

## EERA NETWORK 23 Policy Studies and Politics of Education ONLINE SEMINAR SERIES 2024

Thursday 23 May 2024  
14.00 - 15.15 (CET)

**European/global policies on  
competencies and digitalised  
education.  
An explosion of the  
hegemonic paradigm of  
learning?**

Anna Tsatsaroni  
(University of the Peloponnese, Greece)  
Antigone Sarakinioti  
(Aristotle University of Thessaloniki,  
Greece)

Thursday 30 May 2024  
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**Defuturing educational  
utopias: Reference societies as  
projection screens for  
educational futures**

Florian Waldow  
(Humboldt-Universität zu Berlin,  
Germany)

This Policy Studies and the Politics of Education Seminar Series brings together a small number of leading academics in the education policy studies field, all of whom have a close relationship with EERA Network 23.

Register for these seminars by emailing Benedict Kurz ([benedict.kurz@uni-bielefeld.de](mailto:benedict.kurz@uni-bielefeld.de)).  
See more details in the next page.



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European/global policies on competencies and digitalised education. An explosion of the hegemonic paradigm of learning?

**Anna Tsatsaroni (University of the Peloponnese, Greece) and Antigone Sarakinioti (Aristotle University of Thessaloniki, Greece)**

For more than two decades now there has been fierce debate over the shift from the paradigm of teaching to that of learning, driven by international and supranational organisations, which have constantly promoted the idea that national education systems and institutions have to be 'modernised' in order to deal effectively with the challenges posed by globalisation. More recently, this global policy agenda has been reinforced when globalisation has been supplemented by digitalization as the rationale for education reforms in general, and in curricula, pedagogy and assessment in particular. Revisiting the critical literature on the topic and drawing on an on-going study in the Greek context on curricular reforms, in this webinar we aim to trace the deeper logic underpinning curricular reforms in school education produced by the entanglement of globalization and digitalization discourses. We shall argue that digitalised education constitutes the infrastructure for the consolidation of the shift from teaching to learning, and perhaps the explosion of the now hegemonic paradigm of learning. The implications of this discourse for the main participants in school processes - teachers and students - will also be discussed.

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Defuturing educational utopias: Reference societies as projection screens for educational futures

**Florian Waldow (Humboldt-Universität zu Berlin, Germany)**

Expectations concerning the potential futures of education, society and the economy play an integral role in education policy-making. One way in which future expectations are being processed and communicated in societal discussions on education policy is in the form of projections onto reference societies: education systems elsewhere are being set up either as 'utopias' which serve as idealized models to be emulated or as 'dystopias' which serve as warning examples to be avoided. In the seminar, I would like to take a closer look at the character and functions of educational utopias and dystopias in societal discussions on education policy and discuss how studying educational utopias and dystopias projected onto reference societies can contribute to understanding processes of policy-making and global governance better.