

**Course Module: Governance and Policy in Education,  
analytical approaches and frameworks**

<b>Category</b>	<b>Ph.d.-level</b>
<b>Course code</b>	<b>WNGERII914B</b>
<b>Course title, Nynorsk</b>	Styring og politikk i utdanning, analytiske inngangar og rammeverk
<b>Course title, bokmål</b>	Styring og politikk i utdanning, analytiske innganger og rammeverk
<b>Course title, English</b>	Governance and Policy in Education, analytical approaches and frameworks
<b>ECTS Credits</b>	Participation two days (16 hours), reading of coursework (pages) and submitted paper 5000-6000 words focusing on conceptual questions with relevance for the course: 3 credits.
<b>Level of study</b>	Ph.D.
<b>Language of Instruction</b>	English, or Norwegian if all participants are Scandinavian speaking
<b>Semester</b>	Spring 2023
<b>Place of Instruction</b>	University of Bergen
<b>Course content and objectives</b>	<p>Within the international field of educational policy and governance research, we find a broad variety of theoretical approaches and perspectives, i e. implementation, historical institutionalism, professionalism, discourse theory, narrative perspectives. The seminar will focus on the contributions of (some of) these theoretical perspectives and approaches to the study of governance and policy in education.</p> <p>Besides general introductions, the course will include workshop-sessions where the participants' own projects will be the point of departure. The participants will be given the opportunity to attend to the advantages and challenges of the approaches to the study of educational governance and policy in their PhD-project.</p> <p>The aim for the course is to deepen the candidates' knowledge of different approaches to the study of governance and policy in education</p>
<b>Type of course</b>	perspectives, theories, and approaches
<b>Learning Outcomes</b>	<p>On completion of this course, the PhD-candidates should be able to:</p> <ul style="list-style-type: none"> <li>•distinguish perspectives on implementation, historical institutionalism, professionalism, discourse theory, narrative perspectives to the study of governance and policy in education</li> <li>•discuss different approaches to the study of governance and policy in education, and their respective contributions to our understanding of the field</li> </ul>

	<ul style="list-style-type: none"> <li>• Explicitly describe and discuss their own perspectives and approaches to the study of governance and policy in education, as well as the possible consequences for their own PhD-project</li> </ul>
<b>Reading List</b>	<p>Recommended course literature:</p> <p>Ball, S., Maguire, M. &amp; Brown, A. (2012) <i>How schools do policy. Policy enactments in secondary schools</i> London and New York: Routledge, Chapter 1 and 2, 1-42.</p> <p>Ball, S. (2000) What is Policy? Texts, Trajectories and Toolboxes. In Ball, S. (ed.) <i>Sociology of Education. Major Themes</i> London and New York: Routledge Falmer, 1830-1840.</p> <p>Bevir, M. (2006) How narratives explain. In Yanow, D. and Schwartz- Shea, P. (2006) <i>Interpretation and Method empirical research Methods and the Interpretive Turn</i>. Armonk, New York, London, England: M. E. Sharpe, 281-290.</p> <p>Burrage, M., Jarausch, K.&amp; Siegrist, H. (1990) An actor-based framework for the study of the professions. In Burrage, M. &amp; Torstendahl, R.: <i>Professions in Theory and History. Rethinking the Study of the Professions</i>. London, Newbury Park, New Delhi: SAGE Publications, 203-225.</p> <p>Fixsen, D.L., Naoom, S.F., Blase, K.A., Friedman, R.M., Wallace, F. (2005) <i>Implementation Research: A Synthesis of the Literature</i>. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231). (20)</p> <p>Freidson, E.F. (2001) <i>Professionalism. The third Logic</i>. Cambridge. Polity Press. Kapitel 2, Divisions of Labour, s. 36-60.</p> <p>Homme, A., Eide, H.M.K., &amp; Hope, K.L. (in review) Governing school choice in Norway – Why local educational government capacity matters. In Dovermark, M., &amp; Rasmussen, A. (eds) <i>School choice governance and accountability</i>. Springer.</p> <p>Hopfenbeck, T.N, Florez Petour, M. T., &amp; Tolo, A. (2015) balancing tensions in educational policy reforms: Large-scale implementation of Assessment for Learning in Norway. <i>Assessment in Education: Principles, Policy &amp; Practice</i>. 22(1), 44-60.</p> <p>Lipsky, M. (2010) <i>Street-level bureaucracy. Dilemmas of the Individual in Public Services</i>. New York: Russell Sage Foundation. Chapter 1 and 2, 3-28.</p> <p>Lodge, M., &amp; Wegrich, K. (Eds.). (2014). <i>The problem-solving capacity of the modern state: governance challenges and administrative capacities</i>. Oxford University Press, USA. Chapter 1, 1-22.</p> <p>Roe, E. (1994) <i>Narrative Policy Analysis. Theory and Practice</i>. Durham: Duke University Press. Chapter 2, 34-51.</p>

	<p>Røvik, K. A. (2016) Knowledge Transfer as Translation: Review and Elements of an Instrumental Theory. <i>International Journal of Management reviews</i>.</p> <p>Steinmo, S. (2008) Historical institutionalism. In Dd. Porta &amp; Keating, M. (ed.): <i>Approaches and Methodologies in the Social Sciences. A Pluralist Perspective</i>. Cambridge University Press (p. 118-138)</p> <p>Stenvoll, D. and Svensson, P. (2011) Contestable contexts: the transparent anchoring of contextualization in text-as-data. <i>Qualitative Research</i>, vol 11(5):570–586 [16]</p> <p>Sykes, C. M., Willing, C. and Marks, D. F. (2004) Discourses in the European Commission’s 1996–2000 Health Promotion Programme. <i>Journal of Health Psychology</i>, vol 9 (1):131–141[10]</p> <p>Søreide, G.E. (in press) Narrative control and standards for pupil identity in The Norwegian LK-20 educational reform. In Riese, H., Hilt, L. &amp; Søreide, G.E. (eds) <i>Educational standardisation in a complex world</i>. Emerald publishing.</p> <p>Taylor, S. (2004) Researching educational policy and change in 'new times': using critical discourse analysis, <i>Journal of Education Policy</i>, vol 19 (4): 433 — 451 [18]</p> <p>Torstendahl, R. (1990) Essential properties, strategic aims and historical development: three approaches to theories of professionalism. In Burrage, M. &amp; Torstendahl, R.: <i>Professions in Theory and History. Rethinking the Study of the Professions</i>. London, Newbury Park, New Delhi: SAGE Publications.</p> <p>Winter, S.C. (2012) Implementation Perspectives: Status and Reconsiderations, in Peters, B.G. &amp; Pierre, J. (eds) <i>The Sage Handbook of Public Administration</i>, 265-278</p> <p>Yanow, D. (2006) Thinking Interpretively: Philosophical Presuppositions and the Human Sciences in Yanow, D. and Schwartz- Shea, P. (2006) <i>Interpretation and Method empirical research Methods and the Interpretive Turn</i> Armonk, New York, London, England. M. E. Sharpe, 5-26.</p>
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<b>Required Previous Knowledge</b>	Master’s degree in disciplines relevant to educational sciences, psychology and public health.
<b>Recommended Previous knowledge</b>	It is recommended that participants have completed an introductory course in qualitative methods
<b>Is the course open or reserved for students enrolled in particular programs?</b>	Max. number of course participants are 20 PhD-candidates from WNGWR II member-institutions will be prioritized

<b>Teaching Methods and Extent of Organized Teaching</b>	lectures, workshops and seminars in total 16 hours over 2 days
<b>Compulsory Assignments and Attendance</b>	80 % attendance and participation in lectures, seminars and workshops. The participants are expected to submit the following: <ul style="list-style-type: none"> <li>- a text describing the analytical framing and data-sources in the project. To be discussed during the course. Maximum length: 2 pages. Deadline of submission will be announced.</li> </ul> In the workshop all course participants are expected to <ul style="list-style-type: none"> <li>a) present their project and</li> <li>b) give (oral) feedback on one peer-project</li> </ul>
<b>Forms of Assessment</b>	1 credit: 80% attendance (pass/fail) 3 credits: 80% attendance, paper 4000-5000 words, (pass/fail)
<b>Course Evaluation</b>	Written, digital evaluation
<b>Programme Committee</b>	Faculty of Psychology, University of Bergen
<b>Course Coordinator</b>	Faculty of Psychology, University of Bergen
<b>Course Administrator</b>	Faculty of Psychology, University of Bergen
<b>Contact information</b>	Department of Education