FACULTY REPORT

2015
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRO</td>
<td>4 — 5</td>
<td>Our Mission</td>
</tr>
<tr>
<td></td>
<td>6 — 9</td>
<td>Editorial</td>
</tr>
<tr>
<td></td>
<td>10 — 11</td>
<td>Move to Belval Campus</td>
</tr>
<tr>
<td></td>
<td>12 — 13</td>
<td>Faculty structures</td>
</tr>
<tr>
<td></td>
<td>14 — 15</td>
<td>Research Priority Education</td>
</tr>
<tr>
<td>ECCS</td>
<td>16 — 17</td>
<td>Education, Culture, Cognition and Society research unit</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Institute of Applied Educational Sciences</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Cognitive Science and Assessment Institute</td>
</tr>
<tr>
<td>INSIDE</td>
<td>20</td>
<td>Institute of Education and Society</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Institute of Lifelong Learning and Guidance</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Institute for Research on Multilingualism</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Institute of Teacher Professionalization and Psychology of Education</td>
</tr>
<tr>
<td></td>
<td>24 — 25</td>
<td>Integrative Research Unit On Social And Individual Development</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Institute for Health and Behaviour</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Institute for Research on Generations and Family</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Pearl-Institute for Research on Socio-Economic Inequality</td>
</tr>
<tr>
<td>IPSE</td>
<td>30 — 31</td>
<td>Identités. Politiques, Sociétés, Espaces research unit</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>Institute of Geography and Spatial Planning</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>Institut für deutsche Sprache, Literatur und für Interkulturalität</td>
</tr>
</tbody>
</table>
MISSION

The Faculty of Language and Literature, Humanities, Arts and Education brings together expertise from the humanities, social sciences, and human sciences with knowledge from educational scholars, linguists, and cognitive scientists. People from across 20 disciplines are working within the Faculty. Along with the disciplinary approach, a very ambitious interdisciplinary research culture has been developed.

This diversity is also apparent in the breadth of our course offering: 3 doctoral schools, 13 Master’s, 4 Bachelor’s and 9 lifelong learning and vocational training programmes give students the opportunity to pursue an internationally oriented academic education. Students prepare for both science and practice in multilingual study environments.

La Faculté des Lettres, des Sciences humaines, des Arts et des Sciences de l'Éducation allie l'expertise des sciences humaines et sociales au savoir des spécialistes en sciences de l'éducation, lettres et sciences cognitives. Ce sont quelque 20 disciplines qui travaillent en sein de la Faculté. En plus de la méthode disciplinaire, une culture très ambitieuse de la recherche interdisciplinaire s'y est développée.

Cette diversité se manifeste aussi dans l'étendue de notre offre: 3 écoles doctorales, 13 Masters, 4 Bachelor's et 9 formations continues et professionnelles permettent aux étudiants de bénéficier d'une formation universitaire à caractère international. Les étudiants se préparent ainsi au monde scientifique et professionnel dans un environnement multilingue.


The publication of the Faculty Report 2015 has been slightly delayed this year, not least due to the extremely high workload associated with the external evaluation process in the first half of 2016. Nevertheless, the Faculty Report is appearing “just in time” for the end of the 2015/2016 academic year – and perhaps the academic year is in fact a more suitable time period for a résumé. I would therefore like to suggest that in future the Faculty Report is based on the academic year instead of the calendar year. This would also have the advantage that the summer break could be used for the final editing work.

The faculty has now completed its first year at the new campus in Belval and, after some initial difficulties, even the process of allocating rooms for the numerous different courses in our faculty went smoothly. The timetable planning for the coming academic year has been largely problem-free. On the whole, feedback from the faculty about its new site has been mostly positive. Regardless of the various problems, large and small, which still remain to be resolved, logistically or administratively, I believe it is really important that gradually we start to feel that Belval is our campus. Of course, this will definitely become much easier when the...
The Faculty of Science, Technology and Communication moves into its building in Belval during the coming year, which will greatly increase the number of students on the campus. Only when the students feel comfortable here, when they really want to come to Belval and also spend some of their leisure time here, will the university really have arrived. I remember the legendary parties that our students used to have at the Sorokoul in Waffeldange – and I would like to think that similar celebrations could also take place in Belval in the future. That means offering suitable opportunities, i.e. not just rooms but also certain freedoms. And by freedoms I mean far more than just permission to put up posters wherever seems most sensible...

At the end of May 2016, after a number of interviews with our students, and countless articles in the press referring to the autonomy that is needed for the university at its central location, Marc Baum (Déi Lénk) and Martine Hansen (CSV) submitted parliamentary questions on this subject to the Minister for Sustainable Development François Bausch and the Delegated Minister of Higher Education and Research Marc Hansen. In their response to the questions, Bausch and Hansen referred to the formula of “appropriate autonomy” (autonomie adéquate) which the university is granted with regard to the use of the building. I need hardly say that, in a faculty where the core business is thinking about language, analysing historical semantics and studying philosophy, this formulation has been much discussed. After all, if you talk about appropriate autonomy, you must also have some idea about what would constitute the opposite, i.e. inappropriate autonomy, since otherwise the attributive clarification provided by the adjective appropriate would have no meaning. But what exactly would that be, inappropriate autonomy?

From about the fifth century BC, a key political element in Greek city-states was the concept of αὐτονομία, which described their right to determine their own internal affairs independently of any other power. Ever since the play Antigone by Sophocles (442 BC), in which Antigone gives her brother Polyneices a proper burial despite the ban by King Creon, the term “autonomy” has also meant an inner (ethical) attitude which, from the point of view of moral philosophy, was formulated as self-legislation of the will in the context of Immanuel Kant’s transcendental philosophy, if not before. In Kant’s Fundamental Principles of the Metaphysic of Morals (1785) it says: “For freedom and self-legislation of the will are both forms of autonomy and consequently interchangeable concepts.” In the light of the historically developed semantics, limiting the scope of meaning of the term “autonomy” – which in Kant found its fullest expression in the categorical imperative – by using the adjective “appropriate”, undoubtedly in a restrictive sense, is, at the very least, highly problematic. This is because autonomy, by its very nature, only exists if it is unlimited. Otherwise there is no autonomy, only external rule, dependency, the absence of freedom. It is simply not possible to have an appropriate degree of freedom, and a state of inappropriate self-determination prevails only where a court order has denied someone the right to self-determination because of offences that have been committed, that is to say, the punishment consists precisely of restricting the autonomy of the individual. For example, if prisoners were to demand the right to self-determination, that demand for autonomy could be described as inappropriate.

Of course, it is not impossible that the ministers Bausch and Hansen, in making their response, entirely grasped the scope of meaning of the term “autonomy”, and that consequently the term “appropriate” in the collocation “appropriate autonomy” only served to underline their understanding that you can either have full autonomy or none at all. However, this understanding would then have to be quickly followed by specific political decisions to implement that autonomy for the university promptly and appropriately in the sense of completely.

The question of autonomy is also of vital importance in relation to the new Interdisciplinary Centre for Contemporary History (Institut d’histoire du temps présent – IHTP). In our colleague Andreas Fickers, the IHTP has found a Director who will undoubtedly work to achieve precisely this kind of (political) autonomy for the new (third) Interdisciplinary Centre and who will also – I am quite sure – work closely with our faculty in the future. This cooperation will certainly not be

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1 "The management of the site and buildings by the Belval Fund confers an appropriate degree of autonomy on their various users and on the University of Luxembourg in terms of both private and communal areas.” Joint response by François Bausch, Minister for Sustainable Development, and Infrastructure, and the Delegated Minister for Higher Education and Research Marc Hansen, to parliamentary question no. 2106 on 31 May 2016, submitted by the Member of Parliament Marc Baum. 2 Immanuel Kant, AA III: Grundlegung zur Metaphysik der Sitten, p. 430.
By comparison, in the United States the ratio is more like 75% applied research and 25% pure research.” Schneider here raises one of the key questions in current scientific policy and research funding – a problem that is also addressed explicitly in the UNESCO 2015 Science Report: what is the perfect balance between fundamental research and applied research? And (how) can the ratio between these two types of research be calculated?

In response to Schneider’s statement, on 25 April 2016 I wrote an article on this subject in the Luxemburger Wort in which I emphasised that, firstly, applied science is impossible without fundamental research and, secondly, it is in fact not so easy to make the distinction between applied science on the one hand and fundamental research on the other. This is because every research process is initially and primarily motivated by the desire to understand connections. Innovation is always born out of a deeper understanding of interconnections and processes; it is the result of an epistemological interest which can, of course, potentially be converted into products and applications. However, true progress is only really made when the conditions are created in which progressive thinking can take place. Where political expectations impose pressure to achieve research results, there is little room for inspiration or innovation.

The crucial word here is “applied” research. In April 2016, the Minister of the Economy Etienne Schneider talked to Paperjam about the university and research environment in Luxembourg and said: “60% of the research in Luxembourg is pure research. This ratio should be reversed. By comparison, in the United States the ratio is more like 75% applied research and 25% pure research.” Schneider here raises one of the key questions in current scientific policy and research funding – a problem that is also addressed explicitly in the UNESCO 2015 Science Report: what is the perfect balance between fundamental research and applied research? And (how) can the ratio between these two types of research be calculated?

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The aim of scientific research – be it applied research or pure research – is always to create...
new knowledge. Therein lies the true potential of research, namely that only once the knowledge has been created can it be made productive in all kinds of different application contexts. This applies not only to products and applications for manufacturers and retailers but also to training and education, and society’s self-understanding. The role of human and social sciences in this context cannot be overestimated, as John Hennessy, President of Stanford University, and Mary Sue Coleman, President of the University of Michigan, emphasised in a joint article for the Washington Post:

“The humanities – history, literature, languages, art, philosophy – and the social sciences focus on the lasting challenges relevant to all of us: creating lives of purpose and meaning, appreciating diversity and complexity, communicating effectively with others and overcoming adversity. Ultimately, our ability to work meaningfully with others will determine the success of our enterprises, and that ability is honed through the humanities and social sciences.”

The perfect place for applied research and pure research to take place – be that in the human and social sciences or in the natural and engineering sciences – is the university. This is because, at a university, different disciplines interact together, and because inherently there is the freedom here to think of bold and therefore potentially innovative ideas. In the light of this, I am delighted that the final version of the new Strategy Paper from the University of Luxembourg expresses a clear commitment to this concept of a university and I must thank all the colleagues in our faculty who have made such important contributions to that paper.

In conclusion, I would like to thank the whole faculty for its commitment to research and teaching. However, I would like to say an especially warm thank-you to all the administrative and technical staff in our faculty who have shown great personal commitment in overcoming all the challenges and changes of this last year that were associated with the move to Belval Campus.

For most of the University of Luxembourg’s staff and students 2015 was a very special year. The Faculty of Language and Literature, Humanities, Arts and Education, as well as central services, finally moved to the new Belval Campus in the South of Luxembourg.

First to move into the new headquarters in the Maison du Savoir in January was the university management team. They were quickly followed by Romain Martin and his research team from the Luxembourg Centre for Educational Testing (LUCET) who were the first occupants of the brand new Maison des Sciences Humaines.

The Faculty of Humanities said goodbye to the Walferdange Campus in early summer when of the course of several weeks over 400 people packed up their offices to join their colleagues from LUCET in the Maison des Sciences Humaines.

On 14 September the University of Luxembourg welcomed 2,000 students from the Faculty of Language and Literature, Humanities, Arts and Education for the start of the first academic year on the Belval Campus.
FACULTY STRUCTURES

RESEARCH AT THE FACULTY OF LANGUAGE AND LITERATURE, HUMANITIES, ARTS AND EDUCATION

Researchers at the Faculty explore how living conditions are changing in an increasingly complex, globalised environment. Our research addresses key issues such as learning and teaching in multilingual and multicultural environments, interactions between health and behaviour, migration and identity, social inequalities, and sustainable development.

Multilingualism and cultural diversity shape and challenge Luxembourg’s society every day and in every way – especially in the education system. The field of education has therefore been our research priority for many years.

Sustainable development and multilingualism and intercultural studies are our key research areas. We investigate these phenomena at the global level and at the level of Luxembourg and its surrounding region.

RESEARCH IS ORGANISED INTO THREE RESEARCH UNITS AND A RESEARCH CENTRE:

- RESEARCH UNIT EDUCATION, CULTURE, COGNITION AND SOCIETY (ECCS)
- INTEGRATIVE RESEARCH UNIT ON SOCIAL AND INDIVIDUAL DEVELOPMENT (INSIDE)
- RESEARCH UNIT IDENTITÉS, POLITIQUES, SOCIÉTÉS, ESPACES (IPSE)
- LUXEMBOURG CENTRE FOR EDUCATIONAL TESTING (LUCET)
TEACHING AT THE FACULTY OF LANGUAGE AND LITERATURE, HUMANITIES, ARTS AND EDUCATION

With 4 Bachelor’s, 13 Master’s degree programmes, 9 lifelong learning programmes and 3 doctoral schools the Faculty of Language and Literature, Humanities, Arts and Education offers innovative and attractive perspectives for the next generation of academics and professionals.

BACHELOR PROGRAMMES
- Bachelor en Cultures Européennes
  - Études Françaises
  - English Studies
  - Germanistik
  - Histoire
  - Philosophie
- Bachelor en Psychologie
- Bachelor en Sciences de l’Education
- Bachelor en Sciences Sociales et Educatives

MASTER PROGRAMMES
- Master en Etudes franco-allemandes: Communication et Coopération Transfrontalières
- Master in European Governance
- Master in Geography and Spatial Planning
- Master en Histoire Européenne Contemporaine
- Master en Langues, Cultures et Médias - Lëtzebuerger Studien
- Master in Learning and Communication in Multilingual and Multicultural Contexts
- Master in Modern and Contemporary European Philosophy
- Master in Psychology: Evaluation and Assessment
- Master in Psychology: Psychological Intervention
- Master in Social Sciences and Educational Sciences
- Master in Theaterwissenschaft und Interkulturalität
- Trinationaler Master in Literatur-, Kultur- und Sprachgeschichte des deutschsprachigen Raums

DOCTORAL SCHOOLS
- Doctoral school in Educational Sciences
- Doctoral school in Social Sciences
- IPSE Doctoral school: Identités, Politiques, Sociétés, Espaces
- Formation continue en Aménagement du Territoire
- Formation continue “Lëtzebuerger Sprooch a Kultur”
- Formation continue en Langue, Culture et Société Italiennes
- Zertifikat in Tutoring/Mentoring im Bildungsbereich
In 2015, the Research Priority Education (RPE), directed by Adelheid Hu (head) and Christine Schiltz (deputy head), successfully organised several symposia and a lecture series, co-funded diverse research activities and acquired funding for a Doctoral Training Unit.

Symposia and research seminars

On 6 and 7 March 2015, the RPE organised an international, interdisciplinary symposium on “Multilingualism and Early Childhood: Challenges for the Educational System” at Campus Walferdange. Experts from Germany, France, Spain, Switzerland and Luxembourg discussed the question of what an ideal educational support at preschool level should look like and how best to build upon and develop children’s linguistic competence.

The participants agreed that multilingualism provides added value in terms of repertoire and options and is characterised by a flexible language choice depending on the context, topic and audience. However, unfavourable conditions for language acquisition prove to be problematic. Generally, children from migrant backgrounds acquire their second language too late and not sufficiently systematically. One solution strategy could be to offer diverse communicative and linguistic activities in educational institutions. This in return poses new challenges for both basic and advanced training of educators and teachers.

At the symposium minister Claude Meisch gave the opening speech which was received with broad interest from the relevant ministries, representatives from political parties, relevant educational institution bodies and support schemes, as well as from teachers,
During a panel discussion held on 7 March which took place in the lecture hall of Campus Walferdange and was chaired by Ines Kurschat (a journalist with d‘Lëtzebuergischer Land), the audience continued to engage in stimulating discussions around the issues related to the symposium.

On 24 and 25 March 2015, the Key Area MIS – Multilingualism and Intercultural Studies of the University of Luxembourg and the RPE organised a joint symposium on “Multilingualism. Approaches and Research Perspectives. Society – Education – Literature” in Neumünster Abbey, Luxembourg. The symposium’s topic was the broad field of multilingualism with the focus on the social challenges arising in the context of immigration and cross-border commuting. Invited speakers and members of the University of Luxembourg discussed approaches, concepts and methods for multilingualism research in the social, educational and cultural sciences from a variety of disciplinary perspectives.

In 2015, the RPE co-funded a number of workshops, research seminars, conferences and events relating to multilingualism and diversity organised by members of the University of Luxembourg, including the “Cognition and Assessment in Multilingual Learning Environments” workshop (COSA institute, 29 and 30 September 2015), the international workshop “Exploring Trajectories: The (not so) ‘free flow’ of people, objects and ideas” (6 November 2015), and the presentation of the national report Épreuves standardisées. Bildungsmonitoring für Luxemburg. Nationaler Bericht 2011/2013. This latter event took place on 6 October 2015 in the brand new Centre de Conférences in the Maison du Savoir on Belval Campus.

**RPE 2015-2016 Lecture Series**

The lecture series “Capitalizing on Multilingualism and Diversity in Education”, which was initiated by RPE in 2015 represents a crucial element in the attempt to increase scientific and public outreach.

The lecture series investigates how multilingualism and diversity affect learning practices, and how they can be capitalized on and transformed into a resource for educational success and social well-being.

We had the good fortune of having twelve outstanding scholars from Great Britain, France, Belgium, Germany, Austria, Switzerland and the USA agree to take part in this lecture series, which runs from December 2015 to December 2016. Ingrid Gogolin, professor for international comparative and multilingual education at the University of Hamburg, gave the opening keynote lecture “Multilingualism in Education: Recent Developments and Challenges for the Future” on 9 December 2015. During a follow-up meeting on 10 December, twenty collaborators, doctoral and master students were able to present their own research and discuss relevant questions with Ingrid Gogolin.

The RPE 2015-2016 lecture series is certified as advanced vocational training by the Institut de Formation de l’Education Nationale (IFEN) and is attended by teaching staff and educators. Contributions will be published with a reputable press.

**Doctoral Training Unit Capitalising on Linguistic Diversity in Education (CALIDIE)**

A concrete and important step for the RPE as well as for the future of ECCS and LUCET is the Doctoral Training Unit Capitalising on Linguistic Diversity in Education (CALIDIE), approved in spring 2016 by the Fonds National de la Recherche Luxembourg (FNR) with an overall budget of €2.2 million.

Coordinated by Adelheid Hu, a consortium of eleven colleagues submitted a proposal for the PRIDE – Research Intensive Doctoral Education programme, a new FNR funding scheme first launched in 2015.

Despite very strong competition for funding (only seven out of twenty-six projects were successful across the whole university), this DTU on research into multilingualism in education has clear potential, not only with respect to developing the Luxembourg educational system, but also to making a major contribution to the body of international research.

The Doctoral Training Unit CALIDIE will strengthen and complement this research area by investigating the fundamental relationships between multilingualism, learning, and educational success, both horizontally across curricula and vertically through education systems, including the crucial points of transition which learners experience as they progress. Recruitment for the eleven new PhD positions will be launched in summer 2016.

**RPE Interdisciplinary Symposium on Multilingualism and Early Childhood: Panel Discussion chaired by Ines Kurschat, on 7 March 2015**
ECCS brings together specialists who study teaching and learning processes in a multilingual and multicultural environment. Research on education in linguistically, culturally and socially diverse societies is at the heart of the unit’s work. This focus on multilingualism and diversity is also a key concern of the University’s research priority in Education, in which ECCS plays a leading role.

ECCS consists of six interdisciplinary institutes:

- Institute of Applied Educational Sciences
- Institute of Cognitive Science and Assessment
- Institute of Education & Society
- Institute of Lifelong Learning & Guidance
- Institute for Research on Multilingualism
- Institute for Teacher Professionalization & Psychology of Education

**Publications 2015 (ECCS and LUCET)**

- Refereed journal publications: 66
- Authored books: 6
- Edited books: 8
- Book chapters: 33
- Refereed conference publications: 9
- Other scientific publications: 18
- Total scientific publications: 140
Throughout the Luxembourg presidency, ECCS took part in several conferences that dealt with multilingualism and early childhood as well as with the important topic of school dropout. Being actively involved in these events gave us an opportunity to showcase in Europe what we do. The feedback has been very positive because areas which lie at the heart of a great deal of our research such as cultural diversity and multilingualism are of interest to countries in the EU.

In 2015 ECCS was also very active nationally...

2015 was marked by the publication of the Bildungsbericht Luxembourg, the first report dealing with key data for the national education system. This report is the result of a successful collaboration between our researchers and two colleagues from the INSIDE research unit. We also published several individual articles on equal opportunities and multilingualism, two issues raised by this report.

Our dealings with the Ministry have increased to such an extent that we need to take care not to lose sight of the international issues involved in our research. As the head of the research unit, I believe that it is important for our future that we maintain a certain balance between Luxembourg issues and international ones.

How do you see the future for ECCS?

Luxembourg is a truly multicultural micro-

ademind Hu, professor of education and head of ECCS

The Luxembourg presidency of the Council of the European Union gave us an opportunity to showcase in Europe what we do.”

In 2015 what were the main changes for ECCS?

Without any doubt at all one of the main events this year was the Faculty moving and settling into the new campus at Belval. Sharing a place of work where we all come together has meant that the ties uniting us have been strengthened. The move has had a positive influence on our members’ feeling of belonging to our research unit, but also to our Faculty.

Did Luxembourg having the presidency of the Council of the European Union have an impact on your research unit?

2016 will again be a very important year for ECCS with the opening of the Luxembourg Centre for School Development (LuCS), as well as the launch of a new Master en enseignement secondaire. These two new developments will provide us with opportunities for applying research in new ways to secondary education, a field where up until now we have not been very active.
AES organised a pedagogical day for teachers on the topic of research into learning and teaching as a motor for pedagogical innovation. Held on 16 May participants were introduced to the topic by Claudine Kirsch, and a keynote by Friederike Heinzel from the University of Kassel titled “Die forschende Lehrperson” helped develop understanding of what it means to be a teacher-researcher. Friederike Heinzel explained that teacher-researchers draw on theory while teaching, thus enabling them to innovate and change. Participants had the opportunity to collaborate and discuss innovative teaching in a diverse range of workshops organised by AES researchers. Workshops focused on the teaching and learning of science, discovery of the European context, mathematics, programming, languages, physical education and aesthetic biographies.

On 18 May, AES organised a lecture from Shirley R. Steinberg, Research Professor of Youth Studies at the University of Calgary. Shirley Steinberg is an internationally renowned speaker and teacher. She is committed to a global community of transformative educators and community workers engaged in radical love, social justice, and the situating of power within social and cultural contexts. The success of this lecture prompted the development of an upcoming lecture series that will bring internationally renowned speakers to Luxembourg. The overall focus will be on diverse methodologies for teaching and learning.

AES members organised in 2015 a variety of professional development opportunities to support further innovation in research. These included reading group discussions, research colloquia, and methodological training workshops for tools used to analyse teaching and learning processes. These workshops were led by researchers from the institute, as well as external experts, and provided opportunities for collaboration across the different research domains in our field.

In particular, exchanges around specific research projects provided a resource for AES members to reflectively consider innovative teaching and learning research approaches from Luxembourg as well as the international research community.
2015 EAPRIL conference in Belval

From 23 - 27 November, the University of Luxembourg hosted the annual EAPRIL conference. 450 researchers, academics, teachers and students from all over Europe and far overseas met at Belval to disseminate their research, projects, good practices and innovations. The conference emphasised practice-based and practitioner research on learning issues in the context of formal, informal, corporate and lifelong learning with the aim to increase the impact of research on educational practice, corporate culture and policymaking.

Specific sessions were organised for and by Luxembourgish participants to give local teachers and practitioners the opportunity to mingle with European colleagues and researchers. This “Luxembourgish teacher day” was organised in collaboration with the Ministry of Education.

Successful publications in the fields of cognitive science, assessment and user experience

COSA is proud to announce that their researchers have been very successful over the last year with publishing over 20 peer-reviewed scientific papers. We are also delighted to announce that Carine Lallemand has co-authored one of the first books on user experience existing in French language entitled Méthodes de design UX. 30 méthodes fondamentales pour concevoir et évaluer les systèmes interactifs. (Eyrolles, Paris, 2016).

Moreover many of our contributions aroused great interest. Thus the paper “The relation between language and arithmetic in bilinguals: insights from different stages of language acquisition” published by Amandine van Rinsveld and colleagues in the research topic Linguistic Influences on Mathematics in Frontiers of Psychology of March 2015 had been viewed 2193 times by December 2015 and ranked within the highest viewed and downloaded papers of Frontiers in 2016.

Workshop on “Cognition and Assessment in Multilingual Learning Environments”

The workshop “Cognition and Assessment in Multilingual Learning Environments” was organised by the COSA institute together with LUCET and the Research Priority Education from on 29 and 30 September. This international workshop brought together around 35 junior and senior researchers from the University of the Greater Region (i.e. University of Trier, University of Saarbrücken and University of Luxembourg), as well as researchers from other German Universities (i.e. University of Frankfurt and University of Leizig).

Presentations and posters provided a broad overview of the research related to questions on multilingual cognition and assessment that is currently being developed at the participating institutions. Moreover, we had the great pleasure to welcome Janet Van Hell of the Pennsylvania State University for the keynote lecture “Two languages, one brain: Cross-language activations in bilinguals”.

COGNITIVE SCIENCE AND ASSESSMENT INSTITUTE

At the Cognitive Science and Assessment Institute (COSA) we aim to improve the understanding of fundamental cognitive processes such as intelligence, problem solving, numerical cognition and high-level perception. In addition, COSA researchers use these insights from fundamental research to better understand and optimize people’s interactions with digital tools. Over the past year we were extremely pleased to achieve not only an excellent scientific publication output, but also to strengthen our interdisciplinary stance (e.g. via collaboration with the SNT) as well as our international connections (e.g. with universities in Norway and Belgium). For more information, please visit: http://cosa.eccs.uni.lu
New INTER project SASAL – School Alienation in Switzerland and Luxembourg

School alienation (i.e. negative attitudes expressing a lack of commitment and bonding to school) increases over students’ school careers. It is a major cause of educational inequalities related to class and gender. To derive strategies for preventing alienation, the study investigated Luxembourg (PI: Andreas Hadjar/University of Luxembourg) and Switzerland (PI: Tina Hascher/University of Bern) using a mixed-method sequential design.

This featured a panel survey based on a standardised questionnaire which will follow primary school students from grade 4 to grade 6 (cycle 3.2-4.2) and secondary school students from grade 7 to grade 9. As well, a two-wave qualitative study (based on group discussions with grade 7 to grade 9. Major focuses are institutionalised educational opportunities throughout the life course. This report includes statistics, indicators, and maps in one volume and scientific studies from educational, sociological, historical, linguistic, and psychological perspectives. Thus, this report sets a new standard regarding knowledge about the education system. Thomas Lenz coordinated the report and many other members of the Institute of Education and Society contributed chapters to the report.

As in previous years, PhD candidates with InES attended a 3-day doctoral colloquium on “Theory and Data in the History of Education” organised in cooperation with InES partner institutions Stanford University (David Labaree) and the University of Wisconsin-Madison (Thomas Popkewitz) from 27 - 29 August 2015. The International Doctoral Colloquium was one of the first major events organised by InES (Daniel Trehler and Ragnhild Barber) on Belval Campus. The exchange enabled PhD candidates to present and discuss their theses with international experts in the field of education. On this occasion, the tutors (David Labaree and Thomas Popkewitz) gave public lectures.

Three PhD theses were successfully finished. Nadine Geisler analysed the role of the Holocaust as a theme of the national curriculum in Luxembourg. Regula Bürgi studied the impact of the OECD on European school monitoring and national education systems, and Susanne Backes reconstructed pathways of school students in Luxembourg through secondary education. Barbara Bach-Hoenig successfully finalised her habilitation in sociology of education on 10 December 2015 with a study on “Europe’s New Scientific Elite. Social Mechanisms of Science in the European Research Area” at the Leopold-Franzens-University Innsbruck, Austria.
Publications on employment and education

Articles on work psychology have attracted attention. An article on the construction of a psychometric tool to assess work contexts by Anne Pignault and Claude Houssemand has been accepted by the *Journal of Vocational Behavior*. An additional study on the empowerment of the unemployed (by the same authors with Raymond Meyers), will be published in *Procedia - Social and Behavioral Sciences*.

Studies on education have also been published. Débora Poncelet coordinated with Serge Larivée for a special edition of *La Revue Internationale de l’Education Familiale* on the partnership between schools, families and the community. A main article (Poncelet, Dierendonck, Kerger, & Mancuso) of the publication is dedicated to the engagement of parents in the schooling of their children.

Changes in journals on measurement, education and guidance

Under the leadership of Reginald Burton, president of the association ADMEE-Europe, a new electronic journal on evaluation in the field of education and training was launched. The purpose of *e-JIREF* (*Evaluera-Journal international de Recherche en Education et Formation*) is to address topics concerning evaluation and assessment. The first two issues are available online at www.e-jiref.org.

Christophe Dierendonck was appointed European editor of *Mesure et Evaluation en Education*. The journal addresses researchers interested in evaluation devices and instruments in education.

Claude Houssemand was appointed deputy director of the journal *Orientation Scolaire et Professionnelle*. It has a long tradition of issuing research on education and career guidance. It publishes articles mainly from the field of psychology, sociology, and educational sciences.

Claude Houssemand was also appointed editorial board member of the *Journal of International Mobility*. This interdisciplinary publication includes contributions relating to all dimensions of international mobility of people in education and training in the world (www.agence-erasmus.fr/page/JIM).

Collaboration with the Ministry of Education

The institute’s study of vocational training reform in secondary schools produced an interim report (Raymond Meyers and Claude Houssemand). Stakeholders were interviewed to help understand their difficulties, and results were analysed. The report was presented to the Parliamentary Commission on Education and was published on the website of the Ministry of Education. It was also presented to the press resulting in extensive media commentary.

In July, during the Luxembourg Presidency of the EU Council, 200 experts attended a symposium regarding the issue of school drop-out. This symposium provided a mid-term review of the measures initiated by the Member States to reduce early school leaving (ESL). LLLG members managed one of the working groups and prepared a second one. Débora Poncelet was in charge of the workshop “Building relationships between school, family and community to enhance students’ school persistence and avoid early school leaving”.

Claude Houssemand was member of the workshop “Studies and analyses on ESL: the complementarity of European, national and individual perspectives”.

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Doctoral education

Two PhD researchers defended successfully their thesis supervised by Claude Houssemand: Astrid de Leeuw (“Understanding primary-school, high-school and university students sustainable behaviours: an approach based on the theory of planned behavior”) and Christiane Kirsch (“Domain-general versus domain-specific approach of creativity: arts, science and everyday life”). Large parts of their dissertations were published in several international journals.

ECCS INSTITUTE OF LIFELONG LEARNING AND GUIDANCE

Education, training, and counselling are increasingly linked to transitions over a life span, including from school to work, within the professional domain, from work to retirement, and between employment and unemployment. During these critical phases, cognitive adaptation and learning strategies are needed, based on the analysis, evaluation and guidance, provided by the Institute for Lifelong Learning and Guidance (LLLG) through its interdisciplinary research. For more information, please visit: http://lllg.eccs.uni.lu
INSTITUTE FOR RESEARCH ON MULTILINGUALISM

The Institute for Research on Multilingualism (MLing) is committed to exploring, analysing and understanding the complexities of multilingualism in different domains. It focuses particularly on formal and non-formal educational processes in and around schools, universities and the workplace. The researchers come from different disciplinary backgrounds (linguistics, education, anthropology, cognitive psychology) and the institute provides a forum for complementary ways of engaging with multilingualism, including qualitative and quantitative methodologies. For more information, please visit: http://mling.eccs.uni.lu

New European young researchers’ identities. Exchanges and Doctoral studies – an international study of processes and outcomes in the EU (2014-2017, Jean Monnet network EU funded; led by M. Stoicheva; UL contributors: A. Hu & M. Byram)

The emergence of the European Higher Education Area, the Bologna process and the Salzburg principles, has led to research on the development of doctoral studies in Europe and beyond.

Such research has focused on structural matters, on capacity building, on collaboration among universities internationally. To complement previous work on the structures, this project researches the experiences of the people (students, supervisors, examiners, programme leaders) who work within the structures. There are two research questions: “How is doctoral study experienced and perceived by participants?” and “What structures (formal such as regulations and informal such as expectations of supervisors) exist, shape and evaluate the doctoral study process in the cases in question?” Case studies are prepared and compared, from the following countries: Luxembourg, Durham (UK), Krakow (Poland), Sofia (Bulgaria), with additional cases from China.

Workshops on mobility and language

Two workshops have been investigating phenomena related to mobility and language. An international workshop on “Mobility as a struggle: Luso-African Perspectives” organised by Kasper Juffermans on 25 November dealt with issues of migration and multilingualism from a Cap-Verdian perspective.

Another international workshop on “Exploring trajectories: The (not so) free flow of people, objects and ideas”, organised by Gabrielle Budach and Ingrid de Saint-Georges on 6 November brought together international expertise from sociolinguistics and literacy studies (Cathy Bell, Capetown), and educational psychology and learning sciences (Kevin O’Connor, Boulder, Colorado). It also investigated “trajectories” as an analytical tool that helps to understand the flows of people, ideas and objects, and the factors structuring these movements.

Publications on multilingualism

The institute publishes on a variety of topics related to multilingualism in school, society, higher education, the workplace and language acquisition and cognitive development in multilingual settings.


In September, Gabriele Budach edited a Special Issue of Social Semiotics (25(4), Sept. 2015) on “Objects and language in trans-contextual communication” (with C. Kell & D. Patrick). Contributions in this volume explored meaning-making trajectories from interdisciplinary angles and drew attention to the role of objects in communication across contexts of time, space, activities, and participant frameworks.

Constanze Weth published “Orthographic competence among multilingual school children: writing Moroccan Arabic in France” in the International Journal of Multilingualism, looking at how children’s spontaneous writing rely on knowledge of the writing systems they have already acquired.

Ingrid de Saint-Georges co-authored “‘Please Do not Stand over the Buddha’s Head (Pay Respect)’: Mediations of Tourist and Researcher Experience in Thailand” published in Languages, Culture, Mediations, a collaboration with researchers of the University of Thammasat.

In the L2 journal, Adelheid Hu responded to Irne Heidt on Humboldt’s concept of Bildung in the article “The Idea of Bildung in the current educational discourse”, and in the book Code-Switching between structural and sociolinguistic perspectives edited by Kofi Yakpo, Sabine Ehrhart discussed “Continua of language contact.”
The institute’s current research activities

In 2015 several research projects dedicated to our research lines were funded by the Fonds National de la Recherche (FNR) as well as the University of Luxembourg:

- Pit-ten Cate, I.M., Inclusive education: The effect of teacher characteristics and school support on inclusive practice. Project funded by FNR (Responsible: S. Krolak-Schwerdt).
- Weber, J.-M., School dropouts as symptom of a subjective relation to knowledge(s). Project funded by UL.
- Klapproth, F., Predictive validity of school placement decisions of primary school teachers in Luxembourg. Project funded by FNR (Responsible: S. Krolak-Schwerdt).

The projects are complemented by the following network activities.

In 2015, the European Association for Data Science was founded, with Sabine Krolak-Schwerdt as chairperson. The objectives of the association are to foster communication and cooperation among all those involved in data science, in scientific principles of data analysis and in a wide range of applications. With regard to networking, it aims to bring together stakeholders and decision-makers in this field to address the challenges of data science in the 21st century.

A research programme set up in 2015 deals with the topic of “educational processes in modern educational systems” (spokesperson: Sabine Krolak-Schwerdt). The programme is developed in collaboration with Justin J. W. Powell, Andreas Hadjar and Daniel Tröhler from the Institute of Education and Society. The aim is to foster network building with the Leibniz-Gemeinschaft, Forschungsverbund “Bildungspotenziale”.

Members of TPPE organised two conferences in 2015. “The Franco-German days of the European Institute of Rhetoric” (Saarland University and University of Luxembourg), organised by Sylvie Freyermuth, were held for the first time at the new Belval Campus, from 16 – 18 October 2015. The theme of this event was the rhetoric of war, peace, and reconciliation, and the event brought together researchers from French, German and Luxembourgish universities.

TPPE members’ work was featured in several publications including articles in journals such as American Educational Research Journal, European Journal of Psychology of Education, Social Psychology of Education etc. There were also the following major book publications:


On 9 and 10 November 2015, the international conference on the topic “L’inconscient: le défi de la recherche clinique. Comment travailler avec les mises en forme de l’inconscient dans le domaine de l’éducation” was organised by Jean-Marie Weber.

In addition Jean-Marie Weber and Ineke Pit-ten Cate served on the local organising committee of the 10th EAPRIL conference in November 2015.

The institute’s publications

The Institute of Teacher Professionalization and Psychology of Education (TPPE) focuses on research related to teacher and student learning and teaching practice, as well as theory and practice of educational measurement, assessment and evaluation. Research in this domain investigates topics such as learner motivation, individual differences in learning, cognitive or unconscious processes in learning, teacher learning, and psychometrics. For more information, please visit: http://tppe.eccs.uni.lu
Research at INSIDE is oriented to real-life problems using a cross-disciplinary approach. Major research topics include health, family and generations, social work, and social inequality. Research within the unit covers the entire range of the human life span, and allows for a description and explanatory analysis of phenomena at different levels of the socio-ecological context. Each research institute focuses on a central domain of societal and individual development. In addition to a broad scientific publication profile, INSIDE publishes its own collection of scientific reports as well as a series of monographs especially addressing the French speaking academic world (supervised by Michèle Baumann).

INSIDE consists of four interdisciplinary institutes:
- Institute for Health and Behaviour
- Institute for Research on Generations and Family
- Pearl-Institute for Research on Socio-Economic Inequality

**Publications 2015**

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**People**

- Technical staff: 4
- Scientific staff: 35
- Intermediate academic staff: 23
- TOTAL: 89
- Administrative staff: 7
- Academic staff: 20
We have two main objectives for the coming years: growth and consolidation. To further develop the unit, we need to invest in each institute, and more importantly we need to invest in new positions at the intermediate academic level, including PhD students and postdoctoral researchers.

Our Faculty is fortunate in having strong and efficient leadership and that it brings together so much excellence in its different research units. I am convinced that together we can all build one of the strongest faculties in the University of Luxembourg.

INSIDE members are very active within European and international networks which helped us increase our visibility outside Luxembourg.

As a research unit, how would you describe your role in our society?

One of the main missions of our research unit is to serve society. We take our responsibility to provide advice to policy-makers very seriously. The ministries not only want our research, they actually request it.

For example, we have just published the second National Report on Youth Development with the Ministère de l’Éducation nationale, de l’Enfance et de la Jeunesse. This report not only gives a broad description of the situation of young people in Luxembourg, but it also provides a systematic overview of the existing support measures in the field of transition in Luxembourg as well as how young people perceive things in general. INSIDE really has its finger on the pulse of what is happening in our society.

INSIDE celebrates its 10th birthday in 2016, how do you see the next few years?

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INSTITUTE FOR HEALTH AND BEHAVIOUR

Researchers at the institute investigate links between health and behaviour, the influence of the social environment on these behaviours, and interventions to improve health and well-being through modifying behaviour or personal relationships. The questions investigated cover a range of topics such as the effects of emotions and behaviour on physical responses to stress, the psychological causes and consequences of violence and aggression at the workplace, emotion regulation and health, the role of social networks and the media for health, and the translation of research findings into interventions for individuals and populations.

Research project on the development of a quality of work Index

There have been many changes in the labour market in recent decades, such as the delocalisation of production, the development of non-permanent and part-time work, the introduction of new technologies and an increased demand for employees with a range of skills working in a flexible manner. In order to analyse the consequences of these labour market developments for work quality, purely economic indicators should also include psychosocial indicators that focus on the work itself, as well as employees' evaluation of these characteristics.

The goal of this ongoing research project is, therefore, to develop a new multidimensional instrument, which focuses on different quality of work components that constitute this altered work environment. Based on a representative sample (about 1,500 employees working in Luxembourg), the project is also an annual analysis of the development of work quality in Luxembourg.

The research project is funded by the Chambre des Salariés Luxembourg, and the lead researchers are Georges Steffgen and Philipp Sischka.

Studying the influence of early life stress and mental health and well-being in adulthood

Adverse life events in early childhood, such as abuse, neglect or violence are considered to be serious risk factors for physical and mental health in adulthood. Adoptees are at risk of having experienced adverse life events prior to their adoption. Two PhD projects, funded by the Fonds National de la Recherche (AFR programme) and supervised by Claus Vögele, are elucidating the psychological and psycho-physiological consequences of adoption.

In the project REJECT Violetta Schaan investigates the impact of early life stress on social rejection (sensitivity) and stress reactivity. In the project ATTACH Alessandro Decarli addresses the impact of adoption on attachment representations and behavioural problems in adolescents.

Both rejection sensitivity and attachment are thought to affect emotions and emotion regulation and, therefore, to play an important role for mental health and well-being.

Pain and suffering: from philosophical concepts to psycho-biological mechanisms

The group headed by Fernand Anton has completed the bilateral PASCOM project which is funded by the FNR and the DFG. It is conducted in collaboration with Herta Flor, director of the Institute of Cognitive and Clinical Neuroscience at the Central Institute of Mental Health, Mannheim and professor of neuropsychology at the University of Heidelberg. In the framework of this project the group published a psycho-physiological paper in the *European Journal of Pain*. They demonstrated that the classical assessment of the intensity and unpleasantness dimensions of pain is insufficient, and that suffering needs to be considered as an additional constitutive dimension that may be particularly relevant in clinical pain states.

This paper was selected as an “Editor’s choice” of articles that can be downloaded free of charge. An additional sign for its novelty and importance is that it led to an editorial article published in the same issue of the journal.

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Designing for people with dementia: designing for mindful self-empowerment and social engagement (MinD)

The research group on Ageing and Life Span Development is part of the interdisciplinary project MinD that started in 2016. It is funded within the framework of Horizon 2020 and brings together partners from academic and non-academic institutions.

MinD combines research in product and environmental design, ICT, and dementia care. People affected with dementia have to face an increasing cluster of behavioural, mental, cognitive, and psychosocial difficulties. These affect social interactions in particular, leading to increasing problems with emotion-regulation, self-esteem, and identity. MinD thus focuses on social interactions and will analyse both personal difficulties and environmental influences on social engagement. It will identify factors that compensate for specific deficits and support mutually rewarding social interactions.

The major outcome will include new designs that help people with dementia to engage socially and improve subjective well-being. Finally, MinD will come up with decisive policy recommendations for dementia care.

Bildungslandschaften früher Kindheit – eine Bilanz


L’intégration des jeunes issus de l’immigration – Expériences vécues et stratégies d’adaptation

Dans le cadre d’une collaboration avec le Ministère de l’Éducation nationale, de l’Enfance et de la Jeunesse (MENJE), l’édit projet s’intéresse aux parcours migratoires et expériences d’intégration des jeunes immigrés et descendants d’immigrés âgés de 18 à 30 ans et habitant au Luxembourg.

S’inscrivant dans une perspective de sociologie qualitative et puisant l’essentiel de ses fondements théoriques dans les courants de l’individualisme méthodologique et de la psychologie interculturelle, il propose de faire le détail des stratégies d’adaptation et d’inventivité identitaire mobilisées par les acteurs sociaux pour envisager leur participation à la société grand-ducale.

Les premiers résultats mettent non seulement en avant l’hétérogénéité des profils et motifs migratoires des personnes interviewées, mais encore l’hybride de leurs attachements individuels et collectifs. Ceci implique alors de repenser les catégories d’analyse « classiques » de la sociologie de la migration, dans le sens d’une différenciation des modes et stratégies d’intégration privilégiées par les jeunes en fonction de leur intention ou non de s’établir dans la société.

INSTITUTE FOR RESEARCH ON GENERATIONS AND FAMILY

This institute’s research focuses on inter-generational matters within families, taking a full life-span perspective. This work underlines many different contexts, needs and challenges faced by different generations throughout individuals’ lives. Research within the institute focuses on three domains: early childhood; education and care; and youth.
The institute’s research activities are related to processes of social change. They support innovation in Luxembourg’s social sector by generating and disseminating knowledge. Research focuses on transitions and transformations in different fields of social work, care, education, and social welfare. We look into institutional frameworks i.e. welfare regimes and their transformations, organisations and changes of social services, and individuals. Transitions are often linked with risks and opportunities for individuals during the course of their lives. Research highlights questions such as coping mechanisms, forms of support, processes of non-formal and informal learning (Bildung), and resilience.

Ulla Peters and Julia A. Jäger presented their report on the implementation of the law Aide à l’Enfance et à la Famille (AEF), a project commissioned and financed by the Ministère de l’Éducation nationale, de l’Enfance et de la Jeunesse. An evaluation was conducted of the legislative reform of 2008, and the major changes for the Luxembourgish residential, foster and ambulatory care system for children. In this, 221 practitioners and 19 experts from the fields of juvenile justice and education contributed in a quantitative survey and in qualitative group discussions. Findings show that the law’s central ideas of children’s rights and participation are widely acknowledged, and that more individualised services are being developed. The field has become more transparent and practice more challenging, as more collaboration, documentation and reporting are demanded. The 2008 reform, the role of the new youth welfare office (ONE), and the potential of a new instrument to strengthen participation (projet d’intervention), were discussed by representatives of politics and practice during the concluding conference on 1 July.

September saw the beginning of the project Young People’s Transitions out of Residential and Foster Care (TransCare), financed by the Fonds National de la Recherche with €965,000. In this, IRISS members Ute Karl, Ulla Peters, Joske Geraedts, Aude Kerivel, Marei Lunz joined forces with Andreas Hadjar from InES. The overall ambition of TransCare is to generate detailed and systematic knowledge of the complexities of young people’s transitions from out-of-home care (including residential and foster care) into adulthood in Luxembourg. Particular attention is paid to young people’s own perspectives and experiences. The research aims to explore the ways in which they achieve agency in the transition process. The research combines quantitative survey research with qualitative ethnographic/biographical methods.
To which extend is health associated with income and social origins?

We have recently investigated health inequalities in Europe, specifically the gradients of income and health, and social origins and health, in comparative perspective with the EU-SILC data (Chauvel & Leist, 2015). Our research questions were, to which extent is health associated with income and social origins, and to which extent do these associations vary with national economic development and income inequality?

We show that higher income is associated with better self-rated health in all countries, and social origins (parents’ education and occupation) are also associated with better health. With higher level of economic development of a country, health on average is better. At all positions of income, it is better to have higher social origins in terms of health. With a method applied for the first time in the comparative analysis of income-health gradients (logit-rank transformation and empirical Bayes prediction following multilevel analyses), we see that, unexpectedly, higher income inequality is not clearly associated with the steepness of the income-health gradient, and that Northern European countries have stronger income-health gradients than Southern European countries. Further unobserved country characteristics, such as familialism, may account for this finding. In line with our expectations, we show that higher income inequality is associated with steeper origins-health gradients, i.e., in more unequal countries, health depends more on the socioeconomic background compared to less unequal countries.

The effect of family financial distress on child development

The recent economic crisis has put many families at risk of poverty and social exclusion, worsening their material conditions and overall standard of living. An increasing number of families experience financial distress, i.e. they need to draw on savings or run into debt in order to cover current expenditure, or they are unable to face unexpected financial expenses, including those relating to essential needs such as health expenses. The percentage of European families reporting financial problems is currently about 15 percent of the overall European population and 10 percent in Luxembourg, a figure far above that of a decade earlier. This rise in financial distress has been experienced not only in the bottom quartile of the income distribution, but also in the wider middle-class. We use data from a British cohort dataset (ALSPAC) to study the effect of growing up in a family experiencing financial distress on child development. Our sample is composed of more than 10,000 children. Our study revealed that contrary to the common view that family income matters for children outcomes, financial problems and income volatility, such as temporary income drops, have a higher detrimental impact on child development than income per se, with long-lasting consequences on children’s outcomes in adolescence. Overall family income is instead an insignificant predictor of most of the child outcomes, mattering mainly for educational achievements. The non-cognitive aspects of child development, such as emotional health, conduct and child obesity, are far more affected by family financial distress than income. Although income increases the family’s ability to obtain the resources and services necessary for child development, and may reduce parental stress, it may not be a sufficient statistic to describe the family’s economic condition. Financial problems and income instability can come about due to job insecurity, sickness, family break-up or a wide variety of other phenomena. The lesson from our research is that the effects of the recent economic crisis might be much deeper than what we might expect: child development needs to be given more priority in the discussion of economic and social policies as the current financial difficulties may be relatively transitory for adults but have permanent effects on the development of the next generation.
The research unit Identités. Politiques, Sociétés, Espaces (IPSE) conducts interdisciplinary research in humanities and social sciences. Research activities at IPSE focus on areas such as intercultural and identity studies, multi-level governance analyses of public policies, spatial planning and sustainable development, sociolinguistic issues, media and literature studies, contemporary philosophy and ethics, migration studies, research on border areas, nation building and transnational history. Our research is home to three of the University’s research chairs: the ad personam Jean Monnet Chair, the UNESCO Chair in Human Rights and the Chair of Legislative Studies.

Research is carried out in 7 institutes:
- Institute of Geography & Spatial Planning
- Institute of German Language, Literature & for Intercultural Studies
- Institute for History
- Institute of Luxembourgish Language & Literatures
- Institute of Philosophy
- Institute of Political Science
- Institute for Romance, Media and Art Studies

Publications 2015
- Refereed journal publications 74
- Authored books 5
- Edited books 16
- Book chapters 92
- Refereed conference publications 16
- Other scientific publications 112
- Total scientific publications 315

People

TOTAL: 154

- Administrative staff: 1
- Technical staff: 41
- Intermediate academic staff: 73
- Academic staff: 34
- Scientific staff: 41
In 2015 with the move to the Belval Campus the University of Luxembourg underwent much change. What impact has this change had on your research unit?

Since the move we’ve been able to work more coherently because we are now all together in the same location and close to organisations such as the Luxembourg National Research Fund (Fonds National de la Recherche). The promise of creating a city of sciences seems to be working.

We have also noticed how our university’s reputation is growing both nationally and internationally. We no longer have to convince researchers to come and join our young university’s great adventure as we now rank as a renowned institution.

What were the main highlights for IPSE?

This year’s highlight was the launch of our IPSE Doctoral School, which has enjoyed remarkable success. 80% of our PhD candidates were enrolled for the 2015-2016 academic year. By setting up this school, we have created a multidisciplinary platform within our research unit.

2015 was also the year of the Key Area Multilingualism and Intercultural Studies (MIS). MIS has been very active and aptly reflects our research unit’s multidisciplinary approach as well as our work in the fields of interculturality and cross-border activity.

The UNI-Gr Center for Border Studies is also involved in bringing together different disciplines which tackle similar issues using complementary methods.

What new developments are taking place within IPSE?

We have placed our emphasis on the quality of the projects which we submit to the various funding bodies. Researchers in our unit now have the option of asking for help from an advisory panel, if they so wish. This panel will look at what they want to submit with a critical eye and offer advice.

Continuous professional development is also a major focus for us. For example, any researchers who are interested can further extend their skills in writing and presenting scientific research. It was possible to do this previously, but it became systematised in 2015.

Lastly, we launched an in-house discussion platform called the “Tea Time Series” where we invite our members to present their research based around a common theme. By having this sort of informal exchange we are able to gain a better understanding of the subjects our colleagues are researching into.

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The interview was conducted with Christian Schulz, former head of IPSE.
30 years of the Schengen Agreement - The future of Schengen: challenges and opportunities

In the framework of the Luxembourg Presidency of the Council of the European Union, the annual European Migration Network conference was organised by the Luxembourg National Contact Point on Belval Campus on 7 October. The full day event “30 years of the Schengen Agreement - The future of Schengen: challenges and opportunities” discussed the developments and the perspectives of Schengen regarding free movement of people, border management and irregular migration, as well as exploring the current key challenges of preserving and further extending the Schengen area. The conference also raised awareness about the Schengen Agreements and delivered ideas to feed future policy debates at the international, EU and national levels.

The conference featured four panels: taking stock of achievement and looking to the future; borders or no borders; rebuilding trust; concluding ministerial panel. They featured speakers from the European institutions, universities, national governments and international organisations.

The concluding ministerial panel was moderated by the President of the University and was attended by the Luxembourg Minister for Foreign and European Affairs/Minister for Immigration and Asylum, the Slovenian Minister of the Interior, and the EU Commissioner for Migration, Home Affairs and Citizenship.

Around 180 participants attended the conference, including 26 EMN National Contact Points, and representatives of the EU institutions, the business community, international and regional organisations, civil society and government departments from third countries, as well as national and international academics and researchers. The event was also marked by the opening of the photo exhibition on statelessness “Nowhere people”, organised in collaboration with the UNHCR. It was open to the public until 2 November.

Mind the Gap, a lecture series on alternative economics

Internationally renowned scholars who have driven research into alternative were invited by the institute to give guest talks. They introduced graduate students, colleagues from geography and cognate disciplines, and others to the various notions of post-growth approaches to economics and its implications for spatial development.

The role of economic thinking beyond the mainstream is becoming increasingly relevant and evident. Theoretically, there is an emerging group of theories around the ideas of post-growth and degrowth, outlining the value, perhaps even necessity, of restructuring economies away from a growth imperative. Empirically, we are witnessing a proliferation of new and vanguard economic practices challenging orthodox theories at the local and global level. From Uber and Airbnb to new currencies such as Bitcoin, there has never been a more exciting or appropriate time to turn our attention to these thoughts.

In the first lecture, on 2 December, we welcomed Benjamin Huybrechts from the University of Liège’s HEC Management School. Benjamin talked about the role of organisations for building alternative economies. Particularly insightful was the way he drew a middle way between high-level, grand, systemic analysis, and an individual or micro approach. He pointed to the role that organisations and institutions have as ‘hybrid organisations’: their capacity to encompass volunteering, charitable aims and objectives, and profit making; sometimes all at the same time.

Subsequent lectures included Olivia Bina from Lisbon on 23 February, Peter North from Liverpool on 9 March, and—to prove we are including those from universities not beginning with the same letter—Hans-Martin Zademach from Eichstätt on 26th April.
Tandemprojekt Historische Wortbildung des moselfränkisch-luxemburgischen Raumes (WBLUX)


Das Projekt ist in zwei Phasen gegliedert. Phase 1 hat die mittelalterlichen und frühneuzeitlichen Vorausbedingungen zu erfassen, Phase 2 die moderne Entwicklung seit der National sprachwerdung.

Diachrone Interkulturalität (Dia In)


Analysiert werden in diesem Projekt deutschsprachige Texte aus der Zeit um 1800 und um 1900, in denen zeitliche und kulturelle Differenzbestimmungen in Form geschichtlicher Fremdkulturen eine zentrale Rolle spielen. Dabei liegt der Fokus auf literarischen und literaturphilosophischen Texten, die die klassische Opposition von Synchronie und Diachronie textinhärent zu überwinden und durch interkulturelle Konstellationen dem Denken neue Möglichkeitshorizonte zu erschließen suchen.

Zeitschrift für interkulturelle Germanistik

Die Zeitschrift für interkulturelle Germanistik (ZiG) trägt dem Umstand Rechnung, dass sich in der nationalen und internationalen Germanistik Interkulturalität als eine leitende und innovative Forschungskategorie etabliert hat. Sie greift aktuelle Fragestellungen im Bereich der germanistischen Literatur-, Kultur- und Sprachwissenschaft auf und möchte dazu beitragen, die unterschiedlichen Tendenzen und Trends der Interkulturalitätsforschung zu bundeln und ihre theoretischen Voraussetzungen weiter zu vertiefen.

Insofern der Forschungsbereich der Interkulturalität prinzipiell nicht mehr einzelne Fachgebiete zu erfassen, sondern eine interdisziplinäre und interkulturelle Forschungskategorie, ist die Zeitschrift für interkulturelle Germanistik als ein wichtiges Organ zu verstehen, das in der Lage ist, die unterschiedlichen Tendenzen und Trends der Interkulturalitätsforschung zu vermitteln und die theoretischen Voraussetzungen weiter zu vertiefen.
The European Charlemagne Youth Prize for the Master in European Contemporary History

Telling the stories of everyday life during the First World War in real time, exactly 100 years after they happened is the idea behind @RealTimeWW1. This Twitter project is part of the Master in European Contemporary History, and was awarded first prize at the 2015 Charlemagne Youth Prize ceremony in Aachen on 12 May, presented by Martin Schulz, President of the European Parliament.

In this project students break down the grand narrative of the First World War into small personal stories, making the war understandable today. They use a handful of phrases each day to open new viewpoints on today’s political and social priorities, through the experiences of soldiers, nurses, school pupils, artists, farmers and activists. @RealTime WW1 has around 10,000 readers. The prize of €5,000 is being used to award a yearly Charlemagne Youth Price for the best MA thesis in history. The first winner was Richard Legay whose thesis analysed the live coverage of the May ’68 student revolts in Paris by the commercial radio stations Radio Luxembourg and Europe 1.

Internationale Tagung über die Folgen des Wiener Kongresses in Europa und Luxemburg


Les nouveaux projets de recherche en histoire médiévale en 2015

2015 fut une année faste pour la recherche en histoire médiévale à l’Institut d’Histoire. Trois grands projets internationaux ont démarré grâce au financement à hauteur d’un total de 1,5 million d’euros par le FNR et par l’Agence nationale de la recherche française. Le premier (TRANSSCRIPT) analyse le rôle de l’écrit dans la mise en place et l’évolution des structures de gouvernement en Lotharingie.

Le second (LUXDYNAST) compare la gouvernance régionale à la gouvernance à l’échelle européenne sous la maison impériale des Luxembourg. Le dernier (LODOCAT) analyse le rôle de l’Eglise dans les changements socio-culturels et politiques entre France et Empire (XIIe-XVIIIe s.).

Les trois projets, auxquels seront associées les 19es et 20es Journées Lotharingiennes (colloques internationaux organisés à Luxembourg depuis 1980), visent une meilleure connaissance de la naissance des Etats prémodernes par une approche multidimensionnelle (histoire, cultural studies, sciences politiques, éditions numériques de textes, digital diplomatics).
Komparatistische Studie zur Rezeption antiker Kultur in der französischen und frankophonen Luxemburger Literatur


Interdisciplinary PhD-project on Luxembourgeois Hip Hop

Jamie Janie’s PhD project will investigate the role of Luxembourg’s hip hop culture as a multilingual and transnational centre of artistic expression and cultural interaction. Through both analysis of recorded works and the documentation of community events (such as battle tournaments or collaborative concerts), Jamie Jarve aims to shed new light on the working relationships between Luxembourg’s three official languages, as well as the relationships between those languages and other tongues widely used in the Grand Duchy, such as Portuguese and English. With these findings in mind, he will attempt to properly situate Luxembourgish hip hop with respect to Luxembourgish literary history, Luxembourgish literary criticism, and to the most relevant works therein. In doing so, the projects seeks new general insights into the mechanisms of interaction, utilizing a trans-disciplinary theoretical framework informed by sociolinguistics, comparative literature and musicology.

L’institut invite la cité à l’apéro !

L’apéro de l’Institut de langue et de littératures luxembourgeoises a eu lieu le 24 novembre, à l’Infolab du Casino Forum d’art contemporain de Luxembourg. Le public, de plus en plus nombreux à se montrer à ces rendez-vous annuels, avait la possibilité de suivre un parcours rythmé par des posters déclinant différents projets de recherche des trois disciplines – la linguistique, la sociolinguistique et les lettres – étudiées au sein de l’Institut. Il était ensuite invité à discuter avec les chercheurs, professeurs et doctorants de l’institut autour de sujets pointus, comme la question toujours actuelle de la position de la langue luxembourgeoise dans le contexte multilingue du pays, ou certains aspects phonétiques, morphologiques ou grammaticaux de cette langue, tout comme il pouvait s’intéresser aux projets culturels et littéraires, allant d’un panorama du milieu éditorial luxembourgeois à une esquisse d’une historiographie dans un champ littéraire plurilingue et interculturel. Pour de plus amples informations et une liste complète des sujets abordés, il est possible de se référer à la page http://infolux.uni.lu/op-e-patt-mat-der-luxemburgistik.
Humanity – the Kantian virtue to care for others, a new Inter Mobility Project

The concept of caring for others is a central aspect of many contemporary ethical theories, and there are obvious applications in applied ethics, particularly medical ethics and animal ethics.

Dietmar Heidemann worked with Jens Timmermann of the University of St Andrews, UK, one of the leading Kantian moral philosophers of his generation. Together they taught a Master course on Kant’s ethics and on 10 and 11 November organised a workshop on Values and Virtues in Kant’s Ethics. Speakers included Patricia Kitcher from Columbia University, New York, Günter Zöller from the University of Munich, Kate Moran from Brandeis University, Boston and Parttyli Rinne from the University of St Andrews. Some of the results of the project have already been accepted for publication in the journal *Kant-Studien*.

Justification of belief by perception

A new research project on perceptual justification has started in 2015. It lies at the intersection of epistemology and philosophy of mind and, thus, right at the heart of Frank Hofmann’s research areas. In this project he will cooperate with Andy Orlando to whom the Fonds National de la Recherche has generously awarded an AFR grant.

The project investigates the normative role that perception (both conceptual and non-conceptual) can play for the justification of belief and knowledge. Perception is truly a normative element in the space of reason and not merely a causal intermediary. A conference on “The Normativity of Attitudes” was jointly organised with the Department of Philosophy at Saarland University. Various workshops and other research activities are scheduled as part of this project in subsequent years.

les systèmes psychiques et les systèmes sociaux en mettant l’accent sur le droit en tant que système social. Il s’agissait de réfléchir sur la place de l’individu, l’intentionnalité et la façon dont on pense les systèmes et leurs fonctions qui ne sont pas réductibles aux intentions ni actions individuelles.


The Institute of Philosophy has research expertise in all main areas of modern and contemporary philosophy, with a particular focus on European themes. In particular, its research strengths pertain to the following areas: Kant and German Idealism, contemporary Kantian philosophy, epistemology and philosophy of mind, metaphysics, political philosophy, social philosophy, and philosophy of law. The institute’s research aims at improving our understanding of both the individual human mind and the social mind at large. For more information, please visit: http://philosophie.uni.lu
Lucia Quaglia, professor at the University of York (UK), FNR Intermobility-In Fellow, September 2014 to August 2015

During the 2014-15 academic year, the Institute of Political Science hosted Lucia Quaglia as an FNR Intermobility-In Fellow to work on the Political Economy of Banking Union with David Howarth. Lucia Quaglia contributed actively to institute life, notably in terms of leading doctoral seminars and teaching on our successful MA in European Governance programme.

The output of the Howarth-Quaglia collaboration has been impressive and includes: a monograph with Oxford University Press, *The Political Economy of Banking Union* (2016); co-editorship of a special edition with the leading journal *Review of International Political Economy* and co-authorship of a substantial introduction to this special edition; co-authorship of six peer reviewed journal articles (two in 2015 and four in 2016) on Banking Union, EU and international financial regulation; co-authorship of a major working paper with the University of Edinburgh Europa Institute (also on SSRN); and co-authorship of two book chapters (published in 2015).

Howarth and Quaglia will continue to collaborate in bilateral and multilateral (EU funded) projects — which will ensure that the University of Luxembourg attracts attention as a centre of quality academic research and output on European Union economic governance.

James Savage, professor at the University of Virginia (USA), FNR Intermobility-In Fellow, September 2015 to end December 2015

David Howarth and the Institute of Political Science also hosted James Savage from the University of Virginia to work on the Macroeconomic Imbalances Procedure (MIP) of the euro area’s European Semester.

Specifically, Savage and Howarth examined the reinforcement of the Luxembourg-based Eurostat through the MIP. Savage is an award-winning expert on fiscal policy processes around the world, with books on the US, Japan, the EU and (post-2003) Iraq. He is the author of one of the very few political science studies focused on Eurostat — specifically, its role in the context of fiscal policy in Economic and Monetary Union (*Making the EMU* with Oxford University Press, 2004/2007). Through their collaboration, Howarth and Savage have produced an article on the MIP — submitted to a leading journal — and are currently working on additional publications. Savage also participated in the 7 December, “Round Table Saving the euro, Saving Greece” organised by Howarth, with the support of institute colleagues.
INSTITUT D’ÉTUDES ROMANES, MÉDIAS ET ARTS

Les chercheurs de l’Institut d’Etudes romanes, médias et arts travaillent dans un dialogue ouvert au sein des disciplines qui analysent les langages verbaux et visuels (littérature, arts plastiques, photographie, cinéma, médias...) et s’intéressent à la production d’œuvres, à leur circulation, à leur médiation (création, édition, presse, musée, espace public, Internet...) et aux discours et études spécifiques (sémiothèque, linguistique, théorie de la littérature, du cinéma, de l’art, théorie et pratique de l’écriture autobiographique). De nouvelles publications, de nombreuses conférences publiques et projets de recherche dans le domaine des études romanes, des médias et des arts ont contribué au développement de l’institut. Pour plus d’informations, veuillez visiter : http://irma.ipse.uni.lu

Congrès de l’Association Française de Sémiotique.

Le congrès de l’Association Française de Sémiotique, qui est organisé tous les deux ans, a eu lieu à l’Université du Luxembourg du 1er au 4 juillet 2015, sous la direction de Marion Colas-Blaise, Gian Maria Tore, Céline Schall et Emilie Goin.

Le thème retenu cette année – « Sens et médiations – Substances, supports et pratiques : matérialités médiaitiques » – a été choisi en accord avec les thémes de recherche de l’Institut IRMA (Institut d’Études romanes, médias et arts).

Cette manifestation de grande envergure (plus de 120 participants) a fait intervenir autour de quatre-vingts conférenciers d’une douzaine de pays différents. Les conférences (quatre « Key-note speakers », onze sessions plénières, quinze sessions parallèles) ont été données en français et en anglais.

On peut consulter le programme et les vidéos sur le site de l’institut.

Chorographies

Organisées par Folke Gernert, Universität Trier, et Nathalie Roelens, Université du Luxembourg, les journées d’études “Chorographies” ont eu lieu les 6 et 7 novembre 2015, à l’Abbaye de Neumünster.

La mise en discours de la ville répond à plusieurs visées chorographiques, qui déterminent autant de pratiques discursives. Le but des journées était de scruter ces multiples déclinaisons du fait urbain, tout en focalisant trois axes qui construisent la complexité de la ville en tant que telle. En premier lieu, il s’agissait d’explorer à quel point la ville contemporaine peut être lue comme un palimpseste diachronique, c’est-à-dire comme un ensemble de couches non seulement architecturales, mais également spirittuelles et imaginaires. Ensuite, la ville comme lieu de rencontre, le résultat transculturel d’une réalité de plus en plus interculturelle. Pour finir, la ville a été étudiée en même temps comme espace immobile, géré et cartographié, mais aussi un carrefour d’innombrables logiques de mouvement, telles que la promenade, la flânerie, le voyage, le pèlerinage, l’immigration...bref, l’ensemble de ses usages.

Micro Macro. Scale Jumping in the Artwork

La conférence internationale Micro Macro Scale Jumping organisée par Paul di Felice, Université du Luxembourg, et Tiziana Migliori, Università Ca Foscari, a eu lieu le 5 mai 2015 à l’Auditorium Santa Margherita de Venise dans le cadre de la Biennale en collaboration avec le Pavillon du Luxembourg.

Elle a constitué le premier pas d’un accord-cadre entre l’Università Ca’ Foscari de Venise et l’Université du Luxembourg ayant pour objectifs l’échange de savoirs sémiotique, philosophique, historique, artistique et anthropologique.

La conférence Micro Macro est partie de deux extrêmes, des deux polarités du format : le gigantesque et le lilliputien. Le macroscopique (l’excès) et le microscopique (le défaut) exploitent un système perspectif hiérarchique qui, contrairement au système optique-géométrique, ne calcule pas la taille réelle des objets, mais la grandeur en terme de puissance.

A travers des approches interdisciplinaires sur le format de l’œuvre, la conférence a permis d’interroger les enjeux sémiotiques et artistiques et de saisir autrement la question de la signification de la valeur.
The report’s main results and conclusions were presented in a closed session to the Minister of Education, before being revealed to educational stakeholders, and current and future practitioners at an official event on 6 October. This event “Das Luxemburger Schulsystem entziffern” (Decoding the Luxembourg school system) was jointly organised by LUCET, the Research Priority Education, the Bachelor en Sciences de l’Education (BScE) and the Faculty. The core findings of the ÉpStan report were further shared with the general public during the “Research for Lunch” lecture series.

Release of the first ÉpStan national report featuring educational trends

In June, LUCET released the Épreuves Standardisées (ÉpStan) national report on the Luxembourg school monitoring programme featuring, for the first time ever, educational trends over time. Although the report “only” includes data from three school years (2011/2012 to 2013/2014), this represents almost a decade of effort to conceptualise and implement national school monitoring in its current form.

The ÉpStan report features competency results for all grade 3 and 9 students of the three cohorts under investigation, as well as data on educational attitudes and motivations for grades 3, 7 and 9. Overall, the report thus covers data from more than 50,000 students. The competency results are scrutinised by looking at differences in students’ gender, and their socio-economic, socio-cultural and linguistic background. Differences between educational tracks and educational pathways are also thoroughly analysed. In doing so, the report delivers substantial empirical evidence supporting the hypothesis that the Luxembourg school system, or at least aspects of this system, are outdated and not suited for the highly diverse and multilingual student population of today.

Successful baptism by fire for the LUCET OMCR lab

Compiling the ÉpStan report is a psychometrical, pedagogical, didactical, technological and political challenge, and also a major logistical endeavour. LUCET’s Optical Mark and Character Recognition (OMCR) lab plays a pivotal role in successful national school monitoring and other large-scale assessments, including Bachelor in Educational Sciences admission testing. The logistical needs of large-scale research had gradually outgrown the capacity of the original OMCR lab on the Wolferdange Campus. Occupying about a quarter of the surface area in the basement of the Maison des Sciences Humaines, the new lab is now among the Faculty’s biggest and most secure research facilities. The impressive specifications of the new lab include high-capacity printing and packing lines, industrial-grade cutting-machines, high-performance scanners, state-of-the-art design stations and ergonomically conceived workspaces for dozens of assistants.

In autumn, the OMCR lab faced and successfully completed its first major task: outgoing logistics, incoming logistics and post-processing of over 75,000 personalised ÉpStan test booklets and questionnaires.
The Luxembourg Centre for Educational Testing (LUCET) is a research and transfer centre assembling expertise in (large-scale) assessment and testing in technology-rich multilingual learning environments.

LUCET’s core mission is the assurance of Luxembourg’s national school monitoring programme and the setup of a longitudinal database about the evolution of students’ competency profiles, attitudes and motivations to be used for evidence-based policy making, for school-quality development and for high-impact scientific publications in the fields of education and psychology.

Additional LUCET missions include the analysis and reporting of Luxembourg’s national participation in international large-scale studies (e.g., PISA), university admissions testing and student course evaluation.

ACTING DIRECTOR: ANTOINE FISCHBACH

Publications 2015 (ECCS and LUCET)

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2015 was a busy year for the Luxembourg Centre for Educational Testing (LUCET) with the release of the first report on Luxembourg’s national school monitoring programme. Was this publication a key moment for the centre?

The Epreuves Standardisées report is a very significant publication for LUCET and its release was definitely one of the key moments in 2015. We are very proud to say that this assessment report was produced almost entirely in-house. For us it is more than just a publication because it shows the outside world what we are and what we do. The report helped us to establish ourselves as the body responsible for school monitoring in Luxembourg and to be recognised by school authorities.

What were the major challenges of this report?

The report highlights two major debates that have been going on for a long time. On the one hand, it shows that we have been able to define a specific strategy on school monitoring in the particular context of our country. On the other hand, the report also provides an external view of our school system. It shows that Luxembourg has chosen an independent strategy by handing over its school monitoring to the University of Luxembourg.

We knew from the very beginning that this was an ambitious project, but successfully achieving it has shown us what we are capable of doing. We have the expertise and we are looking quite confidently towards the future.

Talking about the future, how do you want LUCET to develop?

The Epreuves Standardisées report in a way kick-started LUCET’s main mission, but it also represents much more. The report illustrated the potential behind the data we collect and the scientific benefits we can get out of it. We now hope to attract researchers and PhD students to work on our extensive database.

2015 was the year that we established ourselves. We showed that we are an important part of the jigsaw puzzle that is our Faculty. We were actually also the first to move into our new building on Beilval Campus. We are happy to be here all together instead of being spread over different areas. Our group cohesion and team spirit have really benefit-ed from the move. We finally got an adequate infrastructure to accomplish our mission.

We created our structure and implemented our core mission. For the future we are looking forward to collaborating further with our colleagues in educational research.

The Interview was conducted with Romain Martin, former director of LUCET, Antoine Fischbach, acting director of LUCET and Sonja Ugen, executive manager of LUCET.

Im Rundtischgespräch hatten die Teilnehmer die Möglichkeit, sich mit Wissenschaftlern der Universität Luxemburg auszutauschen, die sich mit Fragen der Mehrsprachigkeit und ihrer Untersuchung auseinandersetzen. Diskutiert wurde mit Luc Heuschling (Centre for European Law), Birgit Huemer (Language centre), Monique Reicher (Luxembourg Centre for Educational Testing), Nathalie Roelens (Institute for Romance, Media and Art Studies) und Constanze Weth (Institute for Research on Multilingualism).


5. KONGRESS DER INTERNATIONALEN GESELLSCHAFT FÜR DIALEKTLOGIE DES DEUTSCHEN E.V. (IGDD)


Als Hauptrednern des Kongresses waren eingeladen Leonie Comips, Professorin der Sprachenkultur an der Maastrichter Universität und Forscherin am Meertens Institute in Amsterdam sowie Peter Auer, Linguistikprofessor an der Universität Freiburg und Co-Direktor der School of Language & Literature am Freiburg Institute for Advanced Studies.

Organisiert wurde der Kongress vom Institut für Luxemburgische Sprachen und Literaturen der Fakultät.

OCTOBER DAYS FOR SUSTAINABLE DEVELOPMENT

The University of Luxembourg, the EIB Institute, the Chambre des Salariés and the Alphonse Weicker Foundation joined forces to organise the first edition of the “Luxembourg October Days for Sustainable Development”. Organised in the framework of the “2015 European Year of Development”, this two-day event brought together experts in the analysis and evaluation of sustainable development goals and public policy.

Walter Radermacher, director general of Eurostat, gave a public lecture on “Measuring progress towards sustainable development” on 27 October. The next day the University of Luxembourg, the Institute of European Investment Bank (EIB Institute) and the Alphonse Weicker Foundation invited to the research forum at the headquarters of the EIB.

The research forum informed about the Sustainable Development Goals (SDGs) adopted by the UN General Assembly on 25 September. These 17 objectives seek to eradicate poverty, ensure healthy living conditions and promote well-being for all at all ages, reduce inequalities and create effective educational systems. The Sustainable Development Goals act as guidelines for the international community and national governments for the next 15 years.

Fifty experts discussed and exchanged their views on which data to consider for measuring inequalities, on how to measure the impact of policies and how to act within the EU, and finally how to help developing countries to set up and measure policies for sustainable development.
Comment les sciences humaines aident-elles à mieux comprendre la société d’aujourd’hui et nous préparent-elles aux défis de demain? Telles étaient les questions que les chercheurs de la Faculté des Lettres, des Sciences Humaines, des Arts et des Sciences de l’Éducation ont abordé lors du cycle de conférences « Research for Lunch » qui a été lancé en 2013 en partenariat avec le Cercle Cité dans le cadre du dixième anniversaire de l’Université du Luxembourg.

Après le succès des années précédentes, le cycle continuait également en 2015 avec cinq conférences destinées à tout public. Des chercheurs en sciences de l’éducation, en psychologie et langues et littératures expliquaient leurs recherches à un public intéressé. Au programme figuraient des sujets tels que la représentation des genres dans les jeux vidéo, l’apprentissage de l’écriture dans une langue étrangère, le système éducatif au Luxembourg ou encore le concept de l’interculturalité.

In July 2015, the University of Luxembourg was awarded a Jean Monnet Centre of Excellence by the European Commission Life Long Learning Programme. The Centre provides €100,000 from January 2016 for the organisation of research, teaching and public outreach activities on the law, history, politics and economics of the European Union. The Centre is an interdisciplinary activity led by six professors at the University, including three academics from the Faculty of Language and Literature, Humanities, Arts and Education Jean Monnet Chair, René Leboutte from the Institute of History; and Robert Harmsen and David Howarth from the Institute of Political Science. They are joined by Herwig Hofmann and Eleftheria Neframi who are Jean Monnet Chairs in Law, and Andreas Irmen in Economics. The application was scored by evaluators at 93 out of 100, well in excess of the 84 point threshold set for funding. The ‘quality of the project team’ scored 24 out of a possible 25 points. The award is thus a testament to the quality of research, teaching and public outreach on the European Union at the University of Luxembourg.

The official opening of the Centre took place on April 2016, with a keynote speech by the President of the European Court of Justice, Koen Lenaerts. A range of additional activities have been planned, including a Round Table Event on “Saving the euro; saving Greece” and a workshop on “The Future of the United Kingdom in the European Union”. Funding is to be allocated to a number of specific activities outlined in the application and focused on the following themes: “The European Union on the International Scene”; “Economic and Social Change in Europe”; “The Law and Politics of Multi-level Legal Orders”; “Re-thinking the Internal Market”; “Building Successful European Economic Governance”. However, all academics and doctoral students at the University of Luxembourg working on EU-related topics are welcome to apply for financial support for special academic seminars, workshops and public events.
Young people living, studying, and working across Europe’s national borders should benefit individuals, societies and economies. However, not every experience is as successful as possible. The multinational MOVE project will deepen understanding of these complex dynamics. It will also explain to the public and policy-makers patterns of mobility, and related fostering and hindering factors. The Faculty of Humanities is well equipped to lead this project given its expertise in cross-cultural, interdisciplinary research.

MOVE will examine how the benefits of youth (i.e. people aged 18-29 years) mobility can be maximised, and what factors contribute to or hinder beneficial experiences. Many different perspectives will be probed. The influence of socio-economic background, gender, impairments, institutional settings and other factors are key. As well, the research will study questions such as how different forms of mobility are linked, how living abroad affects lives and careers, and the impact of migration on labour. Also, it will look at the consequences of legal, organisational, and personal frameworks on cross-border movement.

Qualitative research will examine case studies of youth mobility patterns in different scenarios in contrasting countries. Exchanges related to higher education are being studied by teams in Luxembourg and Hungary, German and Romanian researchers are looking at voluntary work, with Luxembourg and Norway for employment, Germany and Spain for vocational training, Hungary and Norway for pupil exchange, and Romania and Spain for entrepreneurship. Conclusions will inform the quantitative work, which will feature a survey of 6,400 young people.

Ute Karl of INSIDE (Institute for Research and Innovation of Social Work, Social Pedagogy, and Social Welfare) will head the four person team in Luxembourg which will coordinate the nine-member research consortium: the University of Luxembourg; University of Hildesheim; Deutsches Jugendinstitut e.V.; Academia De Studi Economice Din Bucuresti; University of Miskolc; Høgskulen i Sogn og Fjordane; Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología; European Research and Project Office GmbH; and the European Youth Information and Counselling Agency. Around 30 researchers will work on this project, which is part of the EU’s Horizon 2020 research and innovation programme.

This interdisciplinary effort will draw on learning from sociology, economics, social psychology, educational sciences and beyond. The synthesised results will be presented at conferences across Europe, with the three-year project culminating in a major international conference in Luxembourg in March 2018. MOVE is a project of global significance, and is sure to inspire research papers, books, and policy briefs.
More people than ever are growing old outside the countries in which they were born. These migrants have enriched their host countries economically and socially, but as they retire they are adding to the challenge of coping with ageing populations. Scientific analysis of this situation is patchy. Given Luxembourg’s unique experience of migration, FLSHASE is able to make unique, important academic contributions.

Intergenerational relationships within migrant families have received relatively little attention from researchers, especially as far as the relations between ageing parents and their adult children are concerned. Migrants’ children acquire cultural references from their parents and the host society, and this blend creates an added layer of complexity to relationships. Understanding these attitudes is central to social and public-policy questions, particularly the extent to which children will care for their elderly parents. It also impacts on decisions about where and how parents intend to live during their old age.

Well placed to view trends

Luxembourg is well placed to study these relationships, given its more than a century of experience welcoming migrants, often from markedly different cultures. INSIDE recognised these rich research possibilities, and helped by a three-year grant from the Fonds National de la Recherche, it established the working group Intergenerational Relations in the Light of Migration and Ageing (IRMA). The principal investigator is Isabelle Albert, Stéphanie Barros Coimbra is research associate, and they are under the supervision of Dieter Ferring and the mentoring of Jaan Valsiner (professor at Aalborg University, Denmark, and invited professor at the University of Luxembourg). The project will run until August 2016.

They chose to study relationships within Portuguese families and compare them to Luxembourgish families. The Portuguese community was chosen mainly because this is the largest immigrant group, with 92,100 people or 16% of the population according to the 2011 census. Moreover, the parents and children have been exposed to substantially different cultures during their upbringing. The vast majority of first generation immigrants have relatively low levels of educational achievement and were economically reliant on blue collar employment. This contrasts with many of their children who have been
able to fulfil their academic and professional potential. These dimensions offer substantial scope for academic enquiry.

**Differing attitudes to growing challenges**

It is approaching fifty years since the first Portuguese migrants arrived to work in Luxembourg, but they constituted only 3.7% of all residents over the age of 65 in 2011. Thus the relevance of this work is heightened because increasing numbers of this community are now set to retire. The effects of this phenomenon have not yet had a major impact on families, society and care infrastructure.

The study used both quantitative and qualitative methods, with questionnaires and interviews to compare the attitudes of parents and their children. Differing professional and social trajectories were also gauged. This enabled the team to test the cohesion of relationships, feelings of obligation, anxiety, and independence, children’s readiness and expectations for offering support, and parental preferences for future care.

**“The myth of return”**

The vast majority of those nearing retirement said they did not intend to move back to Portugal. Only about one in five said they planned to relocate fully, with the rest intending to stay fully or “commute” by spending long periods in both countries. “We found that often this contradicts the narrative people had expressed throughout much of their lives,” noted Albert. “This is the phenomenon known as ‘the myth of return’ where vague ideas of returning are ruled-out as retirement nears.”

The research found the reasons for going back tended to be of a personal nature, with people expressing a preference for the country of their birth, a desire to turn to their roots or to be close to family and friends. Returners tended to have fewer grandchildren than those planning to stay. Those looking to shuttle between the two countries cited social reasons for doing so: family, enjoyment, and interest in both countries.

Of those who suggested they would remain full time in Luxembourg, they were motivated by a mixture of personal and social reasons: the desire to be near family and friends, or perceptions of better health care, social security, or living standards in the Grand Duchy. This group also showed higher rates of connection to Luxembourg. They tended to have acquired at least some basic Luxembourgish skills, and, in tests, they showed greater identification with Luxembourgish national symbols. Also, the longer people have lived in Luxembourg, the more they appear to want to stay.

**Conflicting attitudes?**

With many saying family ties are key to them remaining in Luxembourg, could these findings point to potential conflicts between parents and children? “Our research suggests that those having been raised in Portugal tended to have traditional values, particularly regarding the family,” noted Ms Barros Coimbra. “Luxembourgers, on the other hand, appeared to put more value on independence, and so Portuguese children raised in this country felt the pull of both these cultural attitudes,” she added.

These differences appeared to manifest themselves in attitudes towards expectations regarding old age care. “We found that Portuguese parents had a much higher preference for being cared for by their children than Luxembourgers and much less desire to go to a nursing home,” explained Dr Albert. Both Luxembourgish and Portuguese parents preferred the idea of being cared for at home, but Luxembourgers were more open to receiving care principally from third-parties.

**Global interest**

To-date, this work has informed presentations at 13 international conferences and workshops, with six in 2014 and seven in 2015. Last year, presentations were given across Europe (Norway, Italy, Germany and Portugal) and also in the Americas (the 68th Annual Scientific Meeting of the Gerontological Society of America in Florida, USA, and Central America Regional Conference of the International Association for Cross Cultural Psychology, Chiapas, Mexico). In February 2016, a conference in Luxembourg for the general public and the scientific community brought together experts from across Europe and the USA to discuss these questions. This conference was organised in a collaboration between the University of Luxembourg and the Centre de Documentation sur les Migrations Humaines (Dudelange), on the initiative of Thierry Hinger, a doctoral student in IPSE. It brought together researchers from INSIDE and IPSE, all working on the topic of Portuguese immigration in Luxembourg.
The opportunities and challenges presented by migration and increasingly multilingual societies have never been greater. Understanding these trends has been a key part of the University's multilingualism and intercultural studies for many years. The Faculty is leading this work, researching these questions from many angles.

Well-being in multilingual and multilingual schools

Why do school students’ feelings of well-being tend to decline over time? Why are pupils from the least comfortable backgrounds more liable to feel alienated from learning? What are the effects of these forces? How do experiences compare in Luxembourg and in the Swiss canton of Berne, both of which are multilingual and multicultural settings and have stratified education systems? Andreas Hadjar is joint-coordinator of a three year project designed to answer these questions and more.

How does alienation from school develop?

“Many pupils feel alienated from school, as well as lacking identification and a sense of bonding with the institution,” explained Hadjar, “and these attitudes are correlated with low motivation and distancing-behaviour, including delinquency.” Understanding of how these feelings and actions develop is at the heart of the project “School Alienation in Switzerland and Luxembourg”. It is co-funded by the National Research Fund (FNR) and the Swiss National Science Foundation.

The teams at the Universities of Luxembourg and Berne will follow pupils reaching the end of their primary school careers in grades 4-6, and simultaneously, older peers at the start of secondary in grades 7-9. Thus the work will encompass the age group of typically 9 or 10 years to 14 or 15 over the 2015-2018 period. There will be a three-wave quantitative survey, and a two-wave qualitative work before and after the transition from primary to secondary school using group discussions with selected students and teachers.

The broader social setting

A particular focus will be to gauge attitudes and outcomes of pupils at risk of inequality. Migration histories, ethnic background, and language skills are particular concerns in both of these highly multicultural countries. Socio-economic factors and gender will also be taken into account. “To understand the full picture we need to study the school setting, but also broader environmental factors,” noted Hadjar. Thus the influence of family, friends, teachers, and social attitudes will be examined for their potential positive and negative impacts. The influence of different schools’ attitudes to ability streaming will also be investigated.

An “aspiration advantage” for migrants?

Although immigrants’ children can be at an apparent disadvantage in regard to their resources (social support, language skills, etc.), this challenge has been seen to confer an aspiration advantage for non-natives. They are aware that education is the main mechanism to get ahead and achieve social integration.
Disadvantages of certain risk groups (immigrants, working class and boys) were also explored in the recent major education report ("Bildungsbericht Luxemburg 2015") conducted for the government by the University. This new research should also give insights into the mechanisms behind these phenomena. While stopping short of making macro public policy suggestions, the final report is likely to point to possible best practice and effective teaching techniques.

Voices from Lusophone West Africa

"Telling the stories of people who matter," is how Kasper Juffermans characterises his sociolinguistics work. Migration related to Lusophone West Africa and Luxembourg is the focus of his current FNR-supported research. His work is based on sociolinguistics: understanding society through its language practices.

Largest non-European community in Luxembourg

Luxembourg is home to over three thousand people with origins in the ex-Portuguese African colonies. Cape Verdeans account for most of these, and they are the largest non-European immigrant population in Luxembourg. There are also significant numbers with roots in Guinea-Bissau. Hence the willingness of the FNR to commit Core funding to the project: "Sociolinguistic trajectories and repertoires: Luso-Luxo-African identifications, interactions and imaginations". Juffermans uses a highly personal, qualitative approach to the work. He has extensive research experience in West Africa, giving him the theoretical background for this work, as well as local language skills and connections with communities. He is focusing on Guinea-Bissau for this project, with PhD student Bernardino Tavares conducting the parallel research in Cape Verde. They then both relate this experience to Luxembourg.

Multidimensional view

"We are studying the many dimensions of language, society, and migration between these three countries," he noted. Ethnic connections cross the boundaries imposed in the colonial era, and there is legal right to freedom of movement in the region. Thus despite the British, French and Portuguese having created the borders of respectively Gambia, Senegal and Guinea-Bissau, these are cut-across by a multitude of kinship and linguistic connections.
These connections facilitate and encourage migration within Africa and Europe, with the Americas and Asia also being attractive. Cape Verdeans came to the Grand Duchy for the first time in the 1960s and 1970s, alongside the Portuguese. Since then, technology has made travel easier, but Europe has erected ever-tougher barriers to legal migration.

What changes when we move?

The project is telling these stories. How do Luso-Africans perceive movement around their continent, how language use changes, and how individuals adapt? How do these factors impact attitudes to the potential for migration to another continent? How do long-term Luxembourg residents of African descent view their geographical, linguistic and social journeys? The lives of about two dozen people in Luxembourg, Cape Verde and Guinea-Bissau are being followed over the three year (2014-2017) period of the project. This adds a further dimension to the work.

This original work is attracting considerable attention. In 2015 the early results were presented at conferences in Sheffield, Hong Kong, Coimbra, Antwerp, London, Accra, Cape Town and Luxembourg. To this were added several more presentations across Europe in 2016.

Different perceptions of migration and multilingualism

People perceive migration and multilingualism in many subtly different ways. “I draw on qualitative methods, ethnography and life history research to understand the trajectories of people who live and learn through many languages,” said Gabriele Budach, an associate professor with the Faculty since 2014. Using her background in sociolinguistics and educational science, she is using novel methods to explore these questions.

“Objects, for example, connect people by helping them to share experience through narrative and can motivate them to talk and learn,” she said, commenting on her work with multimodal, collaborative pedagogy. She has a background in the study of appropriate pedagogies responding to learner diversity.

Exploring different modes

These ideas have developed from Budach’s experience working in several countries and collaborating with colleagues from around the world. For example, she works in Ottawa with urban Inuit, a native population of Canada dwelling in a city “While having migrated from the Arctic North, they tend to keep strong ties with their homeland, relying on meaningful objects to stay connected with the Inuit language, traditions and way of life”, she noted. “The Inuit view on education enables us see many Western perspectives in a new light.”

She has also been researching multilingual digital story telling with colleagues from Goldsmiths College, University of London since 2011. “The aim is to enhance the learning of languages, development of critical literacy and democratic citizenship through multilingual multimodal creation,” Budach explained.

The project encourages collaboration and connection between mainstream and community run schools in London and internationally. The first Luxembourgish school (Am Sand in Niederanven) has recently got involved, with others from the Grand Duchy planned to join later. The work will form a body of visual and oral testimony, with a selection to be shown at the British Institute of Film in London in June 2016.

As well she has been involved in the “Global citizenship and mobility” project funded by the Ministerio de Educación y Ciencia, Spain. Budach is a co-investigator.

Interdisciplinary focus

Her teaching responsibilities at the University of Luxembourg include co-directorship of the MA programme learning and communication in multilingual and multilingual contexts together with Ingrid de Saint-Georges. She is also giving a course on “Critical literacy and multimodal creation” in which students create their own multilingual digital stories.

This background in multilingualism, migration and critical literacy informed her work last year with a special issue of the journal Social Semiotics entitled “Objects and language in trans-contextual communication”. Working with Catherine Kell of the University of the Western Cape, South Africa, Donna Patrick of Carleton University, Canada and Teevi Mackay, Gordon Foundation, Canada, she was co-editor of the publication and was co-contributor on two chapters. There where also conference presentations around the world, including in San Diego, Barcelona, and Frankfurt.

Am Institut für Geographie und Raumplanung widmen sich Birte Nienaber und ihr Team der Forschung und Lehre zu den Themen Border Studies, Geographische Migrationsfor- schung und europäische Regionalentwicklung – vor allem in der Großregion SaarLorLux. Im Mittelpunkt steht das derzeit in der EU und auch in Luxemburg politische beherrschende Thema Migration. Dies ist ein sehr komplexes Themenfeld, das neben humanitären Lösungen vor allem gesicherte Informationen als Basis der Arbeit der politischen Entscheidungsträger braucht. Aus diesem Grund haben die EU-Mitgliedstaaten 2008 das EMN (European Migration Network) ins Leben gerufen mit dem Auftrag, objektive, zuverlässige und vergleichende Informationen über Migration und Asyl in der EU zu sammeln und allen verantwortlichen Akteuren zur Verfügung zu stellen. Die jeweiligen Forschungsschwerpunkte werden jedes Jahr aufs Neue auf EU-Ebene abgestimmt. In 2015 standen vier Schwerpunktthemen im Fokus: 1. der Bedarf und die Anforderungen an Arbeitsmigration, 2. die


Praktische Forschung für die Entscheidungsträger

Die nationalen Kontaktstellen für Luxemburg ist der LU EMN NCP unter Leitung von Prof. Nienaber (www.emn.uni.lu). „Unsere Aufgabe als Forscher..."

Im Fokus der Öffentlichkeit


Last but not least ist die Luxemburger Kontaktstelle des EMN auch für die deutsch- und französischsprachige Übersetzung des internationalen Glossars zum Thema Migration und Asyl in Kooperation mit Deutschland und Österreich bzw. mit Frankreich und Belgien verantwortlich. Dieses mehrsprachige Glossar stellt die Vergleichbarkeit und damit das gemeinsame Verständnis und die einheitliche Verwendung von Begriffen und Definitionen zum Thema Asyl und Migration innerhalb der EU sicher. Das Glossar stützt sich auf eine Vielzahl von Quellen, im Wesentlichen jedoch auf die diesbezügliche EU-Gesetzgebung.

Eine gemeinsame Plattform über Grenzen hinweg

Interdisziplinäre Forschung im UniGR-Center for Border Studies


Breit aufgestellte praxisorientierte Forschung


Internationale Positionierung


Die Strukturen stehen Ende 2015, jetzt gilt es die Forschungsprojekte voranzutreiben, die internationale Sichtbarkeit zu erhöhen und langfristig die Finanzierung zu sichern. „Das grenzüberschreitende Wissenschaftsnetzwerk konnte dank der finanziellen Unterstützung der Universität der Großregion entstehen, für die geplanten Projekte müssen wir aber weitere Geldtöpfe erschließen,” erläutert Wille. Die Sicherstellung der Finanzierung bedarf sehr viel Lobbyarbeit und ist ein langfristiges Ziel des UniGR-CBS. 5665 Zeichen (ohne Leerstellen)

www.borderstudies.org

Christian Wille, Leiter der Koordinationsstelle des UniGR-Center for Border Studies
Sozialarbeit in all ihren Facetten ist eine wesentliche Säule für das Funktionieren unserer Gesellschaft. Um die kontinuierlich steigende Nachfrage nach gut ausgebildetem Personal in Luxemburg zu decken, bietet die Uni Luxemburg seit 2005 den Studiengang Bachelor in Sozial- und Erziehungswissenschaften (BSSE) an für zukünftige Sozialpädagogen und Sozialarbeiter. Ohne eine qualitativ hochwertige und vor allem praxisorientierte Ausbildung von Sozialpädagogen und Sozialarbeitern können die vielen hiesigen Träger keine angemessene Arbeit leisten.


Praxis- und Kontakttag – die Jobbörse


Obwohl die Teilnahme am Praxis- und Kontakttag für die Studierenden eine Pflichtveranstaltung ist, ist auch bei ihnen das Feedback durchweg positiv. Insbesondere die höheren Semester, die kurz vor dem Berufseinstieg stehen, haben die Chance für konkrete Kontaktaufnahmen mit potentiellen Arbeitgebern intensiv genutzt. Für Sandy Neu, die gerade ihre Bachelorarbeit schreibt, hat die Teilnahme „...als spätere Assistentin Soziale ist es das A&O zu wissen, was ich für welches Problem meiner Kunden ansprechen kann und welche Hilfsangebote es hier im Land gibt."

Ehemaligen Netzwerke mit Potential

AWARDS AND NOMINATIONS

ANTOINE FISCHBACH

... senior lecturer and acting director of the Luxembourg Centre for Educational Testing (LUCET), Tanja Gabriele Baudson (University of Duisburg-Essen, first author) and Franzis Preckel (University of Trier) received the Award for Excellence in Research by the Mensa Education & Research Foundation for their joint publication Teacher judgments as measures of children’s cognitive ability: A multilevel analysis.

ANDRÉ MELZER

... received the Hennicot-Schoepges award for Excellence in Teaching. The award honours faculty members committed to quality teaching and who contributed significantly to the academic success of their students.

CATHERINA SCHREIBER

Catherina Schreiber from the Institute of Education and Society received an FNR award in the category “Outstanding PhD Thesis” for her thesis Curricula and the Making of the Citizens, Trajectories from the 19th and the 20th Century Luxembourg. Her work describes how Luxembourg’s diverse population was affected as a multilingual society and how a highly stratified education system was constructed. She analyses the contribution of the sphere of education to the construction of individual and group difference within Luxembourg’s society.
AWARDS AND NOMINATIONS

STEFAN KREBS

... researcher at Institute for History received the ICOHTEC's Maurice Daumas Price for his paper “Dial Gauge versus Senses 1-0: German Car Mechanics and the Introduction of New Diagnostic Equipment, 1950-1980”. The article focuses on diagnostic practices of German car mechanics and their struggle with the introduction of new diagnostic devices.

JAVIER OLIVERA

... postdoctoral researcher at the Institute for Research on Socio-Economic Inequality (IRSEI) received the Outstanding Paper award at the International Seminar on Active Ageing Index 2015 in Brussels for his paper, “Well-being differences in old age in Europe”. The Outstanding paper award which is sponsored by the European Commission, the United Nations Economic Commission for Europe, and the Oxford Institute of Population Ageing, recognises Javier Olivera’s contributions to build bridges between statistical information and policy-relevant evidence.

KARIN PRIEM

... has been elected to the ISCHE Executive Committee during its 37th Annual Conference in Istanbul, 24 - 27 June 2015. ISCHE is an academic society dedicated to fostering research and enhancing intellectual exchange and cooperation among historians of education around the globe. Karin Priem’s key role as Executive Secretary is to determine and implement academic policies and goals together with the other members of the Executive Committee.

PHILIPPE POIRIER

... senior lecturer in political science was nominated as member of the permanent expert committee for the revision of European Treaties and European Citizenship. On the proposal of the President of the European Parliament (Committee on Constitutional Affairs, together with the Committee on Petitions) he is going to support the committee for the next four years.

SYLVIE FREYERMUTH

... professor of French language and literature, was named Chevalier in the Order of the Academic Palms (l’Ordre des Palmes académiques). The Order of Academic Palms is the oldest non-military French decoration, founded by Napoleon Bonaparte in 1808. Sylvie Freyermuth received the award for her outstanding contribution to the expansion of French culture and education.

JEAN-PAUL LEHNERS

... professor emeritus in Global History and holder of the UNESCO chair in human rights, was elected first vice-chair by the members of the European Commission against Racism and Intolerance (ECRI). Lehners, who has been a member of the Commission since 2011, has participated in several country monitoring visits to gather information on legislation, hate speech, violence, integration policies, LGBT issues and other topics.

SABINE KROLAK-SCHWERDT, DANIEL TRÖHLER, ANDREAS HADJAR AND JUSTIN J. W. POWELL

... join the renowned German research association “Leibniz Gemeinschaft”. They are the first external members to join the Leibniz Education Research Network (LERN), a collaborative research alliance between Leibniz member institutes.
FACTS & FIGURES

Student enrolment over the last 5 years

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<th>Year</th>
<th>Total Students</th>
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<td>2,286</td>
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<tr>
<td>W-11/12</td>
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</table>

**Students**

- Bachelor students: 1,101
- Master students: 580
- PhD students: 195
- Vocational & lifelong learning programmes: 241

TOTAL: 2,117
**FACTS & FIGURES**

**Staff**

- Administrative staff: 52
- Technical staff: 14
- Scientific staff: 117
- Academic staff: 98
- Intermediate academic staff (PhD students and postdoctoral researchers): 151

**Total: 432**

**Publications 2015**

- Authored books: 15
- Edited books: 30
- Authored book chapters: 178
- Publications in peer-reviewed journals: 209
- Publications in peer-reviewed conference proceedings: 64
- Other scientific publications: 155

**Total scientific publications: 651**
External funds in 2015 total €11.6 million. External funding is granted from the Fonds National de la Recherche (FNR), the European Union, national ministries and other third parties. On the European level, FLSHASE researchers procured one HERA project, two Horizon 2020 projects, and one Marie Curie fellowship in 2015. 15 new research projects received fundings from national ministries.

**External funding 2015**

![Graph showing external funding sources]

**Phd theses started in 2015**

<table>
<thead>
<tr>
<th>Doctoral Candidate</th>
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<th>Supervisor</th>
<th>Co-Supervisor</th>
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<td>INSIDE</td>
<td>Alessandro Decari</td>
<td>The role of attachment and parental representations on mental health and wellbeing in adolescents</td>
<td>Claus Vögele</td>
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<td>ECCS</td>
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<td>Gouvernance et identités. Noblesse, villes et duché de Luxembourg (milieu XVIe - début XVIIe s.)</td>
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<td>Johanne Friedrich Schmitt and the europaische Gelehrtenrepublik. Kommunikation, Praktiken und Identität an der Schwelle zur AufÜbung</td>
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<td>Le Nation Branding aus Luxembourg</td>
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<td>&quot;Also, was ich dir sage, so wirst du denken, was ich denke&quot; Fichtes Antiskeptizismus im Spannungsfeld zwischen Logik und Rhetorik</td>
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<td>Pazouki Tahereh</td>
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<td>The comparisons between Indian and Western music. Educations differences and similarities from a western perspective</td>
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<th>Doctoral Candidate</th>
<th>Title</th>
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<td>ECCS</td>
<td>Adrienne Lambo Ouafo</td>
<td>“Interacting in Luxembourgish as an additional language: an analysis of language learning as related to language affordances among multilingual adult learners”</td>
<td>Charles Max</td>
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<td>Alain Origer</td>
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<td>Michèle Baumann</td>
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<td>Zur Geschichte und Entwicklung der Militär- und der Amateurblasmusik im Musikal Schaffaus</td>
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<td>Charles Max</td>
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<td>Claudia Seele</td>
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<td>Cristina Campillo-Costaoya</td>
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<td>Claus Vögele, Andreas Kübler (Universität Würzburg, Deutschland)</td>
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<td>Dieter Hambrecht, Clemens Zimmerman (Universität des Saarlandes)</td>
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<td>Lukas Sooce</td>
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<td>Heterogenität im luxemburgischen Bildungssystem – Schullaufbahnen im Vergleich</td>
<td>Andreas Kajtar</td>
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<td>Die Familiennamen im historischen luxemburgischen Raum. Eine quantitative und qualitative Analyse der onymischen Grenzen und Raumstrukturen</td>
<td>Peter Gilles</td>
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<td>Attentional processing of food cues and body perception in bulimia nervosa and binge eating disorder</td>
<td>Claus Vogele</td>
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