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Title of Doctoral Thesis

Knowledge and Identities in the context of European Policies for higher education:
The case of initial teacher education curricula in Greece

Abstract

As part of globalised policies on knowledge change in institutions of higher education, European Union policies and the Bologna Process seek to promote curricular re-organisation. In exploring the responses of Greek Education Departments to European HE policies, this thesis attempts to combine a Foucault inspired analysis of policy discourse and governmentality -the perspectives of S.J. Ball (1993, 2008a) and M. Dean (2006)- and Bernstein's approach to pedagogic discourse. Bernstein (2000) explicates identities formed through 'procedures of introjection', and those based on 'procedures of projection', reflecting external contingencies. Data are drawn from a questionnaire survey and from the textual analysis of official documents of the departments -mainly the Students' Handbooks.

Our substantive findings, which may refer to trends of wider significance, suggest that although in Greece competency discourse is not as yet a strong element in official discourse on higher education, changes in the principles of recontextualisation of knowledge create the symbolic and organisational conditions for the official introduction of a language of competencies in teacher education and higher education more generally. Significant among such changes are the spread of the idea of interdisciplinarity and of progressive pedagogies, though these are invested with meanings associated with problem solving, self-regulation that is oriented to concrete context of professional practice, lifelong learning and performativity. According to the theoretical model of the thesis, these characteristics describe an emerging type of educational practice for higher education that is a type of inderdisciplinarity, which, as a new form of social

regulation of teachers' subjectivities, functions in ways that lead to a weakening of their knowledge base and to de-professionalisation (Beck, 1999, 2009).