

# SUSEES 2022 Programme

## Summer School in European Education Studies

### 4<sup>th</sup> April

9.30 am - 10 am

#### Opening session

##### Welcome and SUSEES Outline

*Mathias Decuypere, Paolo Landri and Emiliano Grimaldi*

10 am – 11.30 am

#### Participants research projects presentation

11.30 am – 1 pm

#### Capacity-building session

*Writing up and publishing your European education study*

Pat Thomson – University of Nottingham, UK

2 pm – 4 pm

#### Lectures

*Researching European education topologically*

Mathias Decuypere – KU Leuven, BE

*Researching the digital governance of education in Europe  
sociomaterially*

Paolo Landri – IRPPS-CNR, IT

4 pm – 6 pm

#### Laboratory and Group work

6 pm – 8 pm

#### Keynote lecture

*Ordering and Disordering: Populism and the governing of  
European education*

Martin Lawn – University of Edinburgh, UK

### 5<sup>th</sup> April

9 am – 10 am

#### Capacity-building session - Writing tiny texts

10 am – 12 am

#### Keynote lecture

*Back to school: exercises in pedagogic articulations*

Maarten Simons and Jan Masschelein – KU Leuven, BE

*Researching European education discursively*

Emiliano Grimaldi – University of Napoli Federico II, IT

1 pm – 3 pm

#### Laboratory and Group work

3 pm – 5 pm

#### Lectures

*Researching national education normatively*

Pat Thomson – University of Nottingham, UK

*Researching Global Education Historically*

Christian Ydesen – Aalborg University, DK

5 pm – 7 pm

#### Laboratory and Group work

7 pm -Social Event

### 6<sup>th</sup> April

9 am – 10 am

#### Capacity-building session

*Writing tiny texts*

10 am – 12 am

#### Lectures

*Researching the form of education systemically*

Eric Mangez and Pieter Vanden Broeck  
University of Leuven, BE - Columbia University, US

*Researching transnational education governance comparatively*  
Sotiria Grek – University of Edinburgh, UK

1 pm – 2 pm

*Researching education biographically*

Nelli Piattoeva - Tampere University, FI

2 pm – 4 pm

#### Laboratory and Group work

##### Capacity-building session

*Finalizing tiny texts*

4 pm

#### Wrapping up, closing and goodbye

Mathias Decuypere, Emiliano Grimaldi & Paolo Landri

# SUSEES 2022 –Abstracts

## Summer School in European Education Studies

### *Researching European education topologically* - Mathias Decuyper

Over the last years, social topology has become one of the hallmark relational frameworks in contemporary social science, as it affords the study of relationally fabricated spaces and times. In this lecture, I explore and elucidate this framework, and more particularly demonstrate the extent to which social topology can be deployed as a theoretical lens in order to empirically scrutinize educational spaces and times. Above and beyond that, the lecture will address how social topology offers the distinct possibility and analytical gaze to inquire the meaning of what is 'global' or what is 'local', but equally of what is 'educational' and of what is 'European'. The lecture will focus on several digital European education platforms as a case in point, and in doing so elucidate how newly emerging digital educational environments can be analyzed with a topological lens.

### *Researching the digital governance of education in Europe sociomaterially* - Paolo Landri

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. As an effect, the landscape of the governance of education is hardly conceivable nowadays without the technicalities and the related circuits of expertise of the digital worlds. While these changes have been to some extent, anticipated in the long history of the media technological developments, there is a need to test the 'reality' of these transformations. It is relevant, in particular, to explore how the new policy instrumentations are reconfiguring the educational governance in Europe. 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 sociomaterialities of education policy.

### *Ordering and Disordering: Populism and the governing of European education* - Martin Lawn

Over recent decades, the development of educational studies in the European Union and the governance of schooling and learning has been studied at different stages, scales and sectors. This trajectory has become closely aligned in recent years with the growth of centralizing governing technologies, in data and standards, and in national, institutional and international spaces. An assumed closeness of governing practices across Europe, and beyond, has focused research work on institutional steering, private partnerships, specialist sites of collation and analysis, and narrative creation. Powerful descriptions of new systems have emphasised stability, software, and data as shaping an inescapable future. Technological logics have obscured or supplanted the actual present with the imagined future. In this presentation, I will try to show how ideas of disorder, rejection and failure disrupt these powerful analyses. The present has discontents and the future its contradictions.

### *Researching European education discursively* - Emiliano Grimaldi

The aim of the lecture is to present Foucauldian archaeology as a problematising method of inquiry to study education discursively within the wider framework of governmentality studies. This means, it is argued, to focus on the epistemic space of education in a general frame that looks at the interplay between the forms and limits of knowledge about education, the functioning of educational technologies and the ethical making of educational subjects. The lecture is organised in three parts. First, archaeology as a method is presented and framed within a more comprehensive analytics of government. Second, the analytical potential of the archaeological method is discussed using educational evaluation as an exemplary object of analysis. Third, the lecture will focus on the potential of archaeology as a tool for an affirmative critique of our educational present, that is as an analytics that allows us to enter in relation to education as a key part of our own historicity, to understand our fabrication within power/knowledge, and to enlarge the possibilities of going beyond the limits that the current historical forms of evaluation, as knowledge and practice, impose on us as educational subjects.

### *Back to school: exercises in pedagogic articulations* - Maarten Simons and Jan Masschelein

There is no shortage in theories on school education although in many of these theories (e.g. sociological, economical, political, cultural...) the school itself does not seem to matter. We will try to put the school itself at the center and to try to give it a voice. Turning the school itself into an issue of concern implies to resist the heteronomous approaches, and to develop an autonomous, pedagogic approach focusing on the school form. The assumption of this pedagogic approach is that the school form enables a specific condition for learning and, hence, a particular mode of learning - that is, scholastic learning - different from other conditions and modes of learning (such as initiation or socialization). The pedagogic approach seeks to articulate the phenomenon that the word 'school' names, the experiences in which this happening of 'school' manifests itself and the material forms that constitute 'school' or make it find its place. We conclude with a plea for school studies.

# SUSEES 2022 – Abstracts

## Summer School in European Education Studies

### ***Researching national education normatively*** - Pat Thomson

Education policy in England can be understood as an almost complete realisation of one neoliberalist imaginary. The animation of an organisational funder-purchaser-provider model combined with regulation via market and audit has taken some forty years. Three quarters of all secondary and a third of primary students now attend an academy school where decisions are made by appointed trustees, not elected parents, teachers, students or members of the public. Media regularly report ongoing events that are recognisably corrupt and criminal; these evidence an overall corrupted school system where ethical or moral considerations of public good are seriously eroded. In such circumstances there is an urgent need for (1) research which goes beyond deconstructive critique to take a strongly normative position, and (2) researchers who engage in political action to put questions of justice, decency, integrity and good back onto the agenda. But as Bourdieu noted, “detached” expert science is needed to provide the basis for effective activism. In this presentation I will thus discuss both the substantive case of England and the tensions within normative research and political desire.

### ***Researching global education historically*** - Christian Ydesen

What can we learn about global education from historical studies? It may sound like a simple question. On reflection, however, the question raises fundamental ontological, methodological, and empirical issues. In this lecture, I venture to unpack these issues using examples from the history of international organisations like UNESCO and the OECD. Starting from Bourdieu’s argument that every social object must be understood as a historical one and that it is imperative to historicize the research object in question to achieve understanding, I argue that historical research can contribute with valuable insights to contemporary education research. Harvesting these insights, however, does require meticulous reflections in terms of theory, sources, methodological approaches. Drawing on examples of possible paths to pursue, I argue that history of education can provide; 1) increased awareness of the precursors of contemporary programmes and developments in education; 2) knowledge about trajectories and path dependencies, which often define new spaces of opportunities; and 3) a focus on continuities and ruptures as an analytical lens.

### ***Researching the form of education systemically*** - Eric Mangez & Pieter Vanden Broeck

For the last decades education has been through a major semantic shift, where new notions such as ‘learning’, ‘competences’, ‘projects’ came to replace or complement an older, more established vocabulary. Most sociological accounts attribute such evolution to the development and primacy of a preponderant logic, generally of power or capital. Niklas Luhmann’s systems theory, on which we will draw in this lecture, suggests to start from a different, opposite, premise: not the predominance but instead the lack of any predominant logic characterises modernity. From such vista, this semantic change is above all an outcome of the educational system’s autonomous evolution. We suggest that such change in semantics corresponds to a changing structure or form of education. In this lecture, we will overview the historical background leading up to this change, in order to then deal in depth with one such new form of education, namely project-based education. The current inclination, at the European level, to fund education in the form of projects will be addressed as illustrative of how global education expands beyond institutionalised answers to the question what it means to educate.

### ***Researching transnational education governance comparatively*** - Sotiria Grek

This lecture will examine the construction of comparative and quantitative knowledge as one of the key instruments in the making of transnational education governance. The lecture will trace the key moments, actors and events which led to the construction of comparative global governing vistas, with particular attention to the role and work of the European Commission, the OECD, the World Bank and UNESCO. The lecture will conclude reflecting on the challenges of delivering comparative social scientific research in education, when the making of comparative knowledge is precisely the object of analysis itself.

### ***Researching education biographically*** - Nelli Piattoeva

This lecture presents our work in a collaborate project Recollect/Reconnect: Crossing the Divides through Memories of Cold War Childhoods that engages with the collective biography approach (Davies and Gannon, 2006) combined with art practice. The project focuses on scholar and artist participants’ experiences of growing up in socialist and post-socialist societies. Collective biography creates memory stories to explore micro-moments and micro-processes of subject formation through discursive effects, and affective and material entanglements. It also seeks to divert from modernist and colonial modes of knowledge production that uphold multiple divides that separate researcher and researched, subject and object, affect and reason, science and art, as well as reserve theory building for the privileged institutions mostly located in the global North. My lecture will address questions such as what we can learn about education and societies by engaging with memories, and how and why to initiate research practices that bring together researchers across disciplines and persistent real and imaginary borders in Europe, artists and scientists, and extend beyond typical spaces of research dissemination to engage the public through work in museums, for instance. In this way the lecture also joins forces with other lectures of the summer school that delve into the possibilities of critique beyond debunking and deconstruction.