

Curriculum Vitae

Petros Gougoulakis



Personal information

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Dr Petros Gougoulakis (PG) is a Professor of Education at the Department of Education, Stockholm University. Since 2017 he is appointed Academic Coordinator and Supervisor of the post graduate program “Master in Adult Education” at Frederick University. His research interests are focused on the fields of Popular Adult Education (‘Folkbildning’), Educators' competencies with focus on adult educators, Vocational Education and Training (VET), Teaching and Learning in Higher Education. PG has been teaching Educational Sciences (learning theories, curriculum theory, education policy, history of education, ethics in education, adult learning) in teacher education and training for all school levels, supervising examination theses at Bachelor, Master and PhD level - and developed courses within the field of Adult and Lifelong Education and Learning. He has been visiting Professor at the Graduate School of Education and Human Development, Nagoya University, Japan, at Liaocheng University, China, and at Facultad de Educación, Universidad de Concepción, Chile. PG has, since 2013, served as External Evaluator of Greece’s higher education institutions by The Hellenic Quality Assurance & Accreditation Agency for Higher Education. Currently he is elected external member of the Board of Directors of the University of Peloponnese and invited guest professor at the Department of Social and Educational Policy at the same university. Co-editor of the research book series “Emergent Issues in Research in Vocational Education and Training” and the Book Series “Palgrave Studies in Technical and Vocational Education and Training”.

Education

• Degree of Doctor of Philosophy [Educational Sciences/Pedagogik]	Stockholm University	2001
• Degree of Bachelor of Social Sciences [major subject: Pedagogy]	Lund University	1984

• Degree of School Teacher education	Malmö Teacher College	1980
1. Research supervision in theory and practice	Centre for the Advancement of University Teaching at Stockholm University	2010
2. University Teacher Education (University Pedagogy/Teaching and learning in Higher Education)		2018-2019

Current and previous employment

Position held	Employer	Dates	Main activities and responsibilities
Professor in Education	Department of Education, Stockholm University	2022 –	<ul style="list-style-type: none"> - Teaching - Research - Supervision - Developmental work - International Academic Cooperation Extent of employment: 100 %
Associate Professor and Assistant Professor in Education [Pedagogik]	Department of Education, Stockholm University	2008 – 2021	<ul style="list-style-type: none"> - Teaching - Research - Supervision - Developmental work - International Academic Cooperation Extent of employment: 100 %
Assistant Professor in Education	Institutionen för samhälle, kultur och lärande, Stockholm Institute of Education	2002 – 2007	<ul style="list-style-type: none"> • Teaching (teacher education, separate courses in pedagogy on campus and by distance, general didactics and adult learning at graduate and post-graduate level) • Research (Lifelong learning, popular adult education, VET) • Supervision (examination of papers at undergraduate and master's level) • Developmental work (distance education, course development, cooperation with society outside the university) • International Academic Networking Extent of employment: 100 %

Lecturer	Institutionen för pedagogik, Stockholm Institute of Education	1993 – 2001	<ul style="list-style-type: none"> • Teaching (teacher education, separate courses in educational sciences on campus and by distance at graduate level) • Research (PhD –thesis) • Supervision (examination of papers at graduate level). Extent of employment: 100 %
Project Leader	Stockholm County Association of Local Authorities	1992 – 1993	<ul style="list-style-type: none"> • Co-ordinator of in-service training for Study and Vocational Counsellors. Coverage, compilation and dissemination of information about current research and events concerning education and labour market. • Organizing conferences and workshops for about 230 vocational and educational counsellors. Extent of employment: 100 %
Home Language Teacher	Knutbyskolan/ Stockholm	1988 – 1992	<ul style="list-style-type: none"> • Class Teacher in Greek-Swedish Primary Classes. • Member of the school’s Governing Body. Extent of employment: 100 %
Journalist	- Sveriges Radio - Sveriges Television - Correspondent in Scandinavia for ANTENNA TV-Athens	1983 - 1992	

Scientific expertise

Education, learning and teaching, as fundamental pedagogical processes, have been the focus of my academic activities since my university studies. I began to systematically explore Pedagogy as a thought system and as learning practice in formal and non-formal educational contexts, in the mid-1990s, starting with a commissioned research within the framework of “SUFO96”, the first state evaluation of the Swedish popular adult education (folkbildning). In the backdrop of the Swedish folkbildning tradition and its study circles, which also became the subject of my dissertation, I have continued to explore the qualities and diversity of learning. This led me eventually to approach the knowledge field of adult learning with reference to the educational policy discourse of lifelong learning, skills and competences, in view of the challenges for educational providers, educators and learners that internationalization and subsequent societal transformation bring to light. Due to my extensive commitment for internationalization of higher education in recent years and participation in external evaluation committees of universities abroad, my interest became directed towards quality issues in education from a comparative perspective, and in particular quality evaluation and

quality assurance of higher education. I have been dealt with teaching and learning in higher education, and the pedagogical and didactic competences of the university teachers, in conferences and publications over the recent years.

Understanding the phenomenon of Folkbildning from a historical, sociocultural and educational perspective has taken up a considerable part of my research efforts. Both empirically and theoretically, I have studied Bildung as an idea and educational practice, its philosophical and epistemological foundations and, particularly, the learning that the Swedish study circle tradition empowers. In my dissertation, the growth and development of the Swedish folkbildning movement has been examined, throughout the nineteenth century until today. My thesis is an account of one of the flagships of Swedish popular education and an attempt to understand the study circle as a learning environment. Studying in study circles is historically associated with adult education and assumes the dimensions of a mass-scale behaviour in present-day Sweden. The research approach is qualitative and grounded on the concept of discourse which is used as an analytical instrument for delimiting, structuring and creating meaning in the subject area under exploration. Sweden's popular education in general and the study circle in particular are approached from three central perspectives:

- the development of modern civil society during the twentieth century,
- the national (popular) educational policy during the same period, and
- that of contemporary study-circle participants.

Insights gained from the first two perspectives (the "ideal" and the "political") have formed a significant framework for understanding, which made it possible to render the third perspective (the "experienced") comprehensible. Folkbildning and the pedagogy and learning process in study circles are explored using qualitative semi-structured interviews with participants and leaders from a variation of several "socially-oriented" study circles.

The results indicate that the language of popular adult education has remained basically unchanged since the beginning of the twentieth century. It has enjoyed a relative autonomy vis-à-vis both the organisations of civil society and the state, despite a very intimate relation with these. At the same time the state and civil society have been able to make use of popular adult education activities to fulfil their respective purposes; civil society to achieve political influence, and the state to implement its educational-policy goals. The most obvious change in the discourse of popular adult education appears to have occurred during the latter part of the twentieth century with the focus on the private individual's educational projects. In virtue of its time-honoured pedagogical concept there is much to indicate that folkbildning is establishing itself as a competitive actor on the open educational market. At the same time, popular adult educational institutions constitute a societal opportunity structure for the education of all, adapted to the challenges and demands for lifelong learning in the Information Age. The study circle can also function as a network of individuals in civil society, representing an environment for collaborative learning and democratic citizenship education.

In subsequent work, various aspects of the popular adult education system and the learning it entails have been explored and problematized. A recurring trace in these works is how the formation of folkbildning as an idea movement and organization relates to other social

movements and civil society associations, as well as its importance for citizenship education, the formation of mentality and the creation of social capital in society as a basis for cohesion and integration. At scientific conferences and in several publications, the following aspects have been highlighted:

- the discourse regarding the specific features (särart) of folkbildning, as encompassed in the concept of 'folkbildningsmässighet', and how these potential characteristics are influenced by the new governance paradigm inspired by the New Public Management regime, with increased demands for control, evaluations, quality audits and quality records as a basis for continued state support;
- the study circles' contribution to active citizenship, social capital and societal transformation from an international and comparative perspective in order to examine the Swedish educational policy experience and the challenge of recontextualising the same in other cultural / national realms;
- folkbildning as immanent pedagogy and its mentality-forming power. As a social practice, during which specific actions are performed, folkbildning is perceived to be an expression of a mentality while helping to maintain, disseminate and reshape this mentality. The mentality confers to folkbildning practices its essential character under specific historical contexts, in the form of time-typical practices with special functions and effects, which in turn contribute to creating mentalities with distinctive habitus. The contribution of popular adult education to the transformation of society through the promotion of transformative learning has been argued as a condition for social cohesion and civic trust;
- the current theoretical and political discourse on citizens' key competences and qualifications and requirements for adaptation, set by economic globalization, information technology and multicultural society, has been another important area for my research interest. Among other things, the recommendations from several international policy bodies on key competences for lifelong learning and a successful life, which includes "social and civic competence", I have elaborated by addressing questions such as: *How can today's interest in social skills and competences be explained, and what is the role of education in promoting them? Is education an instrument of emancipation or discipline, integration or exclusion, reproduction or development? What should the function and content of education be for persons belonging to marginalized and vulnerable groups? What skills and qualifications are reasonable to require from an adult educator today?*

I have studied the conditions of learning and education as well as adult learning in view of today's accelerated changes, nationally and globally. In the light of altering conditions in society, the economy and culture, attention has been focused on the ability of the educational sector to meet the knowledge society's (= the open, democratic, multicultural and high-tech society) demands for conversion. Against this background, the idea of lifelong and life wide learning is given an entirely new meaning, which affects the view on the function, content and organization of education and, in addition, the relationship between the individual's developmental needs and her responsibilities towards the collective contexts she is part of. The quest for deeper understanding of educational processes occurring in society and its

effectiveness at individual, group and cultural level have decisively impacted on the choice of my research subjects, with the intention of contributing to a more nuanced picture of the relationship between the production of knowledge, on the one hand, and the content and purpose of the education, on the other hand. In several international conference presentations and in articles I have analysed, interpreted and compared the Swedish model of adult and popular education. Some of the articles have also been included as compulsory literature in courses at postgraduate level at foreign universities.

The research on vocational teachers' competences is a further development of an EU-funded project ("QF2TEACH - Qualified to Teach") on the competences of adult educators 2009-2011. In the QF2TEACH project, research institutions from eight countries collaborated: Germany, Sweden, England, the Netherlands, Switzerland, Italy, Romania and Poland. The aim of the project was to identify and develop a research-based qualification framework for the adult educator profession - linked to the European Qualification Framework for Lifelong Learning, which could be comparable throughout Europe. The study made use of the DELPHI technique with multiple rounds of questionnaires sent to a panel of experts in the consortium countries.

For some years now, I participate in a joint research project with colleagues at the Tokyo University on the theme "Education for Sustainable Development in Transforming Societies: A Comparative Study of Japanese and Swedish High Schools". The cooperation project received funding from the Sasakawa Foundation research foundation. Results from the project were presented at the XXVIII Conference of CESE, Comparative Education Society in Europe, and an article published in the peer-reviewed and open access journal Sustainability. There are plans to widen the research collaboration on ESD (Education for Sustainable Development) to include researchers from universities in other countries, to also explore ESD in higher education and, particularly, the role of teacher education in sustainable development.


From my extensive experience from international academic exchange and cooperation, I have developed a research interest in higher education issues with a special focus on quality assurance, and teaching and learning in Higher Education". In collaboration with Greek colleagues, I initiated among others a symposium and an international conference on University Pedagogy (Πανεπιστημιακή Παιδαγωγική), the first ever in the country. A concrete outcome of the conference has been the establishment of a network of university professors in Greece for the promotion of excellence in teaching and learning in Greek universities.

Teaching experience

Since 1993, I have taught various courses in Pedagogy/Educational Sciences in Teacher Education. I have also developed, coordinated and taught courses in Pedagogy, especially in adult education and learning, at the undergraduate, advanced and postgraduate level at Stockholm University, Nagoya University (Japan), Universidad de Concepción (Chile) and Frederick University (Cyprus). The course coordination has generally included making a schedule, writing a study guide, recruiting lecturers and seminar leaders, giving lectures and acting as a seminar leader, as well as examining and evaluating the course. The table below contains a list of the courses I have taught in the last 10 years and a certificate from my

department (with a detailed list for the last six years) from which appears the scope and extend of my teaching experience, as well as my broad specialization in foundational areas of pedagogical knowledge, primarily (in terms of scope): adult learning, philosophy of education and history of education (including sociology of education), courses in the Vocational teacher programme (including school-based training/VFU), and supervision and examination of theses and dissertations at undergraduate, postgraduate and doctoral levels.

Certificate concerning teaching

 Stockholm University	SU 306-0440-21	September 10, 2021	Dnr
	<p>Petros Gougoulakis (580216-2874) has been permanently employed as a senior lecturer at Stockholm University at the Department of Education since 2008-01-01. The tasks within the service have consisted of teaching within the basic and advanced level, course development and course coordination, as well as conducting research. The employment has covered full time, including periods of external founded research. Since many years, Gougoulakis been on leave (up to 20% annually) for union work.</p> <p>Gougoulakis has an extensive and wide-ranging teaching experience; many students – as well as faculty members – can confirm that he teaches with a strong personal commitment and passion, always interested in discussing various pedagogical issues in relation to teaching practices, education policy, community development etc. The work has comprised of courses in both pedagogy and didactics, including teaching on several of the major teacher education programmes offered at SU. Thematically, the courses have covered a number of knowledge areas, primarily (in terms of scope) adult learning, philosophy of education and history of education (including sociology of education), courses in the Vocational teacher programme (including school-based training/VFU), and supervision and examination of theses and dissertations at undergraduate, postgraduate and doctoral levels.</p>		
David Thorsén Head of Studies, Department of Education			

Teaching at universities abroad

- Fall semester 2014. During my stay at the University of Nagoya, Graduate School of Education and Human Development, I developed and offered two courses: 1) **Lifelong Learning and Adult Education**, and 2) **Vocational Education and Training from a Swedish and European Perspective**. The students that attended my classes came from three different programs (economics, law and educational sciences).

These classes were part of the Japanese Ministry of Education's strategy, 'Global 30', aiming to promote the internationalization of higher education by attracting a greater number of competent and motivated international students from countries worldwide.

- Spring semester 2018: Visiting professor at Universidad de Concepción, Chile, where I designed and offered the PhD-course "**Learning Theories, Competence Development and Quality Assurance in Higher Education**".
- Fall semester 2007. Collaboration exchange between the Stockholm Institute of Education and Liaocheng University in China. During my stay in Liaocheng University, School of Educational Sciences, I led a three-weeks seminar for a group of ca 40 selected students.
- 2024 – 2025. Visiting professor at the Department of Social and Educational Policy at the University of the Peloponnese (Greece).
- 2022 – to date. Elected external board member of the University of Peloponnese (UoP).
- 2017 – to date. Coordinator, head instructor and supervisor for the post-graduate program "MA in Adult Education" at Frederick University.

Experience as supervisor

I have supervised examination theses at the undergraduate (more than 100 theses), advanced/master (more than 30) and doctoral level (8 doctoral students, whom I have supervised, have successfully defended their theses). I have also participated in a number of grading committees for doctoral theses at several universities.

Training in teaching and learning in higher education

- a). Research Supervisor in Theory and Practice (see 4.3.2 above).
- b). Completed two higher education pedagogical courses for a total of 15 ECTS:
 1. **Professional Development Course on Teaching and Learning, Blended (UL1)**, 7,5 ECTS
 2. **University Teachers Education (UL2)**, 7,5 ECTS

Pedagogical reflection

What is expected of a teacher to make student learning possible?

If we take for granted that the main task of a teacher is to help students learn, then it becomes obvious that teachers need to adapt to the students and not the other way around. But what does it mean for a teacher to adapt his/her teaching so as to facilitate students to learn what is prescribed in a syllabus in advance? Teaching at our universities takes place in classrooms and the teachers, by and large, address students in groups – although our experience from

the covid-19 pandemic compels us to alter the way we think and organise education. Commonly, student groups today are not homogeneous with regard to abilities, motivation, prior knowledge etc. Student diversification seems to have grown bigger with the massification of higher education, which made access to academic studies easier for “non-traditional” students.

The challenges university teachers are facing, in respect to the current student composition, and the implications of that for the quality of their teaching, ignited the debate about university teachers pedagogical and didactical competence and skills. In the meantime, the ever-growing heterogeneous groups of students entailed worsening working conditions with shorter teaching and contact time between teachers and their students. Keeping this in mind, though, the “show must go on”, as teachers remain accountable for their students learning, motivation and well-being. They are expected to be effective and make decisions when designing teaching, taking into consideration all the factors connected to instructional processes. Teachers are presumed to be aware of these factors and develop their knowing about the entire “teaching-studying-learning process”, which include mastery of the teaching subject, the participating students’ knowledge background, their expectations and learning needs, what learning is and how students learn, teaching techniques and communication skills and so on. In other worlds, the effectiveness of a good teacher depends on the balance acquired by a teacher between an appropriate philosophical vision of the totality that guides the “teaching-studying-learning process”, on the one hand, and the understanding and implementation of that vision in practice, on the other hand, along with the aims and goals stated in the curriculum.

Indeed, it is not possible to include all aspects and factors in every instructional design to demonstrate excellence in teaching. After all, education is about communication between an educator and the educated, by means of which a learning atmosphere is created. The characteristics of the good teacher should be to stimulate a communicative milieu that is permissive and encouraging for the participants, to trust each other and themselves and dare to test new ideas without being hampered by failures. I sympathize with the didactic approach that argue for a teacher role as “**meddler in the middle**”; equipped with a repertoire of (communicative) activities, challenging and engaging students to construct their learning in meaningful ways, making the learning intentions clear, and giving them something to build their knowing upon; one who creates learning experiences that encourage students to be self-managing learners, convinced that the students’ ability to learn is more important than the knowledge they possess; one, finally, who is willing to immerse in as many aspects as possible of the complexity of the teaching-learning-evaluating process at universities, in combination with insight that every such process is intertwined and confined in the individuality and idiosyncrasies of the teacher and the learners. Probably, this may be requiring a very critical component of a teacher’s teaching profile, namely a “knowing of the self”, as a condition of awareness of what beliefs, values, attitudes etc. guide the decisions made prior and during the learning interaction in the classroom.

This reflection rests on my teaching experience at the university since 1992. Until 2008, I taught pedagogy (educational sciences) in the teacher education programs at Stockholm Institute of Education, and after it merged with Stockholm University I teach at the Department of Education. Over the years, I have had also the opportunity to teach at several foreign universities (in Japan, Greece, China, Chile, Cyprus).

Generally speaking, I apprehend **the purpose of teaching** as a continuous endeavour, to facilitate learners' growth and development to holistic personalities, capable to function adequately in their professional, social and political life. To carry out this purpose, is of great significance for me as a teacher, to know my assumptions and views of what knowledge is, how it is formed and acquired, and, not least, how I can best help my students to learn and develop. Becoming an effective teacher *"depends on acquiring a balance between an appropriate philosophical vision of teaching and the understanding and implementation of that into a practical instructional process"* (Galbraith, *Adult Learning Methods*, 2004).

1.

Learning is associated with **knowledge**, and **teaching** for the purpose of learning, including the purpose of demonstrating learning, with **communication**. We have learned something when we have knowledge of something that enables us to think differently than before, to act more appropriately, and when we better understand how things are related to each other. Questions about the nature of knowledge and what it really means to know something are basically pedagogical and of relevance for didactic considerations, every time we plan for a learning activity. Moreover, institutionalised education is a means of intentional "power exertion" in order to influence people to behave in a certain direction – call it socialisation! For that reason, there exists an ethical dimension of teaching that professional teachers should take into account when designing their teaching.

Pedagogical/educational practices differ, depending on the degree of standardization of their content and the external control imposed on them. Good teaching style is the offspring of a balance of understanding one's self as an educator and knowing how to create learning opportunities (and a suitable environment for that) that are meaningful and helpful for the learners' development. It is a mere truism to assert that is one thing to be an expert, in the subject you teach, and another to master the whole didactical process of helping others learn to be autonomous, self-directed learners.

Aware of the above mentioned epistemological principles, I strive with my didactical design and teaching to set up a learning environment pertinent in line with these principles, within the frame of freedom and autonomy the university as institution and work place affords and tolerates. In concrete terms, it means that in the study guide and especially during the introduction on the courses I am responsible for, I endeavour to present my pedagogical understanding to the students, encouraging them to discuss and reflect on. I also try to explain how different theoretical approaches are reflected in the outline of the course's activities, the structure of the seminars, the occurrence of group discussions and assignments, written and oral presentations, as well as examination forms, expected learning outcomes and assessment criteria. The course examination and assessment requirements are in alignment with and confirm the explicit aim of the teaching and learning: the students should not only learn various theories and concepts, but also demonstrate that they can use them to explain, understand, and critically reflect on questions and topics related to the content of the course and to their own experiences.

2.

Control over educational activities, which are not based on equal participation of those directly involved, results in bureaucratization and the dictating of hierarchical behaviours. Contrary, a **democratic style** is based on **free and symmetrical communication**, respect for the participants' experiences and recognition of their capabilities (Hunt & Chalmers,

University teaching in focus, 2012; Dewey, *Democracy and Education*, 1966). Any other kind of directional educational model generates phenomena of unbalance in educational planning affecting the relationships between those involved in the learning process. Such imbalance of power relations in the **didactic communication** is described by Paulo Freire (*Pedagogy of the Oppressed*, 1970/2006) in terms of “the banking metaphor”. In banking education, the space of action allowed to students is limited to accepting, recording and storing (“saving”) knowledge-deposits. No one seriously today advocates the banking concept of education, treating learners as unconscious human beings, but it is an empirical question whether this occurs or not in the classrooms. Personally, I strive to increase my sensitivity by keeping a self-critical distance and maintaining a dialogue with my students about how they experience **my teaching style**.

The educational ideal of knowledge transmission as a deposit in the students’ (empty) heads is, in my style, replaced by one that challenges the students to be confronting with and work with “problems” (**problem-based learning**). Education, which introduces authentic problems, breaking the vertical structure of banking mode, can fulfil its function as “an act of freedom”. Through dialogue, asserts Freire, «the teacher of students» and «the students of a teacher» cease to exist. The teacher is no longer the only one who teaches in the classroom, but one who learns in dialogue with his students, who in turn teach while being taught. Banking education considers students as objects in need of assistance, whereas the other educational approach treats them as equal subjects, fostering their **critical thinking** (Mezirow, *Fostering critical reflection in adulthood*, 1990).

3.

When learning is the focus of teaching, attention is paid to the process the learner is engaged in. This process is nowadays perceived as part and parcel of the individual’s **lifelong learning**. How we acquire knowledge can be elucidated from different theoretical perspectives, but ultimately, learning is a highly individual act, subject to influence from biological, social and cultural factors. There is no single learning theory that provides a comprehensive understanding of the phenomenon of learning since they tend to focus on specific aspects of the complexity of human learning. Learning theories, however, are important and guide us to adapt our teaching to the **diverse learning styles and preferences** of our students. They teach us to be sensitive and flexible in our teaching design, varying the communication/interaction techniques we are employing, the material we hand in and the assessment approach we embrace, considering it as an integral and supportive part of the learning process.

Usually, the content dimension of teaching is dominating, especially today where caring for learning outcomes is equated with quality. Knud Illeris’ learning model highlights two other equally important dimensions: a) the dimension of action, communication and collaboration as important elements in the training of the learner’s sociability; and (b) the dimension of incitement as a “mobilizing” factor of the learner’s “cognitivist” energy, such as motives, feelings and the volition (Illeris, *Towards a contemporary and comprehensive theory of learning*, 2003). A correct and balanced activation of many, if not all, of the above factors keeps the students sensitized for the relational climate in the classroom and contributes to self-awareness of their needs, and how to satisfy them in order to ensure a harmonious and joyful learning process.

Whether I manage to live up to all the above mentioned norms is yet an open issue, but these questions are constantly triggering my self-reflection and remain a source of stimulating

learning. Reflecting on the complexity of the learning process inspires me to change and improve the way I teach.

4.

Since I am persuaded of the value of the students' active participation and responsibility in their own learning development, in constant dialogue and communication with the teacher, I assume it, together with their involvement in formative evaluation activities of their learning, as a prerequisite for the creation of a didactic environment to promote learning. As assessment is inherent to every formal learning process, I will conclude by displaying my view about **pedagogical assessment**, as I usually share it to my students when I present the method(s) of assessment that might be applied in the particular course:

Assessment is omnipresent in university studies that provide academic credits. Moreover, university studies rest (or should do it) on scientific basis and proven experience. This means, among other things, to help students develop their ability to critically review and evaluate theories as well as to compose their own reflective texts relating to the content in the course literature. The ability to produce a text that is a simple reproduction can never be the main objective of an academic examination. On the other hand, the ability to write non-reproductive texts, does not evolve automatically. It is based on the knowledge and skills that the student must acquire during his education. In a sense, this is even the essence of the true education.

Many with experience of university studies describe these as "a pile of books – written examination, another pile of books – written examination, and so on". What one got scores for was, ultimately, his/her recalling capacity. The more one managed to memorize and get it on the exam sheet the higher the score. What one had understood and how he/she understood what he/she had read was rarely disclosed. It was simply not the point. Reflection, analysis and critical review of various "scientific" perspectives were not highlighted. Nor was it possible to highlight the sustainability of a reasoning by putting the studied literature in a historical, social and cultural context. The course literature appeared to be the Academia's privileged "royal court supplier" of the truth.

University education shall develop the ability to think about complex phenomena by distinguishing, reviewing and evaluating assumptions, premises and empirical facts, in rational dialogue with others. Higher education, in particular, shall help students to "see what they do not see when they see."

Course literature should of course be read. Not just to memorize the content but to "extract" the meaning of it in focused conversations with classmates and teachers. The meeting with others positions and arguments contributes to increased awareness of the own theoretical perspectives behind assumptions and actions/behaviors. However, this is not done by itself just because it is prescribed or anticipated. Proficient guiding and demanding effort are required. Learning is a demanding process and shortcuts are unfortunately not available.

The function of examination and assessment is not only educational but also a way of checking that the student has read the literature. The issue is whether these two functions are divergent and counteracting or convergent and therefore advantageous for learning. The answer is open and depending on the context and the educational organizer's pedagogical approach. After all, learning is a matter of genuine curiosity for the unknown, the other and different with an open attitude towards change. Learning is an open process of formation/"bildung"- and we never know in advance what the actual outcome of a genuine and authentic learning process will be...!

Appointment as external evaluator

External evaluator and accreditor of Greek higher education institutions on behalf of The Hellenic Quality Assurance & Accreditation Agency for Higher Education (HQA):

- a. Accreditation of the undergraduate programme of Preschool Education of the University of Crete, (13-18 July 2020 – Chair of the External Accreditation Committee).
- b. Accreditation of the undergraduate programme Social and Educational Policy of the University of Peloponnese, (25- 31 March 2019 – Chair of the External Accreditation Committee).
- c. Accreditation of the internal Quality Assurance System of the Harokopio University, Greece, (18-24 November 2018 – Member of the External Accreditation Committee), https://www.adip.gr/sites/default/files/pages/25/700-692-harokopio_iqas.pdf
- d. Accreditation of the Internal Quality Assurance System of the University of the Aegean, Greece, (12-18 November 2018 – Member of the External Accreditation Committee), https://www.adip.gr/sites/default/files/pages/25/700-692-aegean_iqas.pdf
- e. National and Kapodistrian University of Athens, Greece (1 November- 7 November 2015 – Member of the External Accreditation Committee), <https://www.adip.gr/en/basic-page/622/external-evaluation-reports-institutions>
- f. Department of Primary Education of the University of Western Macedonia, Greece (24 February - 1 mars 2014 – Member of the External Evaluation Committee), <https://www.adip.gr/en/external-evaluation-reports>
- g. Department of Early Childhood Education of the University of Western Macedonia (29 October - 3 November 2013 – Member of the External Evaluation Committee), <https://www.adip.gr/en/external-evaluation-reports>
- h. Department of Pre-School Education of the University of Ioannina, Greece (23- 28 October 2013 – Member of the External Evaluation Committee), <https://www.adip.gr/en/external-evaluation-reports>

Memberships - Research networking

- Swedish Educational Research Association (SWERA)
- Hellenic Educational Society
- The European Society for Research in Education of Adults (ESREA)
- Comparative Education Society in Europe (CESE)
- Nordic Comparative and International Education Society (NOCIES)
- Member of the Swedish National VET Network.
- Member of the Association for Research on folkbildning (Ffff). Board member (2008-2015).
- Member of Mimer, the National program for research on folkbildning, Linköping University.
- Member of the Hellenic Adult Education Association (HAEA)
- Member of the research groups a) Adult learning, b) Vocational Education and Training [VET/YL] and c) International Studies Research Group at the Department of Education, Stockholm University

Reviewer – Editorial Board

- Co-editor of the Book series Palgrave Studies in Technical and Vocational Education and Training, <https://link.springer.com/series/17264>
- Scandinavian Journal of History (Routledge, <http://www.tandfonline.com/toc/shis20/current>)
- International Journal of Educational Management (Emerald, <http://www.emeraldgroupublishing.com/products/journals/journals.htm?id=ijem>)
- Journal of Montessori Research & Education (Stockholm University Press, <https://journalofmore.org/about/>)
- Revista Española de Educación Comparada (REEC) (ISSN: 2174-5382), 2017
- ACADEMIA (University of Patras, <https://pasithee.library.upatras.gr/academia/about>)
- Nordic Journal of Vocational Education and Training (NJVET, <https://journal.ep.liu.se/NJVET>)
- International Labor and Working-Class History (ILWCH, <https://www.cambridge.org/core/journals/international-labor-and-working-class-history>)
- Nordic Journal of Comparative and International Education (NJCIE, <https://journals.hioa.no/index.php/nordiccie>)
- Empirical Research in Vocational Education and Training (ERVET, <https://ervet-journal.springeropen.com/>)
- European Education, The Official Journal of the Comparative Education Society in Europe (CESE), <https://www.tandfonline.com/toc/meue20/current>
- Science and Society [Επιστήμη και Κοινωνία], Journal of Political and Moral Theory, <https://ejournals.e-publishing.ekt.gr/index.php/sas>
- Emergent issues in Vocational Education & Training – Voices from cross-national research (Book series), Co-editor <https://www.edu.su.se/english/research/research-groups/vocational-education-and-training-vet-yl/vocational-education-and-training-vet-yl-1.268164>
- Focus editor (together with Vasileios Symeonidis och Ulf Fredriksson) for *Comparative and International Education Review*, nr 25, 2020: “Comparative education insights between Greece and Sweden”. The purpose of the focus issue was to present the research work of Greek postgraduate students who had studied in the Master Programme ‘International and Comparative Education’ at Stockholm University and focused on comparisons between Sweden and Greece, <http://cier.edu.gr/wp-content/uploads/t-25.pdf>
- Educ@tional Circle, <http://journal.educircle.gr/>

Publications (selection)

Monographs

Gougoulakis, P. (2006). *Bildning och lärande. Om folkbildningens pedagogik*. [Bildung and Learning. On the Pedagogy of Popular Education], Stockholm: ABF& Bilda (143 p.)

Gougoulakis, P. (2001). *STUDIECIRKELN: Livslångt lärande ... på svenska! En icke-formell mötesplats för samtal och bildning för alla*. [“The Study Circle: Lifelong learning ... in Swedish! A non-formal meeting place for discussion and learning for all.!”]: PhD Thesis. Stockholm: HLS Förlag (338 p.)

Selected publications (in international scientific journals, conference proceedings and anthologies)

- Teräs, M., Kontio, J., Moreno Herrera, L. & **Gougoulakis, P.** (2026). *Supporting Youth in Vocational Education: Transitions, Inclusion and Resilience*. Palgrave Studies in Technical and Vocational Education & Training. PalgraveMacMillan. <https://link.springer.com/book/9783032032836>
- Moreno Herrera, L., **Gougoulakis, P.**, Teräs, M. & Kontio, J. (eds) (2025). *Career Development, Digitalization and Inclusive Learning. Empowering the Workforce in Technical and Vocational Education and Training*. Palgrave Studies in Technical and Vocational Education and Training. DOI <https://doi.org/10.1007/978-3-032-01959-2>
- Gougoulakis, P.** (2024). Reflection on the development and assessment of pedagogical and teaching skills of university teachers [In Greek: Αναστοχασμός περί ανάπτυξης και αξιολόγησης της παιδαγωγικής και διδακτικής δεξιότητας των πανεπιστημιακών]. In: Gavriilidou, Z. (ed.). *Transforming Higher Education Teaching Practice: Selected papers of the 1st International Conference of the Network of Teaching and Learning Centers in Greece*, Vol. 2, Editions of the Network of Learning and Teaching Centers in Greek Universities: Komotini 2024, pp. 19-42.
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- Cala Peguero, T.Y. & **Gougoulakis, P.** (eds.) (2023). *Habilidades profesionales, competencias y formación para el emprendimiento*. Pinar del Río: Editorial LiberCiencia/La Habana: Editorial Universitaria. ISBN versión digital 978-959-16-5055-9, <https://rc.upr.edu.cu/handle/DICT/4124>
- Gougoulakis, P.** & Pavlakis, M. (2023). Educación para el Emprendimiento: un estudio comparativo entre Suecia y Grecia. In Cala Peguero, T.Y. & **Gougoulakis, P.** (eds.) (2023). *Habilidades profesionales, competencias y formación para el emprendimiento*. Pinar del Río: Editorial LiberCiencia/La Habana: Editorial Universitaria. ISBN versión digital 978-959-16-5055-9, <https://rc.upr.edu.cu/handle/DICT/4124>, pp. 201-230.
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