

# Summer School in European Education Studies

*2020 Edition*

*“Engage with leading scholars in an open laboratory on thinking  
and researching education in Europe”*

## SUSEES outline

**SUSEES** is a **Summer School in European Education Studies** open to **20 emerging researchers** from all across the world who intend to consolidate their expertise in studying education policies, practices and outcomes assuming the European dimension as the privileged point of observation.

The **2020 edition of SUSEES** will be held at **KU Leuven, Belgium** from **27<sup>th</sup> to 29<sup>th</sup> May 2020**.

SUSEES promotes **innovation** in teaching and research, fostering theoretical and methodological imagination in the field of educational research, and acts as a laboratory for emergent researchers to develop interdisciplinary thinking and research about **European education**.

Participants will be involved in a 3 days and 24 hours module where renowned scholars from the field of educational research will be asked to present and discuss specific theories and related methodological developments and demonstrate how these are used in their own work on European education. The resulting dialogic and dynamic environment will provide participants with new insights on the potentials of the theoretical and methodological resources in producing new research questions on European education.

### International Partners



UNIVERSITÀ DEGLI STUDI DI NAPOLI  
**FEDERICO II**

University of Naples Federico  
II Italy



Consiglio Nazionale delle Ricerche  
Istituto di Ricerche sulla Popolazione  
e le Politiche Sociali

IRPPS -National Research  
Council Italy



University of  
Strasbourg

**Local organizers at  
KU Leuven**  
Mathias Decuypere

### Contact us

Mathias Decuypere/Emiliano Grimaldi/Paolo Landri  
KU Leuven/University Federico II/IRPPS-CNR  
Email: [susees2017@gmail.com](mailto:susees2017@gmail.com)  
Website: <http://www.susees.eu>

## 2020 SUSEES Teaching Staff

Mathias Decuypere (KU Leuven, BE)  
Emiliano Grimaldi (University Federico II, IT)  
Sotiria Grek (University of Edinburgh, UK)  
Paolo Landri (IRPPS-CNR, IT)  
Martin Lawn (University of Edinburgh, UK)  
Eric Mangez (University of Louvain, BE)  
Jan Masschelein (KU Leuven, BE)  
Maarten Simons (KU Leuven, BE)  
Pat Thomson (University of Nottingham, UK)  
Pieter Vanden Broeck (University of Louvain, BE)  
Christian Ydesen (Aalborg University, DK)

## SUSEES Past lecturers

Stephen J. Ball, Jean-Louis Derouet, Sotiria Grek,  
Emiliano Grimaldi, Helen M. Gunter, Paolo  
Landri, Martin Lawn, Eric Mangez, Romuald  
Normand, Jenny Ozga, Terri Seddon, Roberto  
Serpieri, Laurent Thévenot, Pat Thomson.

## How to apply

### *Who can apply*

Emerging researchers (PhD students and/or holders) interested in developing their expertise in the study of education in Europe.

### *How to apply*

Send your CV, a letter describing your current main research project, and your motivation in participating to SUSEES to the following email address: [susees2017@gmail.com](mailto:susees2017@gmail.com) by 15<sup>th</sup> April 2020.

The SUSEES Committee will select candidates and confirm acceptance by 20<sup>th</sup> April 2020. Registration is due by 25<sup>th</sup> April 2020. SUSEES's activities will be held in English.

**SUSEES 2020 has no fees.**

### *Travel and accommodation*

Participants will cover their own travel costs. Accommodation from 27<sup>st</sup> to 29<sup>th</sup> May 2020 (2 nights) will be covered by EERA and KU Leuven.



## How SUSEES works

*A multidisciplinary staff and a plural design strategy*

*An intensive and dialogic learning environment with a strong commitment to innovation*

At SUSEES every year, renowned scholars give lectures, presenting the way they use particular theories and approaches. The scope of the lectures is to provide participants with new insights on the potentials of those theoretical and methodological resources in producing new research questions in studying education in Europe.

To make the lectures interactive, scholars provide in advance a syllabus in order to enable participants to become familiar with the approach they propose.

The lectures are followed by work sessions:

- a) feedback sessions with the SUSEES lecturers
- b) a laboratory for research imagination on education in Europe where participants are divided in groups and asked to elaborate on the approaches presented during the lectures and develop a common writing project.

During SUSEES, participants will also benefit from a capacity-building seminar on 'academic writing', and from the continuous support of experienced mentors.

# SUSEES 2020 Programme

## Summer School in European Education Studies

### 27<sup>th</sup> May

9.30 am - 10 am

#### Opening session

##### Welcome and SUSEES Outline

Mathias Decuyper, 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 Decuyper – 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

6.00 pm - 8.00 pm

#### Keynote lecture

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

Martin Lawn – University of Edinburgh, UK

### 28<sup>th</sup> May

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

*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 transnational education governance comparatively*

Sotiria Grek – University of Edinburgh, UK

5 pm - 7 pm

#### Laboratory and Group work

7 pm - Social Event

### 29<sup>th</sup> May

9 am - 10 am

#### Capacity-building session

*Writing tiny texts*

10 am - 12 pm

#### Keynote lecture

*Back to school: exercises in pedagogic articulations*

Maarten Simons and Jan Masschelein – KU Leuven, BE

1 pm - 3 pm

#### Lecture and Group work

*Researching Global Education Historically*

Christian Ydesen – Aalborg University, DK

3 pm - 4 pm

#### Capacity-building session

*Finalizing tiny texts*

4 pm

#### Wrapping up, closing and goodbye

Mathias Decuyper, Emiliano Grimaldi & Paolo Landri

# SUSEES 2020 –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

Understanding the development of educational studies in the European Union and the way the governance of schooling and learning has been studied, it is clear that its trajectory has become closely aligned in recent years with the growth of centralizing governing technologies, in data and standards, in national, institutional and international spaces. The close, or at least assumed closeness, between 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 this powerful analysis, and to do this by discussing European authoritarian populism. This area of society uses ideas and experience in the mobilisation of discontent. Tight inclusion is rejected, surveillance confused and progress and society altered.

### *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 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.

# SUSEES 2020 – 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 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.

### *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.

### *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.



## SUSEES Venue in Leuven

Leo XII Pedagogisch Instituut (185-02)

Andreas Vesaliusstraat 2, 3000 Leuven

Classroom

00.32 – LESLOKAAL

<https://www.kuleuven.be/kulag/en/lokaal/185-02-000032/onderwijs>



## Important dates

**Summer School dates:**

May 27<sup>th</sup> - 29<sup>th</sup>, 2020

**Application deadline:**

15<sup>th</sup> April 2020

**Decisions on applications:**

20<sup>th</sup> April, 2020

**Registration due:**

25<sup>th</sup> April, 2020

## The 2019 SUSEES MOOC



The 2019 edition of the SUSEES MOOC is hosted by the SUSEES website. For further information, see [www.susees.eu](http://www.susees.eu)

### Contact us

Mathias Decuyper/Emiliano Grimaldi/Paolo Landri

KU Leuven/University Federico II/IRPPS-CNR

Email: [susees2017@gmail.com](mailto:susees2017@gmail.com)

Website: <http://www.susees.eu>