

Travelling reforms, policy processes and international knowledge transfer

Report

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PhD course was organized in collaboration with the [POLNET](#) project and the research group Curriculum Studies, Leadership and Educational Governance (CLEG), University of Oslo.

The main instructor was Professor Gita Steiner-Khamsi, Columbia University, New York. There were two guest lecturers: Dr. Íris Santos, Tampere University & Professor Christian Ydesen, Aalborg University. In total there were three guest lectures, the guest lecture of the main instructor including.

The program was organized in four thematic parts (each lasting half a day), for the first three parts, we scheduled publicly accessible guest lectures (in hybrid format):

Part 1 - November 27, 9:15 – 12:15
Topic: How does change happen?

11:15 – 12:00 Public lecture 1 (hybrid format)
Gita Steiner-Khamsi: How does change happen in the education sector?

Part 2 - November 27, 13:00 – 16:00
Topic: The use of expertise and research evidence in policy decisions

14:30 – 15:15 Public lecture 2 (hybrid format)
Íris Santos: Externalization to international elements in education policymaking

Part 3 - November 28: 9:15 – 12:15
Topic: The OECD, the World Bank and other knowledge brokers

11:15 – 12:00 Public lecture 3 (hybrid format)
Christian Ydesen: The making of the global education governing complex

Part 4 - November 28: 13:00 – 16:00
Topic: Traveling reforms and the politics of policy borrowing

The group of students was diverse in terms of dissertation topic and stage in the dissertation process, leading to very lively and interesting discussions. At times, we got lost discussing interesting topics related to the topic, as a result of which we ran out of time to dig deeper into the actual reading. Nevertheless, the reading definitely generated intellectually interesting conversations on topics related to the participants' dissertation research projects.

An important component of the course was students' presentation on their work in progress. They had all submitted prior to the course a brief outline of their dissertation project. This helped me to understand their

interest and perspective on the topic of the course. With the exception of one student, all students presented their research in class and received feedback.

Based on student evaluations, I suggest to prepare for more structured inputs and also ensure that the discussions stay focused on the topic and the reading. It seems that the topic was a bit too narrow and only two-thirds of the participants could use the topic for their dissertation research. It would therefore be advisable to have a slightly broader topic that attracts a greater number of students. Examples include comparative methods in educational research or comparative policy studies in education.

I enjoyed very much working with this group of junior researchers; each one of them does interesting and important research.