Doctoral School in Educational Sciences

COURSE GUIDE

WINTER TERM 2015/2016
Welcome address and introduction by the Head of the Doctoral School

Dear doctoral candidates,

It is a great pleasure to welcome you on our new Belval campus! The site is both modern and stimulating, and it will be even better once the library – the Maison des livres – is finished.

As I informed you on 7 July this year, one of the successful members of the Doctoral School in Educational Sciences (DSES), Catherina Schreiber, has won the FNR Award for Outstanding PhD Thesis 2015 for her thesis entitled Curricula and the Making of the Citizens. Trajectories from 19th and 20th Century Luxembourg. Catherina defended her thesis very successfully on 10 October 2014 and will officially receive her award this autumn. While this award rightly honours Catherina’s excellent scholarship, the DSES is very proud of having been the host of Catherina’s career between 2010 and 2014 and we hope that this award motivates our current PhD candidates to work even harder – outstanding research in the educational sciences obviously matters!

During her four years at the DSES Catherina took the chance to go abroad for a three-month research stay at the University of Wisconsin, Madison. Others have followed her, to Madison and to other places. Barbara Rothmüller has just left for Stanford, Irma Hadzalic will leave for the Universidade Federal do Parana (Brazil), Jennifer Dusdal will go to Penn State University and Cyril Wealer to Sheffield this autumn. These research stays abroad are part of the excellent international research environment DSES is offering you as a doctoral candidate of this university. Take your chance!

We know that working on a PhD is often a difficult task with a lot of challenges. If you have any question please contact one of the study programme directors, Professor Sabine Krolak-Schwerdt for the programme Learning, Cognition and Development, Professor Jean-Jacques Weber for the programme Multilingualism in Education and Society, or Professor Justin Powell for the programme History, Theory and Sociology of Education. If your concern is related to the organization of the DSES, please contact me or Aysen Paetzel!

On behalf of all the colleagues committed to an excellent research environment of the DSES I wish you a stimulating and inspiring winter semester 2015 / 2016. I look forward to seeing you on the occasion of the opening on 16 September at 2 pm in bldg. Biotech 2 / room BT2-E00-015 A!

Prof. Dr. Daniel TRöHLER
## CORE CURRICULUM

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<td>Educational Systems, Policies &amp; Inequalities</td>
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<td>Assoc. Prof. Andreas Hadjar / Prof. Justin J. W. Powell</td>
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<td>Curriculum as Linking Policy and Instruction: Research Options</td>
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<td>Material Culture in Education</td>
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<td>Assoc. Prof. Karin Priem</td>
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<td>The Emergence of School Subjects in the Course of History</td>
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The Doctoral School does not only provide space for conducting research on individual PhD’s topics, but also offers essential training courses. This training program includes three different levels. Doctoral candidates have to collect a min. of **20 ECTS** credit points ideally within the first two years of the PhD:

- **Level 1**
  - 10 ECTS
  - International Development in the field the program covers
  - (courses related to the field of study)

- **Level 2**
  - 7 ECTS
  - Interdisciplinary stance in terms of methods and content across the field of the educational sciences
  - (interdisciplinary colloquium)

- **Level 3**
  - 3 ECTS
  - Transferable skills

Candidates can also receive ECTS through research activities/scientific contributions such as writing reviews/article publications (level 1) or presenting at conferences (level 2).
## WINTER TERM 2015 / 2016

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<th>TIME</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<td>Language Ecology of Educational Contexts</td>
<td>Curriculum as Linking Policy and Instruction: Research Options</td>
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<td>11.30 am – 1 pm</td>
<td>Educational Systems, Policies &amp; Inequalities</td>
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<td>Competencies in educational contexts: Theoretical perspectives, developmental models and assessment methods</td>
<td>Interdisciplinary colloquium</td>
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### WORKSHOPS

Transferable Skills Trainings
Curriculum as Linking Policy and Instruction: Research Options

Lecturer(s): Em. Prof. Moritz Rosenmund (Vienna) / Prof. Daniel Tröhler

Time: Thursdays, 9.45 – 11.15 am
24/09, 08/10, 22/10, 05/11, 19/11, 03/12, 17/12

Room: MSA, 4.030; MSA, 4.040; MSA, 4.040; MSA, 4.040; MSA, 4.350; MSA, 4.350;
MSA, 4.040

ECTS: 2

Course language(s): English / German

Course description:
Curricula are designed of translating policy into the school and the classroom. They embody dominant visions about the future citizen and the ideal social order as well as feedbacks from the school about the feasibility in the making of the citizen. In the class we will examine from both, a more sociological and a more historical perspective about research options.

Learning objectives:
Going into selected studies on the topic participants will improve their ability to identify and elaborate research options with regard to curriculum history and curriculum studies.

Assessment:
There will be no formal test. However, the students are asked

- to read three texts before the semester starts (see below) and they are obliged;
- to have read the texts to be discussed in advance and they are expected;
- to participate actively in the discussion.
**Required literature for preparation:**

**To read before semester starts:**


**Used literature during course (please read before coming to class):**

24 September:


8 October:


22 October:


5 November:


19 November:


3 December:

17 December

**LEVEL 1**  
**History, Theory and Sociology of Education**

**Educational Systems, Policies & Inequalities**

**Lecturer(s):** Assoc. Prof. Andreas Hadjar / Prof. Justin J. W. Powell

**Time:** Thursdays, 11.30 am – 1 pm  
24/09, 08/10, 22/10, 05/11, 19/11, 03/12, 17/12

**Room:** MSH, 0345140; MSA, 4.380; MSH, 0345140; MSH, 0345140; MSA, 4.380; MSH, 0345140; MSH, 0345140

**ECTS:** 2

**Course language(s):** English

**Course description:**

The seminar participants will explore the ways educational policies and systems have changed over the 20th century, in particular after World War II. Education has become increasingly international, reflected in policies as well as in research on educational inequalities. Central issues we will address include educational system development and inequalities in educational inputs, outputs, and outcomes (life chances). How are inequalities over the life course affected by the institutional and organizational settings that particular educational systems provide? This involves debating theories and empirical findings on educational inequalities regarding characteristics (such as class, gender, ethnicity, and dis/ability) as well as on the status attainment process and educational outcomes (income, status, well-being, political participation, and so on), central goals not only of democratic societies but also of supranational governments and international organizations. Focusing specifically on educational inequalities in achievement and in the attainment of educational credentials, we will compare different educational systems using a variety of indicators. Furthermore, a longitudinal perspective will be employed to analyze institutional persistence and change, such as educational expansion and (continuous) educational policy reforms. Both classic theories and contemporary research findings will be discussed from a critical perspective to strengthen reflection and analytic skills.

This module is designed as a classical graduate seminar, demanding both comprehensive reading of texts and intensive dialogue. Students will read assigned texts at home and will present and discuss them in class. For each session, one student will prepare a short introduction to the text with discussion questions, later moderating the ensuing dialogue. This seminar will provide students with the current state of the art in this dynamic field of research.
Learning objectives:

- To understand key approaches and gain familiarity with core texts relating to education systems and policies and their effects in terms of educational and social inequalities. Using tools of comparison, we will examine the development of education systems on various levels of analysis, from the global to regional and national to local;
- to achieve mastery of educational policies and practices;
- to reflect on theoretical and methodological opportunities and challenges in research on education and inequalities;
- to understand diverse sociological and educational approaches to learning in childhood, youth and over the life course;
- to enhance specific knowledge on education and social policies in the context of welfare state restructuring;
- to foster reflection skills on theoretical, methodological, and empirical problems in educational and social science research.

Assessment:

All the course texts must be read by each student prior to class to ensure active participation in discussion; at least once, each student will present a week’s reading and serve as discussant, leading the group with questions and moderating ensuing discussion.

Required literature for preparation:


Full bibliography for used literature during the course will be available on Moodle.
Competencies in educational contexts: Theoretical perspectives, developmental models and assessment methods

Lecturer(s): Prof. Sabine Krolak-Schwerdt / Dr. Ineke Pit-Ten Cate

Time: Tuesdays, 2 – 3.45 pm
22/09, 06/10, 20/10, 03/11, 17/11, 01/12, 15/12

Room: MSA, 4.030; MSA, 4.400; MSA, 4.400; MSA, 4.320; MSA, 4.320; MSA, 4.380;
MSA, 4.320

ECTS: 2

Course language(s): English / German

Course description:
In educational research, the concept of competence has attracted increased attention in recent years. Competencies may be defined as “complex ability constructs that are closely related to performance in real-life situations” (Hartig, Klieme & Leutner, 2008) and thus extend the concept of knowledge from a fixed and specialized perspective to the view of a dynamic concept being applicable to new situations and contexts. The seminar is dedicated to the theoretical modeling of competencies and their assessment from a psychological and educational perspective. It will introduce to current methodological developments, theoretical underpinnings and different theoretical views of the construct and unresolved issues.

Learning objectives:
Students will achieve an in-depth understanding of such topics as:

- concepts of competencies, knowledge, skills, abilities;
- psychometric models of competencies;
- competence models in specialized domains such as language, mathematics etc.;
- open issues in the development of competence structures, competence levels and competence development.

Assessment:
In the seminar students read and prepare texts at home and have to discuss the texts in class. In each meeting, one of the students will prepare a short introduction of the text in the beginning of the class.
**Required literature for preparation:**


Level 1
Multilingualism in Education and Society

Language Ecology of Educational Contexts

Lecturer: Assoc. Prof Sabine Ehrhart
Time: Wednesdays, 9.45 – 11.15 am
23/09, 07/10, 21/10, 04/11, 18/11, 02/12, 16/12
Room: MSA, 4.080; MSA, 4.380; MSA, 4.380; MSA, 4.320; MSA, 4380; MSA, 4.320;
          MSA, 4.380
ECTS: 2
Course language(s): English / French / German

Course description:
The main objective of this course is to observe communication in linguistically and culturally complex settings, through a qualitative research approach situated from the micro- to the macro-scale of applied sociolinguistics. The dynamic field of a person’s linguistic practices (his or her language ecology) can be best described by considering both institutional and natural settings. Doctoral students will observe and analyze the use of language(s) and multilingual communication in various domains linked to education, in a life-long-perspective. We will look at linguistic practices like code-switching, receptive bilingualism and interlinguistic mediation and relate them to their sociolinguistic situation (degrees of language awareness, attitudes and representations) of their environment. In the categorization of our data, we will focus on the successful attempts to bridge cultural gaps and establish links between people from different cultural and linguistic backgrounds. We will focus on learning occasions present in the specific language ecology of the multilingual workplace in Luxembourg and in the Greater Region.

Learning objectives:
After the course, students are able:

- to link practical linguistic issues to theory;
- to understand the central issues of applied linguistics/language planning;
- to reflect about the link between language and society, especially in the field of education and in the professional sphere.
They will also have gained a deeper understanding of what a language is, and what multilingualism is and how societies attempt to manage the multilingualism in their midst.

**Assessment:**
Oral presentation and written development in 10/12 pages of the same subject based on readings and personal observation, after plenary discussion.

**Required literature for preparation:**

**Used literature during course:**
Fehlen, F. (2009b) : BaleineBis – Une enquête sur un marché linguistique multilingue en profonde mutation/Luxemburgs Sprachmarkt im Wandel, Recherche Etude Documentation N° 12, Luxembourg, SESOPI Centre Intercommunautaire.

LEVEL 2
Interdisciplinary Colloquium

Time: Wednesdays, 2 – 3.45 pm
23/09, 07/10, 21/10, 04/11, 18/11, 02/12, 16/12

Room: MSA, 4.300

ECTS: 1 / 2 * (*presentation)

Course language(s): English / French / German

Course description:
This module is designed as a classical colloquium. In each meeting, one of the students will present a paper that deals with a research problem or question of her/his doctoral thesis. The candidate is asked to present the PhD thesis in a way that allows a general understanding of the studied phenomena and shows the relevance and the context of the PhD thesis. After the presentation there will be an intense discussion on the presentation. The PhD candidates will open the discussion and there will be around 10 minutes for comments by the members at the end of each discussion.

Assessment:
Please note that the attendance of the colloquium throughout a period of at least 4 semesters is mandatory. The thesis must be presented twice in the colloquium, at the beginning, to introduce the concepts on which you will work, and towards the end, to introduce the results of your research.

PRESENTATIONS:

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<thead>
<tr>
<th>Date</th>
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<th>Title</th>
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<tr>
<td>23/09</td>
<td>Bernardino Tavares</td>
<td>The sociolinguistics of Cape Verdean migration trajectories into Luxembourg</td>
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<tr>
<td>07/10</td>
<td>Barbara Caluori</td>
<td>Pestalozzi or Bell-Lancaster? Strongholds and borderlands of the educational methods after 1800</td>
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<tr>
<td>21/10</td>
<td>Natalia Bilici</td>
<td>Acquisition of grammatical information within French and German orthography by multilingual Luxembourghish children</td>
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<td>04/11</td>
<td>Ira Plein</td>
<td>Fabricating Modern Societies: Life Conduct, Consumer Culture and Housing as Educational Responses to Societal Challenges (ca. 1880 – 1930)</td>
</tr>
<tr>
<td>Date</td>
<td>Author</td>
<td>Title</td>
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<tr>
<td>18/11</td>
<td>Marcelo Marques</td>
<td>The Europeanisation of educational research and its effect on national policies and research cultures – a multilevel and comparative analysis of governance, institutions and networks</td>
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<td>02/12</td>
<td>Mireille Krischler</td>
<td>Effects of teacher training on the judgment of students from different ethnic backgrounds and with special education needs</td>
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<td>16/12</td>
<td>Rute Carina Cordeiro Tomas</td>
<td>A Preschool Oral Language Intervention for Language-Minority Children: A Randomized Controlled Trial</td>
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The Research Office of the University of Luxembourg offers courses in transferable skills open to all doctoral candidates enrolled at the university. In case of oversubscription, candidates enrolled in a Doctoral School have priority if the training is part of their personal training program.

Courses are offered on a regular basis.

Find more information about the course descriptions, dates and the registration via Moodle: http://moodle.flishase.uni.lu/course/category.php?id=482
CONTACT

Doctoral School in Educational Sciences

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http://wwwen.uni.lu/studies/flshase/doctoral_school_in_educational_sciences

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