Europeanization of Higher Education: Transnational Governance and Knowledge organization, 7.5 Higher Education Credits

Third cycle (PhD level)

1. Confirmation
The syllabus was confirmed by the Faculty of Education at 2011-04-11 to be valid from autumn semester 2011.

Field of Education: Educational Sciences

2. Position in the educational system
The course is a single subject course in the PhD programme within the Faculty of Educational Sciences

3. Entry requirement
To enter the course students have to be registered in a PhD programme in Educational Sciences or in an equivalent program.

4. Course content
In focus of this course is the making of the European Higher Education Area (EHEA) – policies, tools, and organisation of knowledge. It will critically examine on-going Europeanization processes and tools in the production of the EHEA. Such examinations are based on theories of globalisation, emphasizing a dynamic nominalist framework. The EHEA is by this to be seen as a political construct whose emergent “beings” becomes manifest in and through a manifold of knowledge inscribed practices, with governance embodied in the categorisations and notions of progress as well as the different socio-science networks whose machinery produces evaluations, certifications, benchmarking and rankings, as well as systems of expertise.

Based on notions concerning the history of higher education the course will deal with initiatives to construct the EHEA and to analyse principles and practices governing
the “construct” in context of institutional restructuring and transnational networking. The EHEA makes visible a new emergent form of governing education through the production as well as reproduction of knowledge. It is a multifaceted on-going construction to shape an European expertise in the “co-production of science and society”. EHEA is at once the tool and the outcome of new kinds of power-knowledge links, manifested in expressions such as “the knowledge society” or the “knowledge triangle”, as well as in instruments connected to the EHEA, e.g. benchmarking or ranking. Given this, it is vital to identify the dynamics in the EHEA construction, including the working by different agents, networks and tools.

The course is designed around a set of seminars concerning the topics presented above on focus and analytical tools.

5. Learning outcomes
On successful completion of the course the students are expected to be able to:

- Identify and analyze important transnational and supranational agents and their agendas in the making of the EHEA.
- Analyze Research Assessment Exercises and University Rankings and show competence in discussing their implications for Higher Education.
- Identify and analyze the organization of knowledge and systems of expertise in the making of the EHEA.
- Critically discuss and analyze Europeanization initiatives historically and their relation to the Bologna process and the Lisbon declaration of Europe 2020.

6. Required readings
See appendix.

7. Assessment
Assessment is based on (a) active participation in course seminars in discussions on research literatures and two papers (10-12 pp.): (c) presentation and defense of a course paper, and (c) critical examination of two to three policy papers.

8. Grading Scale
Fail or pass

9. Course evaluation
Course evaluation is an integrated part of the course. At the end students comments and experiences will be collected. The results of the evaluation will be communicated to the students and will function as a guide for the development of the course.

10. Additional information
The language of instruction is English.