IV INTERNATIONAL PERSPECTIVES ON EDUCATION POLICY (IPEP) SUMMER SCHOOL HANDBOOK

Summer 2021

29th August-3rd September, 2021

Aalborg University

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TIME	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
9-10.30		Researching education policy: theoretical approaches Palle Rasmussen	Document and discourse analysis: an introduction Marcella Milana	Fieldwork	Data analysis	NB: 9.00-11.00 Group presentations of the completed analyses
10.30-11.00	Coffee break					NB: 11.00-11.30
11.00-12.30		Student exercises	Document and discourse analysis: Workshop by Marcella and Annette	Fieldwork	Data analysis	NB: 11.30-12.30 Educational policy and the influence of international cooperation – in Denmark Karen Andreasen
1230-13.30	Lunch break					
13.30-15.00	*Welcome & getting to know each other* Annette Rasmussen	Lifelong learning for post-European society? Influencing adult education policy in Brexited Britain John Holford	Ethnography in education policy studies Annette Rasmussen	Fieldwork (cont.)	Data analysis (cont.)	Investigating the digital governance of education Paolo Landri
15.00-15.30	Coffee break					
15.30-17.00	Opening session: Students' input on issues in education policy Palle Rasmussen	The US Federal and European Transnational Turns in School and Education Policy John Krejsler	Planning the fieldwork	Planning the data analysis	Towards a network governance of European lifelong learning Marcella Milana	Evaluation, conclusions

General information

Preparation required ahead of the Summer School

No later than J**une 26th** please fill in and upload in moodle the **"Questions for participants about education policy issues"** sheet that is provided separately in a .docx file in moodle in topic 1.

Students should note that for each of the lectures include a 'Preparation' section. Please look at it carefully and kindly do as asked, in due time. As there is a limited time for individual study during the Summer School, please consider preparing for these lectures ahead of the Summer School.

Access to preparatory readings

All 'Preparatory readings' mentioned in the lecture's outlines will be made available to students ahead of the Summer School in moodle. 'Further readings' will be made available during the Summer School also in moodle.

Final certificate

Students are reminded that to receive a **completion certificate** (corresponding to 6 ECTS) the attendance requirement is 100%, and they should upload a short essay by **September 15th, 2021** (for which they will receive also a short written evaluation by the IPEP Faculty). Alternatively, they will receive a **participation certificate** (with an attendance of minimum 80%).

Opening session: Students' input on issues in education policy

Palle Rasmussen (Aalborg University)

Sunday, 29th August
15.30 – 17.00

Overview

In education policy strategies and debates many issues are raised and confronted. The quality of schooling and national standards, the value of education for national competitiveness, the unequal distribution of educational resources and opportunities between different groups in society; the lack or surplus of certain types of skills, public versus private schooling to mention a few. Some policy issues also concern the work and organisation of education, such as demands for more parent or student choice, criticism of national or transnational bureaucracy, demands for teachers to secure discipline in class, demands on prepare students for discipline in class. Confronting such policy issues often involve dilemmas, for instance between institutional quality and social equality or between local concerns and national standards. While many policy actors travel (physically or virtually) in transnational policy spaces, most policy debate still takes place in national settings.

In this session we will is to identify and discuss and clarify policy issues that the winter school participants see as important in the contexts where they live and work. Backgrounds of issues, actors, power positions and strategies will be looked for. In preparing for the winter school, participants will have submitted written input about their assessment of the most important education policy issues. The input will be basis for a brief presentation by the teacher and a discussion.

Aims
- Identify urgent education policy issues in the different contexts of the participants
- Discuss and clarify education policy issues and their perspectives and dilemmas
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Expected outcomes

By the end of the session, students should:

- Be able to identify and characterise education policy issues and to tease out their perspectives and dilemmas

Preparation (optional)

Preparation consists of submitting a brief written input in advance. Guidelines will be given.

Preparatory readings
- Sahlberg, P. (2016). The Global Educational Reform Movement and Its Impact on Schooling. In K. Mundy, A. Green, R. Lingard & A. Verger (Eds.), The Handbook of Global Policy and Policy-Making in Education (pp. 128 – 144). West Sussex, UK: Wiley-Blackwell.
- Marginson, S.(2016). The Global Construction of Higher Education Reform. In K. Mundy, A. Green, R. Lingard & A. Verger (Eds.), The Handbook of Global Policy and Policy- Making in Education (pp. 291-311). West Sussex, UK: Wiley-Blackwell.

Researching education policy: theoretical approaches

Palle Rasmussen (Aalborg University)

Overview

This session explores theoretical approaches education policy and the relationships between theoretical approaches and empirical policy research. There is no clear-cut theoretical landscape in research on education policy, but still differences can be found, for instance between rational decision-making models and power differential models, between focus on consensus or on conflict. Like other fields of policy, education policy involves several levels of reality, including social and material structures, institutions, discourse and action, and theoretical approaches may also differ in the attention they pay to these levels. In the session some key concepts and models will be presented and discussed, such as state power, policy fields, actor networks, discourse, problem framing and agenda setting, principal-agent theory, policy implementation. Examples will be taken from different types of education, including higher education and adult education. The analytical and normative roles of theory in educational policy scholarship will also be discussed.

Aims
- To introduce and explore the nature and role of theory in the understanding of education policy
- To introduce different theoretical approaches and key concept in education policy
- To consider the analytical and normative aims of theory in policy analysis

Expected outcomes

By the end of the session, students should be able:

- to explain and critically discuss the nature and role of theory in educational policy analysis;
- to orient themselves in the theoretical landscape of education policy analysis
- to discuss how such approaches might be applied to policy developments in their own country and/or sector

Preparatory readings
- Mitra. D.L. (2018). Educational change and the political process. New York and London: Routledge. (NB: only chapters 5 (Policy process and power) and 6 (Problem Formulation, Agenda Setting and Framing), p 67- 95.
- Fudge, T., Bieber, T. & Martens, K. (2016). Rational Intentions and Unintended Consequences: On the Interplay between International and National Actors in Education Policy. Chapter 25, p 453-469 in Mundy et al. (eds.): The Handbook of Global Education Policy, Chichester: Wiley Blackwell.

- Further Reading
- Rawolle, S. & Liindgard, B (2015). Bourdieu and doing Policy Sociology in Education. Chapter 1, p 15-26 in K. N. Gulson et al (eds.): Education policy and contemporary theory: implications for research. New York: Routledge, 2015.
- Bacch, C. (2012). Introducing the 'What's the problem represented to be' approach. Chapter 2, p 21-24 in A. Bletsas & C. Beasley (eds.) Engaging with Carol Bacchi. Adelaide: University of Adelaide Press 2012
- Rasmussen, P. (2014). Lifelong learning policy in two national contexts. International Journal of Lifelong Education, 33(3), 326-342.
- Duff, M. & Wholstetter, P. (2019). Negotiation Intergovernmental Relations under ESSA. Educational Researcher, 48(5), 296-308.
- Moeller, K. (2020). Accounting for the Corporate: An Analytical Framework for Understanding Corporations in Education. Educational Researcher, 49(4), 232-240.

Lifelong learning for post-European society? Influencing adult education policy in Plagued and Brexited Britain

John Holford

Monday, 29th August
13.30 – 15.00

Overview

This session explores and reflects on Britain's disengagement from the European Union, and how this has affected adult education policy and its context. It centres on a case study of attempts to influence adult education policy, and in particular the work of the Centenary Commission on Adult Education. The Centenary Commission, which reported in November 2019, was an attempt to rethink contemporary lifelong learning needs, policies, and practices, in the spirit of the Ministry of Reconstruction's Adult Education Committee. The Ministry of Reconstruction was established during the First World War to plan how a better society could be built when hostilities ended. Its Adult Education committee issued four landmark reports during 1918 and 1919: these provided a "template" for British adult education, and shaped a system that lasted until the mid-1980s. The Centenary Commission's work took place during the most intense period of the "Brexit" political crisis; its report was published during – and disrupted by – the 2019 general election campaign; its plans for policy impact and dialogue were then disrupted by the onset of the Covid-19 pandemic. It provides a fascinating focus for exploring how adult education policy has been shaped by the political crises of recent years in the UK.

Aims

- To introduce and explore a case study of adult education policy formation
- To explore the interaction between educational policy and broader political contexts and events
- To consider the potential and limitations of an approach to influencing policy

Expected outcomes

By the end of the session, students should be able:

- to explain and critically discuss the aims, context, and activities of the Centenary Commission on Adult Education
- to discuss how adult educational policy in Britain has been influenced by its changing relationship with the European Union, and by the 2020-2021 pandemic
- to discuss to what extent a "globalisation" paradigm remains analytically helpful in relation to adult education

Preparatory readings
- Bynner, J. (2017). Whatever happened to lifelong learning? And does it matter? *Journal of the British Academy, 5*, 61-89. doi:10.5871/jba/005.061
- Centenary Commission on Adult Education. (2019). *"A Permanent National Necessity...": Adult Education and Lifelong Learning for 21st Century Britain*. Nottingham: University of Nottingham School of Education. Available at: www.centenarycommission.org
- Ministry of Reconstruction Adult Education Committee. (1919a). *Final Report*. London: HMSO. Available at: www.centenarycommission.org

- Holford, J., & Welikala, T. (2013). 'Renaissance' without enlightenment: New Labour's 'Learning Age' 1997–2010. In E. Saar, O. B. Ure, & J. Holford (Eds.), *Lifelong learning in Europe: national patterns and challenges* (pp. 140-164). Cheltenham: Edward Elgar.
- Holford, J. (2016). The misuses of sustainability: Adult education, citizenship and the dead hand of neoliberalism. *International Review of Education, 62*(5), 541-561. doi:10.1007/s11159-016-9591-4

Further Reading

- Augar, P., Crewe, I., de Rojas, J., Peck, E., Robinson, B., & Wolf, A. (2019). *Independent Panel Report to the Review of Post-18 Education and Funding*. London: HMSO. https://www.gov.uk/government/publications/post-18-review-of-education-and-funding-independent-panel-report
- Civic University Commission. (2018). *Civic University Commission Progress Report*. London: UPP Foundation. https://upp-foundation.org/wp-content/uploads/2018/10/UPP-Foundation-Civic-University-Commission-Progress-Report.pdf
- Civic University Commission. (2019). *Truly Civic: Strengt hening the connection between universities and their places. The final report of the UPP Foundation Civic University Commission*. London: UPP Foundation. https://upp-foundation.org/wp-content/uploads/2019/02/Civic-University-Commission-Final-Report.pdf
- Independent Commission on Lifelong Learning. (2019). *Personal Education and Skills Accounts: Recommendations from the Independent Commission on Lifelong Learning*. London: Independent Commission on Lifelong Learning. https://assets.nationbuilder.com/libdems/pages/44888/attachments/original/1552911710/Lifelong_Learning_Commission_-_PESA_Report_-_FINAL.pdf
- Labour Party. (2019). *Independent Commission for Lifelong Learning: Final report* (E. Morris & D. Ward Eds.). London: Labour Party. https://labour.org.uk/wp-content/uploads/2019/11/Lifelong-Learning-Report-2019.pdf
- Ministry of Reconstruction Adult Education Committee. (1918a). *Interim Report: Industrial and Social Conditions in Relation to Adult Education*. London: HMSO. Available at: www.centenarycommission.org
- Ministry of Reconstruction Adult Education Committee. (1918b). *Second Interim Report: Adult Education in the Army*. London: HMSO. Available at: www.centenarycommission.org
- Ministry of Reconstruction Adult Education Committee. (1919b). *Third Interim Report: Libraries and Museums*. London: HMSO. Available at: www.centenarycommission.org

The US Federal and European Transnational Turns in School and Education Policy:

Are there Comparative Lessons to Be Learnt?

John Benedicto Krejsler, (Aarhus University)

Monday, 30th August
15.30 – 17.00

Overview

In Europe as well as the United States eduation has become the solution to succeed in knowledge economies by optimizing human capital. This reflects rising concerns whether school curricula and standards match the demands for skills in the 21st century.

In Europe it makes sense to talk about a transnational turn since the turn of the millennium. In Denmark you see that national school and education policy is increasingly embedded in transnational collaborations, the OECD, IEA, EU and the Bologna Process in particular.

In the United States it makes sense to talk about a federal turn. Since the 1980s we see that the federal level and interstate collaboration get increasing momentum. The climax was probably achieved with the No Child Left Behind Act" in 2002 with its commitment to "high-stakes testing", "accountability", "standards-based education", "excellence" and "evidence-based policy".

This lecture explores the hypothesis whether we, in Europe, can gain insight in potentials and pitfalls by better understanding the dynamics of American school and education reform, considering that many reforms of similar kinds that took place earlier in the United States than in Europe.

Finally, both region are currently experiencing considerable political turbulence that may potentially reverse transnational and federal/interstate collaborations (e.g. Brexit, populist turns in Europe, the Trump adminsitration and the recent federal "Every Student Succeeds Act"(ESSA), that is supposed to give back power to the state and local levels in school policy).

Theoretically, the lecture draws on in post-foucauldian governmentality analysis.

Aims
- To explore and discuss a theoretical framework for comparing European and U.S. developments in school and education policy
- To introduce and explore critical aspects of the transnational turn in European school and education policy
- To introduce and explore critical aspects of the federal turn in U.S. school and education policy

Expected outcomes

By the end of the session, students should be able:

- Understand and critically discuss the transnational turn in European school and education policy
- Understand and critically discuss the federal turn in U.S. school and education policy
- Demonstrate and critically discuss in what sense it makes sense (and in what ways it does not make

sense) to counterpoise European and U.S. education policy in a comparative perspective

Preparatory readings

- Diamantopoulou, A. (2003). The European model of integration and governance. Are EU-US comparisons valid and credible and to what extent? (Vol. Speech/03/566). Brussels: European Commission.
- Krejsler, J. B. (2020) Imagining school as standards-driven and students as career-ready! A comparative genealogy of US federal and European transnational turns in education policy. In: Guorui Fan & T. S. Popkewitz (eds.), Handbook of Educational Policy Studies: School/ University, Curriculum and Assessment. Vol. 2. Chapter 19 (351-383). Singapore: Springer. OpenAccess: https://link.springer.com/content/pdf/10.1007%2F978-981-13-8343-4_19.pdf
- Labaree, D. (2014). Let's Measure What No One Teaches: PISA, NCLB and the shrinking aims of education. Teachers College Record, 116(090303), 14.
- Popkewitz, T.S.(2011). Numbers in grids of intelligibility: Making sense of how educational truth is told. In: Educating for the Knowledge Economy? Critical perspectives. Eds. H.Lauder, M.Young, H.Daniels, M.Balarin & J.Lowe. New York & London: Routledge. (Chapter 10)
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- Further Reading
- Krejsler, J. B. (2018). EuroVisions in School Policy and the Knowledge Economy: A genealogy of the transnational turn in European school and teacher education policy In N. Hobbel & B. Bales (Eds.), Navigating the Common Good in Teacher Education Policy: Critical and International Perspectives. New York & London: Routledge.
- Krejsler, J. B. (2019). The 'Fear of Falling Behind Regime' Embraces School Policy: State vs federal policy struggles in California and Texas. In D. Staunæs, K. Brøgger, & J. B. Krejsler (Eds.), Performative Approaches to Education Reforms: Exploring intended and non-intended effects of reforms morphing as they move (pp. 49-64). London & New York: Routledge.
- Lawn, M., & Grek, S. (2012). Europeanizing Education: Governing a new policy space. Oxford: Symposium Books.
- Rhodes, J. H. (2012). An Education in Politics: The origin and evolution of No Child Left Behind. Ithaca NY & London: Cornell University Press.
- Rury, John L. (2020). Education and Social Change: Contours in the History of American
- Schooling. 6th ed. New York & London. Routledge. (Gives a good overview of school and education in the United States, its histories and many key themes)

Document and Discourse Analysis: An Introduction

Marcella Milana (University of Verona)

Tuesday, 31th August
9.00 – 10.30

Overview

Document and discourse analysis refer to a broad family of approaches applied to examine and interpret written documents and other discursive practices. Several such approaches are widely used and have proved successful to study policy process and outcomes, and to demonstrate how discourses about education evolves through the interpretation of phenomena based on people' experiences, which is influenced by the wider context made of (policy) actors and their interactions.

This lecture will first outline some of the features of document and discourse analytical approaches used in education policy research. Then, it will focus attention on interpretative policy analysis, and the key issue of 'meaning'. Finally, it will introduce a distinctive (poststructural) methodology for analysing policy: the 'What's the problem represented to be' developed by Carol Bacchi at the University of Adelaide (Australia). Reference to research applying and/or inspired by Bacchi's methodology will be made so as to exemplify and discuss its applicability, as well as the potentials and limitations of document and discourse analysis more broadly.

Following this introductory lecture, students will engage in a hands-on exercise.

Aims

- To introduce some of the features of document and discourse analysis for policy studies in education
- To explore the challenges of interpreting meanings, and the researcher's positioning
- To consider the potentials and limitations of different approaches to document and discourse analysis

Expected outcomes

By the end of the session, students should:

- Be able to decide whether or not to include document and discourse analysis when designing a study;
- Be able to identify the approach that would best fit a study;
- Be able to identify what would be relevant documents (and other sources) on which to perform the analysis

Preparation

Read the preparatory reading by Bacchi (2009) and the *Paris Communiqué* to familiarize with their content (N.B: this will help you to make the most of this lecture and the hands-on exercise that follows).

Preparatory readings

- Bacchi, C. L. (2009). Poststructural Policy Analysis – A Guide to Practice. Palgrave Macmillan. [ONLY Chapter 1 (pp. 13-26), and Chapter 2 (pp.27-53)]
- Paris Communiqué, Paris, May 25th 2018.

Further Reading

- Wagenaar, H. (2011). Meaning in action: Interpretation and dialogue in policy analysis. New York: M.E.Sharpe. [ONLY Chapter 3 (pp. 25-39) and Chapter 9 (pp. 241-274)]
- Cort, P. (2010). Europeanisation and Policy Change in the Danish Vocational Education and Training System. Research in Comparative and International Education, 5(3), 331-343.
- Cort, P. (2008). VET policy formation and discourse in the EU: A mobile work force for a European Labour Market? In C.H. Jørgensen & V. & Aarkrog (eds.), Divergence and convergence in education and work (pp. 101-124). Bern: Peter Lang.
- Milana, M., & McBain, L. (2014). Adult education in the United States of America: a critical examination of national policy (1998-2014). Encyclopaideia, 18(40), 34-52.
- Milana, M. (2013). Globalization, transnational policies and adult education. International Review of Education, 58(6), 777-797.
- Walker, J. (2009) .The inclusion and construction of the worthy citizen through lifelong learning: a focus on the OECD, Journal of Education Policy, 24(3), 335-351.

Ethnography in education policy studies

Annette Rasmussen (Aalborg University)

Overview

Educational ethnography offers a particular set of methods to describe and analyse education policies and settings from the inside. This approach has proved successful in theorising policy processes as well as demonstrating the impact of educational reforms on teachers and students. It involves participant observation, interviewing and immersion in the field for extended periods.

First part of the session will be outlining key elements of ethnographic research and will include a variety of experiences with this approach. Next part will consider issues of entry, time, and the role of the researcher in ethnography, including experiences from education policy studies in a Danish context.

In ethnographic approaches to researching education policy, the researcher is the prime research instrument for the gathering of soft data, which is usually no soft option. It necessitates access to the sites where policies are produced and/or enacted, which might involve various entry problems. It requires the researcher to invest a considerable amount of time in fieldwork, which might make it a more suitable strategy to research students than to tenured academics. However, different time modes can be identified that allow for constituting different ethnographic practices.

Aims
- To introduce to the basic features of educational ethnography
- To explore challenges of access, time, and reflexivity as to researcher engagement
- To consider the balancing between participants' perspectives and theory building

Expected outcomes

By the end of the session, students should:

- Be able to design an ethnographic approach to study educational policies in a particular context;
- Be able to handle challenges of access and time in an ethnographic policy study;
- Be able to explain the various methods to provide insider and 'outsider' perspectives.
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Preparation

Based on the reading of the Chapter 1 of Ball et al. prepare a presentation of an example of policy research for which you consider an ethnographic approach suitable. Based on your example, consider the particular strengths and weaknesses of ethnographic approaches to the study of education policy processes and enactments. Consider also, what challenges you might have experienced or anticipate in such approaches.

Preparatory readings

- Ball, S.J., Maguire, M. & Brown, A. (2012). How Schools do Policy. Policy enactments in secondary schools. London, New York: Routledge, Ch. 1, 2 and 7
- Jerolmacks, Colin & Khan, Shamus (2017): Approaches to Ethnography: Analysis and representation in participant observation. Oxford University Press, Introduction and ch. 8

Further Reading

- Jeffrey, B. & G. Troman (2006). Time for ethnography. In: Troman, G., Jeffrey, B. & Beach, D. (eds.) Researching education policy: Ethnographic experiences. Ethnography and Education. London: the Tufnell Press, 22-36. Reprint from British Educational Research Journal, 30(4):535-548.
- Walford, G. (2008). Selecting sites, and gaining ethical and practical access. In: Walford, G. (ed.) How to do Educational Ethnography. Ethnography and Education. London: the Tufnell Press, 16-38.
- Rasmussen, A. & K. Andreasen (2016). Implicit knowledge of general upper secondary school in a bridge-building project. Ethnography and Education. London: the Tufnell Press, 316-330

Towards a network governance of European lifelong learning

Marcella Milana (University of Verona)

Thursdag , 2rdSeptember
15.30 – 17.00

Overview

Policy coordination, a long-standing issue of concern for governments to make public policy effective (i.e. by resolving possible discrepancies between policies and sectorial priorities), is a central concern for the European Union (EU), a quasi-federal political structure. EU policy coordination builds on the assumption that public action, traditionally based on bureaucratic-hierarchical power relations, and typically a matter of government, has become increasingly 'dispersed', and it is conditioned by vertical and horizontal interdependencies between multiple actors. Therefore, understanding EU governance in lifelong learning calls for attention on policy coordination, and the role played by the European Commission (EC).

The pursuing of a community agenda on adult learning's, and of Education and Training 2020's objectives, builds on policy coordination instruments such as Commission expert groups. These are consultative bodies set up by the EC, or its departments, when external specialist advice is needed 'for sound policymaking'. Expert groups advise the EC and their inputs are not binding, yet, these groups fit into the principles of the Open Method of Coordination with its stress on mutual learning, exchange of good practice and the socialisation process. Accordingly, the influence of the Commission expert groups on policy coordination, in particular, has received a growing interest among researchers, for example, to assess their participation patterns, transparency, and knowledge generation.

This lecture draws on a recent study that engaged in a Social Network Analyses of the Commission expert groups on adult learning (since 2008), and under the Education and Training 2020 work programme (since 2014). The study explored the form of network governance these expert groups create. In so doing, this lecture will report on the relationships between the actors formed through such expert groups, and discuss the potential power within, and of, a network, to influence member states' domestic adaptation of communitarian policies. In so doing, this lecture will also touch upon the potentials and limits of Social Network Analysis to examine policy coordination instruments such as Commission expert groups.

Aims

- To present and discuss EU governance in education
- To address the challenges of studying networked forms of governance
- To introduce the potentials and limits of Social Network Analysis to analyse networked forms of governance at EU level

Expected outcomes

By the end of the session, students should be able to:
- Understand and critically discuss Commission expert groups as a policy instrument of European education governance
- Understand and critically discuss the potentials and limits of Social Network Analysis to investigate European education governance

Preparation

- Bevir, M. (2019). Governance. In Encyclopædia Britannica.
- Hanneman, R. A., & Riddle, M. (2005). Introduction to Social Network Methods – 1. Social Network Data. Riverside, CA: University of California. https://faculty.ucr.edu/~hanneman/nettext/C1_Social_Network_Data.html Last access 25 February 2020
- Milana, Klatt, & Tronca (in print). Towards a network governance of European lifelong learning: a structural analysis of Commission expert groups. International Journal of Lifelong Education. https://doi.org/10.1080/02601370.2020.1729881

Further reading:

- Enroth, H. (2011). Policy network theory. In M. Bevir (Ed.). The Sage Handbook of governance (pp. 19-35). London: SAGE Publications.
- Freeman, L.C. (1979). Centrality in Social Networks: Conceptual Clarification. Social Networks, 1(3), 215-239.
- Gornitzka, Å, & Sverdrup, U. (2011) Access of Experts: Information and EU Decision-making. West European Politics, 34(1), 48-70.
- Papanastasiou, N. (2019). Best practice as a governing practice: producing best practice in a European Commission working group. Journal of Education Policy, 1-22 (pre-published online).

Education policy and the influence of international cooperation – in Denmark

Karen Andreasen

Overview

International relations and cooperation have always influenced on education policies. Such influence has for instance taken place through the dissemination of books, through exhibitions and through education. In addition, meetings in contexts such as at international conferences and in different kinds of international NGO or GO organisations dealing with education have played a role. Throughout the 20th century, the interaction in formal and informal organisations and networks of inter- and transnational character developed and became stronger and more influential, especially after WW2. This also goes for cooperation focusing on education. For instance, the New Education Fellowship (NEF) is an example of an organization of a NGO character playing a role in the early part of 20th century. Organisations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organisation for Economic Co-Operation and Development (OECD), including the Centre for Educational Research and Innovation (CERI), and the European Union (EU) are examples of organizations of GO character that dominated from the later part of the century. Cooperation and decision-making in these contexts have exerted a strong influence on national education policy, and still does. However, the processes by which such influence takes place might represent a challenge to democracy. In the presentation, this will be illustrated and analysed by using Denmark as a case.

Aims
- To introduce to international cooperation and its influence on educational policies
- To discuss the problems and challenges of such influence in general and in the perspective of democracy
- To illustrate and analyse this by using Denmark as a case

Expected outcomes
By the end of the session, students should:
- Be able to understand international policies in the light of international cooperation
- Be able to identify the challenges related to such cooperation and influence
- Be able to understand this at a national level regarding Denmark

Preparatory readings
- Andreasen, K. E. (2019). The Impact of PISA Studies on Education Policy in a Democratic Perspective: The Implementation of National Tests in Denmark. In C. Ydesen (ed.), The OECD's Historical Rise in Education: The Formation of a Global Governing Complex (133-153). Palgrave Macmillan. Global Histories of Education https://doi.org/10.1007/978-3-030-33799-5_7

Further Reading

- Andreasen, K. E., & Ydesen, C. (2016). The International Space of the Danish Testing Community in the Post-war Years. In W. C. Smith (ed.), The Global Testing Culture: Shaping education policy, perceptions, and practice (115-130). Symposium Books. Oxford Studies in Comparative Education
- Andreasen, K. E., & Ydesen, C. (Accepted/In press). Historical Roots of the Global Testing Culture in Education. Nordic Studies in Education, 2.

- Lawn, M. & Grek, S. (2012) Europeanizing education – governing a new policy space. Symposium books, Oxford.

Investigating Digital Governance of Education

Paolo Landri (CNR - IRPPS)

Friday, , 3rdSeptember
13.30 – 15.00

Overview

Education policy is more and more imbricated in digital technologies and platforms. We are witnessing a shift from the paper-based and analogue instrumentations to the digital technologies that are introducing new social, technical, and material dimensions in the infrastructure of the practice of governing of the education systems. The landscape of the governance of education is hardly conceivable nowadays without the technicalities and the related circuits of expertise of the digital worlds. For some scholars, we are entering in the digital-era governance (Dunleavy 2005), and in particular, in the digital governance of education (Williamson 2016) where the concatenations of data, algorithms, codes and expertise are profoundly, and fast reshaping the horizon and the very condition of the education policy and practice. While these changes have been to some extent anticipated in the long history of the media technological developments, there is need to test the 'reality' of these transformations to better understand the becoming digital of the governance of education and their implications. It is relevant, in particular, to explore how the new policy instrumentations are reconfiguring the educational governance, and to understand whether or not the emergent configurations are related to the discourses and the practices of the new public management. The empirical exploration of the digital governance displays, however, specific challenges, and is soliciting, at the same time, the sociological research to focus and re-tune its methodology on the changing socio-materialities of education policy. Digital platforms, software and devices are not completely transparent. They constitute and make visible the space-times of education; on the other hand, paradoxically, they have shades of opacity, as they are imbricated in trans-national and intra-national sociotechnical machinery that can be overtly fluid, changing over time, and not entirely open for investigation. The description of the digital governance is requiring, then, creative methodological arrangements, by following the complexification of the field of research.

Aims

- To present the policy instrumentations of the digital governance of education
- To address the challenges of studying the digital governance of education
- To introduce some of the research methods that have been currently mobilised to trace, register and analyze the current shift to the digital technologies in education policy

Expected outcomes

By the end of the session, students should:
- Be aware of the relevance of drawing attention to the policy instrumentations of education policy
- Be able to recognize the range of available possibilities in researching the digital governance of education

Preparatory reading

- Landri, L. (2018). Cartographies of the Digital Governance of Education. In Sam Sellar, Radhika Gorur

and Gita Steiner-Khamsi (Eds), World Yearbook of Education Comparative 2019 - Methodology in an Era of Big Data and Global Networks (pp. 132-147).

- Williamson B. (2016) Digital education governance: data visualization, predictive analytics, and 'real-time' policy instruments, Journal of Education Policy, 31:2, 123-141

Preparation:

Read the preparatory reading, take notes, and select some examples of influential digital technologies in education policy in your country.

Further reading:

- Papanastasiou, N. (2019). Best practice as a governing practice: producing best practice in a European Commission working group. Journal of Education Policy, 1-22 (pre-published online). Decuypere, M. (2016). Diagrams of Europeanization: European education governance in the digital age, Journal of Education Policy, 31(6), 851-872.
- Kitchin, R. (2017). Thinking critically about and researching algorithms, Information, Communication & Society, 20(1), 14-29.
- Williamson, B. (2016). Digital education governance: An introduction. European Educational Research Journal, 15(1), 3–13. Available at: http://eer.sagepub.com/lookup/doi/10.1177/1474904115616630