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In order to ensure interdisciplinary cooperation amongst the growing members of the research unit “Language, Culture, Media and Identities”, the LCMI board established the basis for the creation of research fields in 2009. In the beginning of 2010 four different research fields were founded, fostering increased and effective cooperation and encouraging younger researchers to take their first (and second) steps in an academic environment. How successfully these four research fields – studying teacher competencies, multilingualism, learning processes, and historical, sociological, political and theoretical aspects of education – worked together in 2011 with regard to qualitative and quantitative aspects is the theme of the largest part of this annual report. Externally funded research projects, high-quality publications, and the organization of important conferences show not only the achievement of individual and collective excellence in research, but also the positioning the University of Luxembourg on an international agenda.

One of the University of Luxembourg’s major strategies to promote internationally visible research has been to define research priorities within the framework of four-year plans. As in 2010, in 2011 the research unit LCMI was very involved with the research priority that addresses questions of education and learning in modern societies, i.e. in multilingual and multicultural contexts. Outstanding scholars in the academic world were invited to discuss central aspects of the future of education research in universities, and the first of a four-volume series of books, addressing questions of research on educational systems, was published in December 2011. A second volume, addressing questions of education and multilingualism, will be published in 2012.

The LCMI activities have not only enhanced international visibility in terms of projects, publications, conferences and lecture series, but they have also enabled the goal-oriented promotion of early career researchers, most of all of doctoral candidates. LCMI has been strongly involved in the establishment of the first doctoral school in our faculty, the Doctoral School in Educational Sciences. Within the framework of this doctoral school, the young researchers will develop interdisciplinary skills essential for research in the complex educational domain, acquire transferable skills and profit from feedback to presentations of their PhD-projects.

Prior to the opening of the Doctoral School in autumn 2011, three PhD candidates successfully defended their doctoral thesis: Matthias Böhmer (Prof. Dr. Sabine Krolak-Schwerdt), Roberto Gómez Fernández (Prof. Dr. Jean-Jacques Weber), and Marcel Naas (Prof. Dr. Daniel Tröhler).

In 2011, LCMI grew from 57 to 69 members. We welcomed a new full professor in Educational Science: Multilingual Learning and Literacies, Adelheid Hu, who previously worked at the University of Hamburg. She is the successor of Prof. Dr. Dominique Portante, who was nominated as the first Professor Emeritus of LCMI. Seven new doctoral candidates joined LCMI, four post-docs, and one secretary, Andrea Hake, thus completing the team for the administrative support of LCMI. We are happy and proud to see these people joining the University of Luxembourg in general and LCMI in particular and wish them all the best for the next and all the upcoming years!

Daniel Tröhler
Jean-Jacques Weber
Heads of the Research Unit
LCMI AT A GLANCE
2011

Profil of the research, Internal organization & Staff, Scientific Activities 08

Number of publications, Leadership and Management, Administrative Support, Student Assistants 10
PROFILE OF THE RESEARCH UNIT

The research unit Language, Culture, Media, and Identities (LCMI) was founded in 2005 and has grown from a unit of 10 researchers up to around 69 researchers and support staff. LCMI is dedicated to interdisciplinary and international research in the broad field of education, including relevant research skills in the educational sciences, social and cognitive psychology, applied and socio linguistics, history, sociology and theory of education.

This approach helps to develop an understanding of education as a broad cultural practice and phenomenon. The knowledge generated by the research unit members helps to understand and to assess policies, administrative and pedagogical processes and to develop steering knowledge on a policy level, efficient and inclusive pedagogic practices, concepts and tools, and relevant competencies of the actors in the educational field, most notably teachers in modern – that is plurilingual and multicultural – contexts.

INTERNAL ORGANIZATION

The members of LCMI are organized in four different research fields and one working domain.

Research Fields:

- Language Ecology and Plurilingual Literacies
- Tracing Learning Processes
- History and Theory of Education and Curriculum
- Professionalization of Actors in Educational Fields

Working domain:

- Research on Development, Interaction, Cognition and Activity

TOTAL STAFF MEMBERS AT LCMI (2006-2011)
IN 2011, LCMI

Welcomed

Said goodbye to

1

PROFESSOR

1

ASSOCIATE PROFESSORS

2

POST-DOKS

3

RESEARCH ASSOCIATES / SCIENTIFIC SUPPORT STAFF MEMBER

3

DOCTORIAL CANDIDATE / STUDENT

1

VISITING SCHOLARS

3

SCIENTIFIC ACTIVITIES

Scientific Activities

MAJOR RUNNING RESEARCH PROJECTS

8

FURTHER PROJECTS

6

RESEARCH PROJECTS FINALISED

9

NEW RESEARCH PROJECTS FUNDED

4

NEW RESEARCH PROJECTS STARTED

6

CONFERENCES ORGANISED BY LCMI

7

AUTHORED BOOKS

5

EDITED BOOKS

8

ARTICLES PUBLISHED IN REFEREED JOURNALS

42

PHD DEFENSES

3
NUMBER OF PUBLICATIONS (2006 – 2011)

2006: 25
2007: 69
2008: 69
2009: 73
2010: 103
2011: 134
LEADERSHIP AND MANAGEMENT

Name: Daniel Tröhler
Position: Head of research unit

Name: Jean-Jacques Weber
Position: Vice-head of the research unit

ADMINISTRATIVE SUPPORT

Name: Sofia Pacheco
Position: Research facilitator

Name: Marianne Graffé
Position: Secretary

Name: Andrea Hake
Position: Administrative support

Name: Lilja Kristjánsdóttir
Position: Temporary research facilitator

STUDENT ASSISTANTS

Kathrin Abel, Claudia Albanese, Andy Arendt, Joëlle Arensdorff, Joël Bamberg, Dora Bereti, Christoph Biwer, Viktoria Boretska, Diana Gonçalves Morgado, Sandra Häbel, Conny Hoffmann, Franziska Hirt, Emel Ince, Aniko Kahlert, Hamed Kazemi, Sylvie Klein, Georges Lemmer, Anne Verena Lilienthal, Antonia Marele, Miriam Martinez Lopez, Frank Mounom Mbong, Claire Muller, Gaby Muller, Shaghayegh Nadimi Amiri, Pascale Ney, Simona Pronckute, Cyril Wealer, Nadja Weber
<table>
<thead>
<tr>
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<td>Professionalization of Actors in Educational Fields</td>
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<td>Language Ecology and Plurilingual Literacies</td>
<td>37</td>
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</tbody>
</table>
Professionalization of Actors in Educational Fields
PROFESSIONALIZATION OF ACTORS IN EDUCATIONAL FIELDS

Our research group investigates teachers’ competencies in assessing, testing and evaluating learning outcomes, learning materials and student-teacher interactions. Our major goal is to make teacher education a profession with a research-based and formal body of knowledge and to ensure that teachers are fully prepared in accordance with professional standards.

Coordinator: Prof. Dr. SABINE KROLAK-SCHWERDT
Substitute: Dr. JEAN-MARIE WEBER

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthias BÖHMER</td>
<td>Scientific collaborator (post-doc)</td>
<td>Social cognition, social judgment formation, expertise.</td>
</tr>
<tr>
<td>Sabine GLOCK</td>
<td>Scientific collaborator (post-doc)</td>
<td>Social cognition, social judgment formation, implicit attitudes, media and health communication.</td>
</tr>
<tr>
<td>Julia HERFORDT</td>
<td>Post-doc research assistant</td>
<td>Professionalising teachers, stereotypes and the self-fulfilling prophecy in teachers’ decision-making processes, stereotypes, judgment and decision-making, social facilitation.</td>
</tr>
<tr>
<td>Thomas HÖSTERMANN</td>
<td>Scientific collaborator</td>
<td>Cognitive psychology, quantitative research methods.</td>
</tr>
<tr>
<td>Florian KLAPPROTH</td>
<td>Scientific collaborator (post-doc)</td>
<td>Time experience and temporal judgment, decision-making in humans, judgment biases in social and educational contexts.</td>
</tr>
<tr>
<td>Carrie Kovacs</td>
<td>Doctoral researcher</td>
<td>Judgment and decision-making, social cognition, academic achievement prediction, psychometric methods.</td>
</tr>
<tr>
<td>Sabine KROLAK-SCHWERDT</td>
<td>Professor</td>
<td>Multivariate methods, observational methods, reading and eye tracking methods, statistical methods for complex categorical data, professionalization of teachers, assessment of diagnostic competencies of teachers, expertise in school achievement judgments, social judgments and language processing, verbal learning and memory, social cognition and motivation.</td>
</tr>
</tbody>
</table>
Name: Mariya MARKOVA
Position: Doctoral researcher
Interests: Diversity, gender, identity development and multiculturalism, anti-racism, educational studies, stereotypes, cognition and behavioural transformation, social resources, resilience.

Name: Ineke PIT-TEN CATE
Position: Scientific collaborator (post-doc)
Interests: Child cognitive development, social and emotional development, (special) education, family adjustment to chronic illness and physical disability, brain-behaviour links, stress and coping, research design and analyses, positive outcome of adversity, psycho-diagnostic assessment, test construction, validity and reliability.

Name: Julia STROHMER
Position: Scientific collaborator (post-doc)
Interests: Methodology, quality in academic research and writing, psychoanalysis in the field of education, teacher training.

Name: Jean-Marie WEBER
Position: Lecturer
Interests: Psychoanalyse, analyse des pratiques, analyse de discours, tutorat.

FINALISED RESEARCH PROJECTS

The objective of this project was to investigate the diagnostic competence of teachers regarding the placement of students in different school tracks.

Major results of the project
During the project, the information search of German primary school teachers making school placement decisions was studied by adapting the "Mouselab"-design to investigate which kind of information is searched in the decision process. The results of the studies indicated that teachers adapt their information search process to the (in) consistency of the student description the decision is made for, whereas the accountability of the decision did not alter the search process. In addition, another study investigated actual placement decisions of German primary school for their students to reveal which sources of information these placements were primarily based on. Results indicate that most of the placement’s variance can be explained by students’ main subject grades. Both lines of research are continued in the DFG/FNR follow-up project "Diagnostic competence of primary school teachers in estimating future school achievements: Ecological validity of vignettes".

Principal Investigator: Prof. Dr. Sabine Krolak-Schwerdt – Staff: Dipl.-Psych. Thomas Hörstermann
In collaboration with: Prof. Dr. Cornelia Gräsel (Bergische Universität Wuppertal, BUW) and Dipl.-Psych. Ines Nölle (BUW) – Funding Deutsche Forschungsgemeinschaft (DFG)

Outcomes: Five scientific articles and a contribution to an edited book were published during the project. Nine presentations were held at national and international conferences.
ON-GOING RESEARCH PROJECTS

Students’ transition from primary to secondary school: Cognitive determinants and prognostic validity of teachers’ transition decisions  –  Duration: 2009-2012
This project addresses the transition of Luxembourgish students from primary to secondary school. In particular, we investigate (1) the cognitive processes of teachers which determine the choice of the future school type and (2) the prognostic validity of teachers’ transition decisions.

Major developments in 2011
We conducted a series of three experiments to investigate the role of accountability in transition decision-making. In the first experiment, Luxembourgish primary school teachers read vignettes describing different students and had the task of making a transition decision for each student. First results show that teachers feeling highly accountable for their decisions considered fewer non-performance related student information (i.e. migration background, socioeconomic status) than teachers who felt less accountable. The procedure of the second experiment was the same, but teachers were additionally required to think aloud while making their decisions. Again, highly accountable teachers made more accurate decisions as they considered more performance related information than low accountable teachers. The think aloud protocols are currently being analyzed. In the third experiment, we used the Mouse-lab method to analyse information search process of teachers. Mouse-lab data are currently analyzed.

Principal Investigators: Prof. Dr. Sabine Krolak-Schwerdt and Prof. Dr. Romain Martin  –  Staff: Dr. Florian Klapproth, Dr. Sabine Glock, Dr. Matthias Böhmer  –  In collaboration with: Michel Lanners (Ministry of Education), Livius Palazzari (Ministry of Education), Prof. Dr. Cornelia Gräsel (Bergische Universität Wuppertal, BUW), Dr. Monique Reichert (University of Luxembourg)  –  Funding: Fonds National de la Recherche (FNR)

Outcomes: During 2011, two scientific manuscripts were drafted and one was submitted. Three presentations were held at national and international conferences.

School transitions from primary to secondary school: Development of intervention strategies to improve the quality of teachers’ transition decisions  –  Duration: 2011-2014
This project addresses the transition of Luxembourgish students from primary to secondary school. On the basis of empirical evidence that teachers’ diagnostic competencies in evaluating students’ achievement performance are relatively low, combined with the impact of erroneous transition decisions, we develop and evaluate intervention and training programs to improve teachers’ decision making competencies.

Principal Investigator: Prof. Dr. Sabine Krolak-Schwerdt  –  Staff: Dr. Ineke Pit-ten-Cate, Dr. Sabine Glock, Dipl.-Psych. Mariya Markova  –  In collaboration with: Jos Bertemes (Ministry of Education), Prof. Dr. Cornelia Gräsel (Bergische Universität Wuppertal, BUW)  –  Funding: Fonds National de la Recherche (FNR)

Outcomes: The project started in May 2011 and good progress was made in regards to review of the literature, designing and validating study tools and preparing the first experiment.

The project deals with teachers’ competency in assessing students in order to make school transition recommendations.

Major developments in 2011
The project continued the work of the DKGE project by extending its two lines of research, the investigation of teachers’ information search process in the “Mouselab” design and the investigation of teachers decision processes in actual placement decisions, to the question of the ecological validity of the study designs used in these studies. In the Mouselab design, we enriched the student descriptions (vignettes) by contextual information about the student to reduce the artificiality of the situation of decision-making. Results indicate that embedding the situation of decision-making in a more vivid context did not alter teachers’ information search, thus supporting the ecological validity of the Mouselab design. The research on actual placement decisions was extended by comparing actual placement decisions
of teachers with hypothetical decisions they made on the basis of vignettes of students. Preliminary results indicated that the decision process of actual placements is also reflected in the hypothetical placements.

Principal Investigators: **Prof. Dr. Sabine Krolak-Schwerdt** – Staff: **Dipl.-Psych. Thomas Hörstermann** – In collaboration with: **Prof. Dr. Cornelia Gräsel (Bergische Universität Wuppertal, BUW)** and **Dipl.-Psych. Ines Nölle (BUW)** – Funding: Fonds National de la Recherche (FNR), Deutsche Forschungsgemeinschaft (DFG)

**Outcomes:** In 2011, one article was published and two articles were submitted for publication. Two contributions were presented on national and international conferences.

Clinical analysis of secondary school student teachers’ personal relation to knowledge in connection with their construction of a professional identity – Duration: 2011-2014
We start with the hypothesis that teaching styles also depend on subjective relationships to knowledge and skills. In this context, student teachers are forced to face the question of their personal relation to knowledge, their relation to the transmission of knowledge and skills, and to their choice of career.

Principal Investigator: **Dr. Jean-Marie Weber** – Staff: **Dr. Julia Strohmer** – Funding: University of Luxembourg

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**DEFENDED PHD THESIS**

Matthias Böhmer: *Expertise und diagnostische Urteilsbildung: Ein sozial-kognitiver Ansatz [Expertise and judgment formation: A social-cognitive approach]*. Date & place: 17 February 2011, Luxembourg – Supervision: **Prof. Dr. Sabine Krolak-Schwerdt**

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**PHD THESES**

Thomas Hörstermann: *Comparison of regression-based modeling methods for judgment formation in educational settings*. – Supervision: **Prof. Dr. Sabine Krolak-Schwerdt**

Carrie Kovacs: *Formally modelling multi-cue language proficiency judgments*. – Supervision: **Prof. Dr. Sabine Krolak-Schwerdt**

Mariya Markova: *Improving the transition decision from primary to secondary school: The impact of increasing teachers’ accountability*. – Supervision: **Prof. Dr. Sabine Krolak-Schwerdt & Dr. Ineke Pit-ten Cate**
ACTIVITIES

Conferences/events organised by the research field

Le transfert dans les métiers de l’éducation, de la formation, des soins et des therapies (Invitation à un groupe de travail) – Campus Walferdange, Luxembourg, 23 March 2011 – UL organiser: Dr. Jean-Marie Weber

Invited lectures


Paper presentation (Call for papers)


The LCMI research field “History and theory of education and curriculum” analyses the origins and structures of educational fields and educational systems in their cultural, ideological, political, and economic contexts. It aims at understanding the manifold aspects of educational performances including educational discourses beyond classroom activities.

In 2011 the research field organized five international conferences on a variety of topics from gender variation in education success to aspects of standardization in education systems. It finalized three research projects and continued to work on four other major research projects, some in close international cooperations. One PhD candidate, Marcel Naas, defended successfully his doctoral thesis, and our guest professor from Michigan State University, Lynn Fendler, who had joined us in 2010, went back to the US after her year here in Luxembourg.

One of the overall tasks of the research field was its commitment to the research priority “Education and Learning in multilingual and multicultural contexts.” (http://wwwen.uni.lu/flshase/research_priority) of the University’s four-year-plan (2010-2013), particularly in the lecture series “Educational Systems: Historical, Cultural and Sociological Research Perspectives” with outstanding scholars in this field. The presentations of this series have already been published in 2011.

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**HISTORY AND THEORY OF EDUCATION AND CURRICULUM**

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**STAFF IN 2011**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
<th>Interests:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susanne BACKES</td>
<td>Doctoral researcher</td>
<td>Sociology of education, educational systems, socialization, sociology of youth, school-to-work transition.</td>
</tr>
<tr>
<td>Ragnhild BARBU</td>
<td>Scientific assistant</td>
<td>History and theory of education, sociology of education, empirical research, religious education, labor market.</td>
</tr>
<tr>
<td>Regula BÜRGI</td>
<td>Doctoral researcher</td>
<td>Theory and history of education, relationship between state, society and education, international actors in educational policy.</td>
</tr>
<tr>
<td>Nadine GEISLER</td>
<td>Doctoral researcher</td>
<td>Cultural studies, gender studies, history of education, Second World War and Holocaust.</td>
</tr>
<tr>
<td>Lynn FENDLER</td>
<td>Guest professor</td>
<td>Curriculum and instruction, literacy education, critical studies in education, teacher education and policy.</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Interests</td>
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</tr>
<tr>
<td>Thomas LENZ</td>
<td>Post-doc research assistant</td>
<td>History and theory of education, media and consumption, sociology of education.</td>
</tr>
<tr>
<td>Andreas HADJAR</td>
<td>Associate professor</td>
<td>Sociology of education (educational inequalities, educational systems, educational credentials etc.), political sociology (esp. identities, social values, attitudes), methods of empirical research and gender aspects.</td>
</tr>
<tr>
<td>Karin PRIEM</td>
<td>Associate Professor</td>
<td>Visual and material history of education, history of cultural practices, history of books and media, history of ideas in education, epistemological and academic history of education, cultural history of education and social reforms, history of childhood and the family.</td>
</tr>
<tr>
<td>Anne RÖHSTOCK</td>
<td>Scientific collaborator (post-doc)</td>
<td>History of educational systems in Europe in the 20th century, history of education theory, history of social movements and youth cultures, history of consumption, history of ideas.</td>
</tr>
<tr>
<td>Catherina SCHREIBER</td>
<td>Doctoral researcher</td>
<td>History of care, cultural studies, regional history, history of organized crime and political violence, microhistory, peace and conflict studies, history of education, media history, theory of history and historical culture, transnational history, modern and contemporary history, digital history, abstract remains as historical sources.</td>
</tr>
<tr>
<td>Kerstin TE HEESEN</td>
<td>Scientific collaborator (post-doc)</td>
<td>Visual and material history of education, history of cultural practices, cultural anthropology, visual studies, history of public education and media.</td>
</tr>
<tr>
<td>Geert THYSSEN</td>
<td>Post-doc research assistant</td>
<td>Cultural histories of education, with a focus on the visual, material, and spatial, on senses and emotions, on health education (open-air education, physical education, nutritional education), on 'new' education (progressivism, Reformpädagogik, and the like), on social and educational reforms in general, and on remedial education.</td>
</tr>
<tr>
<td>Daniel TRÖHLER</td>
<td>Head of research unit and Professor</td>
<td>Analysis of political-educational languages, historical development of education systems and organizations in international perspective, steering elements of public schools (control, teaching materials, curriculum, teacher education) in international comparison, history and historiography of education, political and educational reform discourses in the eighteenth century (USA, England, France, Germany, Switzerland), pragmatism and education.</td>
</tr>
<tr>
<td>Peter VOSS</td>
<td>Scientific collaborator (post-doc)</td>
<td>History of education, quantitative methods in historical research, public opinion research, history of early modern trade, French history.</td>
</tr>
<tr>
<td>Jean-Marie WEBER</td>
<td>Lecturer</td>
<td>Psychoanalysis, practice analysis, discourse analysis, tutorship.</td>
</tr>
</tbody>
</table>
FINALISED RESEARCH PROJECTS

The correspondence between the German Philosopher Eduard Spranger and his close female friend Käthe Hadlich contains 14,000 letters, which cover the time frame from 1903-1960. The letters were transcribed and integrated in a digital text archive of the Bibliothek für Bildungsgeschichtliche Forschung in Berlin (Scripta Paedagogica Online) to support subsequent research in the History of Education and German Studies.

Major results of the project
In 2011 the digital text archive of the correspondence between Eduard Spranger and Käthe Hadlich was completed and prepared for public use.

Principal Investigator: Assoc. Prof. Dr. Karin Priem – Staff: Stefan Cramme, Martina Kirstein – In collaboration with: „Bibliothek für Bildungsgeschichtliche Forschung“ (Berlin) and Klaus-Peter Horn (Tübingen University)
– Funding: German Research Foundation (DFG)

Outcomes: The digital edition has been completed and is available for subsequent research at http://bbf.dipf.de/digitale-bbf/editionen/spranger-hadlich

Republican and Non-republican Imaginations: Comparative Visions and Developments of Schooling from the 18th Century to 1930 – Duration: 2004-2011
The modern school is an enterprise that begins to take shape in the 18th century and emerges at the end of the 20th century as a globalized institution. To understand the emergence of the modern school and its particular traditions of teaching, curriculum and learning, the project strived to understand the major processes that made this institution possible and necessary, namely the creation of republican government and the construction of the child as future citizen. Historically, republican forms of government depended upon conceptions of civic virtue, citizenship, and eventually democratic participation. That participation, however, was not natural to the individual but something that had to be produced. The making of the citizen through education was recognized in the founding of the American and French Republics at the end of the 18th century as well as in other European republics and emerging nation states in the early 19th. Schools were central sites in this transformation of politics and the development of modern society.

Major results of the project
The result is a comparative history that explores the social, cultural, and political complexity of the formation of the modern nation through examining the debates about education. The pathways to modern schooling in the different nations revolved around the power of existing mentalities; that is, the taken-for-granted and historically derived assumptions that linked individuality to collectively shared convictions. The technologies of teaching and curriculum, for example, were not born from one model or ideal of the citizen but arose from different historical practices and sometimes competing visions about the social order, the relation of the individual to collective norms and values, and the intersection of images of the individual with those of religion, social sciences, and philosophy. If one wants to be able to understand contemporary reforms of schooling that seek to change society by changing the child, we need to understand the historical characteristics and assumptions embedded in the modern school that enabled it both to produce the citizen and to differentiate the child.

Principal Investigator: Prof. Dr. Daniel Tröhler – In collaboration with: Prof. Dr. Thomas S. Popkewitz (Madison/Wisconsin), Prof. Dr. David F. Labaree (Stanford) and 12 other scholars – Funding: Swiss National Science Foundation (SNF), Swiss Academy of Humanities and Social Sciences (SAGW)


The lower school success of boys has been discussed broadly in the public and scientific sphere by employing various different arguments. In the media, the debate is sharpened by headlines such as ‘Failing boys and the powder keg of sexual politics’, ‘Cracked heroes’ or ‘The catastrophe of boys’. What is often missing is empirical evidence; in particular, regarding the mechanisms behind the lower educational success of boys. In the framework of this study, the issue of the lower educational success has been analyzed empirically by focusing on school student characteristics like school alienation, school deviance and gender-role patterns, characteristics of the parental home, peer group attitudes towards the school and teacher characteristics (teaching style). A multi-method design has been employed including a questionnaire survey (N=872, 8 graders, Swiss Canton Berne), video observations of German and mathematics lessons, and group discussions with gender-homogeneous groups of school students.

Major results of the project

The study has shown that girls score (school marks) in all school subjects at least equally (e.g. maths, sports) or significantly better than boys (e.g. German, English, French, music). School student characteristics play a crucial role: Boys with greater school alienation and a higher preference for patriarchal gender roles, behave more defiantly in school (e.g. violence, disruptions), and therefore have lower educational success. School alienation is explained by a school-alienated peer group, deprived social origin and by teacher behavior: a teacher can reduce school alienation by employing an authoritative style, including showing interest in the school students, giving support, but also communicating aims and expectations.

Principal Investigator: Assoc. Prof. Dr. Andreas Hadjar – Staff: Judith Lupatsch, Beat Mürner, Stefanie Gysin, Patrick Isler, Dominique Braun – In collaboration with: Prof. Dr. Elisabeth Grünewald-Huber, Berne School of Teacher Education – Funding: Funds for Research and Development (peer-reviewed), Berne School of Teacher Education

Outcomes: Two articles in peer reviewed journals and three chapters in two different books.

ON-GOING RESEARCH PROJECTS

Schooling as institutional heritage in cultural settings  – Duration: 2010-2013

Today, educational questions in both research and policy are discussed on an international or even global level. While national educational policies are trying to adapt their educational systems to international accepted standards (formal structures, curriculum, contents) – some more voluntarily, others more with monetary incentives of the World Bank or other global organizations – educational research is trying to analyse the processes, identify its historical roots, valuate the desirability, and evaluate the impacts and effects.

Major developments in 2011

Within the framework of the SIHICS project the international doctoral seminar “Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange” was organised at the University of Luxembourg. Doctoral students and postdoctoral researchers from the University of Bern, the Stanford University and the University of Luxembourg were able to discuss their current work. Furthermore a huge amount of historical data on the Luxembourghish teachers was collected, the teacher’s newspapers were scanned, first articles written and published, a first version of the “Bildungsserver” was set up and the work on the public and political discourse on education in Luxembourg began.

Principal Investigator: Prof. Dr. Daniel Tröhler – Staff: Ragnhild Barbu, Nadine Geisler, Dr. Thomas Lenz, Dr. Anne Rohstock, Catherina Schreiber, Dr. Geert Thyssen, Dr. Peter Voss – Funding: Fonds National de la Recherche (FNR)

Outcomes: Two articles in peer reviewed journal and: Thyssen, G.: accepted AFR project “Transforming Bodies: Health and Education in Luxembourg’s Schools (c. 1840-1920).”
Critical edition of the complete works and correspondence of Pestalozzi / Letters sent to Pestalozzi  
Duration: 2004-2014  
Pestalozzi belongs to the most cited persons in the field of education. Both, his works and his letters have been published in an exemplary edition starting in 1927. To date, 43 volumes in these two series and an index volume have been published. However, the letters sent to Pestalozzi have not been published yet, and the project focuses mainly on this third (and last) series: the complete letters written to Pestalozzi. So far, almost 3000 letters written to Pestalozzi have been examined and readied for the volumes as well as critically annotated following our own editing concept. The first volume, including the years from 1764 to 1804, was published in February 2009 and the second, including the years from 1805 to 1909, in March 2010.

Major developments in 2011  
The third volume, including 278 transliterated and commented letters of the years from 1810 to 1813, was published in April 2011. The fourth volume, including the years from 1814 to the middle of 1817, has been finalised and is ready for a last proofreading in the beginning of 2012; it will be published in May 2012. Furthermore, the Swiss National Science Foundation has supported the project with additional € 600.000 for the final three years (2011-2014).

Principal Investigator: Prof. Dr. Daniel Tröhler  
Staff: Dr. Rebekka Horlacher, Dr. Norbert Grube, lic. phil. Claudia Mäder, Sandra Aebersold, Luca Godenzi, Barbara Caluori, Alban Frei (all University of Zurich)  
In collaboration with: University of Zurich  
Funding: The Swiss National Science Foundation and the University of Zurich


The Lower Schools in Switzerland at the End of the Ancien Regime. An Analysis of the Stapfer School Inquiry 1799  
Duration: 2009-2015  
The research project is concerned with the so-called “Stapfer-Enquête” of 1799. This survey provided a snapshot of all existing lower schools in Switzerland by means of a standardized questionnaire with around 60 different questions. There is data available from approximately 2500 schools.

Major developments in 2011  
In 2011 6 student assistants transliterated around 400 questionnaires from the Cantons of Fribourg, Zurich and Linth. Until now about 900 answers, that is ca. 40% of the Stapfer inquiry, are transliterated. Two further student assistants generated meta-data of the transliterated answers; for example the different parts of the income, the school subjects, the additional professions etc.; so far there exists metadata of around 160 communities of the Canton Thurgau and Zurich. The 4 doctoral candidates corrected in total 350 questionnaires (from 2009 to 2011), worked on their doctoral theses and wrote comments mainly about the “Mittelpreistabellen” and additional standardization problems (published on the website, see below). In April 2011 a conference with international academics was organized in Bern. In September the Stapfer team participated with a contest and a historical arranged classroom at the public event “Nacht der Forschung” (Night of Research) at the University of Bern. End of October the website “Stapfer-Enquête” was ready to be switched online.

Principal Investigator: Prof. Dr. Fritz Osterwalder (University of Bern)  
Staff: Prof. Dr. Heinrich Richard Schmidt (University of Bern), Prof. Dr. Alfred Messerli (University of Zurich), Prof. Dr. Daniel Tröhler (University of Luxembourg)  
Funding: Swiss national science foundation (SNF)

The Renewal of the Family: Formative Representations in Portraits and Genre Paintings from the 16th to the 19th Century – Duration: 2011-2014

Regarding the current educational discourse and its emphasis on the importance of visual media, the research project is focused on the illustration of families in different epochs. The historical perception of family life will be identified according to different artistic periods: their specific patterns of design and concepts that are assumed to represent, shape, and question cultural patterns.

Principal Investigator: Assoc. Prof. Dr. Karin Priem – Staff: Dr. Kerstin te Heesen – Funding: University of Luxembourg

DEFENDED PHD THESIS


PHD THESSES

Susanne Backes: Educational inequalities in the Luxembourgish educational system from a comparative perspective. – Supervision: Assoc. Prof. Dr. Andreas Hadjar

Regula Bürgi: The emergence of an international education bureaucracy after 1960 – Supervision: Prof. Dr. Daniel Tröhler

Ingrid Brühwiler: Die Finanzierung des niederen Schulwesens in der frühen Neuzeit. – Supervision: Prof. Dr. Daniel Tröhler

Nadine Geisler: The Luxembourian pedagogical idiosyncrasy seen through the teaching of the recent past. – Supervision: Prof. Dr. Daniel Tröhler


ACTIVITIES

Conferences organised by the research field

Säkularisierung und Sakralität im pädagogischen Feld – Campus Walferdange, Luxembourg, 5 May 2011 – UL organiser: Dr. Jean-Marie Weber

Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange – Campus Walferdange, Luxembourg, 25-26 August 2011 – UL organisers: Prof. Dr. Daniel Tröhler and Dr. Thomas Lenz

International and National Standardization of Education Systems from a Historical Perspective – Monte Verità, Ascona, Switzerland, 28 August - 2. September 2011 – UL organiser: Prof. Dr. Daniel Tröhler (main organiser: Prof. Dr. Fritz Osterwalder, University of Bern)

Gender Variations in Educational Success: Searching for causes – CCRN Abbaye de Neumünster, Luxembourg, 3-5 October 2011 – UL organiser: Assoc. Prof. Dr. Andreas Hadjar

Invited lectures


Priem, K.: “Photography as an Epistemological Practice: Aspects of a Social History of Pictorial Knowledge about the Family”, University of Pavia, Italy, September 2011.


**Paper presentation (Call for papers)**


Geisler, N.: Teaching the Holocaust: The Luxembourgian pedagogical idiosyncrasy seen through the teaching of the recent past. International and National Standardization and Differentiation of Education Systems from a Historical Perspective, Ascona, August - September 2011.


TEAM - STAFF IN 2011

Tracing Learning Processes
Our research field focuses on the study of learning processes at a micro-level among children and/or adults in school and out of school contexts. Relying on a socio-cultural perspective we view learning as a dialogic, mediated and situated process. Generally speaking, our research activities follow an ethnographic, a case study or an action research approach. Consequently, we mainly rely on qualitative methods such as video observation, participant observation, interviews or documentation of artefacts.

In February we began our research activities within the FNR funded project “CoLeaP – Collaborative Learning among Peers”. In July we successfully conducted a workshop on methodological aspects of Interpretive Audiovisual Analysis with Prof. Dr. Hubert Knoblauch (TU Berlin) as an external expert. Our international review on video analysis in the area of human and social sciences is continuing and in the meantime we have gathered information (publications, affiliation) about 120 researchers who use video as a tool to conduct qualitative research.

In October we welcomed Dr. Monika Sujbert as a new member of our research field. She is reinforcing the CoLeaP project team with her expertise in learning processes, educational scientific childhood research and video analysis.

### STAFF IN 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Béatrice AREND</strong></td>
<td>Lecturer</td>
<td>Écriture conjointe, processus de construction de sens, interaction, mobilisation d’artefacts, dialogisme, pratiques de categorisation.</td>
</tr>
<tr>
<td><strong>Sylvie BODÉ</strong></td>
<td>Associate professor</td>
<td>Emergent literacy, phonological awareness, spelling strategies in different orthographic systems, mediated learning, multicultural context.</td>
</tr>
<tr>
<td><strong>Sylvie ELCHEROTH</strong></td>
<td>Delegate from the Ministry of Education</td>
<td>Teaching and learning language in primary education, how to build upon linguistic and cultural diversity to foster learning processes at school, teacher development in the field of language learning and multilingualism.</td>
</tr>
<tr>
<td><strong>Pierre FIXMER</strong></td>
<td>Lecturer</td>
<td>Collaborative activity, arena of mutual understanding, inter-mediation, intermediary object, situated and distributed cognition.</td>
</tr>
</tbody>
</table>
Name: Gérard GRETSCH  
Position: Lecturer and study director BScE  
Interests: Language learning and development (oracy, literacy, IT), multilingualism and language learning with IT, teacher training, in-service training and learning with electronic platforms, aesthetic biographies in teacher training and in-service training.

Name: Monika SUJBERT  
Position: Scientific collaborator (post-doc)  
Interests: Collaborative learning processes, transition, educational scientific childhood research, video analysis.

Name: Patrick SUNNEN  
Position: Associate professor  
Interests: Collaborative learning processes among children in school and out of school contexts, conceptualising learning from the perspective of educational science (Erziehungswissenschaftlicher Lernbegriff).

ON-GOING RESEARCH PROJECTS

Building upon the insights and findings of the university-funded exploratory project “Processes of Collaborative Learning among Siblings” (2008-2010), we are extending and deepening our investigations on how young cross-age peers collaboratively learn while coping with open-ended activities. Although there is a large body of literature on issues of collaborative learning, still little is known when it comes to analyse collaborative learning processes among young peers at a micro-level. The objectives of this qualitative research project are: to refine the theoretical framework in order to grasp collaborative learning processes, to develop a methodological design to trace collaborative learning processes at a micro level; to construct a body of data showing evidence of collaborative learning and the processes leading to it to gain further knowledge about the development and the realisation of collaborative learning processes among peers.

Principal Investigator: Assoc. Prof. Dr. Patrick Sunnen  –  Staff: Dr. Béatrice Arend, Dr. Pierre Fixmer, Dr. Monika Sujbert, Conny Hoffmann  –  Funding: Fonds National de la Recherche (FNR)

Outcomes: One paper presentation at an international conference, one publication in conference proceedings, construction of the video data corpus of the pilot study.

ACTIVITIES

Conferences organised by the research field

Videoanalyse (with Prof. Dr Hubert Knoblauch,TU Berlin)  –  Campus Walferdange, Luxembourg, 14 - 15 July 2011 - UL organiser: Patrick Sunnen and Frank Mounom Mbong
Paper presentation (Call for papers)


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Arend, B.: Literature and Narrative: Une histoire qui plaise à vos élèves. La littérature et les jeunes adultes, University of Luxembourg, 21 October 2011.

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Language ecology and plurilingual literacies
LEPL studies the relationship between language, education and communication on the micro, meso and macro level. Through the lenses of applied linguistics, sociolinguistics, cognitive linguistics, conversation analysis, discourse analysis and language ecology members of the research field observe and analyse communicative processes taking place in natural and institutional contexts of high linguistic and cultural diversity. The overall research focus is learning and teaching languages and literacies in multilingual and multicultural contexts, taking into consideration the specific institutional, sociocultural, sociopolitical and socioeconomic contexts.

2011 was a year of transition and the building-up of a renewed internal structure for the organisation of LEPL. Its activities continue to focus around the education and training of scientific skills for researchers, especially early career researchers. Therefore, the main events of the year organized by LEPL were the writing week starting on January 31st, an informal group meeting outside the university on May 24th and the writing workshop organized by Constance Ellwood in July.

Our members are active on the national and the international level: the lecture series within LCMI during the winter semester 2011 linked to the research priority of our faculty was organized by Ingrid de Saint-Georges and Jean-Jacques Weber. Several workshops linking theoretical issues with practical applications in the management of linguistic and cultural diversity were organized in Luxembourg, Russia, Vienna and France by LEPL members.

A wide array of research projects (university-internal, national with FNR, international with European projects and collaboration with the Max-Planck-Institute) were conducted during this year. Of these, five research projects were finished in 2011 and they were documented by their participants through conference presentations and publications in renowned journals and handbooks. Five more projects are ongoing, especially in the fields of language ecology and language contact.

Coordinators in Co-Direcion: Assoc. Prof. SABINE EHRHART, MARIE-ANNE HANSEN-PAULY & Dr. KRISTIAN MORTENSEN

STAFF IN 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Ingrid DE SAINT-GEORGES</th>
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<tbody>
<tr>
<td>Position</td>
<td>Associate professor</td>
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<tr>
<td>Interests</td>
<td>Sociolinguistics, applied linguistics, multimodal approaches to discourse, workplace learning and communication, critical discourse analysis.</td>
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<tr>
<th>Name</th>
<th>Sabine EHRHART</th>
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<tbody>
<tr>
<td>Position</td>
<td>Associate professor</td>
</tr>
<tr>
<td>Interests</td>
<td>Ecologie linguistique, sociolinguistique, ethnolinguistique, étude des langues en contact et créolistique, didactique du plurilinguisme.</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td><strong>Marie-Anne HANSEN-PAULY</strong></td>
<td>Senior lecturer</td>
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<tr>
<td><strong>Jérôme JAMINET</strong></td>
<td>Doctoral researcher</td>
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<tr>
<td><strong>Vic JOVANOVIC</strong></td>
<td>Senior lecturer</td>
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<tr>
<td><strong>Michael Karl LANGNER</strong></td>
<td>Guest professor – Senior lecturer</td>
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<tr>
<td><strong>Adam LE NEVEZ</strong></td>
<td>Scientific collaborator (post-doc)</td>
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<tr>
<td><strong>Marie-Paule MAURER-HETTO</strong></td>
<td>External collaborator</td>
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<tr>
<td><strong>Carola MICK</strong></td>
<td>Post-doc research assistant</td>
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<tr>
<td><strong>Kristian MORTENSEN</strong></td>
<td>Post-doc research assistant</td>
</tr>
<tr>
<td><strong>Nancy MORYS</strong></td>
<td>Senior lecturer</td>
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<tr>
<td><strong>Dominique PORTANTE</strong></td>
<td>Professor emeritus</td>
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<tr>
<td><strong>Stefan SERWE</strong></td>
<td>Doctoral researcher</td>
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<tr>
<td><strong>Rahel STOIKE</strong></td>
<td>Doctoral researcher</td>
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<tr>
<td>Name:</td>
<td>Joan Barbara TRAVERS SIMON</td>
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<tr>
<td>Position:</td>
<td>Post-doc research assistant</td>
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<tr>
<td>Interests:</td>
<td>multilingual literacy development at home and school.</td>
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<table>
<thead>
<tr>
<th>Name:</th>
<th>Sarah VASCO CORREIA</th>
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<tbody>
<tr>
<td>Position:</td>
<td>Scientific collaborator</td>
</tr>
<tr>
<td>Interests:</td>
<td>Sociolinguistique, écologie linguistique, plurilinguisme, représentations sociales et linguistiques, ouverture aux langues, immigration, intégration.</td>
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<table>
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<tr>
<th>Name:</th>
<th>Jean-Jacques WEBER</th>
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<tr>
<td>Position:</td>
<td>Professor</td>
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<tr>
<td>Interests:</td>
<td>Multilingualism and education, language-in-education policy.</td>
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</table>

## FINALISED RESEARCH PROJECTS

**ProDIC-Discourse Structures and Dis-/Integration in Education: Promotion of Critical Discourse Competencies**  
*Duration: 2010-2011*

The project fits into the thematic priority “Identities, Diversity and Integration”: Building on prior research activities that gave insight into the characteristics of Luxembourg’s schools and society as well as into the arising dynamics of change, the project aims at elaborating critical concepts of social agency inside this specific socio-cultural context. School as a social institution cannot be separated from its context; it is part of an influencing social reality (cf. New London School; Gee; Yurén). However, few schooling practices take into account this dimension of ‘agency’ of schools as institutions as well as of the implied individual actors, in the re-/co-/construction of social reality. The present project tries to cope with this lack by deconstructing institutionalised discursive constraints of agency in a Luxembourgish primary school, and by elaborating a critical concept of agency at the intersection of French discourse theory and critical educational research, that is adapted to the Luxembourgish socio-cultural context. It aims at finding ways to empower actors, in particular learners, to actively participate and take over responsibilities in the re-/co-/construction of the reality of school, classroom and learning activities, as well as of the individual life as social being and of society as a whole.

### Major results of the project

The project was concluded in 2011 as scheduled. The data collection process through participant observation of the researcher in the classroom community is finished. The cooperation with the classroom community has been concluded. The data has been structured, analysed, discussed among the project participants and the results have been presented at international conferences and workshops. A final international symposium with workshops of nine project partners and five external partners was held at the end of November 2011. Several articles that were prepared during the first project year have now been accepted and will appear at the end of 2011 or at the beginning of 2012; one article will appear in a special issue of EERJ that has been realised in the frame of the project. Five more publications are under review or in the writing or publishing process.

Principal Investigator: Dr. Carola Mick  
In collaboration with: Gaston Greiveldinger (Mayor Strassen), Charmian Kenner (Lecturer: Goldsmiths, University of London, Department: Department of Educational Sciences), Teresa Yurén (Professor, Universidad del Estado de Morelos, Department: Department of Educational Sciences), Michel Lanners (Director, Ministry of Education, Department: SCRIPT)  
Funding: Fonds National de la Recherche (FNR)
The LACETS research project focused on developing a greater understanding of the relationship between the multilingual education objectives in Luxembourg and the diversity of language practices of its children while taking into consideration that for a high number of pupils the language of origin and family languages are not necessarily represented in school. Members worked on the application of the model of language ecology for the analysis of interactions and the observed practices which led them to a reframing of the notion of language education away from the objective of mastering languages separately or synchronically, in favour of a pragmatic and communicative approach that focuses on developing the skills and strategies necessary for pupils to fully participate in a multilingual society.

**Major results of the project**

Within the LACETS research different types of ecological harmonisation strategies in school projects throughout Luxembourg have been observed and analysed. One of the major outcomes of the project has been the publication with Christine Hélot from Strasbourg University of „Plurilingualism and Teacher Education – A critical approach“ in which authors from different countries explored different multilingual and plurilingual education contexts. Results of research have been disseminated in conferences as well as in courses given in the teacher education studies at the University of Luxembourg and with the SCRIPT. In 2011 Adam Le Nevez published the results of his study “The language diversity and language practices of student teachers in Luxembourg” after having collected data among student teachers for the secondary school sector. In May LACETS organized the UGR-seminar L’écologie linguistique en milieu éducatif. In June it organized in collaboration with the project NATURALINK the international symposium Languages of identity in educational contexts. The final report of LACETS “Projet de recherche LACETS 2 Rapport final. Rapport moral et administratif” written by Sabine Ehrhart, Rahel Stoike and Adam Le Nevez relates the developments, research activities undertaken and results in more detail.

**Principal Investigator:** Assoc. Prof. Dr. Sabine Ehrhart  
**Staff:** Dr. Adam Le Nevez, Renate Leibenath, Rahel Stoike  
**In collaboration with:** Marie-Paule Maurer-Hetto, Christiane Tonnar, Isabelle Kayser, Coralie Tairraz, Nathalie Schroeder  
**Funding:** University of Luxembourg

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**The Plurilingual Portfolio: a transdisciplinary tool for discourse analysis in language and literature classes**  
**Duration:** 2007-2011

Portfolios holding students’ productions in all the school languages should promote their language awareness and improve the learning process. In this project on portfolio work in secondary education, the focus is put on processes of learning and practices of formative assessment in language subjects. The working hypothesis is that thanks to a language portfolio, used as a common tool for the three school languages, the diversity of practices and learning outcomes in those subjects can be analysed and compared with reference to curricular expectations, to teachers’ own representations and to descriptions of the Common European Framework of Reference for languages set up by the Council of Europe. The study considers different age groups. It also targets the description of plurilingual and intercultural competences underlying students productions so that possible synergies between languages as school subjects can be proposed. The general methodology is based on socio-cultural theories (communities of practice, activity theory); a dialogic and critical discourse approach is taken for the analysis of data. An additional final outcome is the framework for a plurilingual portfolio approach in Luxembourg schools.

**Principal Investigators:** Marie-Anne Hansen-Pauly, Vic Jovanovic, Danielle Zerbato (EMACS) & Guy Bentner (EMACS)  
**In collaboration with:** language teachers of the Lycée Classique Diekirch  
**Funding:** University of Luxembourg and MENPF
ONGOING RESEARCH PROJECTS

Naturalink. Ecology of Language Contact in Natural Settings for Children and Young Adults – Duration: 2011-2014
The main objective of NATURALINK is to observe plurilingual practices in Luxembourg, through a qualitative research approach situated mainly on the meso-scale of applied sociolinguistics. This project is situated in the field of linguistic ecology and it concentrates on the natural strategies of using and combining languages in contact situations. It observes and analyses the use of language(s) and multilingual communication in the family, during leisure time occupations and free conversations in interstitial areas of institutional settings (kindergarten, school, and, to a limited extend, higher education). It uses transcriptions and notes of ethnographic observation to collect data for analysis.

Major developments in 2011
Naturalink started in April 2011 and its development has been presented and discussed at the Symposium Languages of Identity in Educational Contexts from July 2011 and also during the workshop on multilingualism organized by Carola Mick in November 2011. School observations have started in June and meetings with the families in September 2011. Several presentations and publications are underway.

Principal Investigator: Assoc. Prof. Dr. Sabine Ehrhart – Staff: Sarah Vasco Correia – In collaboration with: Henri Boyer (Université de Montpellier), Karin Aguado (Universität Kassel). – Funding: University of Luxembourg

Outcomes: two invited lectures, organization of a symposium and a workshop.

DEFENDED PHD THESSES


PHD THESSES

Gero Hemker: Sprachbewusstein und die Rolle des Francique in Ostlothringen - Soziolinguistische Analyse der Sprachpraktiken bilingualer Sprecher mittleren Alters (20-45 Jahre), insbesondere in Hinblick auf staatliche und private Initiativen zur Belebung der Regionalsprache. – Supervision: Prof. Dr. Sabine Ehrhart.

Jérôme Jaminet: Human chameleons in interaction. The significance of linguistic hybridity in- and outside of advanced language classrooms. – Supervision: Prof. Dr. Dominique Portante.

Tetyana Karpenko: The construction of reality through TV news in the multilingual and multicultural society of Luxembourg. – Supervision: Prof. Dr. Jean-Jacques Weber
Boonyalakha Makboon: A study of cultural discourse and communication strategies targeting modern Thai housewives in MSG advertisements. – Supervision: Assoc. Prof. Dr. Ingrid de Saint-Georges

Heike Niesen: The impact of socio-cultural learning tasks on students’ language development in German post-PISA ESL classrooms and their compatibility with educational standards. – Supervision: Assoc. Prof. Dr. Sabine Ehrhart and Prof. Dr. Sabine Krolak-Schwerdt

Timéa Pickel: L’intégration des élèves nouvellement arrivés en France dans l’espace scolaire français. Etude du contexte social et éducatif. – Supervision: Prof. Dr. Jean-Jacques Weber

Nathalie Schroeder: Projektorientiertes und handlungsbezogenes Lernen in heterogenen Gruppen am Beispiel der Freien Schule Glontal. – Supervision: Assoc. Prof. Dr. Sabine Ehrhart

Stefan Serwe: Exploiting linguistic resources for success? Language use among ethnic entrepreneurs in a multilingual border region. – Supervision: Assoc. Prof. Dr. Ingrid De Saint-Georges

Malika Shatnawi: Transnational Families and their Children’s Experiences of Education: Investigating Issues of Language, Identity and Schooling in Northern Ireland. – Supervision: Assoc. Prof. Dr. Sabine Ehrhart

Rahel Stoike: Les interactions entre multilinguisme institutionnel et plurilinguismes individuels à l’Université du Luxembourg : une étude empirique. – Supervision: Assoc. Prof. Dr. Sabine Ehrhart

Coralie Tairraz: Représentations de l’école et de l’univers scolaire en milieu plurilingue. – Supervision: Assoc. Prof. Dr. Sabine Ehrhart

**ACTIVITIES**

Conferences organized by the research unit

**Languages of identity in educational contexts** – Campus Walferdange, Luxembourg, 12-13 July 2011 – UL organiser: Assoc. Prof. Dr. Sabine Ehrhart, Rahel Stoike, Sarah Vasco Correia

**Literature and Young Adults: A multilingual and cross-cultural conference** – Campus Walferdange and Centre National de Littérature, Luxembourg, 20-21 October 2011 – UL organizer: Marie-Anne Hansen Pauly

**La politique linguistique explicite et implicite en domaine francophone** – Romanistisches Institut der Universität Wien, 14-15 October 2011 – Organizers: Sabine Ehrhart, Peter Cichon, Martin Stegu

**Education et avenirs sociaux – Zukunft und Gesellschaft gemeinsam gestalten** – Campus Walferdange, Luxembourg, 25-26 November 2011 – UL organiser: Dr. Carola Mick
Invited lectures


Vasco Correia S. Créer une passerelle entre l’école et la famille. Éducation et avenirs sociaux - Schule and Gesellschaft gemeinsam gestalten, University of Luxembourg, Luxembourg, 25-26 October 2011.


Paper presentation (Call for papers)

Hansen-Pauly, M.-A.: CLIL as new momentum for learning in language classes? - Reconsidering the differences between languages as subjects and languages as tools. 4th International Langscape Conference on “CLIL: Complementing or Compromising Foreign Language Teaching?” Goethe Universität, Frankfurt am Main, 18-19 February 2011.


Mortensen, K. & Spencer, H. Moving into an interaction. Moving into a turn. Postural (re-)orientations at turn-beginnings. TCUs and embodied social action in conversation and institutional interaction, IEMCA, Fribourg, July 2011.


## Major Research Projects

### EUPROJECTS

<table>
<thead>
<tr>
<th>Project</th>
<th>Principal Investigator</th>
<th>Researchers</th>
<th>Partners</th>
<th>Funding Scheme</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE LEARNING AND SOCIAL MEDIA:</strong> 6 key dialogues</td>
<td>Dr. Katerina Zourou / Prof. Dr. Charles Max</td>
<td>Institut National de Recherche Pédagogique / P.A.U. Education / Radio France Internationale (RFI) / Autonomous University of Barcelona / Warsaw School of Social Sciences and Humanities / University of Latvia / University Ovidius / Constanta (Romania) / College of Foreign Languages, Carstedorowa (Poland) / ADALIS / Y.E.S. Forum / University of Tuku / Deutsche Welle / Université Stendhal Grenoble III</td>
<td>LifeLong Learning</td>
<td>2010-2012</td>
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</table>

### Projects Funded by the Fonds National de la Recherche (FNR) - Core

<table>
<thead>
<tr>
<th>Project</th>
<th>Principal Investigator</th>
<th>Researchers</th>
<th>Partners</th>
<th>Funding Scheme</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>COLEAP - Collaborative Learning among Peers</td>
<td>Assoc. Prof. Dr. Patrick Sunnen</td>
<td>Dr. Pierre Fumer / Dr. Béatrice Arend / Monika Sujbert</td>
<td>Gaston Greveling (Mayor Strassen) / Charmian Kerzen (Goldsmith College University of London) / Teresa Yurén (Universidad Autónoma del Estado de Morelos) / Michel Lanners (Ministry of Education)</td>
<td>2011-2014</td>
<td></td>
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<tr>
<td>PRODOC - Discourse Structures and Dis-/Integration in Education: Promotion of Critical Discourse Competences</td>
<td>Dr. Carola Mick</td>
<td>Prof. Dr. Daniel Tröhler / Prof. Dr. Fritz Osterwalder / Dr. Norbert Grube</td>
<td>Michel Lanners (Ministry of Education) / Livius Palazzari (Ministry of Education) / Prof. Dr. Cornelia Gräsel (Bergische Universität Wuppertal, BUW) / Dr. Monique Reichert</td>
<td>2010-2011</td>
<td></td>
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<tr>
<td>SIHICS - Schooling as Institutional Heritage in Cultural Settings</td>
<td>Prof. Dr. Daniel Tröhler / Dr. Thomas Lenz / Dr. Anne Rohstock / Dr. Peter Vos</td>
<td>Prof. Dr. Bernd Zymek / Prof. Dr. Fritz Osterwalder / Dr. Norbert Grube</td>
<td>Dr. Ineke Martha Pit-ten-cate / Dipl.-Psych. Maria Markova / Dr. Sabine Glock</td>
<td>2010-2013</td>
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<tr>
<td>TRANSSEC - Students' transition from primary to secondary school: Cognitive determinants and prognostic validity of teachers' transition decisions</td>
<td>Prof. Dr. Sabine Kloak-Schwerdt / Prof. Dr. Romain Martin</td>
<td>Dr. Florian Kапропко / Dr. Sabine Glöck / Dr. Matthias Böhmer</td>
<td>Michel Lanners (Ministry of Education) / Luxembourg (Ministry of Education) / Prof. Dr. Cornelia Gisels (Bergische Universität Wuppertal, BWU) / Dr. Monique Reichert</td>
<td>2009-2012</td>
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<tr>
<td>TRANSINTER - School transitions from primary to secondary school: Development of intervention strategies to improve the quality of teachers' transition decisions</td>
<td>Prof. Dr. Sabine Kloak-Schwerdt</td>
<td>Prof. Dr. Cornelia Gisels (Bergische Universität Wuppertal, BWU) / Dr. Monique Reichert</td>
<td>Prof. Dr. Daniel Tröhler / Dr. Rebeka HORLACHER / Dr. Norbert GRUBE / Claudia MADER / Sandra AEBERSOLD / Luca GODIEND / Barbara CAULQERI / Dr. Kerstin Te Heesen</td>
<td>2011-2014</td>
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### Projects Funded by the Fonds National de la Recherche (FNR) - INTER

<table>
<thead>
<tr>
<th>Project</th>
<th>Principal Investigator</th>
<th>Researchers</th>
<th>Partners</th>
<th>Funding Scheme</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>OEKIVALID - Diagnostic competence of primary school teachers in estimating future school achievements: Ecological validity of vignettes</td>
<td>Prof. Dr. Sabine Kloak-Schwerdt</td>
<td>Dipl.-Psych. Thomas Hörstermann / Prof. Dr. Cornelia Gisels (Bergische Universität Wuppertal, BWU) / Ines Nölle (BWU)</td>
<td>2010-2012</td>
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### Projects Funded by the Swiss National Science Foundation (SNF)

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<tr>
<th>Project</th>
<th>Principal Investigator</th>
<th>Researchers</th>
<th>Partners</th>
<th>Funding Scheme</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRITICAL EDITION OF THE COMPLETE WORKS AND CORRESPONDENCE OF PESTALOZZI / Letters sent to Pestalozzi</td>
<td>Prof. Dr. Daniel Tröhler</td>
<td>Dr. Rebeka HORLACHER / Dr. Norbert GRUBE / Claudia MADER / Sandra AEBERSOLD / Luca GODIEND / Barbara CAULQERI</td>
<td>Swiss National Science Foundation (SNF)</td>
<td>2000-2014</td>
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</tr>
<tr>
<td>THE LOWER SCHOOLS IN SWITZERLAND AT THE END OF THE ANCIENT REGIME. An Analysis of the Stapfer School Inquiry 1799</td>
<td>Prof. Dr. Fritz Osterwalder</td>
<td>Prof. Dr. Daniel Tröhler / Prof. Dr. Heinrich Schmid / Prof. Dr. Alfred Messenger</td>
<td>2009-2012</td>
<td></td>
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<tr>
<td>Projects Funded by the German Research Foundation (DFG)</td>
<td>Title</td>
<td>Principal Investigator</td>
<td>Researchers</td>
<td>Partners</td>
<td>Funding Agency</td>
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<tr>
<td><strong>Computer Edition/Complete Edition of Eduard Spranger’s Correspondence with Kathé Haldrich (1903-1960)</strong></td>
<td>Assoc. Prof. Dr. Karin Priem</td>
<td>Dr. Stefan Cramme</td>
<td>„Bibliothek für Bildungsgeschichtliche Forschung“ (Berlin) / Klaus-Peter Horn (Tübingen University)</td>
<td>2007-2011</td>
<td></td>
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<tr>
<td><strong>DKGe - Diagnostic Competence of Primary School Teachers in Estimating Future School Achievements: A Social Cognitive Analysis</strong></td>
<td>Prof. Dr. Sabine Kralak-Schwerdt</td>
<td>Dipl.-Psych. Thomas Horstermann</td>
<td>Prof. Dr. Cornelia Gräsel (Bergische Universität Wuppertal, BUW) / Dipl.-Psych. Ines Nölle (BUW)</td>
<td>2008-2011</td>
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<tr>
<th>Projects Funded by More Than One Funding Agency</th>
<th>Title</th>
<th>Principal Investigator</th>
<th>Researchers</th>
<th>Partners</th>
<th>Funding Agency</th>
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<tbody>
<tr>
<td><strong>Republic and Non-republican Imaginations: Comparative Visions and Developments of Schooling from the 18th Century to 1930</strong></td>
<td>Prof. Dr. Daniel Teßler</td>
<td></td>
<td>Swiss National Science Foundation (SNSF), Swiss Academy of Humanities and Social Sciences (SAW) / Prof. Dr. Thomas S. POPPERWITZ (Madison/Wisconsin) / Prof. Dr. David F. LABARRE (Stanford) and 12 authors</td>
<td>2004-2011</td>
<td></td>
</tr>
<tr>
<td><strong>The plurilingual Portfolio: A Transdisciplinary Tool for Discourse Analysis in Language and Literature Classes</strong></td>
<td>Marie-Anne Hansen-Pauly</td>
<td>Guy Beninner / Vic Jovanovic / Danielle Zerbato</td>
<td>University of Luxembourg / MENPF</td>
<td>2007-2011</td>
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<tr>
<th>Internal Research Projects (UL)</th>
<th>Title</th>
<th>Principal Investigator</th>
<th>Researchers</th>
<th>Partners</th>
<th>Funding Agency</th>
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<tbody>
<tr>
<td><strong>CATRI - Clinical Analysis of Secondary School Student Teachers’ Personal Relation to Knowledge in Connection with Their Construction of a Professional Identity</strong></td>
<td>Dr. Jean-Marie Weber</td>
<td>Dr. Julia Strohmer</td>
<td>HEP Lausanne</td>
<td>2011-2014</td>
<td></td>
</tr>
<tr>
<td><strong>CODISCILEA - Competences for Organizing Discourse-in-Interaction &amp; Science Learning: Analyzing Knowledge Building as Activity of Collaborative Inquiring</strong></td>
<td>Prof. Dr. Charles Max</td>
<td>Assoc. Prof. Dr. Gudrun Ziegler (until 31 August 2011) / Dr. Chris Scry</td>
<td></td>
<td>2008-2011</td>
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<tr>
<td><strong>Fundamental English - In Early Plurilingual Learning Settings: Inventory, Competence Development, Insights for Designing Learning</strong></td>
<td>Assoc. Prof. Dr. Gudrun Ziegler (until 31 August 2011)</td>
<td>Natallia Maria Durus / Dr. Neikbifar Family / Olcy Sert</td>
<td></td>
<td>2009-2012</td>
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<tr>
<td><strong>Fundamental Luxembourgish - In Early Plurilingual Learning Settings</strong></td>
<td>Assoc. Prof. Dr. Gudrun Ziegler (until 31 August 2011)</td>
<td>Isabelle Chassine</td>
<td></td>
<td>2008-2011</td>
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<tr>
<td><strong>LACETS - Langues en Contact dans l’Espace et dans le Temps et leur Impact sur le Milieu Scolaire au Luxembourg</strong></td>
<td>Assoc. Prof. Dr. Sabine Ehnhart</td>
<td>Dr. Adam Le Nevez / Renate Leibeneath / Radh Stolke</td>
<td></td>
<td>2008-2011</td>
<td></td>
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<tr>
<td><strong>NaTURLINK - Ecology of Language Contact in Natural Settings for Children and Young Adults</strong></td>
<td>Assoc. Prof. Dr. Sabine Ehnhart</td>
<td>Sarah Yaso</td>
<td>University of Montpellier / University of Aix-en-Provence / University of Kassel / University of Adelaide</td>
<td>2011-2014</td>
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<tr>
<td><strong>REFRAIN - The Renewal of the Family: Formative Representations in Portraits and Genre Paintings from the 16th to the 19th Century</strong></td>
<td>Assoc. Prof. Dr. Karin Priem</td>
<td>Dr. Kerstin te Heersen</td>
<td></td>
<td>2011-2014</td>
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<tr>
<th>Funded LCM Research Projects Starting in 2012</th>
<th>Title</th>
<th>Principal Investigator</th>
<th>Researchers</th>
<th>Partners</th>
<th>Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Predictive Validity of School Placement Decisions</strong></td>
<td>Dr. Florian Kipproth</td>
<td>Phd Student (NN)</td>
<td></td>
<td>FNR-CORE</td>
<td>2011-2014</td>
</tr>
<tr>
<td><strong>Diagnostische Kompetenz von Grundschullehrkräften (DiKoRuS) bei der Erstellung der Übergangsepportavierung, Entwicklung und Prüfung eines Kompetenzmodells</strong></td>
<td>Prof. Cornelia Gräsel / Prof. Sabine Kralak-Schwerdt</td>
<td></td>
<td></td>
<td>FNR-INTER</td>
<td>2012-2013</td>
</tr>
<tr>
<td><strong>CODI-SCLCLE-A2 Competences for Organizing Discourse-in-Interaction &amp; Science Learning: Analyzing Knowledge Building as Activity of Collaborative Inquiring</strong></td>
<td>Prof. Dr. Charles Max</td>
<td></td>
<td></td>
<td>UL-IRP</td>
<td>2012-2015</td>
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<tr>
<td><strong>AUTRAIN - How Teacher Judgments are Influenced by an Anticipated Audience: Theoretical Implications and Practical Consequences for the Development of Training Programs</strong></td>
<td>Dr. Julia Herfort</td>
<td></td>
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<td>UL-IRP</td>
<td>2012</td>
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WORKING DOMAIN
WORKING DOMAIN

RESEARCH ON DEVELOPMENT, INTERACTION, COGNITION AND ACTIVITY – DICA-LAB

Putting diversity, multilingualism, multi-modality and multi-mediality at its centre, the working domain is emphasising basic and applied research on processes of learning and development, data-driven interaction analysis and tool-bound activity research. The research puts a specific emphasis on the dynamics of innovation and transformation within networks or communities, the creation of mediating artefacts and the development of new forms of cultural expression and participation.

In 2011, two research projects have been successfully concluded. Out of seven national and international applications that the team submitted or was involved in, the DICA-lab managed to get two European projects, one internal university project and one AFR-PhD grant accepted.

The European project ‘Quicker steps’ was successfully launched with two open conference days on collaboration between higher education and working life, one in Finland and another in Luxembourg. These events generated rich dialogues between academic and professional/economic contexts. The European project ‘Language learning and social media’ organised a European-wide contest on social media use in classrooms and four interactive webinar sessions, of which one session took place again at the UL.

Current PhD projects focus on gestures in language use, multimodal scientific publishing, multilingual learning and integration processes, interaction in technology contexts as well as science learning in diversity.

The members of the working domain presented their work at various conferences, panels and research symposia in the US, Québec, France, Italy, UK, Belgium, Poland, Germany and Brazil. At the ISCAR 2011 conference, the DICA-lab organized an internationally recognized symposium with contributions based on cross-sectional empirical data from the lab’s database dealing with learning processes in young children. The International Conference on Concurrent Enterprising (Aachen/Germany) granted the best paper award to the group led by Ass.-Prof. Dr. Ziegler.

Coordinator:  Prof. Dr. CHARLES MAX
Substitute:  Assoc. Prof. Dr. GUDRUN ZIEGLER (until 31 August 2011)

STAFF

Name: Claudia ALBANESE
Position: Doctoral researcher
Interests: Conversation analysis, talk-in-interaction, discourse practices, digital media, gestures and gesture studies, language acquisition, socio-linguistics, computational linguistics, applied linguistics, multimodality, social semiotics, speech recognition, speech synthesis.

Name: Philippe BLANCA
Position: Assistant, doctoral researcher
Interests: Processes of knowledge development in higher education, modalities of scientific publishing, multimodal analysis, interculturality and multilingualism.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalia DURUS</td>
<td>Scientific collaborator</td>
<td>Interactions in a second language, conversation analysis, learning, development.</td>
</tr>
<tr>
<td>Neiloufar FAMILY</td>
<td>Scientific collaborator (post-doc)</td>
<td>First language acquisition, second language acquisition, cognitive linguistics, construction grammar, verbal semantics.</td>
</tr>
<tr>
<td>Martin KRACHEEL</td>
<td>Scientific collaborator</td>
<td>Video gaming studies, verbale und nonverbale Interaktion im multimodalen Raum, young childrens scientific learning, analyse de l’activité et du context.</td>
</tr>
<tr>
<td>Charles MAX</td>
<td>Professor for “learning with educational media”</td>
<td>Socio-cultural and ‘Cultural-Historical Activity Theory’ based research on human activity, learning within and across communities, living and working in socio-digital activity systems, interactions within multi-device environments and through increasingly smart technologies, cultural and creative expressions through distributed digital production facilities.</td>
</tr>
<tr>
<td>Adrienne LAMBO OUAFo</td>
<td>Doctoral researcher</td>
<td>Interaction, third language acquisition, Luxembourghish, intercultural communication, compétences for integration.</td>
</tr>
<tr>
<td>Christina SIRY</td>
<td>Scientific collaborator (post-doc)</td>
<td>Science learning and teaching.</td>
</tr>
<tr>
<td>Ju-Youn SONG</td>
<td>Scientific collaborator</td>
<td>Collaborative learning process in different domains, language learning and social media.</td>
</tr>
<tr>
<td>Gudrun ZIEGLER</td>
<td>Associate professor</td>
<td>Applied linguistics, educational linguistics, interactional linguistics, learning and development in multilingual, multimodal and multicultural contexts, categorization, stereotyping &amp; information organization.</td>
</tr>
<tr>
<td>Katerina ZOUROU</td>
<td>Scientific collaborator (post-doc)</td>
<td>Potentiel de la télécollaboration dans l’apprentissage et la formation, le rôle des outils médiateurs dans les processus d’apprentissage collectif, les interactions en ligne visant l’échange et le partage des connaissances, les medias sociaux et leurs applications pour les apprentissages.</td>
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FINALISED RESEARCH PROJECTS

CODI-SCILE-A investigates how 4 to 8 year old children develop and transform their knowing and reasoning about the physical and chemical properties of natural elements (e.g. water) through interacting by multilingual and multi-modal means in discourse communities within open inquiry workshops in public schools.

Major results of the project
During 2011, the project team was working on the organization of the 3500 data objects stored on the project server with an overall size of approximately 400 GB. The team has successfully managed to sort, describe and integrate all the video files in the DICA-lab database of interactional corpora. Transcripts or content descriptions are attached to selected video files and can be further analysed in the future. Three articles/book chapters have been published during the year 2011 dealing with different research questions of the project. Two other publications are under current elaboration. Five peer-reviewed contributions have been successfully presented at renowned international conferences. A follow-up project was granted with funding. It will analyse inquiry-based science learning processes of 8 to 12 year old children in combination with a cloud-based learning approach running on tablet applications. The main results of the project are and will be available as scientific publications (see list of outcomes below).

Principal Investigator: Prof. Dr. Charles Max – Staff: Ass. Prof. Dr. Gudrun Ziegler, Dr. Christina Siry, Martin Kracheel – Funding: University of Luxembourg

Outcomes: Five papers presented at conferences and the database CodiScileA on the Transana server

The FUNDALUX (I) project had three major concerns with regard to the development of Luxembourgish by young learners in Luxembourg’s multilingual society. The project produced a unique data-base of Luxembourgish in development. Analysis carried out trace the development of Luxembourgish according to a profile approach.

Major results of the project
Main results were presented at the major conference for language acquisition (IASCL) in 2011 (Montréal).

Principal Investigator: Assoc. Prof. Dr. Gudrun Ziegler – Staff: Marnie Ludwig – Funding: University of Luxembourg

Outcomes: Database – Fundalux – Conference contributions (peer reviewed) – Two paper presentations at conferences
ON-GOING RESEARCH PROJECTS

Language learning and social media: 6 key dialogues – Duration: 2010-2012
By placing “language learning and social media” at the core of the network, the 13 partner institutions of national, European and international reach will examine 6 key dimensions of this combination. These fundamental dimensions are:

1. Language learning, social media and social inclusion
2. Language learning, social media and development of language resources
3. Language learning and teaching through social media in new EU countries: the case of Romania, Latvia and Poland
4. Language learning, social media and multilingualism
5. Language learning through social media: evolution of teaching practices
6. Language learning and teaching in formal and non formal contexts through ICT

Major developments in 2011:
The project has added two new key dialogues (KD), “Social media and interculturality in language education” and “Socializing and language learning in 2.0 communities” to the project database. The key points and recommendations of KD3 and KD4 have been published after accomplishing Webinars and Forum discussions. Four webinar sessions were held throughout 2011. The KD3 webinar “Language learners using social media: What is happening in Latvia, Poland and Romania?” took place in February in Riga. In June, the KD4 webinar “Where languages collide: How multilingual literacy makes social media real” took place at the UL with two experts from the University of Alcala (Spain) and UC Berkeley (US). In November, the KD5 webinar “Teacher training in the age of Web 2.0: The current situation & future perspectives” took place at the ENS in Lyon. The LS6 project launched a highly acclaimed European-wide contest on social media use in the classrooms. At the end of August 2011, the Progress Report of the project was approved by the EACEA the highest possible score (10/10).

Principal Investigator: Prof. Charles Max – Staff: Dr. Zourou Katerina, Song Ju-Youn – In collaboration with: Institut National de Recherche Pédagogique; Lyon – Local coordinator: Prof. Christine Develotte, P.A.U. Education – Local coordinator: Anna Schmitthelm, Radio France Internationale (RFI) – Local coordinator: Lidwien van Dixhoorn, Autonomous University of Barcelona – Local coordinator: Dr. Eulalia Canals Formons, Warsaw School of Social Sciences and Humanities – Local coordinator: Sylvia Maciaszczyk, University of Latvia – Local coordinator: Dina Savlovskas, University Ovidius Constanta, Romania – Local coordinator: Dr. Monica Vlad, College of Foreign Languages, Czestochowa, Poland – Local coordinator: Dr. Malgorzata Kurek, ADALSIC – Local coordinator: Dr. Françoise Demaizière, Y.E.S. Forum – Local coordinator: Carsten Mohr, University of Turkü – Local coordinator: Adjunct Prof. Fred Dervin, Deutsche Welle – Local coordinator: André Moeller, Université Stendhal Grenoble III – Local coordinator: Prof. François Mangenot – Funding: Lifelong Learning Programme – EACEA of the European Commission


FUNDamental ENGlis h – in early plurilingual learning settings: inventory, competence development, insights for designing learning – Duration: 2009-2012
The FUNDENG project addresses major concerns with regard to the development of English as an international language by learners in Luxembourg’s multilingual space, that is an international schooling environment. The research group is currently working on focuses on documenting and analysing English as a second language in a classroom context at a secondary school level. For our current corpus, we are transcribing video data from plurilingual learners in a multilingual setting in Luxembourg. The project has entered its third year, and data analysis is ongoing.
Major developments in 2011

With the closing of the data collection period in June 2011, the project focuses on the analysis of student-initiated actions (e.g. IRF-shift and turning out) and on the multilingual repertoires of both the teachers and the students as exploitable resources in the co-construction of actions in the English language classroom. The analysis contributes to the understanding of language development with regard to multilingual repertoires on the one hand and the discussion of the divide of English as Second/Additional Language (ESL/EAL) and English as Lingua Franca (ELF) on the other hand. The perspectives developed by this project highlight the dynamics of language learning in multilingual contexts. Specifically, the project has explored integrated analytical approaches in order to deal with this complex context allowing for the innovation of new methods of analysis aimed at the particularities of multilingual corpora.

Principal Investigator: Ass. Prof. Dr. Gudrun Ziegler
Staff: Natalia Maria Durus, Olcay Sert, Dr. Neiloufar

Outcomes: Seven papers presented at conferences and one publication in a refereed conference proceedings

Quicker steps - Disseminating knowledge and best practices of the diverse co-operation and partnership solutions between higher education institutions and working life in Finland, Luxembourg, Austria and the United Kingdom - Duration: 2011-2012

The main purpose of the project is to disseminate knowledge and good practices of the diverse co-operation and partnership solutions between higher education institutions and working life in order to develop students' possibilities to quicker step into working life from higher education and thereby to extend their working careers.

Major development in 2011

In 2011, two project weeks were organised with an open conference each to explore local collaborations between academic and professional life and to improve methods to support graduates' employability. The first workshop was held in Leppävaara, Espoo (Helsinki) on May 3 - 4 and attracted more than 80 participants from the local universities and economic domains. The workshop at the UL on November 8 attracted 43 actors involved in initial and lifelong learning programs. The workshop addressed two major topics of the local economic context, a) innovation from diversity in Luxembourg and b) multilingual and -cultural challenges of the working place. Both topics were introduced by keynote speakers who explained the local specificities and upcoming challenges to the international audience. Five training programs taught at the UL and preparing students for different professional areas were presented and discussed with the workshop participants. Project Website: http://www.quickersteps.net/

Principal Investigator: Prof. Dr. Charles Max
In collaboration with: JAMK University of Applied Sciences Jyväskylä (Finland, coordinator); HAAGA-HELIA University of Applied Sciences, Helsinki (Finland); Laurea University of Applied Sciences, Helsinki (Finland); University of Education of Upper Austria, Linz (Austria); Coventry University (UK).
Funding: European Social Fund and Finnish Centre for Economic Development, Transport and the Environment (Central Finland ELY-Centre).

Outcomes: Four paper presentations at conferences.
PHD THESES

Claudia Albanese: Analysing the intersection between discourse connectives and cohesive gestures in talk-in-interaction. – Supervision: Prof. Dr. Charles Max & Assoc. Prof. Dr. Gudrun Ziegler

Philippe Blanca: Liquid publishing: Conception, réalisation et analyse d’une publication scientifique multimodale. – Supervision: Prof. Dr. Charles Max & Assoc. Prof. Dr. Gudrun Ziegler

Chunyan Bao: Added value of multilingual/multicultural educational practices for Chinese migrants. – Supervision: Assoc. Prof. Dr. Gudrun Ziegler (external)

Adrienne Lambo Ouafo: Interacting in Luxembourgish as an Additional language: An analysis of adult immigrants’ ILAL as related to their social activities. – Supervision: Assoc. Prof. Dr. Gudrun Ziegler

Petra Paasilinna: Socio-cultural perspectives on learning: approaches to linguistic trauma. – Supervision: Prof. Dr. Charles Max (external)

Adrienne Lambo Ouafo: Wave - Constrained design methodology for space products (working title) (Cooperational PhD) – Supervision: Prof. Dr. Lucienne Blessing, Co-supervision: Assoc. Prof. Dr. Gudrun Ziegler

Sviatlana Danilava: Conversational agents. – Supervision: Prof. Dr. Christoph Schommer, Co-supervision: Assoc. Prof. Dr. Gudrun Ziegler

ACTIVITIES

Conferences organised by the working domain

Appropriation and transmission of world languages and cultures - Paris, France - 18-19 mars 2011 – UL
Organizer: Assoc. Prof. Dr. Gudrun Ziegler

Where languages collide: How multilingual literacies make social media real - University of Luxembourg, 14 June 2011 - Moderators: Prof. Dr. Charles Max & Assoc. Prof. Dr. Gudrun Ziegler

Invited lectures

Paper presentation (Call for papers)

Albanese, C. **Notes on the influence of response cries and yes/no tokens on language alternation and modality switch.** Second International Journal of Arts and Science Conference, Cambridge (MA), June 2011.


Blanca, P.: **Les revues scientifiques - vers une intégration de la multimodalité.** VI Simpósio Internacional de Estudos dos Gêneros Textuais, Universidade Federal do Rio Grande do Norte, Natal (BR), 16-19 August 2011


Family, N., Durus, N.: **Learning English as an Additional Language in a Multilingual Environment.** Residential Week in Multilingualism, University of Birmingham, Birmingham (UK), April 2011.


Max, Ch.: **Tutoring as a developmental process across institutional boundaries. An activity-theoretical analysis of tutoring in initial teacher education.** ISCAR conference, Rome (I), 6 – 10 September 2011.

Max, Ch., & Weber, N.: **Creating shared spaces for mutual learning - The example of ITE in Luxembourg.** Open Conference “Teachership and cooperation with working-life in universities to facilitate students’ transition to labor market,” Espoo, 3 May 2011.

Max, Ch., & Siry, Ch.: **Analyzing knowledge building within collaborative science activities at the early childhood level.** Annual AERA conference in New Orleans, Louisiana, 8 – 12 April 2011.

Max, Ch., & Siry, Ch.: **The emergence of science in early childhood classroom interactions.** ESERA conference in Lyon (F), 6-10 September 2011.

Max, Ch., & Siry, Ch.: “**Doing science**” through multimodal interactions in the early childhood classroom. EARLI conference, Exeter, United Kingdom, 31 August - 3 September 2011

Max, Ch., & Siry, Ch.: “**There fits more in than there**” - “**Doing science**” through interactions in the early childhood classroom. ISCAR conference, Rome (I), 6 - 10 September 2011.

Max, Ch., & Ziegler, G.: **Ascending from the abstract to the concrete - Development and implementation of the Master “Learning and Development in Multilingual and Multicultural Contexts”.** Open Conference “Cooperation and partnership solutions with working-life in multilingual contexts”, Luxembourg, 9 November 2011.
Max, Ch., Siry, Ch., & Kracheel, M.: Children as co-researchers: children’s views from collaborative science inquiries. EARLI conference, Exeter, United Kingdom, 31 August - 3 September 2011.


Ziegler, G., Durus, N., & Sert, O.: Turn Initials in Classroom Discourse: Turning Out as Learners’ Participatory Devices. 12th International Pragmatics Conference, Manchester, Grande Bretagne, 3-8 July 2011.


ANNUAL OVERVIEW (ON SITE ACTIVITIES)

11 January  LCMI Research Seminar: Anne Rohstock (University of Luxembourg): Reform and politics of Higher Education in Luxembourg. Campus Walferdange, Luxembourg


8 February  LCMI Research Seminar: Christina Siry (University of Luxembourg): Collaborative Inquiry: Exploring children’s insights and investigations into science. Campus Walferdange, Luxembourg

16 February Research Priority: Prof. Dr. Fritz Osterwalder (Universität Bern): Bildungsreformen, Bildungsprogramme und die langue durée in der pädagogischen Geschichtsschreibung. Campus Walferdange, Luxembourg


8 March  LCMI Research Seminar: Dennis Köthemann (University of Bielefeld): Do national institutional structures influence citizen’s priority of self-enhancement values? A multilevel approach using the European Social Survey. Campus Walferdange, Luxembourg

16 March  Research Priority: Em. Prof. Dr. Dr. hc. Helmut Fend (Zürich): Neue Steuerungssysteme: Konzepte, historische Relitäten und Forschungsbedarf. Campus Walferdange, Luxembourg

30 March  Research Priority: Prof. Dr. Daniel Tröhler (University of Luxembourg): The global language on education or: prospects and problems of research on educational systems. Campus Walferdange, Luxembourg

3 May  Prof. Dr. Maryse Bianco (Université de Grenoble): Compréhension orale précoce et apprentissage de la lecture: effets des dispositifs d’enseignement. Campus Walferdange, Luxembourg.

4 May  Doctoral colloquium: Nadine Geisler (University of Luxembourg): The Luxembourgian pedagogical idiosyncrasy seen through the teaching of the recent past. Campus Walferdange, Luxembourg

5-6 May  Conference: Säkularisierung und Sakralität im pädagogischen Feld. Campus Walferdange, Luxembourg

12 May  LCMI Research Seminar: Geert Thyssen (University of Luxembourg): Idiosyncrasy through similarity? Comparing Luxembourg’s early primary school system to that of neighbouring countries. Campus Walferdange, Luxembourg


8 June  Prof. Dr. Viviana Gaballo (University of Macerata): A systemic functional approach to translation competence. Campus Walferdange, Luxembourg

<table>
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<tr>
<th>Date</th>
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<tr>
<td>12 July</td>
<td>LCMI Research Seminar: Nancy Morys (University of Luxembourg): A qualitative study about Bandes dessinées in language education – teaching experiences. Campus Walferdange, Luxembourg</td>
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<td>12-13 July</td>
<td>Symposium international: Languages of identities in educational contexts. Campus Walferdange, Luxembourg</td>
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<td>26 September</td>
<td>«Leçon d’adieu» du Prof. Dr. Dominique Portante (University of Luxembourg): Literacies, social roles and strategic making of selves. Campus Walferdange, Luxembourg</td>
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<td>3-5 October</td>
<td>Conference: Gender Variations in Educational Success: Searching for Causes. CCRN Abbaye de Neumünster, Luxembourg</td>
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<td>5 October</td>
<td>Prof. Dr. Danièle Tosato-Rigo (University of Lausanne): Political Catechisms and Nation-State Building in Revolutionary Switzerland (around 1800). Campus Walferdange, Luxembourg</td>
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<td>18 October</td>
<td>Prof. Dr. David C. Berliner (Arizona State University): How overreliance on testing corrupts schools and teachers: The failures of high-stakes testing in the USA and a cautionary tale for Europeans. Campus Walferdange, Luxembourg</td>
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<td>19 October</td>
<td>Research Priority: Prof. Adrian Blackledge (MOSAIC Centre for Multilingualism, University of Birmingham): Towards a sociolinguistic of superdiversity. Campus Walferdange, Luxembourg</td>
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<tr>
<td>20 October</td>
<td>Prof. Dr. Ursula Casanova (Arizona State University): English Learners in the US: Practice, policy and research. Campus Walferdange, Luxembourg</td>
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<td>20-21 October</td>
<td>Conference: Literature and Young Adults: A multilingual and cross-cultural conference. Campus Walferdange and Centre national de littérature (Merch), Luxembourg</td>
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<tr>
<td>26 October</td>
<td>Public lecture: Prof. Dr. Meike Werner (Vanderbilt University, Nashville TN): Writing Friendship – Young intellectuals and visions of the future in early 20th century. Campus Walferdange, Luxembourg</td>
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<td>2 November</td>
<td>Public lecture: Prof. Joelle Aden (Université du Maine): Exploring empathy through narratives and theatre in second language education. Campus Walferdange, Luxembourg</td>
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<tr>
<td>2 November</td>
<td>Prof. Sylvie Fortin (University of Québec): Passion and Health: the Double-Edged Sword of Artistic Work. Campus Walferdange, Luxembourg</td>
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8 November  Open workshop – initial and lifelong learning programs: Co-operation and partnership solutions with working life in finding ways to enhance employability of international graduates. Campus Kirchberg, Luxembourg

9 November  Research Priority: Prof. Dr. Laurent Filliettaz (University of Geneva): Power, miscommunication and cultural diversity. Applying a discourse analysis lens to vocational education practice. Campus Walferdange, Luxembourg

16 November  Research Priority: Prof. Dr. Carey Jewitt (University of London): Multimodality and digital technologies in the classroom. Campus Walferdange, Luxembourg


25-26 November  Symposium: Schule und Gesellschaft gemeinsam gestalten / Education et avenir sociaux. Campus Walferdange, Luxembourg

30 November  Research Priority: Prof. Dr. Jean-Jacques Weber (University of Luxembourg): Multilingualism and (higher) education: A discourse analytic approach. Campus Walferdange, Luxembourg

7 December  Research Priority: Prof. Dr. Ruth Wodak (Lancaster University): Multilingualism in EU institutions? Between policy making and implementation. Campus Walferdange, Luxembourg
PUBLICATIONS
Arend, Béatrice:


Barbu, Ragnhild:


Blanca, Philippe:


Bodé, Sylvie:


Böhmer, Matthias:


De Saint-Georges, Ingrid:


Ehrhart, Sabine:


Fendler, Lynn:


Fixmer, Pierre:


Geisler, Nadine:


Glock, Sabine:


Hadjar, Andreas:


Hörstermann, Thomas:


Hu, Adelheid:


Klapproth, Florian:


Kratcheel, Martin:


Krolak-Schwerdt, Sabine:


Langner, Michael Karl:


Le Nevez, Adam:


Lenz, Thomas:


Maurer, Marie-Paule:

Max, Charles:

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Mortensen, Kristian:
Pit-Ten Cate, Ineke:


Portante, Dominique:


Rohstock, Anne:


Schreiber, Catherina:


Siry, Christina:


Song, Ju-Youn:


Sujbert, Monika:


Sunnen, Patrick:


te Heesen, Kerstin:


Thyssen, Geert:


Travers Simon, Joan Barbara:


Tröhler, Daniel:


Voss, Peter:


Weber, Jean-Jacques:


Weber, Jean-Marie:


Ziegler, Gudrun:


Zourou, Katerina:
