

# Summer School in European Education Studies

*2023 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 **2023 edition of SUSEES will be held at the Institute of Education, University of Lisbon, Portugal, from 19<sup>th</sup> to 22<sup>nd</sup> June 2023.**

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 4 days and 30 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



**KU LEUVEN**



Local organizers at IE-ULisboa  
Catarina Gonçalves and Catarina Paulos

Contact us

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

## 2023 SUSEES Teaching Staff

**António Nóvoa** (University of Lisbon, PT)  
**Christian Ydesen** (Aalborg University, DK)  
**Emiliano Grimaldi** (University Federico II, IT)  
**Eric Mangez** (University of Louvain, BE)  
**Jaakko Kaukko** (Tampere University, FI)  
**Luís Miguel Carvalho** (University of Lisbon, PT)  
**Mathias Decuyper** (KU Leuven, BE)  
**Nelli Piattoeva** (Tampere University, FI)  
**Paolo Landri** (IRPPS-CNR, IT)  
**Pat Thomson** (University of Nottingham, UK)  
**Pieter Vanden Broeck** (Columbia University, US)  
**Romuald Normand** (University of Strasbourg, FR)  
**Sigrid Hartong** (HSU Hamburg, DE)  
**Sotiria Grek** (University of Edinburgh, UK)

## 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 15th March 2023. The SUSEES Committee will select candidates and confirm acceptance by 31st March 2023. Registration is due by 30th April 2023. SUSEES's activities will be held in English.

**SUSEES 2023 has no fees.**

### **Travel and accommodation**

Participants will cover their own travel costs. Accommodation from 19<sup>th</sup> to 22<sup>nd</sup> June 2023 (4 nights) will be covered by the Institute of Education, ULisboa.

## 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:

- feedback sessions with the SUSEES lecturers
- 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 2023 Programme

## Summer School in European Education Studies

### 19th June

10.00 – 10.30

#### **Welcome and SUSEES Outline**

Luís Miguel Carvalho, Paolo Landri & Emiliano Grimaldi

10.30 - 13.00

#### **Participants' Research Projects Presentation**

14.00 – 15.30

#### **Lecture**

*Researching transnational education governance comparatively*

Sotiria Grek – University of Edinburgh, UK

15.30 – 16.45

#### **Lecture**

*Researching conventions and pragmatic sociology in European education*

Romuald Normand – University of Strasbourg, FR

17.00 – 17.30

#### **Lecture**

*Writing up and publishing your European education study*

Pat Thomson – University of Nottingham, UK

17.30 – 18.30

#### **Laboratory and Group work**

### 20th June

9.00 – 10.30

#### **Keynote lecture**

*Fabricating Europe*

António Nóvoa – IE-ULisboa, PT

10.30 – 12.00

#### **Lecture**

*A case for cultural sociology in education*

Pat Thomson – University of Nottingham, UK

12.00 – 13.00

#### **Laboratory and Group work**

#### **Lecture**

*Researching education biographically*

Nelli Piattoeva - Tampere University, FI

14.00 - 15.30

#### **Lecture**

*Researching European education topologically*

Mathias Decuyper and Sigrid Hartong

KU Leuven, BE – Helmut Schmidt University Hamburg, DE

17.30 – 18.30

**Laboratory and Group work**

19.00

**Social Event**

## 21st June

9.00 – 10.30

**Lecture**

*Researching European education discursively*  
Emiliano Grimaldi – University of Napoli Federico II, IT

10.30 – 11.30

**Laboratory and Group work**

11.30 – 13.00

**Lecture**

*Researching the form of education systemically*  
Eric Mangez and Pieter Vanden Broeck  
University of Leuven, BE - Columbia University, US

14.00 – 15.30

**Lecture**

*Researching transnational knowledge networks in the EU higher education*  
Jaakko Kauko – Tampere University, FI

15.45 – 17.15

**Lecture**

*Researching the digital governance of education in Europe sociomaterially*  
Paolo Landri – IRPPS-CNR, IT

17.30 – 18.30

**Laboratory and Group work**

## 22nd June

9.00 - 11.00

**Laboratory and Group work**

Finalizing tiny texts

11.30 – 13.00

**Lecture**

*Researching Global Education Historically*  
Christian Ydesen – Aalborg University, DK

14.00 – 16.00

**Laboratory and Group work**

Tiny texts presentation and discussion

**Wrapping up, closing and goodbye**

16.00

Luís Miguel Carvalho, Paolo Landri & Emiliano Grimaldi

# SUSEES 2023 – Abstracts

## Summer School in European Education Studies

### ***Researching European education topologically*** - Mathias Decuypere and Sigrid Hartong

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.

### ***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.

### ***Researching transnational knowledge networks in the EU higher education*** – Jaakko Kauko

The aim of the lecture is to understand the ways in which transnational knowledge networks can be analysed at the European Union and national level. The long-term development has evolved higher education policymaking into a complex mass of interconnected levels and social networks (e.g. Maroy 2009; Ball & Junemann 2012; Ferlie et al. 2008). Researchers have a growing interest in analysing knowledge's use in domestic and European education policies (Fenwick et al. 2014; Carvalho 2013) and expert networks' creation of the discourses and the infrastructures for dataflows (Lawn and Segerholm 2011; Menashy 2019; Lawn & Grek 2012; Ozga et al. 2011) as well as the political formation of knowledge (Grek 2013). Knowledge networks are seen as important, but remain mainly uncharted in education research (Normand 2016). Research has identified the existence of knowledge networks in education and there is still work to be done to understand how they channel and formulate knowledge (cf. Menashy 2019). The lecture presents the first empirical steps and the first results of a research project focusing on transnational higher education knowledge networks in the context of EU and Finland.

### ***Researching the forms 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. Other evolutions are even more recent and are still unfolding, practically in real-time: new technologies, including the much-discussed rise of artificial intelligence, claim increasingly a more central role in and around the classroom. Along with the arrival of education's associated algorithmic management, a number of other new actors now participate in shaping its daily praxis. In many ways, contemporary education can be characterised via such and similar expansions: it includes more individuals than ever before, while dealing with a steadily

growing number of topics; it no longer limits itself to specific temporal windows but lays claim to individuals' entire lifespan. Although school is still one of society's most central institutions, new forms of education are surfacing that capitalise on its constraints. This evolution is also visible in the surge of homeschooling that, although a marginal phenomenon, attracts more and more families all over the world. Sociology struggles to make sense of these, seemingly unrelated evolutions. Ultimately however, most sociological accounts tend to attribute such evolutions to the development and primacy of a preponderant logic, generally of political power or economic capital. Niklas Luhmann's systems theory, on which we 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, the changes in question are above all an outcome of the educational system's autonomous evolution. In this lecture, we will overview the historical and sociological background leading up to these changes, in order to then deal in depth with new forms of education that deviate from school-based instruction.

***Researching conventions and pragmatic sociology in European education*** - Romuald Normand

Sociologies of education developed in recent decades share some common issues addressed by the theory of convention since their foundation. The aim of this lecture is to analyze their respective contributions to the renewal of theoretical and critical approaches that have considered globalization and Europeanisation in education. The lecture proposes to analyze these different contributions in showing how concepts and analytical frameworks forged by the theory of conventions have a heuristic scope in education and contribute to the critique of neo-liberalism and its extension beyond the market. However, the pragmatic turn that underlies the theory of conventions is also relevant to initiate a constructive and reflexive dialogue with those sociologies of education that investigate different processes of standardization and privatization from their critique of neo-liberalism and its consequences. It makes it possible to account for a more complex architecture of educational policies while underlying a pluralism (without relativism) that characterizes diverse modes of commitment among actors as well as some cognitive and evaluative formats that support their action in relation to multiple engagements and settings. Pragmatic sociology, in disclosing conventions and regimes of engagement, brings out the political and moral grammars on which societies are built in their links to education, in specifying common goods and a sense of justice.

***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.

***A case for cultural sociology in education*** - Pat Thomson

Bourdieu was particularly interested in culture(s). Perhaps it was his background as an anthropologist or his own practice as a photographer. Or perhaps it was because he saw that it was impossible to understand (an unequal) society without grasping the ways in which cultural, social and economic capitals work together to produce and reproduce privilege. I will suggest that while sociologists, particularly those who work with Bourdieu, have continued to focus on cultures, educational sociologists have shown only partial interest. Drawing on two large scale research projects examining arts education in secondary and primary schools, I will argue that focusing on the production and reproduction of cultural capitals enshrined in arts disciplines not only offers a helpful angle on schooling practices and on current school policy agendas, but also highlights field practices which contest and might even alter reproductive logics.

***Researching Global Education Historically*** - Christian Ydesen

What can we learn about global education from historical studies? In 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 Lisboa



Institute of Education ULisboa  
Alameda da Universidade  
1649-013 Lisboa, Portugal  
Rooms 21 and 22

## Important dates

### Summer School dates:

June 19<sup>th</sup> – 22<sup>nd</sup>, 2023

### Application deadline:

15<sup>th</sup> March 2023

### Decisions on applications:

31<sup>st</sup> March 2023

### Registration due:

30<sup>th</sup> April 2023

## The SUSEES MOOC

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

