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## LETTER CENTRE FOR PUBLIC EDUCATION AND PEDAGOGY (CPEP), 2020

The Centre for Public Education and Pedagogy (CPEP) was established in 2018 in order to conduct and develop research on public education and, through this, promote informed conversations about the past, present and future of public education, broadly conceived. Part of the ambition of the Centre has been to give impetus to such conversations within Maynooth University. At the very same time the Centre has been involved in such conversations within Ireland and internationally. With its clear focus on the pursuit of a high-quality agenda, the Centre also aims to be an intellectual hub for educational research at Maynooth across its three education departments.

Now in its third year, the Centre has been making good progress on all fronts. The research of Professor Carl Anders Säfström, Director of the Centre, Professor Gert Biesta, Professor of Public Education within the Centre, and Professor Sharon Todd, whose initial ideas gave a platform for the centre to develop, is internationally recognised and highly visible, and continues to inform discussions about educational theory, policy and practice in a range of settings (for an overview of 2020 publications see below)

Publications are informed by work conducted in externally funded research projects held by the Centre (see below), and is developed through a number of networks and research partnerships, within Maynooth University, within Ireland, and internationally (see below). During 2020 we have established a research network within Maynooth University that focuses on the 'publicness' of education, with involvement from colleagues from the Department of Education, the Froebel Department of Primary and Early Childhood Education, the Department of Anthropology, and the Department of Applied Social Studies. This group also collaborates with the Centre for Research in Educational and Social Inclusion (CRESI) at the University of Southern Australia in Adelaide where, through a series of online seminars and workshops, we are developing comparative research on public education. Säfström and Biesta have been appointed to adjunct professorships positions at the University of Southern Australia for a three-year term in order to further consolidate the partnership between CPEP, CRESI and its Pedagogies for Social Justice research group.

Another noticeable and successful initiative has been the first international doctoral conference on public education, which was held in January 2020 and attracted doctoral students from a large range of different countries, thus contributing to the world-wide visibility of CPEP as a key-hub for research on public education. We intend to hold the second iteration of this conference in 2021.

2021 will see the start of the Centre's participation in the EU Marie Curie Innovative Training Network **SOLiDi** (Solidarity in Diversity) which was successful in obtaining €4,000,000.- for a four-year programme of work which, among other things, will bring a fully-funded PhD position to CPEP (starting in September 2021). In August 2020 Biesta was appointed for a three-year term to advise the Dutch government on the future of the curriculum for public primary and secondary education, thus showing the direct impact of our work on high level policy formation.

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## RESEARCH GRANTS

**2020** “Contested childhood across borders and boundaries”, funded by ScoTens, ends 2020, report, reviewed article in international journal, and symposia early 2021. (Carl Anders Säfström co-investigator) €3317.

**2018-2022** Swedish Research Council “Manners of Teaching about controversial sustainability issues and students learning” (Carl Anders Säfström co-investigator) €600,000.

**2020-2024** Swedish Research Council ‘Forms of Formation: A Pedagogical-Philosophical Inquiry into Embodied Tensions around Gender and Social Equality in the Classroom’ (Sharon Todd, co-investigator) €540,000.

**2021-2024** EU Marie Curie Innovative Training Network **SOLiDi** – Solidarity in Diversity (Sharon Todd and Gert Biesta, co-investigators) €4 million (€ 250 000 for CPEP and Maynooth Uni).

## RESEARCH NETWORKS, ONGOING

“Public pedagogy and sustainability challenges”, a funded international research network and a series of symposia, located at University of Ghent, Leuven University, Södertörn University, University of Gdansk, Aarhus University, Örebro University, Uppsala University, Rhodes University and Maynooth University (Carl Anders Säfström).

“The public role of education in democratic sustainability transitions”. International research network, involving Uppsala University, Södertörn University, University of Ghent and Maynooth University. Financed by Swedish Research Council. 2020-2022 (will be prolonged due to Corona-19). (Carl Anders Säfström) €115 000.

“School studies”, a funded network and series of seminars connected to the project “School Emancipation: Philosophical fieldwork on grammatisation and literacy in action”, at Leuven University, Belgium. (Carl Anders Säfström).

“The Paradox of Public Education,” a research collaboration between CPEP (Säfström & Biesta), Professor Bianca Thoilliez, Universidad Autónoma de Madrid, Spain, and Professor Tomasz Szkuclarek and Professor Maria Mendel, University of Gdańsk, Poland (2021-2022).

## OVERVIEW OF PUBLICATIONS 2020

### BOOKS (3)

Howard, P., Saevi, T., Foran, A. & Biesta, G. (Eds)(2020). *Phenomenology and educational theory in conversation: Back to education itself*. London/New York: Routledge. ISBN 9780367209889

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Biesta, G.J.J. (2020). *Educational research: An unorthodox introduction*. London: Bloomsbury.

Säfström, C.A (2020). *A pedagogy of equality in a time of unrest. Strategies for an ambiguous future*. London: Routledge.

#### REFEREED JOURNAL ARTICLES (10)

Biesta, G.J.J. (2020). Can the prevailing description of educational reality be considered complete? On the Parks-Eichmann paradox, spooky action at a distance, and a missing dimension in the theory of education. *Policy Futures in Education* 18(8), 1011-1025. DOI: [10.1177/1478210320910312](https://doi.org/10.1177/1478210320910312)

Biesta, G.J.J. (2020). What constitutes the good of education? Reflections on the possibility of educational critique. *Educational Philosophy and Theory* 52(10), 1023-1027. DOI: [10.1080/00131857.2020.1723468](https://doi.org/10.1080/00131857.2020.1723468)

Biesta, G.J.J. (2020). Perfect education, but not for everyone: On society's need for inequality and the rise of surrogate education. *Zeitschrift für Pädagogik* 66(1), 8-14.

Biesta, G. (2020). "Prepararse para lo incalculable" Deconstrucción, justicia y la pregunta por la educación (Trad. C. Valenzuela y D. González). *Pedagogía y Saberes*, 52, 11–25. DOI: <https://doi.org/10.17227/pys.num52-8619>

Säfström, C.A (2020). Are we living the end of democracy? A defence of the 'free' time of the university and school in an era of authoritarian capitalism. *Conjuntura: Filos. Educ.* DOI:10.18226/21784612.v25.dossie.1

Säfström, C.A & Östman, L. (2020). Transactive teaching in a time of climate crises. *Journal of Philosophy and Education*.54 (4), 989-1002, published open-access.

Säfström, C.A (2021). The ethical-political potentiality of the educational present: aristocratic principle versus democratic principle. *Teoría de la Educación. Revista Inter universitaria*, 33(1), 11-33. Online 1/11, 2020: DOI:<https://doi.org/10.14201/teri.22894>

Säfström, C.A (in press). Time to teach? *Civitas Educationis. Education, Politics, and Culture*. Symposium *Time and temporality in education and schooling* – Vol. IX, n. 2, 2020

Todd, S. (2020) 'The Touch of the Present: Educational Encounters and Processes of Becoming' *Philosophy of Education* 76, 3: 61-74. <https://www.philofed.org/issue-3>

Todd, S. (2020) 'Creating Aesthetic Encounters of the World, or Teaching in the Presence of Climate Sorrow.' *Journal of Philosophy of Education* vol 54, no. 4: 1110-1125. <https://doi.org/10.1111/1467-9752.12478>

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#### BOOK CHAPTERS (4)

Biesta, G. (2020). Vilket slags samhälle behöver skolan? In Andreas Fejes & Magnus Dahlstedt (Eds), *Perspektiv på skolans problem – vad säger forskningen?* (pp. 407-418). Lund: Studentlitteratur.

Biesta, G.J.J. (2020). De pedagogische opdracht van het onderwijs. Over kwaliteit, volwassenheid en democratie. In C. Hermans (Red), *Waar is het onderwijs goed voor? Anders denken over onderwijs* (pp. 101-118). Eindhoven: DAMON.

Todd, S. (2020) "Changing Cultures: Relationship and Sensibility in Ethical Education". *Ethical Education: Towards an Ecology of Human Development*, ed. Scherto Gill and Garrett Thomson. Cambridge: Cambridge University Press.

Todd, S. (2020) 'Afterword: Looking Back, Moving Forward' in O. Ergas and J. Ritter eds, *Explorations of Self: Expanding Teaching, Teacher Education and Practitioner Research From Toward Within*. New York; Routledge.

#### OTHER PUBLICATIONS (1)

Wainwright, E., Aldridge, D., Biesta, G. & Filippakou, O. (2020). Editorial: Why educational research should remain mindful of its position: Questions of boundaries, identity and scale. *British Educational Research Journal* 46(1), 1-5.