



# **VI INTERNATIONAL PERSPECTIVES ON EDUCATION POLICY (IPEP) SUMMER SCHOOL EXTENDED PROGRAMME**

**Summer 2024**

**18th-23rd August, 2024**

**Aalborg University  
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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>9.00-10.00</u> Researching education policy: theoretical approaches.  Palle Rasmussen	<u>9.00- 10.30</u> Document and discourse analysis: an introduction  Marcella Milana and Pia Cort	<u>From 9.00</u> Fieldwork at the UCN	<u>From 9.00</u> Data analysis	<u>9.00-10.30</u> Group presentations of the completed analyses
<b>Coffee break</b>					
	<u>10.30-11.30</u> Researching education policy. (continued)  Palle Rasmussen	<u>11.00-12.30</u> Document and discourse analysis  Workshop run by Marcella and Pia	Fieldwork at the UCN (continued)	Data analysis (continued)	<u>11.00-12.00</u> Group presentations (continued)
<b>Lunch break</b>					
<u>13.00-14.00</u> <i>Welcome &amp; getting to know each other.</i>  Annette Rasmussen and Marcella Milana	<u>12.30-14.30</u> Governing the teaching profession – in a global field  Tore Bernd Sorensen	<u>13.30-15.00</u> Ethnography in education policy studies  Annette Rasmussen	Fieldwork at the UCN (continued)	Data analysis (continued)	<u>13.00-14.00</u> Teacher professionalism from the margins  Alison Louise Milner
<b>Coffee break</b>					
<u>14.30-16.00</u> Education policy issues in an international framework  Workshop run by Annette and Marcella	<u>15.00-17.00</u> The US Federal and European Transnational Turns in School and Education Policy  John Benedicto Krejsler	<u>15.30-17.00</u> Planning the fieldwork  Workshop run by Marcella and Annette	Planning the data analysis  (in the groups)		<u>14.30-15.00</u> Conclusions and evaluation

# General information

## Preparation required ahead of the Summer School

Before the start of the IPEP Summer School students will be asked to fill in and upload in Moodle a “**Questions for participants about education policy issues**” sheet that is provided separately after registration.

Students should note that each of the lectures will include a ‘Preparation’ section. Please look at it carefully and kindly do as we ask 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 5 ECTS) the attendance requirement is 100%, and they should upload a short essay by **September 15th, 2024** (for which they will receive also a short, written evaluation by the IPEP Faculty).

## Bursaries

The ESREA Presidium has gladly agreed to support the IPEP 2024 with four scholarships, which can be applied for by PhD students who need support for travel and accommodation costs. Please write an application, stating your situation and needs, and forward this to Coordinator Annette Rasmussen anra@ikl.aau.dk at the time of your acceptance to the IPEP Summer School.

# Education policy issues in an international framework

## Workshop based on participants' input

Sunday, 18th August  
14.30 – 16.00

### 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 policies and 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 summer 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 summer 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 teachers 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

### 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

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

# Researching education policy: theoretical approaches

**Palle Rasmussen (Aalborg University)**

Monday, 19th August 9.00 – 11.30
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## 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. 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

# Governing the teaching profession: Teacher education and training policies in a global field

Tore Bernt Sorensen (University of Glasgow)

Monday, 19<sup>th</sup> August  
12.30– 14.30

## Overview

This talk focuses on the emergence and consolidation of a global education policy field concerned with the governing of teacher education and the teaching profession since the 1990s. Drawing on a series of studies of the teacher policy activities of the Organisation for Economic Cooperation and Development (OECD) and the European Union (EU), the talk concentrates on the main policy issues, actors, and instruments that together constitute this evolving global field.

In theoretical terms, the talk discusses the epistemic gains and limitations of different influential 'field' theories (those of Basil Bernstein, Pierre Bourdieu and neo-institutional field theory, respectively) in the study of transnational teacher (education) policy. Adopting neo-institutional field theory, the talk in particular demonstrates the increasing entanglement of employment and education policy in the EU's governance of teachers since the early 2010s, and hence the need for policy researchers to conceive of teachers as both educators and workers.

## Aims

- To consider main factors explaining the political attention directed towards teachers and teaching globally
- To show the mutual implications between education and employment policy in the EU's governance of teachers
- To introduce major field theories and discuss their epistemic gains and limitations in the study of education policy

## Expected outcomes

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

- To explain some of the main reasons for why teachers and teaching have become salient policy issues in global governance
- To explain key features of the EU's and the OECD's governance of teachers
- Considering their own policy research ideas, discuss the potentials and limitations of different field theories.

# 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, 19 <sup>th</sup> August 15.00 – 17.00
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## Overview

In Europe as well as the United States education 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 administration 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 to:

- 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



# Document and Discourse Analysis: An Introduction

Marcella Milana (University of Verona) & Pia Seidler Cort (Aarhus University)

Tuesday, 20th August  
9.00 – 12.30

## Overview

Document and discourse analysis refers to a broad family of approaches applied to examine and interpret documents produced across different social practices taking a variety of forms from written documents to visual images. Several such approaches are widely used and have proved successful to study policy processes and outcomes, and to demonstrate how discourses about education evolves through the interpretation of phenomena based on people's 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 (post-structural) methodology for analysing policy: the 'What's the problem represented to be' (WPR) approach developed by Professor Emerita Carol Bacchi at the University of Adelaide (Australia). Reference to research applying and/or inspired by Bacchi's methodology will be made to exemplify and discuss its applicability, as well as the potentials and limitations of document and discourse analysis more broadly. Following the introductory lecture, students will engage in a hands-on exercise applying the WPR approach to EU policy on teacher training.

## Aims

- To introduce to the specific 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 assess the usefulness of document and discourse analysis when designing a study;
- Be able to identify the approach most suitable for a study;
- Know the criteria for identifying relevant documents (and other sources) for performing a document analysis

# Ethnography in education policy studies

Annette Rasmussen (Aalborg University)

Tuesday, 20 <sup>th</sup> August 13.30 – 15.00
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## 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.

# Teacher professionalism from the margins: a critical realist analysis of teacher education policy development in England and Sweden

**Alison Louise Milner**

Friday, 23rd August

13.00 – 14.00

## Overview

In the shift from government to governance, discourses of teacher professionalism are a key policy instrument to steer teachers' work and education generally. However, modes of governance are multiple, multi-scalar, and contextually varied, while education policy actors vary in their 'authority to speak' and shape policy textually and discursively (Bourke, Ryan and Lidstone, 2013). It is therefore important to understand how different governments mobilise discourses of teacher professionalism for distinct governance purposes and whether teachers themselves have any influence over their construction. With Critical Discourse Analysis (Fairclough 2010; Van Dijk, 2014) as a methodology, this paper analyses two teacher policy documents – The Importance of Teaching: The Schools White Paper in England and Top of the Class - A New Teacher Education in Sweden – and elite interviews with policymakers involved in their development. Employing critical realist theories of meta-governance and knowledge (Code, 2014; Jessop, 2016), it suggests that dominant discourses of teacher professionalism represent a form of government intervention which legitimate differentially state, market and/or network governance. Teachers, through their trade unions, are variously marginal and central to their discursive construction and thus the legitimised mode(s) of governance.

## Aims

- Identify teacher education policy issues in different country contexts
- Discuss and clarify the education policy issues and their perspectives and dilemmas

## Expected outcomes

By the end of the session, students should:

- Be able to identify and characterise teacher education policies and to tease out their perspectives and dilemmas