

Curriculum Vitae

Petros Gougoulakis



Personal information

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Education

- Degree of Doctor of Philosophy
Stockholm University 2001
- Research supervision in theory and practice
UPC/Stockholm University 2010
- Professional Development - Course (UL1), 7,5 ECTS
CeUL/Stockholm University 2018
- Professional Development - Course (UL2), 7,5 ECTS
CeUL/Stockholm University 2019
- Aesthetics [Estetik] , 15 ECTS
Deptment of Philosophy /Stockholm University 2013
- Intercultural learning / Intercultural teaching, 7,5 ECTS
Stockholm Institute of Education [Lärarhögskolan] 1997
- Popular Adult Education Pedagogy, 15 ECTS
Linköping University 1994
- Degree of Bachelor of Social Science [major subject: Pedagogy]
Lund University 1984
- Teacher education [Home language programme]
Malmö Teacher College 1980

Current and previous employment

Position held	Employer	Dates	Main activities and responsibilities
Professor in Education	Department of Education, Stockholm University	2022/02/24 –	<ul style="list-style-type: none"> - Teaching - Research - Supervision - Developmental work - International Academic Cooperation Extent of employment: 100 %
Associate Professor and Assistant Professor in Education [Pedagogik]	Department of Education, Stockholm University	2008/01/01 – 2022/02/23	<ul style="list-style-type: none"> - Teaching - Research - Supervision - Developmental work - International Academic Cooperation Extent of employment: 100 %
Assistant Professor in Education	Institutionen för samhälle, kultur och lärande, Stockholm Institute of Education	2001/09/01 – 2007/12/31	<ul style="list-style-type: none"> • Teaching (teacher education, separate courses in pedagogy on campus and by distance, general didactics and adult learning at graduate and post-graduate level) • Research (Lifelong learning, popular adult education, VET) • Supervision (examination of papers at undergraduate and master's level) • Developmental work (distance education, course development, cooperation with society outside the university) • International Academic Networking Extent of employment: 100 %
Lecturer	Institutionen för pedagogik, Stockholm Institute of Education	1993/08/15 – 2001/08/31	<ul style="list-style-type: none"> • Teaching (teacher education, separate courses in educational sciences on campus and by distance at graduate level) • Research (PhD –thesis) • Supervision (examination of papers at graduate level). Extent of employment: 100 %
Project Leader	Stockholm County Association of Local Authorities	1992 – 1993	<ul style="list-style-type: none"> • Co-ordinator of in-service training for Study and Vocational Counsellors. Coverage, compilation and dissemination of

			<p>information about current research and events concerning education and labour market.</p> <ul style="list-style-type: none"> • Organizing conferences and workshops for about 230 vocational and educational counsellors. <p>Extent of employment: 100 %</p>
Home Language Teacher	Knutbyskolan/ Stockholm	1988 – 1992	<ul style="list-style-type: none"> • Class Teacher in Greek-Swedish Primary Classes. • Member of the school's Governing Body. <p>Extent of employment: 100 %</p>
Journalist	- Sveriges radio - Sveriges television - Correspondent in Scandinavia for ANTENNA TV-Athens	1983 - 1992	

Scientific expertise

Education, learning and teaching, as fundamental pedagogical processes, have been the focus of my academic activities since my university studies. I began to systematically explore Pedagogy as a thought system and as learning practice in formal and non-formal educational contexts, in the mid-1990s, starting with a commissioned research within the framework of "SUFO96", the first state evaluation of the Swedish popular adult education (folkbildning). In the backdrop of the Swedish folkbildning tradition and its study circles, which also became the subject of my dissertation, I have continued to explore the qualities and diversity of learning. This led me eventually to approach the knowledge field of adult learning with reference to the educational policy discourse of lifelong learning, skills and competences, in view of the challenges for educational providers, educators and learners that internationalization and subsequent societal transformation bring to light. Due to my extensive commitment for internationalization of higher education in recent years and participation in external evaluation committees of universities abroad, my interest became directed towards quality issues in education from a comparative perspective, and in particular quality evaluation and quality assurance of higher education. I have been dealt with teaching and learning in higher education, and the pedagogical and didactic competences of the university teachers, in conferences and publications over the recent years.

Understanding the phenomenon of Folkbildning from a historical, sociocultural and educational perspective has taken up a considerable part of my research efforts. Both empirically and theoretically, I have studied Bildung as an idea and educational practice, its philosophical and epistemological foundations and, particularly, the learning that the Swedish study circle tradition empowers. In my dissertation, the growth and development of the Swedish folkbildning movement has been examined, throughout the nineteenth century until today. My thesis is an account of one of the flagships of Swedish popular education and an attempt to understand the study circle as a learning environment. Studying in study circles is historically associated with adult education and

assumes the dimensions of a mass-scale behaviour in present-day Sweden. The research approach is qualitative and grounded on the concept of discourse which is used as an analytical instrument for delimiting, structuring and creating meaning in the subject area under exploration. Sweden's popular education in general and the study circle in particular are approached from three central perspectives:

- the development of modern civil society during the twentieth century,
- the national (popular) educational policy during the same period, and
- that of contemporary study-circle participants.

Insights gained from the first two perspectives (the "ideal" and the "political") have formed a significant framework for understanding, which made it possible to render the third perspective (the "experienced") comprehensible. Folkbildning and the pedagogy and learning process in study circles are explored using qualitative semi-structured interviews with participants and leaders from a variation of several "socially-oriented" study circles.

The results indicate that the language of popular adult education has remained basically unchanged since the beginning of the twentieth century. It has enjoyed a relative autonomy vis-à-vis both the organisations of civil society and the state, despite a very intimate relation with these. At the same time the state and civil society have been able to make use of popular adult education activities to fulfil their respective purposes; civil society to achieve political influence, and the state to implement its educational-policy goals. The most obvious change in the discourse of popular adult education appears to have occurred during the latter part of the twentieth century with the focus on the private individual's educational projects. In virtue of its time-honoured pedagogical concept there is much to indicate that folkbildning is establishing itself as a competitive actor on the open educational market. At the same time, popular adult educational institutions constitute a societal opportunity structure for the education of all, adapted to the challenges and demands for lifelong learning in the Information Age. The study circle can also function as a network of individuals in civil society, representing an environment for collaborative learning and democratic citizenship education.

In subsequent work, various aspects of the popular adult education system and the learning it entails have been explored and problematized. A recurring trace in these works is how the formation of folkbildning as an idea movement and organization relates to other social movements and civil society associations, as well as its importance for citizenship education, the formation of mentality and the creation of social capital in society as a basis for cohesion and integration. At scientific conferences and in several publications, the following aspects have been highlighted:

- the discourse regarding the specific features (särart) of folkbildning, as encompassed in the concept of folkbildningsmässighet, and how these potential characteristics are influenced by the new governance paradigm inspired by the New Public Management regime, with increased demands for control, evaluations, quality audits and quality records as a basis for continued state support;
- the study circles' contribution to active citizenship, social capital and societal transformation from an international and comparative perspective in order to examine the Swedish educational policy experience and the challenge of recontextualising the same in other cultural / national realms;
- folkbildning as immanent pedagogy and its mentality-forming power. As a social practice, during which specific actions are performed, folkbildning is perceived to be an expression of a mentality while helping to maintain, disseminate and reshape this mentality. The mentality confers to folkbildning practices its essential character under specific historical contexts, in the form of time-typical practices with special functions and effects, which in turn contribute to creating mentalities with distinctive habitus. The contribution of popular adult education to the transformation of society

through the promotion of transformative learning has been argued as a condition for social cohesion and civic trust;

- the current theoretical and political discourse on citizens' key competences and qualifications and requirements for adaptation, set by economic globalization, information technology and multicultural society, has been another important area for my research interest. Among other things, the recommendations from several international policy bodies on key competences for lifelong learning and a successful life, which includes "social and civic competence", I have elaborated by addressing questions such as: *How can today's interest in social skills and competences be explained, and what is the role of education in promoting them? Is education an instrument of emancipation or discipline, integration or exclusion, reproduction or development? What should the function and content of education be for persons belonging to marginalized and vulnerable groups? What skills and qualifications are reasonable to require from an adult educator today?*

I have studied the conditions of learning and education as well as adult learning in view of today's accelerated changes, nationally and globally. In the light of altering conditions in society, the economy and culture, attention has been focused on the ability of the educational sector to meet the knowledge society's (= the open, democratic, multicultural and high-tech society) demands for conversion. Against this background, the idea of lifelong and life wide learning is given an entirely new meaning, which affects the view on the function, content and organization of education and, in addition, the relationship between the individual's developmental needs and her responsibilities towards the collective contexts she is part of. The quest for deeper understanding of educational processes occurring in society and its effectiveness at individual, group and cultural level have decisively impacted on the choice of my research subjects, with the intention of contributing to a more nuanced picture of the relationship between the production of knowledge, on the one hand, and the content and purpose of the education, on the other hand. In several international conference presentations and in articles I have analysed, interpreted and compared the Swedish model of adult and popular education. Some of the articles have also been included as compulsory literature in courses at postgraduate level at foreign universities.

The research on vocational teachers' competences is a further development of an EU-funded project ("QF2TEACH - Qualified to Teach") on the competences of adult educators 2009-2011. In the QF2TEACH project, research institutions from eight countries collaborated: Germany, Sweden, England, the Netherlands, Switzerland, Italy, Romania and Poland. The aim of the project was to identify and develop a research-based qualification framework for the adult educator profession - linked to the European Qualification Framework for Lifelong Learning, which could be comparable throughout Europe. The study made use of the DELPHI technique with multiple rounds of questionnaires sent to a panel of experts in the consortium countries.

For some years now, I participate in a joint research project with colleagues at the Tokyo University on the theme "Education for Sustainable Development in Transforming Societies: A Comparative Study of Japanese and Swedish High Schools". The cooperation project received funding from the Sasakawa Foundation research foundation. Results from the project were presented at the XXVIII Conference of CESE, Comparative Education Society in Europe, and an article published in the peer-reviewed and open access journal Sustainability. There are plans to widen the research collaboration on ESD (Education for Sustainable Development) to include researchers from universities in other countries, to also explore ESD in higher education and, particularly, the role of teacher education in sustainable development.

From my extensive experience from international academic exchange and cooperation, I have developed a research interest in higher education issues with a special focus on quality assurance, and teaching and learning in Higher Education". In collaboration with Greek colleagues, I initiated among others a symposium and an international conference on University Pedagogy (Πανεπιστημιακή Παιδαγωγική), the first ever in the country. A concrete outcome of the conference has been the establishment of a network of university professors in Greece for the promotion of excellence in teaching and learning in Greek universities.

Memberships - Research networking

- Swedish Educational Research Association (SWERA)
- Hellenic Educational Society
- The European Society for Research in Education of Adults (ESREA)
- Comparative Education Society in Europe (CESE)
- Nordic Comparative and International Education Society (NOCIES)
- Member of the Swedish National VET Network.
- Member of the Association for Research on folkbildning (Ffff). Board member (2008-2015).
- Member of Mimer, the National program for research on folkbildning, Linköping University.
- Member of the Hellenic Adult Education Association (HAEA)
- Member of the research groups a) Adult learning, b) Vocational Education and Training [VET/YL] and c) International Studies Research Group at the Department of Education, Stockholm University

Reviewer – Editorial Board

- Scandinavian Journal of History (Routledge, <http://www.tandfonline.com/toc/shis20/current>)
- International Journal of Educational Management (Emerald, <http://www.emeraldgrouppublishing.com/products/journals/journals.htm?id=ijem>)
- Journal of Montessori Research & Education (Stockholm University Press, <https://journalofmore.org/about/>)
- Revista Española de Educación Comparada (REEC) (ISSN: 2174-5382), 2017
- ACADEMIA (University of Patras, <https://pasithee.library.upatras.gr/academia/about>)
- Nordic Journal of Vocational Education and Training (NJVET, <https://journal.ep.liu.se/NJVET>)
- International Labor and Working-Class History (ILWCH, <https://www.cambridge.org/core/journals/international-labor-and-working-class-history>)
- Nordic Journal of Comparative and International Education (NJCIE, <https://journals.hioa.no/index.php/nordiccie>)
- Empirical Research in Vocational Education and Training (ERVET, <https://ervet-journal.springeropen.com/>)
- European Education, The Official Journal of the Comparative Education Society in Europe (CESE), <https://www.tandfonline.com/toc/meue20/current>
- Science and Society [Επιστήμη και Κοινωνία], Journal of Political and Moral Theory, <https://ejournals.epublishing.ekt.gr/index.php/sas>

- Emergent issues in Vocational Education & Training – Voices from cross-national research (Book series), Co-editor <https://www.edu.su.se/english/research/research-groups/vocational-education-and-training-vet-yl/vocational-education-and-training-vet-yl-1.268164>
- Focus editor (together with Vasileios Symeonidis och Ulf Fredriksson) for *Comparative and International Education Review*, nr 25, 2020: “Comparative education insights between Greece and Sweden”. The purpose of the focus issue was to present the research work of Greek postgraduate students who had studied in the Master Programme ‘International and Comparative Education’ at Stockholm University and focused on comparisons between Sweden and Greece, <http://cier.edu.gr/wp-content/uploads/t-25.pdf>
- Educ@tional Circle, <http://journal.educircle.gr/>

Publications (selection)

Monographs

- Gougoulakis, P. (2006). *Bildning och lärande. Om folkbildningens pedagogik*. [Bildung and Learning. On the Pedagogy of Popular Education], Stockholm: ABF& Bilda (143 p.)
- Gougoulakis, P. (2001). *STUDIECIRKELN: Livslångt lärande ... på svenska! En icke-formell mötesplats för samtal och bildning för alla*. [“The Study Circle: Lifelong learning ... in Swedish! A non-formal meeting place for discussion and learning for all.!”]: PhD Thesis. Stockholm: HLS Förlag (338 p.)

Articles (in international scientific journals, conference proceedings and anthologies)

- Gougoulakis, P & Lagercrantz All, K. (2021). Newly arrived immigrants’ endeavours to establish themselves in the Swedish labour market. In: Lázaro Moreno Herrera, Marianne Teräs & Petros Gougoulakis (eds.). *Policies & Partnership with the World of Work – National and Cross-National Perspectives. Emergent issues in Vocational Education & Training – Voices from cross-national research*. Stockholm: Premiss Förlag, pp. 404-447, <https://www.edu.su.se/english/research/research-groups/vocational-education-and-training-vet-yl/vocational-education-and-training-vet-yl-1.268164>
- Gougoulakis, P. (2020). “Teachers' Professional Core Competencies - Pedagogy and Educational Science in Swedish Teacher Education.” *ACADEMIA*, 22/21, pp. 72-101, DOI: <https://doi.org/10.26220/aca.3525>
- Gougoulakis, P., Kedraka, K., Oikonomou, A. & Anastasiades, P. (2020). “Teaching in Tertiary Education - Reflective and experiential approach of University Pedagogy.” *ACADEMIA*, 20-21, 101-137, University of Patras, <https://pasithee.library.upatras.gr/academia/article/view/3443/3606>
- Gougoulakis, P & Lagercrantz, K. (2020). Regional collaboration for integration and competence supply – The case of Swedish for immigrants with previous professional training (Sfx). In: Lázaro Moreno Herrera, Marianne Teräs & Petros Gougoulakis (eds.). *Policies & Partnership with the World of Work – National and Cross-National Perspectives. Emergent issues in Vocational Education & Training – Voices from cross-national research*. Stockholm: Premiss Förlag, Vol V, pp. 139-175, <https://www.edu.su.se/english/research/research->

- Fredriksson, U., Kusanagi, K.N., Gougoulakis, P., Yaka Matsuda, Y. & Kitamura, Y. (2020). A “Comparative Study of Curriculums for Education for Sustainable Development (ESD) in Sweden and Japan.” *Sustainability* 2020, 12, 1123; <https://doi.org/10.3390/su12031123>
- Gougoulakis, P. (2019). Educating teachers for sustainable development. In L. Moreno Herrera, M. Teräs & P. Gougoulakis (eds.). *Facets and Aspects of Research on Vocational Education and Training at Stockholm University. Emerging Issues in Research on Vocational Education & Training*, Vol 4. Stockholm: Premiss Förlag, pp. 285-317.
- Gougoulakis, P. & Fredriksson, U. (2019). Mergers of Higher Education Institutions in Sweden: a promise or a threat? In: Leon Cremonini, Saed Paivandi and K.M. Joshi (Eds.): *Mergers in Higher Education: Practices and Policies*. Studera Press: New Delhi, pp. 147-170.
- Gougoulakis, P. & Moreno Herrera, L. (2018). Upper Secondary VET in Sweden with Focus on Apprenticeship and Workplace-based Education. In: Lázaro Moreno Herrera, Marianne Teräs & Petros Gougoulakis (eds.). *Emergent issues in Vocational Education & Training – Voices from cross-national research*. Stockholm: Premiss Förlag, pp. 440-475.
- Gougoulakis, P. & Fredriksson, U. (2018). World-leading research and education for all - A Swedish challenge. In: Rabossi, M., Joshi, K.M. and Paivandi, S. (Eds.): *In pursuit of world-class universities. A global experience*. Studera Press: New Delhi, pp. 215-238
- Gougoulakis, P. (2017). ‘Educating Scientists: Philosophy and Practice of University Pedagogy’. *Academia – A publication of the Higher education Policy network*, No 8 (2017), pp. 35-75
<http://academia.lis.upatras.gr/index.php/academia/article/view/2794>
- Adamson, L. & Gougoulakis, P. (2017). Swedish Quality Assurance of Higher Education: From Enhancement to Results Control and Back to Enhancement? In: Stamelos, G, Joshi, K.M and Paivandi, S. (Eds.): *Quality Assurance in Higher Education: A Global Perspective*. Studera Press: New Delhi, pp. 19-40.
- Gougoulakis, P. (2016). “Popular Adult and Labor Education Movement in Sweden—History, Content, Pedagogy.” *International Labor and Working-Class History*, 90 (2016), pp. 12-27,
<https://doi.org/10.1017/S0147547916000235>
- Gougoulakis, P. (2015). “New Public Management Regime and Quality in Higher Education.” *SCIENCE AND SOCIETY*, 33 (Spring 2015): 91-114, <http://dx.doi.org/10.12681/sas.10265>
- Gougoulakis, P. (2014). “Educación y empleabilidad: Sobre las competencias del profesor técnico-profesional desde una perspectiva sueca.” [Education and employability: vocational education and training teachers’ competencies from a swedish perspective]. *Paideia. Revista de educación, Universidad de Concepción Facultad de Educación Concepción – Chile*, 55: 35-69,
<http://www.revistapaideia.cl/index.php/PAIDEIA/article/view/52/48>
- Gougoulakis, P. & Oikonomou, A. (2014). “University Pedagogy” [Greek title: Πανεπιστημιακή Παιδαγωγική]. *Ekp@deftikos Kyklos*, Vol. 2, Nr. 1, 2014, pp. 9-48.
- Gougoulakis, P. (2014). “Didactics for the vulnerable – What? Why? How?”. In: Goudiras, D.B. (ed.). *International Conference “Education and Social Integration of Vulnerable Groups*. 24-26 June 2011. (Proceedings). Thessaloniki: University of Macedonia, pp. 977-993.

Gougoulakis, P. & Christie, M. (2012). "Popular education in times of societal transformation - A Swedish perspective." *Australian Journal of Adult Learning*, Volume 52, number 2, July 2012, pp. 237-256.

Gougoulakis, P (2012). "Social competences, social capital and education." *Paideia. Revista de educación*, Universidad de Concepción Facultad de Educación Concepción – Chile, pp. 29-48.