

Prof. Dr. MAX Charles

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EDUCATION AND DIPLOMA

- 1999 **PhD in Educational Sciences** at the J.W. Goethe University of Frankfurt/Main – Faculty of Educational Sciences (Germany)
- 1989 **CEP - Certificat de perfectionnement** (option primaire) at the Institut Supérieur d'Etudes et de Recherche Pédagogiques (Walferdange - Luxembourg)
- 1979 **BAP - Brevet d'aptitude pédagogique** (option primaire) at the Institut Pédagogique (Walferdange - Luxembourg)

ACADEMIC CAREER

- Since 2011 **Professor** at the Interdisciplinary Centre for Security Reliability and Trust
- Since 2007 **Professor** for “Learning with Educational Media” at the University of Luxembourg
- 2003-2007 **Assistant-Professor** in Educational Sciences at the University of Luxembourg
- 1994-2003 **Lecturer at the I.S.E.R.P.** in educational psychology, pedagogy and science education
- 1979-1999 **Teacher** at Luxembourg fundamental school

RESEARCH PROJECTS AND PROGRAMMES (SELECTION)

- 2016-2019 **PI** of the project “Mobile Interaction for Migrant integration” (250k – funded by *Ceuvre Nationale de Secours Grande-Duchesse Charlotte*)
- 2016-2018 **Researcher** in the SnT project “Towards a Robotic Assistant for MHVL museum” (Automation Group – Prof. Holger Voos) (funded by *Ville de Luxembourg*)
- 2015-2018 **UL coordinator** of the “Center of Excellence for Technology Education” with 6 internat. partners, led by the University of Duisburg-Essen (Ger) (600k - funded by *DAAD*)
- 2012- t.d. **PI** of the research program “Robotics for Kids” (30k - external funding)
- 2013-2016 **PI** of the PPP project “Leadership 2.0” (75k - industrial funding)
- 2012-2016 **PI** of the sciPADS project: Creative Inquiry and Cloud learning in elementary science (370k - funded by the *University of Luxembourg*)
- 2012-2013 **PI** of the EU-Project “Improving web strategies and maximizing social media presence of LLP projects – WEB2LLP” (5 international partners) (400k - funded by *LLL Program*)
- 2011-2012 **UL coordinator** of the international project “Quicker Steps from Higher education to working life”, led by JAMK (Finland) with 5 partners (300k - funded by *ESF & Finnish Centre for Economic Development, Transport and the Environment*)
- 2009-2011 **PI** of the EU-Project and research network “Language learning and social media: 6 key dialogues” (14 international partners) (600k - *LLL Program funding*)
- 2006-2008 Researcher in the national project « Le plurilinguisme auprès des enfants jusqu'à 9 ans : Diversité linguistique, apprentissage du luxembourgeois et entrée dans la littératie” (2003-2006) funded by *FNR Luxembourg (Fond National de la Recherche)*
- 2000-2004 **PI** of the R & D research project “DECOTEC - Development of Expertise in Collaborative Open Technologically Enriched Educational Contexts” (300k - funded by

RELATED RESEARCH ACTIVITIES

- 2018 **Scientific chair** of the EARLI SIG 10 & SIG 21 (European Association for Learning and Instruction) Conference in Belval (30.08. - 31.08) (80 participants)
- 2015 - 2019 **Scientific co-coordinator** of the EARLI SIG 21 “Learning and teaching in culturally diverse settings” (European Association for Research on Learning and Instruction)
- 2015 **Scientific chair** of the 2015 conference of the ‘European Association for Practitioner Research on Improving Learning (EAPRIL)’ in Belval (23.11. - 27.11) (500 participants)
- 2008 - 2014 **Head** of the UL-based DICA-lab (Dynamics in Interaction, Communication and Activity)
- 2005 - 2012 **Scientific conception** and ongoing development of the Master’s programme “Learning and Development in multilingual and multicultural contexts”
- 2005 - 2009 **Developer & scientific director** of the BA program “Bachelor in Educational Sciences”

RECENT PUBLICATIONS

- SALIMPOUR, S., BARTLETT^B, S., FITZGERALD, M.T., MCKINNON, D.H., ROSS CUTTS, K., RENEE JAMES, C., MILLER, S., DANAIA, L., HOLLOW, R.P., CABEZON, S., FAYE, M., TOMITA, A., MAX, Ch., DE KORTE, M., BAUDOUIN, C., BIRKENBAUMA, D., KALLERY, M., ANJOS, S., WU, Q., CHU, H-E., SLATER, E., ORTIZ-GIL, A. (in press). The Gateway Science: A Review of Astronomy in the OECD School Curricula. *International Journal of Science Education*.
- BANIASADI, Z., PARENT, X., MAX, Ch., CRAMER, M (2018). A Model for Regulating of Ethical Preferences in Machine Ethics. *Proceedings of International Conference on Human-Computer Interaction 2018, Special Issue: Security, Privacy and Ethics in HCI*, pp. 481-506, Springer.
- MAX, Ch. (2018). An activity theoretical perspective on inquiry-based learning. In De Vries, M.J.; Fletcher, St.; Kruse, St.; Labudde, P.; Lang, M.; Mammes, I.; Max, Ch.; Münk, D.; Nicholl, B.; Strobel, J.; Winterbottom, M. (Eds.) *Research in Technology Education – International Approaches*. Münster: Waxmann.
- MAX, Ch. (2016). Elementary science and technology education within the Luxembourg educational system. In De Vries, M.J.; Fletcher, St.; Kruse, St.; Labudde, P.; Lang, M.; Mammes, I.; Max, Ch.; Münk, D.; Nicholl, B.; Strobel, J.; Winterbottom, M. (Eds.) *Technology Education Today – International Perspectives*. Münster: Waxmann.
- MAX, Ch., HACK, N., SONG, J.Y. (2015). ICT use at home and at school: a study on 8- to 12-year old students in Luxembourg. *Proceedings from the 9th International Technology, Education and Development Conference INTED 2015, Madrid, Spain*. ISBN: 978-84-606-5763-7 / ISSN: 2340-1079. Publisher: IATED.

FURTHER RELEVANT PUBLICATIONS

- MAX, Ch., SIRY, Ch., & KRACHEEL, M. (2015). “And? Did we do nice things?” Children documenting their emerging inquiries in early science learning. In C. Milne, K. Tobin, and D. Degenero (eds.). *Sociocultural studies and implications for science education: the experiential and the virtual*. Springer.
- MAX, Ch., SONG, J.Y. (2014). Learning with tablet-cloud systems in elementary science education. *Proceedings of the 6th International Conference on Education and New Learning Technologies EDULEARN 2014, Barcelona (Spain), 7-9 July*. [IATED Digital Library](#)
- MAX, Ch., HACK, N. (2014). Investigating creative inquiries with tablet-cloud systems in elementary science. *Proceedings of the International Conference: “New Perspectives in Science Education”* ISBN code (978-88-6292-469-6), [Libreriauniversitaria.it](#).
- SIRY, C., MAX, Ch. (2013). The Collective Construction of a Science Unit: Framing Curricula as Emergent From Kindergarteners’ Wonderings. *Science Education*, 97: 878–902. doi: 10.1002/sce.21076
- MAX, Ch., ZIEGLER, G., KRACHEEL, M. (2013). Tracing science in the early childhood classroom: the historicity of multi-resourced discourse practices in multilingual interaction. In N. Mansour and R. Wegerif (Eds.). *Science Education for Diversity: Theory and Practice*. Cultural Studies of Science Education, Vol

8. Springer. 10.1007/978-94-007-4563-6

- MAX, Ch. (2012). Promoting 'learning for teaching' across boundaries. Creating innovative spaces for competence development in initial teacher education. Tagungsband der 5. Tagung der Österreichischen Gesellschaft für Sprachendidaktik (ÖGSD) "Sprachen lernen: Kompetenzen entwickeln – Performanzen (über)prüfen". Wien: Präsenz Verlag.
- SIRY, Ch., ZIEGLER, G., MAX, Ch. (2012). "Doing science" through discourse-in-interaction: Young children's science investigations at the early childhood level. *Science Education*, 96: 311–326. doi: 10.1002/sce.20481
- MAX, Ch. (2011). The development of initial teacher education focusing on multilingualisms: the innovative approach of Luxembourg. *ForumSprache*, 5, 59-78.
- MOSER, H.A., MAX, C.J., & BLESSING, L.T.M. (2011). Team learning in space projects – insights from a small satellite integrator. In: Proceedings of the 62nd International Astronautical Congress.
- MAX, Ch. (2010). Learning-for-teaching across educational boundaries: An activity-theoretical analysis of collaborative internship projects in initial teacher education. In: V. Ellis, A. Edwards & P. Smagorinsky (eds.). *Cultural historical perspectives on teacher education and development: learning teaching*. London & New York: Routledge
- MAX, Ch. (2004). L'évaluation de la qualité de l'enseignement face à la dynamique et à la dialectique des pratiques pédagogiques. In L. Paquay (dir.). *L'évaluation des enseignants: Tensions et enjeux*. Education et sociétés. Paris: L'Harmattan.
- MAX, Ch. (1999). *Entwicklung von Kompetenz - ein neues Paradigma für das Lernen in Schule und Arbeitswelt*. Ertrag und Perspektiven der französisch-sprachigen Kompetenzforschung und ihre Bedeutung als Gestaltungsprinzip von Bildung. Frankfurt am Main: Peter Lang.

PHD SUPERVISION

Current PhD – Supervision

Supervisor

- BELLESI, Melissa: "Space" as a catalyst of a wholesome school environment. Systemic conceiving and achieving of conviviality for the school of the 21st century, funded by FNR Luxembourg, AFR PhD-Grant. SnT (2018 – 2022)
- ABDEL-GELEEL, Samah: Development of Cultural Competence in the Private Banking Sector, private funding, FLSHASE (2018 – 2021)
- BADAWY, Haithem Kamel Emam: Inclusion problems for Arab refugees in Luxembourg post the Middle East political transformation. funded by the NGO AEL (Egyptians in Luxembourg), SnT (2016 – 2020)
- GLONEK, Piotr: L'homophobie (dés)institutionnalisée dans l'Union Européenne : influence directe et indirecte des instances religieuses sur la politique supranationale en la matière, private funding, FLSHASE (2017 - 2019)
- TROSHKOVA, Irina: Communication styles and self-representation on online dating platforms in the multicultural Luxembourg context, private funding, FLSHASE (2019 - 2023)

Accomplished PhD – Supervision

Supervisor

- WIRTZ, Delia: Participation and language learning in the multilingual pre-primary classroom. FLSHASE (2012 – 2017 part time, viva May 2017)
- FELTES Florian: The impact of social media on the leadership strategies of Generation Y (digital natives) - Challenges and potential, industrial PhD, SnT (2013 – 2016, viva November 2016)
- OUAFO, Adrienne: Interacting In Luxembourgish As An Additional Language: An analysis of language learning as related to language affordances among multilingual adult learners, funded by FNR Luxembourg, AFR PhD-Grant. FLSHASE (2010-2015, viva July 2015)

ALBANESE Claudia: Do tonal language speakers move their brows differently? A Contrastive analysis of facial kinesics in relation to segmental features in phonology and focus in information structure. FLSHASE, (2011-2015, viva February 2015)

BLANCA, Philippe: Multimodal scientific publishing. FLSHASE, (2010-2014, viva October 2014)

MOLZ, Markus: Towards an integral pluralism in sociocultural research. Theme analysis of research biographies and integrative frameworks. FLSHASE, (2006-2010, viva October 2010)

Co-supervisor / member of supervision committee at UL:

HÖHN, Sviatlana: Data-driven repair models for text chat with language learners (University of Luxembourg, FSTC, Prof. Dr. Christoph Schommer, Computer science) (2012-2016, viva February 2016)

MOSER, Hubert: Wave-constrained design methodology for space products (University of Luxembourg, FSTC, Prof. Dr. Lucienne Blessing, Engineering sciences) (2009-2013, viva March 2013)

MEYER, Anne (2010): Peer interactions in the language classroom: Expert-novice-practices in learning activities at multilingual primary school, (University of Luxembourg, FLSHASE, Ass.-Prof. Dr. Gudrun ZIEGLER, Educational sciences) (2007-2010, viva October 2010)