School digitalisation in the light of education policy
– the role of Ed-Tech Fairs as Intermediary spaces.

Catarina Player-Koro, Professor of Education at University of Borås, Sweden
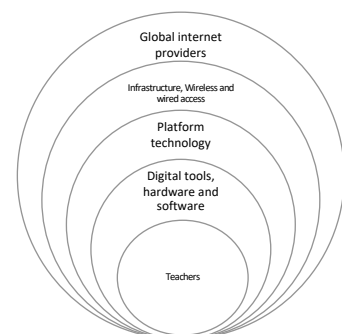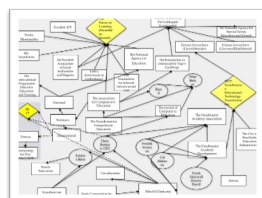
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… why study Ed-tech fairs?

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- Transformation of education -Studies of 1:1 laptop initiatives

- Restructuring of public education – decentralization, privatization and marketization

- Investigation of the Ed-Tech fair SETT as a policy event

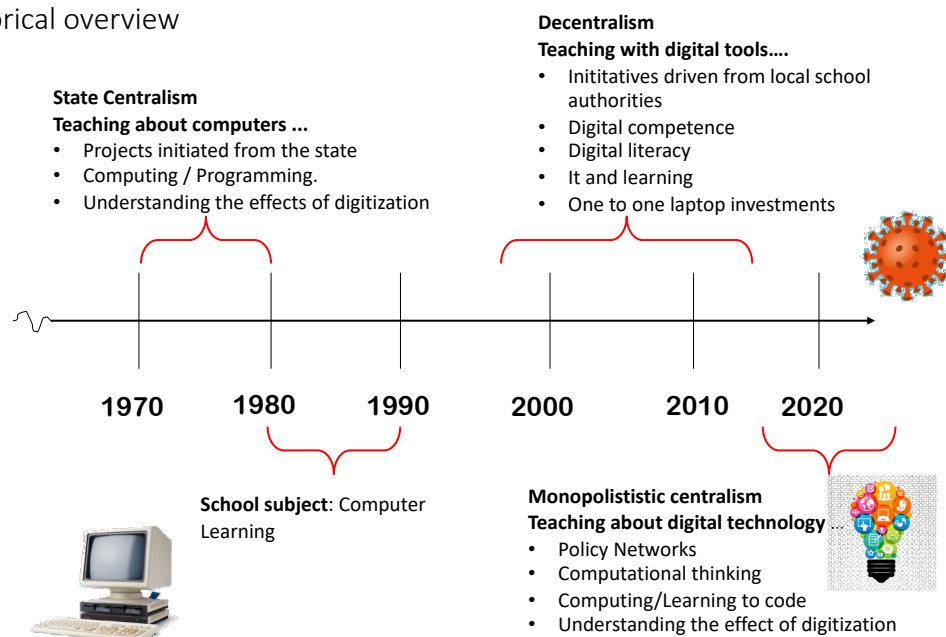- …and beyond - The digital (infra)-structuring of teachers' work -

Global internet providers
Infrastructure, Wireless and wired access
Platform technology
Digital tools, hardware and software
Teachers

2

Restructuring of public education in Sweden

1970-1990	State Centralism* (top-down governance)	• State management, democratic political processes
1990-2010	Decentralism	• Neoliberal governance model • Decentralisation of school governance to local municipalities. • Open up for private actors • An emerging "school market"
2010-	Monopolistic centralism (new form of top-down governance)	• Networked governance - Flexible partnerships between public and private actors • Decentralism is being transformed. • State standardization of goals, knowledge requirements and follow-up and supervision. • New monopolies are created by actors and companies that offer similar products, eg the Ed-Tech industry, School groups

* Englund, Thomas. 2012. "Utbildningspolitisk monopolism - nya utmaningar för läroplansteori." In *Vad räknas som kunskap? Läroplansteoretiska utsikter och inblickar i lärarutbildning och skola.*, ("Education policy monopolism - new challenges for curriculum theory.") edited by Thomas Englund, Eva Forsberg and Daniel Sundberg, 20-38. Stockholm: Liber.
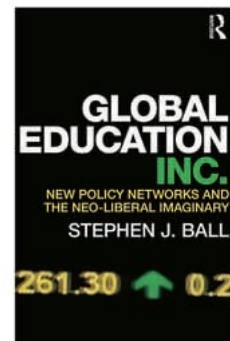
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What is digital transformations? - Computers and digital tools in Swedish schools - a historical overview

State Centralism
Teaching about computers ...
• Projects initiated from the state
• Computing / Programming.
• Understanding the effects of digitization

Decentralism
Teaching with digital tools....
• Inititatives driven from local school authorities
• Digital competence
• Digital literacy
• It and learning
• One to one laptop investments

1970　1980　1990　2000　2010　2020

School subject: Computer Learning

Monopolististic centralism
Teaching about digital technology ...
• Policy Networks
• Computational thinking
• Computing/Learning to code
• Understanding the effect of digitization

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2

Theoretical and methodological frameworks

- *policy networks* as conceptual tools and central part of current education policy formations (Ball, 2016) as they mobilize and connect *actors, technologies as well as ideas and discourses*, approached as *policy events* and *fast policy discourses*, processes that have 'real effects' and therefore are possible to act upon and change.

- By the use of *event and network ethnography* and *documentary analyses*, a critical commentary of policy network formations from the Nordic context.
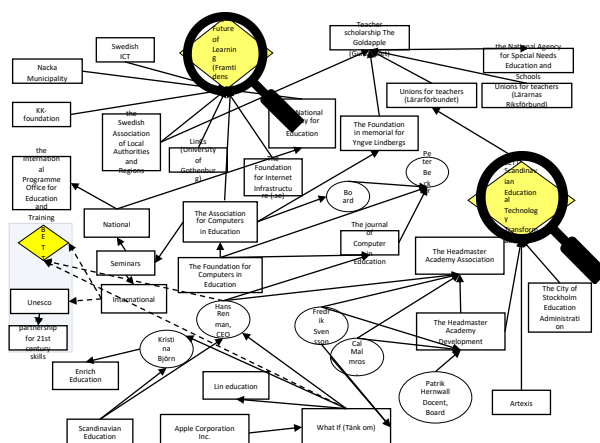
GLOBAL EDUCATION INC.
NEW POLICY NETWORKS AND THE NEO-LIBERAL IMAGINARY
STEPHEN J. BALL
261.30 ↑ 0.2

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School digitalization and the Ed-tech market

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- Identification the network actors
  - the role of the ed-Tech industry in public education through the digitalisation of schools
  - The role of Ed-tech confernces as important nodes for circulation, exchange and dissemination of It-education policy ideas.

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School digitalization as a policy field and Ed-Tech fair as a policyevent

An event where policy knowledge is:

"mobilized and assembled. . . . relational sites where the past, present, and potential future of a policy can coexist. Past 'successes', current 'problems', and future'scenarios' are discussed comparatively, conditioning and shaping the paths or tracksalong which policies will move (McCann and Ward 2012, p. 47)".

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School digitalization and the Ed-tech market

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Event-Ethnographic study of ed-tech conferences (2015-2018)
- Consequences for the school-sector
  - teachers' understanding of school-digitalisation

  - De-politicized effects with networked governance on the education debate
    - the case of curriculum changes and the learning to code agenda
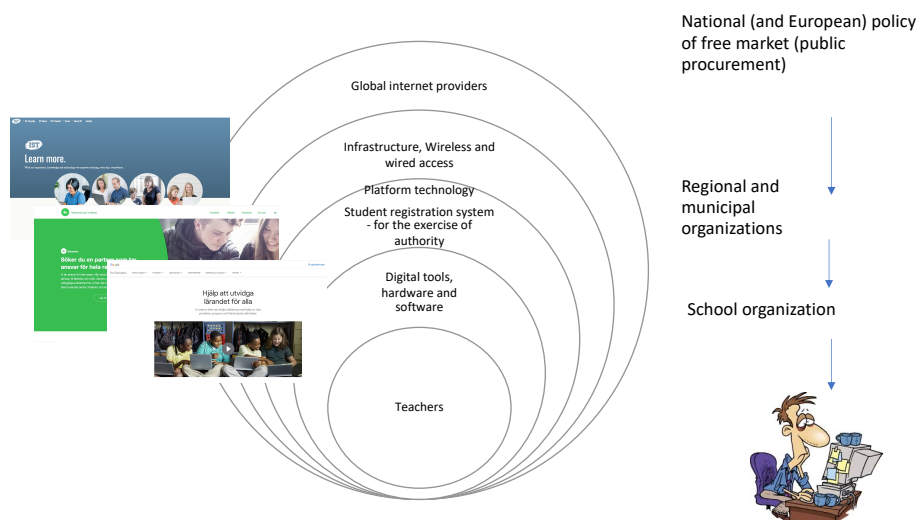   - In relation to the "common good" and democracy –

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Past…

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Today…The digital (infra)-structuring of teachers' work

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National (and European) policy of free market (public procurement)

Global internet providers

Infrastructure, Wireless and wired access

Platform technology

Student registration system - for the exercise of authority

Digital tools, hardware and software

Teachers

Regional and municipal organizations

School organization

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Restructuring of public education in Sweden

1970-1990	State Centralism (top-down governance)	• State management, democratic political processes	
1990-2010	Decentralism	• Decentralisation of school governance to local municipalities. • Open up for private actors • An emerging "school market"	• An expansive edtech market was established • Global edtech giants enter the educational sector
2010-	Monopolistic centralism (new form of top-down styrning)	• Decentralism is being transformed. • Neoliberal governance model • State standardization of goals, knowledge requirements and follow-up and supervision. • Networked governance - Flexible partnerships between public and private actors • New monopolies are created by actors and companies that offer similar products, eg the Ed-Tech industry, School groups	• Datafication of education through the digital platform infrsastructure • Surveillance capitalism • Precision education governance

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Player-Koro, C., Beach, D. (2015). ICT enabled innovation in technology rich schools? *Seminar.net 11(1).* http://seminar.net/volume-11-issue-1-2015/239-ict-enabled-innovation-in-technology-rich-schools

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