you the foundation to further progress autonomously in the future. Students will be able to access high-quality online videos and interactive exercises 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.

Although we welcome all levels, this course will focus on students who **begin** with R and/or the Tidyverse collection of R packages for data science. Students with a previous experience of R or data science, are advised to seek attendance to course "Data Science in R: Projects & Application" instead.

**Learning Outcomes:**

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 and reporting.

**Workload:**

15 weeks.
Every week: 3 hours of workshop online + 2 hours of homework. Total 75 hours.

**Type of Evaluation:**

Written homework

**Max. number of participants:**

30

**Admission criteria:**

No programming experience is required.

**Remarks:**

The course requires having a computer with access to Internet.

## 2.3. Data Science in R: Projects & Application

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|---|---|---|---|
| **Lecturer, Email address:** | Pedro Cardoso-Leite, Brice Clocher pedro.cardosoleite@uni.lu, brice.clocher@uni.lu | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Workshop |
| **Semester/Dates:** | Summer semester Thursdays afternoon (2pm-5pm) for 10 weeks, starting May 5th. In case of conflicts Tuesdays afternoon are also possible. | **Room:** | To be determined depending on sanitary situation: online on WebEx or Computer lab (TIC) in MSH E01 in Belval |

**Course Description:**
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.
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.
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.
For the duration of the course, students will be able to access high-quality online videos and interactive exercises online. Although not mandatory, these courses will help the motivated student to develop their technique in R.
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 & Tools" instead.

**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:**
10 weeks.
Each week: 3 hours of workshop online/at UL + 1 hour of homework. 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 & Tools".

**Remarks:**
The course requires having a computer with access to Internet.

## 2.4. Heuristics and the art of theorizing

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| **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

## 2.5. Learning and evaluation in technology enriched societies

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|---|---|---|---|
| **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:** 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.

Cross-fertilisation of ideas and fostering collaboration within a multi- and inter-disciplinary community.

**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.

## 2.6. Researching multilingualism

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| **Lecturer, Email address:** | Claudine Kirsch claudine.kirsch@uni.lu | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Seminar and workshops |
| **Semester/Dates:** | Winter semester | **Room:** | TBA |

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| **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:** | / |
| **Remarks:** | / |

## 2.7. Strategies of non-formal education in the life course - from early childhood through adolescence and into adulthood

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| **Lecturer, Email address:** | Sandra Biewers; Anette Schumacher sandra.biewers@uni.lu ; anette.schumacher@uni.lu | **Language:** | German, English |
| **ECTS:** | 2 | **Activity type:** | Seminar and Workshop |
| **Semester/Dates:** | Winter semester and summer semester<br><br>Winter semester:<br>Workshop 1 - 18.11.2021<br>Workshop 2 - 09.12.2021<br><br>Summer semester:<br>Workshop 3 - March 2022<br>Workshop 4 - April 2022 | **Room:** | tba |

**Course Description:**

Non-formal education in our postmodern society means more than "additional education" or "extracurricular activity". It has evolved into an important area of education in the course of the institutionalization of childhood and youth and as a response to social change. In Luxembourg, this can be seen, among other things, in the qualitative and quantitative expansion of education and childcare services. Children and young people will increasingly be provided with opportunities for self-education and accompanied experiential learning in their social environment and in institutions, in order to counterbalance school-based learning.

The course aims to describe the dimensions and significance of non-formal education (NFE) as a major pedagogical force in postmodern society and to analyze its theoretical assumptions and strategies about the life stages of childhood, adolescence, adulthood.

The course includes four workshops. In the first two workshops we will look at the concept, theoretical framework, social dimensions and developments of non-formal education. In the third and fourth workshop we will transfer to research. Current research projects on non-formal education in the life stages of childhood, adolescence and adulthood will be presented and the prerequisites and foundations of empirical research in this field will be discussed.

The workshops include short presentation units by the students on jointly defined topics and areas of interest.

**Learning Outcomes:**

The participants will be introduced to the theoretical background, dimensions and discourses on non-formal education in the context of current social changes. They will gain knowledge about the strategies and developments of the concept of non-formal education in the institutional fields of non-formal education and in distinction to the formal education sector. They will also gain an insight into the research field of non-formal education and learn about the particular challenges and solutions to corresponding research questions.

**Workload:**

1) contact hours: 16 UE
2) preparatory work hours: 25 UE
3) self-study hours: 30 UE

**Type of Evaluation:**

Presentations

**Max. number of participants:** 15

**Admission criteria:** /

**Remarks:** /

# DOCTORAL PROGRAMME IN PSYCHOLOGY

# 1. STRAND COLLOQUIA

## 1.1.     Colloquium: Psychological approaches in health, human development and learning processes

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| **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 methical 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. | | |

# 2A) DISCIPLINARY COURSES

| 2.1. | Measuring psychological constructs – theory, application, and analysis |
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| **Lecturer, Email address:** | Philipp Sonnleitner, Rachel Wollschläger philipp.sonnleitner@uni.lu; rachel.wollschlaeger@uni.lu | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Workshop/Lab-course |
| **Semester/Dates:** | Summer semester, mid of summer term 2022/ Friday mornings | **Room:** | TBD |

**Course Description:** This course tackles the measurement of psychological constructs. Covering theoretical foundations of psychological measurement in general, test construction, application of questionnaires / tests, and the most common psychometric methods. The students should be able to critically understand, apply, discuss, and evaluate measures of psychological constructs.
In detail, the following questions will be answered during the course:
- What does measurement mean?
- How are tests/scales constructed in psychology?
- Which tests are applied to measure what?
- How are tests/scales applied?
- What to do with the results and does the expected model fit?
- What is common practice concerning psychological measurement in academia?

**Learning Outcomes:** The students should be able to critically understand, apply, discuss, and evaluate measures of psychological constructs.

**Workload:** 
1) contact hours: 6x 3h = 18h;
2) preparatory work hours: 6x 1,5h = 9h;
3) homework: 6x 2h = 12h
+ written paper 11h

**Type of Evaluation:** Written homework/paper

**Max. number of participants:** 15

**Admission criteria:** basic R-skills

**Remarks:** The participants are asked to write a reflective essay after every session, answering two questions related to the session's topic and transferring the respective contents to their own field of study/PhD project. Further, all participants are required to discuss a self-selected paper from the European Journal of Psychological Assessment, which matches their own field of study. Active and regular participation will be assumed (max. 1 missed class, last sessions are obligatory).
**This course is a DISCIPLINARY COURSE for Psychology, but INTERDISCIPLINARY for all other Doctoral Programmes.**

# 2B) INTERDISCIPLINARY COURSES

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| **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 Georges Steffgen georges.steffgen@uni.lu | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Seminar |
| **Semester/Dates:** | Winter semester | **Room:** | tbd |

**Course Description:**

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:
• 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:**

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.

**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.

## 2.3. An introduction to network analysis for psychologists and neuroscientists

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|---|---|---|---|
| **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 |

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| **Course Description:** | 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.<br>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.<br>Course participants will:<br>- become familiar with general notions of graph theory and network analysis<br>- learn how to model network data using R, to implement algorithms from the field of graph theory (e.g., community detection, smallwordness), and to use tools from data science (e.g., graphical Lasso) to optimize network estimation and visualization<br>- understand the advantages, challenges, and limitations of network analysis in comparison to usual data analytical approaches<br>- 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) |

## 2.4. 5th Annual Summer School on Cultural Psychology: Cultural Psychology and Intergenerational Family Relations in Cultural Contexts

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|---|---|---|---|
| **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 2022 | **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.

## 2.5. Academic Science Communication – Understanding Scientific Discourse and New Directions in Science

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| **Lecturer, Email address:** | Dr. Philipp Sischka, Miriam-Linnea Hale philipp.sischka@uni.lu; miriam-linnea.hale@uni.lu | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Seminar |
| **Semester/Dates:** | Summer Semester | **Room:** | tba |

**Course Description:**

In this course PhD students learn to communicate current scientific topics and discourses in psychological science to Masters (and Bachelor) level students in psychology (open to other disciplines). Topics may include, but are not limited to:

• Current discourses
• New specific methods, their uses and limitations
• New directions in research

Students are asked to choose a topic. The aim is to each plan and lead a session with the Masters students in which the PhD students present this topic, giving a general introduction, placing it in the context of current (psychological) science and then initiating a discussion with the audience about this topic. The focus here is not on teaching the Masters students the specific application of a new method, but furthering a deeper understanding of the topic or method, by discussing the relevance, potential problems, benefits or solutions.

Potential topics that could be chosen are:
• Problematic science (replication crisis, p-hacking, …) and possible solutions (preregistration, Open Science,…)
• Specification Curve Analysis
• Latent variable modeling (e.g., Exploratory Structural Equation Modeling, Latent Class & Transition Analysis, Network analysis, New developments in Factor Analysis and Structural Equation Modeling, Item Response Theory)
• Modern Missing Data Techniques (e.g., multiple Imputation)
• Preprocessing adjustments (e.g., Propensity Score Analysis, Entropy Balancing)
• Modern Longitudinal Data Analysis (e.g., Random Intercept Cross-Lagged Panel Model)
• Text Mining
• Web Crawling
• …

**Learning Outcomes:**

Students will learn to communicate current topics, new methods and current discourses in (psychological) science to graduate students in Masters programs. They will be able to hold and direct critical and constructive discussions about those topics with the graduate students. Through this they will be able to provide an opportunity to their students to engage with current research trends and discourses and guide them to a deeper understanding.

**Workload:**

19.5h contact hours
(13 x 90-minutes, 1 planning and organization introductory session and 12 sessions on chosen topics led by PhD candidates with an audience of graduate students)

30h preparation and self-study

**Type of Evaluation:**

Students will be evaluated based on the session they lead (presentation for and discussion with graduate students and fellow PhD students).

**Max. number of participants:**

12

**Admission criteria:** /

**Remarks:** We have agreed with the course director of the Master in Psychology: Psychological Intervention, Prof. Georges Steffgen, that the sessions led by the PhD candidates can be attended by graduate students from this program. Participants receive an attendance certificate.

# 3. INTERDISCIPLINARY COURSES OFFERED BY MORE THAN ONE DOCTORAL PROGRAMME

## 3.1. An introduction to user experience design and evaluation methods

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| **Lecturer, Email address:** | Vincent Koenig, Carine Lallemand; vincent.koenig@uni.lu; carine.lallemand@uni.lu | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Seminar (participative and interactive) |
| **Semester/Dates:** | Summer semester, dates tbd | **Room:** | User lab (MSH +1) |

**Course Description:**
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. 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.
The PhD candidates' own use cases will be addressed throughout the sessions in hands-on activities; 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.

**Learning Outcomes:**
Understand the multi- and inter-disciplinary approach required when focusing on technology-intensive research topics.
Discover the user-centred design process along with design thinking philosophy and methods.
Learn how to choose the most appropriate methods to support your research, and how to apply them efficiently, and in compliance with ethical standards.
Learn to take HCI design and evaluation decisions, based on empirical data (both quantitative and qualitative).
Learn to apply methods in the lab and in the field for supporting optimal user experiences.

**Workload:**
50+ total
28h training; min. 32h of preparation and self-study

**Type of Evaluation:**
Practical exam

**Max. number of participants:**
15

**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 hands-on over the course of this seminar.

## 3.2. Educational Systems, Policies, and Inequalities

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| **Lecturer, Email address:** | Justin J.W. Powell, justin.powell@uni.lu David P. Baker, david.baker@ext.uni.lu | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Seminar |
| **Semester/Dates:** | Summer semester, Thursdays, 11.30–13 | **Room:** | Campus Belval, MSH, Aquarium 3rd floor |

**Course Description:** In this seminar, we will discuss ways educational systems and policies have changed over the past several decades and the implications of these changes for educational in/equalities. Education has become increasingly internationalized, reflected in policies, research, and practices. 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 characteristics (such as class, gender, ethnicity, and dis/ability) as well as on the status attainment process and educational outcomes (income, status, well-being, political participation, and so on), central goals not only of democratic societies but also 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 critical perspectives to strengthen reflection and analytic skills. Doctoral candidates will practice presenting critiques and writing peer reviews in the seminar.

**Learning Outcomes:** The seminar provides doctoral candidates with opportunities to critically engage with and develop an advanced understanding of sociology of education approaches to compare educational systems and policies and to analyze inequalities. The doctoral candidates gain 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. Participants learn how to write a journal peer review or book review, knowledge usefully applied when writing their own articles.

**Workload:**
1) 12 contact hours (14 UE)
2) preparatory work hours (students' input, journal review task): 25 hours
3) self-study hours: 15 hours

**Type of Evaluation:** Presentation, Written Assignment

**Max. number of participants:** 12

**Admission criteria:** Sufficiently fluent English language skills (reading, writing, speaking).

**Remarks:** Regular participation (and one short presentation) is obligatory during the semester. ECTS are awarded after submission and grading of the peer or book review at the end of the semester.

## 3.3. Science of Science in the Spotlight

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| **Lecturer, Email address:** | Teacher: Jennifer Dusdal Email Address: jennifer.dusdal@uni.lu Planned lectures by: Jana Diesner, Sophie Mützel, Sean Takats, Miquel Urquiola, Caroline S. Wagner, Peter Weingart | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Seminar plus lecture series |
| **Semester/Dates:** | Summer term 2022 | **Room:** | Rooms will be organized via the lecture series, e.g. Black Box |

**Course Description:** "Science of Science in the Spotlight" (SciSci) provides an ideal platform to bolster Luxembourg's growing research expertise and current initiatives in the field of Science of Science engaging diverse science and policy communities and the wider public. SciSci as a multidisciplinary series of events provide diverse yet integrated insights into the field of Science of Science and related fields. The lectures will solidify Luxembourg's network in this field of research, build new national and international relationships, and encourage a multidisciplinary, interfaculty, and interorganizational exchange with cutting-edge researchers from abroad. It will provide opportunities to discuss the latest research results in this highly innovative, emerging multidisciplinary global field. SciSci will stimulate theoretical and methodological debates (quantitatively and qualitatively) and presents global advances in data analysis at the intersection of anthropology, sociology, political sciences, higher education research, sociology of science, bibliometrics, economics, and history/philosophy of science, with world-leading researchers from centers of excellence in Europe, North America, and Western and East Asia. The series will foster discussions relating to historical and philosophical views on international higher education developments in different countries, scientific knowledge production and collaborative networks, research policy and its impact on evidence-based decision-making processes.

**Learning Outcomes:** The course seeks to introduce students into contemporary theoretical and methodological discussions in the multidisciplinary field of Science of Science. It will broaden students' horizons on different positions and their impact on international debates. Together with the docent, the students will have the unique opportunity to meet the international leading researchers in the field to discuss the topic of their lecture prior to the talks of the lecture series "Science of Science in the Spotlight" (SciSci).

**Workload:** Active participation in the seminar and lectures; lecture = 90 minutes, seminar = 60 minutes

**Type of Evaluation:** Written assignment

**Max. number of participants:** 30

**Admission criteria:** /

**Remarks:** /

## 3.4. Media use and effects – A multidisciplinary perspective

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| **Lecturer, Email address:** | André Melzer andre.melzer@uni.lu; | **Language:** | English |
| **ECTS:** | 2 | **Activity type:** | Seminar |
| **Semester/Dates:** | Summer semester/tba | **Room:** | TBA |

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| **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:<br>- 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)<br>- They gained insight in selected findings on the design of media for use in the context of, for example, advertising, social communication, or entertainment<br>- They gained insight in selected findings on the effects of media on attitudes and cognition, cognitive development, emotions, and social behaviour<br>- They are able to analyze research on media effects critically<br>- They gained insight in research on interactive media (internet, video games)<br>- 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) |

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| **Lecturer, Email address:** | Elisabeth Boesen, Elke Murdock, Gabriele Budach, Harlan Koff, Isabelle Albert, Koku G. Nonoa<br>elisabeth.boesen@uni.lu;<br>elke.murdock@uni.lu;<br>gabriele.budach@uni.lu;<br>harlan.koff@uni.lu;<br>isabelle.albert@uni.lu;<br>koku.nonoa@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), between September 17 and December 18, 2021; exact dates to be confirmed.<br>**October 14, 2021**<br>**17:00h – 18:30h (CEST)**<br><br>***Multisystemic Resilience: Culturally and Contextually Sensitive Approaches to Transformative Positive Development***<br>**Dr. Michael Ungar**<br>**November 18, 2021**<br>**17:00h – 18:30h (CET)**<br><br>***Culturally Contesting conviviality: Conceptual, political, and epistemological explorations about a troubling wor(l)d***<br>**Dr. Tilmann Heil** | **Room:** | CB, MSA |
| **Course Description:** | This course, organised by FHSE's Key Research Area "Migration and Inclusive Societies" (MIS), addresses both students who are working on migration-related issues and wish to broaden their view on the topic and students who want to get an interdisciplinary overview of the field of migration studies. We will access this field by distinguishing two different and, in a sense, complementary perspectives. The first sees migration as linked with crisis and vulnerability, the second sees it as linked with diversity and cultural difference. The course will focus on recent debates revolving around two concepts that epitomize these parallel approaches: resilience and conviviality.<br>Resilience is generally defined as the capacity to successfully cope with difficulties or shocks. In terms of migration, it is viewed as both a means to reinforce communities and an end when focusing on migrant experiences. The course questions this concept within the framework of multi-disciplinary migration studies and explores its relevance within different migration-related contexts as, for example: collective adaptation to external and internal stressors (e.g. climate change); individual survival strategies of migrants through their journeys (e.g. caravan formation); the individual ability to find/deploy resources in the face of adversity and the emotional resilience and well-being of migrants who lived through traumatic experiences; language use embedded in syncretic literacy, intercultural theater productions and other performances as expressions and strategies of resilience.<br>The concept of conviviality refers to the Latin verb convivere in its primary sense of "living together". Its use indicates a renewed interest in the conditions, modalities and possibilities of living together, especially in culturally complex societies resulting from migration. The | | |

growing importance of the notion of conviviality in the Humanities and the Social Sciences as well as in public debate 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. The course is taught by members of the MIS consortium, who represent different disciplinary fields: political science, (cultural) psychology, cultural anthropology/history, pedagogy, sociolinguistics, literary studies and intercultural theater and performance studies. Several sessions are planned to have a guest speaker.

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| **Learning Outcomes:** | • fundamental understanding of conceptual and methodological problems in research on migration,<br>• introduction to the conceptual and socio-political debates on resilience and conviviality. |
| **Workload:** | 1) *contact hours* : 21;<br>2) *preparatory work hours* : 54;<br>3) *self-study hours* : 50 (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:** | none |
| **Remarks:** | / |

## 3.6.    Current Topics in Well-being Research

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| **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 |

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| **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 |

## 3.7.    Data Analysis from Cross Sectional Data to Big Data

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| **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:<br>• 25/10 (basic stats, analysis of cross-sectional data),<br>• 27/10 (analysis of panel data),<br>• 29/10 (instrumental variables and genetic instrumental variables),<br>• 2/11 (analysis of experimental data 1),<br>• 3/11 (analysis of experimental data 2),<br>• 5/11 (analysis of non experimental data),<br>• 9/11 (analysis of big data 1),<br>• 10/11 (analysis of big data 2)<br><br>Always from 14h00 to 17h00 | **Room:** | Webex |
| **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 | | |

# 4. TRANSFERABLE SKILLS OFFERED BY THE DSHSS

## 4.1. Good Scientific Practice-Protecting Scientific Integrity

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| **Lecturer, Email address:** | Dr. Julia Verse juliaverse@scientificintegrity.de | **Language:** | English |
| **ECTS:** | 1 | **Activity type:** | Workshop |
| **Semester/Dates:** | This course is offered twice at the following dates: Winter semester 25./26./27.01.2022 Day 1 and day 2: from 9:30 to 16:15 ; Day 3: from 9:30 to 12:15 **OR** Summer semester 28./29./30.06.2022 Day 1 and day 2: from 9:30 to 16:15 ; Day 3: from 9:30 to 12:15 | **Room:** | Online |

**Course Description:**

The major objective of the workshop "Good Scientific Practice" is to know and understand the basic rules and values of the responsible conduct of research in all its stages, 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 recognized and prevented, and how it should be addressed and dealt with in case it occurs, and what damage it can cause if handled improperly. The participants will learn to develop appropriate solutions for difficult situations in the process of science and receive advice on how to protect their scientific work. They are encouraged to speak with colleagues and the appropriate institutions about challenges and problems.
Topics covered:
- Definitions of good scientific practice and scientific misconduct
- Degrees and extent of scientific misconduct
- Examples for responsible and irresponsible conduct of research
- Data and source management
- Authorship and the process of publication
- Mentoring and supervision
- Conflict management: how to deal with scientific misconduct
- Reactions to scientific misconduct
- Local, national and international guidelines and regulations

**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:** Homework

| **Max. Number of participants:** | 16 |
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| **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. |
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## 4.2.  Introduction to LaTeX – From the first document to daily academic use

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| **Lecturer, Email address:** | Dr. Sascha Reif (tbc), Rachel Wollschläger, Markus Scherer rachel.wollschlaeger@uni.lu; markus.scherer@uni.lu | **Language:** | English |
| **ECTS:** | 1 | **Activity type:** | Workshop/Lab-course |
| **Semester/Dates:** | Winter semester, two days either March or April | **Room:** | On campus; most likely MSH |

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| **Course Description:** | This course will cover the following aspects regarding LaTex:<br>• Setup<br>• Basic Document Structures<br>• Standard Text formatting and beyond<br>• Illustrating documents<br>• Mathematical expressions<br>• Code listings<br>• Presentations with LaTeX<br>• Document organization<br>• Making your own macros and commands |
| **Learning Outcomes:** | The students should be able to autonomously code and compile a document including text, graphics, some references and if applicable mathematical expressions and/or code listings. |
| **Workload:** | 1) contact hours: 2x 8h = 16h;<br>2) preparatory work hours: 1x 1h = 1h;<br>3) self-study hours: 1x 6h = 6h |
| **Type of Evaluation:** | Code & compiled document of a short paper. |
| **Max. Number of participants:** | 10 |
| **Admission criteria:** | Laptop (personal work devices will be used). |
| **Remarks:** | Attendance on all two days of the course is required.<br>In addition to enrolling in the course, a separate e-mail explaining your LaTeX background and scopes for the course must be sent to rachel.wollschlaeger@uni.lu and markus.scherer@uni.lu to confirm your participation, since the external partner must be informed and booked. |

## 4.3. Interactive Data Visualization

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| **Lecturer, Email address:** | Robin Samuel (Course Intstructor),<br><br>robin.samuel@uni.lu;<br><br>Hamid Bulut (Teaching Assistant) | **Language:** | English |
| **ECTS:** | 1 | **Activity type:** | Workshop |
| **Semester/Dates:** | Summer semester, two half-day sessions in April or May | **Room:** | Computer lab LLC |

**Course Description:**
The communication of research results is becoming increasingly important. Sophisticated data visualizations on the web are particularly well suited to present complex facts in a target group-oriented way and to make results available to a large audience in a platform-independent way.

This course provides a short introduction on how to enhance static content with web-based interactive data visualization and how to enable dynamic analysis. We will use the visualization framework "Shiny" in *R*. This a simple platform to implement interactive visualizations, web applications, and dashboards in HTML, CSS and JavaScript without much effort.

**Learning Outcomes:**
At the end of this course, participants will have gained an understanding of the possibilities of interactive data visualization and a foundation to start building their own visualization projects.

**Workload:**
25 hours in total (8 contact hours, 4 hours for preparatory work, 13 hours for assignment and self-study).

**Type of Evaluation:**
Use the tools and resources of the course to design, produce, and deploy a small data visualization project of your choice.

**Max. Number of participants:**
10

**Admission criteria:**
Participants should be familiar with bivariate and 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, Python, Stata, or SPSS) and are willing to learn.

**Remarks:**
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## 4.4. Good scientific practice in the social and health sciences

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| **Lecturer, Email address:** | Prof. Dr. Anja Leist anja.leist@uni.lu | **Language:** | English |
| **ECTS:** | 1 | **Activity type:** | Workshop |
| **Semester/Dates:** | Whole year 24 and 25 March 2022 or 7 and 8 April 2022 | **Room:** | Webex or regular seminar room |

**Course Description:**
The course aims to familiarize students with responsible research conduct in all its steps, with an emphasis on relevant research principles in the social and health sciences. Students will get to know and understand the relevant bodies and regulations related to responsible scientific conduct and misconduct. We will consider needs and state-of-the-art research principles when doing research with vulnerable individuals and groups. Group discussions and individual presentations will address recent examples of scientific misconduct with varying levels of severity. We will discuss ethical and research conduct-related challenges in emerging research topics in the social and health sciences with the use of big data, Artificial Intelligence/Machine learning, and digital tools (e.g., wearables). Further discussions will address issues in academic and research practice related to scientific integrity, e.g., gender bias, diversity, and lab culture.

**Learning Outcomes:**
After attending the course, students will be able to
(1) Identify and understand how to deal with scientific misconduct
(2) Apply state-of-the-art research principles in the social and health sciences
(3) Understand common challenges related to scientific integrity in the social and health sciences and ways to address them

**Workload:** 18hrs teaching, 2hrs preparatory work, 3 hrs self-study

**Type of Evaluation:** Presentation

**Max. number of participants:** 16

**Admission criteria:** /

**Remarks:** /

## 4.5. Introduction to Doctoral Thesis Writing for Humanities and Social Sciences

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| **Lecturer, Email address:** | Dr. Desmond Thomas desmondthomasuk@gmail.com | **Language:** | English |
| **ECTS:** | 1 | **Activity type:** | Lectures + workshops |
| **Semester/Dates:** | Winter and Summer, dates tba | **Room:** | Belval Campus or online |

**Course Description:**

The main aim of this course is to help doctoral researchers develop effective strategies for planning the 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 also 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.

Different thesis formats: The course aims to provide support to different groups of researchers whether they intend to produce a monograph or a series of research papers – or are undecided at this stage of their research project. For those engaged in producing a series of papers, the emphasis will be on planning the integration of different papers into a coherent thesis text rather than on the individual research papers themselves.

**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

**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:**

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## 4.6.   Advanced Doctoral Thesis Writing for Humanities and Social Sciences

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| **Lecturer, Email address:** | Dr. Desmond Thomas<br>desmondthomasuk@gmail.com | **Language:** | English |
| **ECTS:** | 1 | **Activity type:** | Lectures + workshops |
| **Semester/Dates:** | Winter and Summer, dates tba | **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.

During 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:

- Developing effective writing routines
- 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

Different thesis formats: The course aims to provide support to different groups of researchers whether they are in the process of producing a monograph or a series of research papers. For those engaged in producing a series of papers, the emphasis will be on planning the integration of different papers into a coherent thesis text rather than on the individual research papers themselves.

**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

**Admission criteria:**

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## 4.7.   Item-writing for Surveys (Questionnaires, Interviews and Focus Groups)

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| **Lecturer, Email address:** | Dr Desmond Thomas<br>desmondthomasuk@gmail.com | **Language:** | English |
| **ECTS:** | 1 | **Activity type:** | Lectures + workshops |
| **Semester/Dates:** | Winter and summer semesters, dates tba | **Room:** | tba |

**Course Description:**

The overall aim of this 2-session course is to provide a practical introduction to the complexities of effective item-writing for questionnaires, interviews and focus groups that seek to elicit survey data. It is generic in nature and not associated with any specific methodology or type of survey design. Its specific aims are:
1. To establish sound principles for question/statement design so that each item in a schedule will elicit the required response
2. To propose a basic framework for evaluating individual questions or statements
3. To identify common pitfall areas in item design
4. To enable participants to subject their own draft question items for group appraisal.

**Learning Outcomes:**

1. Improving participants' ability to evaluate individual survey questions or statements so that they can elicit valid answers when designing data collection instruments.
2. An increased sensitivity to the criteria essential for determining item validity.
3. Identifying common pitfall areas in survey item design
4. Comparing and understanding the implications of using different survey formats.
5. Participants will also gain valuable structured feedback on their own draft items that will enable them to proceed with more effective and robust survey design.

**Workload:**

Contact hours: it is suggested that course sessions be organized as follows
Day 1 (6 hours)
- Introduction to item-writing for questionnaires
- Pitfalls in item design
- Group tasks working on sample items and formats provided by the tutor
- Item- writing for interviews and focus groups
- Group tasks with sample items
Day 2 (6 hours)
- Providing feedback through peer appraisal: an introduction
- Participants present their own draft surveys for peer appraisal
Suggested times each day: 10.00-13.00 and 14.00-17.00
Suggested gap between Day 1 and Day 2 of the course – 1 or 2 weeks

Preparatory/self-study hours:           7 (estimated)
Post-course task hours:                 7 (estimated)

**Type of Evaluation:**

Participants will submit a draft survey or part of a survey to receive detailed tutor feedback.

**Max. number of participants:**

20

**Admission criteria:**

Participants will need to be actively engaged in survey design at doctoral level.

## 4.8. Boost your scientific literature skills – use-oriented workflow management for students

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| **Lecturer, Email address:** | Alyssa Grecu<br>alyssa.grecu@uni.lu<br>alyssagrecu@gmail.com | **Language:** | English or German |
| **ECTS:** | 1 | **Activity type:** | One day workshop |
| **Semester/Dates:** | WS 21-22 | **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

# 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.