



**Stockholms
universitet**

Policy, Discourse and Comparison, 7.5 hp **Policy, diskurs och jämförelse 7,5hp**

Autumn 2022

Course Leaders

Meeri Hellstén meeri.hellsten@edu.su.se
Ali Osman ali.osman@edu.su.se

Course administrator

Erika Södersten forskarutbildning@edu.su.se

Overall aim

The aim of the course is to provide doctoral research students opportunities to explore the intersections between education policy, discourse and comparative inquiry in contemporary society. Issues addressing theory based justifications of comparative policy research and particularly, its discursive manifestations at international, state and institutional levels will be critically examined.

Course Content

The course adopts a three pronged approach to policy knowledge acquisition progressing from an interrogative level of analysis ('why'), to identifying policy imperatives ('what'), and their relevant fields of impact and application ('how'). Comparative explorations of e.g., global education markets and their social actors are studied and the discursive interplay between international and national policy agents and their aligned incumbents are analysed using applied research methodology and meta-analytic techniques. Doctoral candidates taking this course will gain an appreciation of evidence based research conducted at supra-national to national and institutional levels and utilising archival, empirical and text-based empirical data. The course contents amount to about 1000 pages in total of research literature.

Learning Objectives

After completing the course, the doctoral candidate shall:

- demonstrate awareness of comparative policy issues at the interrogative, identification and application levels, respectively
- demonstrate knowledge about comparative policy discourse
- demonstrate ability to scrutinise between relevant comparative meta-analytic research methods
- demonstrate ability in applying a range of relevant comparative policy methodology and application of analytic methods
- describe the comparative and international interdependence between educational policy, discourse, and its impact on contemporary society

Course Activity

The course content is offered in a series of monthly sessions. It is possible to arrange a scholarly field visit to a policy-related organisation, or other instance during the course, and on a voluntary and non-compulsory basis. Additional activities may consist of library archival modules, analytic software courses, and/or digitalised technology laboratories. At the end of the course the students are expected to present a paper.

The course is delivered in English.

Activity	Date and time	Content	Literature	Teacher
Introduction	15/9 10:00- 12:00	Introduction Presentation of the structure and the content of the course. What is policy, discourse and comparison?	Ball, 1993 Ball, 1998	MH AO
Session 1	29/9 10.00 – 12.00	Education policy: moving from the ideological to the actual in policy discourse. This session looks at discourse analytic	Brogger, 2014; De Boer, et.al. (2017); Edwards, & Storen, 2016; Parreira do Amaral (2020)	MH

		perspectives on the making and breaking of 'policyscapes' from the local to the international and across the education trajectory from early childhood to higher education.		
Session 2	14/10 10.00 – 12.00	In this session we will focus on different dimensions of policy in education, research and critical perspective regarding policy	Ozga, J. (2021) Problematising policy: the development of (critical) policy sociology, <i>Critical Studies in Education</i> , 62:3, 290-305, DOI: 10.1080/17508487.2019.1697718 Please see Athena	AO
Session 3	31/10 10.00 – 12.00	Comparing policies. In this session we look at some comparative cases of policy lending and borrowing and their effects.	Bleiklie, Enders, Lepori, (2017). Verger et al., 2016 See Athena	MH AO
Seminar 4	17/11 10.00 – 13.00	The participants present a chosen article or a PhD-thesis dealing with a subject that is relevant to the course content	Articles or PhD thesis chosen by the participants	MH AO
Course paper seminar (5)	11/1, 2023 10.00 – 13.00	The participants present their papers.	The participants' papers	MH AO

AO Ali Osman ali.osman@edu.su.se
MH Meeri Hellstén meeri.hellsten@edu.su.se

Examination

Examination is based on active participation in the course. Course attendance is required in order to be examined. In the case of absence from a session, please contact the Course Leader for additional course assignments.

To demonstrate fulfillment of the learning outcomes of the course, course participants will verbally present a critical appraisal of a scientific journal article where education policies have been studied and a completed course paper. The format of course papers are negotiated with course lecturers, and may consist of a near final submission to peer reviewed conference proceedings in a selected educational research field. Further information and description of the course exam is provided at the commencement of the course. The course exam paper is written in English.

The grades used are G (pass) or U (fail). Possible re-examinations may only be submitted after consulting the examiners

Plagiarism and self-plagiarism

Academic honesty and integrity must be respected. A reference list and proper citation of literature- including page numbers, and other sources, is a requirement for all assignments. The course examination is based on the quality of the course paper, including the references and citations.

Any act of plagiarism is taken seriously.

Plagiarism is an act of fraud that involves stealing someone else's work, for example:

- 1) copying texts from other sources without giving proper citation;
- 2) failing to put quotation marks in for direct quotations;
- 3) incorrect information about the source; and
- 4) paraphrasing without proper citation.

Self-plagiarism is also seen as an act of fraud. It is not allowed to use texts that you have written yourself and that have been examined as part of other university courses and present them as assignments for examination in a new course. This is referred to as self-plagiarism and is in the same way as other types of plagiarism taken seriously by Stockholm University.

It is important that you understand the seriousness of the offence. At Stockholm University, plagiarism is taken seriously and if the intention and degree of plagiarism is found inappropriate, it will be reported to the University Disciplinary Board with a possible consequence that the student will be suspended from their studies for up to 6 months. Please read the following webpages to learn more about Regulations for Disciplinary Matters at Stockholm University:

<https://www.su.se/english/education/2.211/guidelines-for-disciplinary-matters-at-stockholm-university-1.181#:~:text=Procedure%20for%20dealing%20with%20disciplinary,department%20or%20director%20of%20studies.>

Literature:

Ball, S. J (1993) What is Policy? Texts, Trajectories, and Toolboxes. *Discourse: Studies in the Cultural Politics of Education*, 13:2, 10-1

Ball, S. J. (1998) Big Policies/Small World: An introduction to international perspectives in education policy, *Comparative Education*, 34:2, 119-130

Ball, Stephen J., Goodson, Ivor & Maguire, Meg (Eds.) (2007). *Education, globalisation, and new times*. Abingdon, Oxon: Routledge

Bray, M. (2007) Actors and Purposes in Comparative Education. In Bray, Mark, Andersson, Bob and Mason Mark (Eds.) *Comparative Education Research: Approaches and Methods*. Hong Kong: Comparative Education Research Centre The University of Hong Kong/Springer.

Brøgger, K. (2014). The ghosts of higher education reform: on the organisational processes surrounding policy borrowing. *Globalisation, Societies and Education*. 12:4, 520-541, DOI: 10.1080/14767724.2014.901905.

De Boer, H., File, J., Huisman, J., Vukasovic, M., Westerheijden, D.F. (2017). *Policy Analysis of Structural Reforms in Higher Education. Processes and Outcomes*. Palgrave Macmillan.

Lim, L. (2016) Globalization, the strong state and education policy: the politics of policy in Asia, *Journal of Education Policy*, 31:6, 711-726, DOI: 10.1080/02680939.2016.1181790

Ball, S. J. (1998) Big Policies/Small World: An introduction to international perspectives in education policy, *Comparative Education*, 34:2, 119-130

Marginson, S. (2016). *Higher Education and the Common Good*. Carlton: Melbourne University Publishing. (what are the limits of human agency, of capitalist markets and uni rankings?)

Mundy, K. A. Green, B. Lingard, & A. Verger. (2016). (Eds.), *The handbook of global education policy*. Oxford, UK: Wiley. (selected excerpts 100 pages).

Ozga, J. (2021) Problematizing policy: the development of (critical) policy sociology, *Critical Studies in Education*, 62:3, 290-305, DOI: 10.1080/17508487.2019.1697718

Rizvi, F. & Lingard, B (2010) *Globalizing Education Policy*. London: Routledge.

Staunæs, D., Brøgger, K., & Krejsler, J.B. (2018). How reforms morph as they move. Performative approaches to education reforms and their un/intended effects, *International Journal of Qualitative Studies in Education*, 31:5, 345-352, DOI: [10.1080/09518398.2018.1453657](https://doi.org/10.1080/09518398.2018.1453657)

Taylor, S. (2004) Researching educational policy and change in ‘new times’: using critical discourse analysis, *Journal of Education Policy*, 19:4, 433-451, DOI: 10.1080/0268093042000227483

Verger, A., Lubienski, C., Steiner-Khamsi, G. (2016). *World Yearbook of Education. The Global Education Industry*. New York: Routledge. (selected excerpts, 100 pages).

Yang, R. (2012). Internationalization, Regionalization and Soft Power: China’s Relations with ASEAN Member Countries in Higher Education. *Frontiers of Education in China*, 7(4), 486-507.

Yang, R. (2007). Comparing Policies. In Mark Bray, Bob Adersson, Mark Mason (eds), *Comparative Education Research: Approaches and Methods*. Hong Kong: Comparative Education Research Centre. The University of Hong Kong/Spring. Pdf available online.

Additional literature as preferred and selected by course participants and as listed on Athena.