Tore Bernt Sorensen
Lecturer in Education

I do research and teach about contemporary education governance. Three lines of research dominate my scholarship: globalisation and education, public policy analysis, and teachers and teaching. I draw upon a broad background in research and practice. A Danish and European citizen, I have lived and worked in Belgium, Denmark, Germany, Poland and the United Kingdom.

My research in key words

comparative education – education policy - employment – europeanisation - globalisation – global governance - industrial relations - political sociology - public policy - teaching profession

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Profiles LinkedIn Google Scholar University of Glasgow staff profile ORCID ResearchGate

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Professional experience

Nov 2023 - (current)
Lecturer in Education (Research and Teaching)
School of Education, University of Glasgow
Glasgow, United Kingdom

I undertake research, teach and supervise about global and European education governance, comparative education, and sociology of education.

Selected activities and results:

- Publications:
  - 6 articles in academic peer-reviewed journals
  - 4 book chapters in edited anthologies
  - Co-editor of Special Issues in *Globalisation, Societies and Education*, *European Educational Research Journal,* and *Journal of Education and Work*
  - Co-editor of *World Yearbook of Education 2025*
  - Co-author of the GLACIER Collective's textbook on Comparative and International Education
- Consultancy:
  - Study *Teacher Shortage Crisis in the European Union*, commissioned by the Policy Department Unit for Citizens, Equality and Culture at the request of the European Parliament's Committee on Culture and Education (CULT) (May-October 2026)
  - Rapporteur and author of Final Report, International Summit on the Teaching Profession 2026 (Estonia, 8-11 March 2026)
- Co-founder and co-convenor of Critical Policy Studies in Education Group (since June 2025)
- Co-convenor of Glasgow Comparative and International Education Research Network (GLACIER) (February 2025 – July 2026)
- Glasgow Deputy Programme Leader of Erasmus Mundus Joint Master in Education Policies for Global Development (GLOBED) (since April 2025)
- Co-organiser of Summer School International Perspectives on Education Policy (IPEP): Geopolitical Dis/Rupture and Education Policy, University of Verona, 14–19 September 2026
- Postgraduate teaching:
  - Doctorate in Education (EdD) → Education Policy
  - Erasmus Mundus Joint Master in Education Policies for Global Development (GLOBED) → International and Comparative Education (EDUC5858)
  - MSc Education, Public Policy & Equity →Policy Enquiry and Decision Making (EDUC5249)
  - MSc International and Comparative Education → International Actors and Global Education Policies (EDUC51061)
- Dissertation supervision in Postgraduate programmes:
  - Erasmus Mundus Joint Master in Education Policies for Global Development (GLOBED)
  - MSc Education, Public Policy & Equity
  - MSc International and Comparative Education

Oct 2022 – Sep 2023
Postdoctoral Researcher
Educational Governance Team, Hertie School - The University of Governance in Berlin
Berlin, Germany

My primary tasks concern research, writing and publishing about European Union politics and policies related to education and training sectors, individually and with the other members of the Educational Governance Team, led by Assistant Professor Lukas Graf.

Selected activities and results:

- Guest lectures and paper presentations at University of Vienna and Humboldt University, Berlin
- Organisation of Double Panel at CIES 2023, including my own paper presentation
- Paper presentation at Council for European Studies conference 2023

- Contributions to the teaching and assessment of student assignments on the module "The Policy Process: Education, Work & High Skills"
- Mentor in the Hertie School's First-Gen Mentorship Programme
- Extensive tutoring and collaboration with Hertie PhD and MA students on a series of tasks, including:
    - Organisation of Public Online Event "A European network experiment: Progress and challenges of the Erasmus+ Teacher Academies" (45 online attendees)
    - Systematic literature review about experimentalist governance in education and training
    - Tutoring PhD student Anna Prisca Lohse during the final stages of her project, including detailed feedback on dissertation chapters and oral presentations

Oct 2021 – Sep 2022
Postdoctoral Fellow/Assistant Professor ("Adiunkt")
Taube Centre for Advanced Studies in the Social Sciences
Faculty of International and Political Studies, Jagiellonian University
Krakow, Poland

During my fellowship, I undertook the individual project "The myths and promises of education: The cultural political economy of educationalisation in European Union governance", which analysed and theorised how education and learning have been represented as a universal instrument for economic and societal progress in EU policy-making over recent decades.

Selected activities and results:
- Editing and submission of special issue for peer review, including two co-written articles
- Editing handbook section with 8 chapters in major reference work about teacher education, including my own introduction chapter
- Publication of article in *Didactief* (major Dutch magazine targeting education professionals and stakeholders
- Guest lectures and workshops at UNESCO Janusz Korczak Chair International Summer School (Maria Grzegorzewska University, Warsaw), and University of Bialystok

Sep 2017 – Sep 2021
Postdoctoral Researcher ("Assistant de recherche")
Institute for the Analysis of Change in Contemporary and Historical Societies (IACS), Université catholique de Louvain
Louvain-la-Neuve, Belgium

In UC Louvain, I was involved in two major European projects:

March 2020 – March 2021
"Social dialogue and industrial relations in education: the challenges of multi-level governance and of privatisation in Europe"

Funded by the European Commission Directorate-General for Employment, Social Affairs and Inclusion (budget heading 04.03.01.08 "Improving expertise in the field of industrial relations"), the project was coordinated by European Trade Union Committee for Education, and undertaken by a research consortium consisting of UC Louvain, University of Naples Federico II and the University of Warsaw, with 14 researchers involved.

Selected activities and results:
- I was the main author and editor of the awarded research proposal, research design, and final report.
- Publication of blogpost about study findings

Sep 2017 - Nov 2019, and April – Sep 2021
"Cultural roots and institutional transformations of teachers' careers and the teaching profession in Europe" (TEACHERSCAREERS)

Funded by the European Research Council, the Starting Grant project ran over the period 2017 – 2022. The Principal Investigator is Professor Xavier Dumay, UC Louvain. The research team comprised six post-doc researchers and one PhD, and collaboration partners in Belgium, France, UK and the US.

Selected activities and results:

- Extensive literature review and empirical study of transnational teacher governance, including analysis of key policy documents issued in the period 1990-2020 and 20 interviews with staff in the EU, OECD, European Trade Union Committee for Education (ETUCE), and European Federation of Education Employers (EFEE), as well as research observations at the invitation-only *International Summit for the Teaching Profession 2019* in Helsinki and the *Second European Education Summit* in Brussels September 2019.
- Guest editor of special section in Comparative Education Review and special issue in Globalisation, Societies and Education, including co-written articles
- Organisation of Panel at CIES 2018 and Symposium at ECER 2018 and 2019
- Co-supervisor of Jo B. Helgetun's PhD project "Teacher training at the crossroads of the global education policy field and national paths? Case studies in England and France"

March - Dec 2012
Blue Book Trainee (promoted to Temporary Policy Assistant from August 2012)
Directorate-General Education and Culture, Unit A.4. Analysis and Studies, European Commission
Brussels, Belgium

Selected activities and results:

- Analytical, editorial and organisational tasks on the *First European Survey on Language Competences*
- Contribution to drafting European Commission "*Rethinking Education*" Communication package

Jan - Feb 2012
Teaching Assistant
Cumberland School, Newham
London, United Kingdom
Selected activities and results:

- Teaching Assistant for English as Additional Language, supporting students in the classroom
- Preparing report about teaching literacy in Math and curriculum development, presented to the school's Math teachers

Sep 2006 - July 2007 (part-time)
Research Assistant
Aarhus University, Danish School of Education
Copenhagen, Denmark

Selected activities and results:

- Desk research, participant observation, interviews and undertaking case studies forming part of the EU funded Socrates-Grundtvig project "Stocktaking study on Lifelong Learning for Democratic Citizenship through Adult Education"
- Co-authoring three case studies and a peer-reviewed article in *Scandinavian Journal of Educational Research* with Professor Marcella Milana

Oct 2003 – Sep 2009
External teacher trainer (Oct 2003 – June 2004) *(part-time)*
Project Employee (Sep 2004 – Jun 2005)
Project Consultant (June 2005 – Sep 2009)
Centre for Bilingualism and Interculturality, CVU Copenhagen & North Zealand (from Jan 2008 University College UCC)
Copenhagen, Denmark

Selected activities and results:

- Teaching and coordination, with an increasing level of responsibility, of approximately 20 multi-session "Language and subject" (Danish: "Sprog og fag") professional development programmes (duration typically 36-50 hours) on literacy-across-the curriculum and intercultural education for teachers in primary, secondary and adult education in various locations of Denmark.
- Teaching and coordination of "The foundational continuing education programme in the teaching of bilingual learners" (Danish: "Den grundlæggende efteruddannelse i undervisning af tosprogede elever") (duration 120 hours) for primary and secondary school (ISCED levels 1 and 2) teachers from municipalities of Copenhagen and Ishøj.
- Commissioned research on literacy-across-the-curriculum, e.g., for the Municipality of Copenhagen and Danish Ministry of Education, under the leadership of Dr Helle Pia Laursen.
- Knowledge dissemination in articles, research reports and Danish national radio

Nov 2003 – June 2004
Teacher
The Rising Project ("Risingprojektet), Municipality of Odense
Odense, Denmark

Selected activities and results:
- Teaching Danish, Math, English and Physical Education to newly arrived migrants and refugees of age 16-18, mainly from East and South Asia, Middle East, North Africa and Sub-Saharan Africa
- Pastoral care integrated part of duties

Aug 2001 - July 2003
Teacher
Copenhagen Youth School, "Course for Foreigners" ("Kursus for Udlændinge")
Copenhagen, Denmark

Selected activities and results:
- Teaching Danish, Math, English and Physical Education to newly arrived migrants and refugees of age 16-18, mainly from East and South Asia, Middle East, North Africa and Sub-Saharan Africa
- Pastoral care integrated part of duties
- Preparing students for national ISCED level 2 final examinations
- Participation as a teacher in pioneering R&D project "Dansk som andetsprog i fagene", led by Dr Helle Pia Laursen and commissioned by the Municipality of Copenhagen, on second-language acquisition and literacy-across-the-curriculum.
- Selected as the school's Teacher of the Year 2002-2003

Teaching, tutoring and supervision in higher and continuing education

In University of Glasgow, I have been or am currently Course Leader on:
- **International and Comparative Education** (EDUC5858; 20 Credits; Level 5/SCQF 11; core course on Erasmus Mundus Joint Master in Education Policies for Global Development, GLOBED) (since 2025)
- **Policy Enquiry and Decision Making** (EDUC5249; 20 Credits; Level 5/SCQF 11; core course on MSc Education, Public Policy & Equity) (2025-26)
- **Modern Educational Thinking** (EDUC51000; 20 Credits; Level 5/SCQF 11; core course of MSc in Education Online) (2024-25, 2025-26)
- **International Actors and Global Education Policies** (EDUC 51061; 20 Credits; Level 5/SCQF 11; core course of MSc International & Comparative Education) (2024-25)

In addition, I have taught on the following courses:
- **Education Policy** (core course of the Doctorate in Education EdD) (since 2024)
- **Contemporary Themes in Education Policy** (EDUC51001; 20 Credits; Level 5/SCQF 11; core course of MSc Educational Studies) (since 2024)
- **Modern Educational Thought** (EDUC5156; 20 Credits; Level 5/SCQF 11; core course of MSc Educational Studies) (2024-25, 2025-26)
- **Fundamentals of Formal Education** (EDUC51076; core course of MSc Educational Studies) (2024-25)

- **Education and Society 5** (EDUC5863P; 30 Credits; Level 5/SCQF 11; MEduc Education with Primary Teaching Qualification) (2024-25)

Master's dissertation supervision

- Erasmus Mundus Joint Master in Education Policies for Global Development (GLOBED) (since 2025)
- MSc Education, Public Policy & Equity (2023-24, 2025-26)
- MSc International and Comparative Education (2023-24, 2024-25)
- MSc in Education Online (2024-25)
- MEduc Education with Primary Teaching Qualification) (2024-25)

Summer school organisation

- Co-organiser (w/ Marcella Milana and Annette Rasmussen) of Summer School International Perspectives on Education Policy (IPEP): Geopolitical Dis/Rupture and Education Policy, Department of Human Sciences, University of Verona, 14–19 September 2026.
  - 20 PhD students based in universities across Europe took part

In Hertie School, I contributed to the activities of the Educational Governance Team led by Assistant Professor Lukas Graf. This has involved extensive tutoring and collaboration with Hertie MA students on a series of tasks, in particular: i) organisation of Public Online Event "A European network experiment: Progress and challenges of the Erasmus+ Teacher Academies" (1 December 2022, 45 online attendees), including speakers from the European Commission, Aix-Marseille Université (France), Tampere University of Applied Sciences (Finland) and Hertie School (Germany); and ii) data base searches, screening and coding stages of systematic literature review focused on experimentalist governance in education and training; and iii) tutoring PhD student Anna Lohse during the final stages of her project, including detailed feedback on dissertation chapters and oral presentations.

In addition, I served as mentor in the Hertie School's First-Gen Mentorship Programme. The main goal of the programme is to provide a supportive platform to first-generation students and simultaneously offer mentors an opportunity to engage more actively with Hertie students' community.

In November 2022, I taught the session "Case Study – Experimentalist governance and measurement-driven governance in transnational arenas" for two classes at the Hertie School. The session forms part of the course "The Policy Process: Education, Work & High Skills", a module in the Hertie School's Master of Public Policy or Master of Data Science. In addition to the teaching, I assessed and graded students' course assignments. My contribution to the module took place in close collaboration with Lukas Graf, Assistant Professor of Educational Governance at the Hertie School.

In February 2020 and again in February 2021, I taught two sessions at UC Louvain forming part of the Bachelor and Masters level course "Analyse comparée des systèmes d'enseignement et de formation". The sessions concerned concepts of justice and education system structures in a global perspective. Course lead: Professor Xavier Dumay, UC Louvain.

As part of the module "Researching Higher Education" (30 credits) at Lancaster University, I taught during autumn 2018 and again in 2019 about literature review methods, followed by on-line student supervision. The module forms part of the doctoral programme "Higher Education: Research, Evaluation and Enhancement" coordinated by Lecturer Janja Komljenovic.

On 4 November 2019, I taught the 3-hours seminar "Education in Comparative Perspective: The educational system of Denmark" forming part of the cross-faculty course "Learning in socially engaged education" at KU Leuven. The seminar was video-recorded for later use. The course is part of an 'Educative Master'/academic teacher training programme at KU Leuven. Course lead: Professor Maarten Simons, KU Leuven.

In the period Oct 2003 – Sep 2009, I was given increasingly levels of responsibility for teaching, coordination and management of professional development programmes for school teachers (primarily ISCED levels 1 and 2). These activities in particular concerned two sets of activities: i) "Language and subject" (Danish: "Sprog og fag") programmes, typical duration between 36 and 50 teaching hours, tailored to the specific demands of municipalities. I was involved in around 20 of such programmes, in addition to numerous shorter programmes with a similar thematic focus in numerous locations across Denmark; and ii) "The foundational continuing

education programme in the teaching of bilingual learners" (Danish: "Den grundlæggende efteruddannelse i undervisning af tosprogede elever"), duration 120 teaching hours. Between September 2006 to June 2009, I became increasingly involved in the teaching and coordination of these programmes for teachers working in the municipalities of Copenhagen and Ishøj. Eventually, I was given the responsibility of leading the programme, including teaching multiple sessions, managing and assessing learner assignments, and programme evaluation.

Doctoral supervision

University of Glasgow

- Eman Hamshiri -Leading AI Literacy in the UAE: School Leaders' Sensemaking and Policy Enactment within a Marketized Education Context (since September 2026, 2nd supervisor)
- Yufan Fu - Parental Beliefs, School Choice, and the Development of Adolescents' Sense of Purpose in Mainland China: A Qualitative Multiple-Case Study (since September 2026, 2nd supervisor)
- Xiaoyue Si - Chinese Parents' Understandings and Practices of Parental Engagement in Relation to Their Preschool Children's Cognitive, Emotional, and Social Development (since September 2026, 2nd supervisor)
- Constanza Cárdenas Alarcón - [Re]Making Inclusive Curriculum: Co-Creation with Curriculum Circles in Chile (Completed September 2026, 1st supervisor)

UC Louvain

- Jo B. Helgetun - Teacher training at the crossroads of the global education policy field and national paths? Case studies in England and France (Completed September 2021, 2nd supervisor)

Examiner in PhD Examination Committees:

- Enoch Nyarkoh - Global-National/Local Imbrications of Education Reform: The Case of *Transforming Teaching, Education and Learning* (T-TEL) in Ghana. Viva/Oral Examination 24th September 2025, University of Queensland Graduate School.
- Majid Bayramli - Global Players, Local Changes: The European Union's Impact on Vocational Education Reforms in Azerbaijan. Viva/Oral Examination 27th August 2024, University of Glasgow.

Education

Sep 2024 – Sep 2026
Postgraduate Certificate in Academic Practice (PGCAP) (60 UK credits, part-time)
Academic and Digital Development, University of Glasgow

Core and elective courses aligned against the UK Professional Standards Framework for teaching and supporting learning in higher education.

Core courses:

- Introduction to Learning and Teaching in Higher Education (20 credits)
- Assessment and Feedback in Higher Education (10 credits)
- Course Design in your Discipline (10 credits)

Elective Courses:

- Supervising Students (10 credits)
- Designing Online Education: MOOCs, Micro-credentials and Online, Distance Learning (10 credits)

Jan 2013 – June 2017
Doctor of Philosophy (viva/defense 15 June 2017, degree certified 20 June 2017)
Faculty of Social Sciences and Law, Graduate School of Education, University of Bristol (Full-time)

Doctoral thesis "*Work In Progress: The Political Construction of The OECD Programme Teaching And Learning International Survey*"
Supervisors: Professor Susan Robertson and Professor Roger Dale, University of Bristol

Based on policy documents and 31 interviews with stakeholders in the OECD, EU, the global federation of teacher unions Education International, as well as state authorities, research institutes, and teacher unions in Australia, England and Finland, the PhD project analysed the discourses associated with the coining and development of the OECD Teaching and Learning International Survey (TALIS) into the most comprehensive international survey so far on teachers' work. The analysis of the discourses of the main organisations was contextualised within the soft law governance of the OECD, as well as the EU, a close working partner with the OECD on TALIS, and situated the programme in relation to the unprecedented political interest directed towards the teaching profession globally from the 1990s onwards.

Selected activities and results:

- I was awarded University of Bristol Postgraduate Scholarship (3 years; total GBP 53,087) and research grant by Worldwide Universities Network Research Mobility Programme (GBP 2,492)
- 1-2 months research stays at University of Helsinki and University of Sydney
- The project formed basis for three peer-reviewed articles in highly ranked international journals, three chapters in major anthologies, and commissioned research for Education International and Open Society Foundations

Jan 2006 – March 2011
Master of Arts in Educational Sociology
Danish School of Education, Aarhus University (120 ECTS, part-time)

MA dissertation "*The bias of markets: A comparative study of the market form and identity politics in English and Danish compulsory education*" (published by University of Copenhagen in 2011)
Supervisor: Associate Professor Stavros Moutsios

Jan 2005 – Jan 2006
Masters supplement in Educational Sociology ("Kandidatsupplering i pædagogisk sociologi")
(Modules required for accessing MA in Educational Sociology)
Modules completed:

- Philosophy of Science, including academic writing (15 ECTS)
- Educational Sociology (15 ECTS)

Sep 2003 - June 2005
Migration Studies ("Indvandrer-studier", Bachelor level), University of Southern Denmark
Modules completed:

- Cultural Theory (12 ECTS)
- Bilingualism, language shift and acquisition (9 ECTS)

Sep 1995 – June 2000
Teacher Graduate, ISCED levels 1 and 2
Aarhus Dag- og Aftenseminarium, Denmark (240 ECTS, full-time)
Subject Specialisms: Danish and Geography

Language competences

Danish native ***English*** C2 (fluent) ***French*** B2 (intermediate) ***Polish*** A2 (basic) ***Swedish*** C1 (proficient)

(cf. *Common European Framework of Reference for Languages*)

Grants and awards

Teacher shortage crisis in the European Union – European Parliament (GBP 8,630)
Policy consultancy and strategic advisory support to the European Parliament's Committee on Culture and Education (CULT) on addressing the teacher shortage crisis in the European Union. Main deliverables: A 35–50 pages study and presentation at CULT Committee meeting in Brussels (May – October 2026).

Rapporteur for International Summit on the Teaching Profession 2026 - Estonian Ministry of Education and Research (GBP 6,110)
As Rapporteur, I attended ISTP sessions to observe discussions and prepared the Final Report for ISTP 2026, considering organisers' proposed revisions (January – April 2026).

Postgraduate Scholarship - University of Bristol (GBP 53,087)
Maintenance stipend and tuition fees for PhD programme at the Graduate School of Education, University of Bristol (January 2013 - January 2016).

Worldwide Universities Network Research Mobility Programme (GBP 2,492)
Research visit to Faculty of Education and Social Work, University of Sydney, hosted by Professor Anthony Welch (19 October – 4 December 2015).

Professional duties, networks and memberships

Editorial board member of academic journals
European Educational Research Journal (Co-executive Editor since June 2025; Editorial Board Member since August 2018)
Critical Studies in Education (Editorial Board Member since August 2024)
Nordic Journal of Studies in Educational Policy (Associate Editor December 2023 – December 2025)

Peer reviewer (since January 2022)
Comparative Education Review
Critical Studies in Education
European Educational Research Journal
European Journal of Education
Global Society
Globalisation, Societies and Education
Higher Education Policy
International Journal of Lifelong Education
Journal of Education Policy
Journal of European Integration
Journal of Industrial Relations
Nordic Journal of Studies in Educational Policy
Paedagogica Historica
Research in Comparative and International Education
Social Inclusion

Member of Scientific Committee
Association for Teacher Education in Europe (ATEE) Spring Conference 2024, Bergamo, 29 May – 1 June 2024

Publications

Articles in academic peer-reviewed journals
Sorensen, T. B., Dumay, X., & Paine, L. (2026). Global governance and the status of teachers as a profession: a special section appraising the 1966 ILO-UNESCO Recommendation. *Globalisation, Societies and Education*, 1–12. https://doi.org/10.1080/14767724.2026.2748691

Sorensen, T. B., & Graf, L. (2026). A European experiment in governing teacher education and training: the case of the Erasmus+ Teacher Academies. *Education Inquiry*, *17*(2), 407–434. https://doi.org/10.1080/20004508.2024.2390713

Sorensen, T. B., & Dumay, X. (2024). The European Union's governance of teachers and the evolution of a bridging issue field since the mid-2000s. *European Educational Research Journal, 23*(2), 237-260. https://doi.org/10.1177/14749041241234695

Sorensen, T. B., & Eeva, K. (2024). Re-articulating the form of the political: Contemporary education governance in the European Union. Introduction to the Special Issue. *European Educational Research Journal, 23*(2), 165-177. https://doi.org/10.1177/14749041241231021

Sorensen, T. B., & Dumay, X. (2023). The European Sectoral Social Dialogue in Education and the strengthening of the European Union's policy regime in education and employment. *Journal of Education and Work, 36*(7-8), 542-562. doi: 10.1080/13639080.2023.2275767

Graf, L., Marques, M., Sorensen, T. B., & Dumay, X. (2023). The emergence of European boundary-spanning policy regimes: analysing intersectoral policy coordination in education and employment. *Journal of Education and Work, 36(*7-8), 511-523. doi: 10.1080/13639080.2023.2275778

Sorensen, T. B., & Dumay, X. (2021). Special Section on Teachers, Teaching and Globalization: Introduction", *Comparative Education Review, 65*(4), 723-724. doi: 10.1086/716449

Sorensen, T. B., & Dumay, X. (2021). The Teaching Professions and Globalization: A Scoping Review of the Anglophone Research Literature. *Comparative Education Review, 65*(4), 725-749. doi: 10.1086/716418

Sorensen, T. B. (2021). The space for challenge in transnational education governance: The case of Education International and the OECD TALIS programme. *Discourse: Studies in the Cultural Politics of Education*, *42*(4), 572-589, doi: 10.1080/01596306.2020.1718611

Sorensen, T. B., Ydesen, C. & Robertson, S. L. (2021). Re-reading the OECD and education: the emergence of a global governing complex – an introduction. *Globalisation, Societies and Education, 19*(2), 99-107. doi: 10.1080/14767724.2021.1897946

Sorensen, T. B., & Robertson, S. L. (2020). O programo da OCDE TALIS: enquadrando, medindo e vendendo professores de qualidade. *Currículo sem Fronteiras, 20*(1), 43-61.

Sorensen, T. B., & Robertson, S. L. (2020). Ordinalization and the OECD's governance of teachers. *Comparative Education Review, 64*(1), 21–45. doi: 10.1086/706758

Robertson, S. L., & Sorensen, T. B. (2018). Global transformations of the state, governance and teachers' labour: Putting Bernstein's conceptual grammar to work. *European Educational Research Journal, 17(*4), 470-488.

Holloway, J., Sorensen, T. B., & Verger, A. (2017). Global Perspectives on High-Stakes Teacher Accountability Policies: An Introduction. *Education Policy Analysis Archives, 25*(85), 1-18.

Sorensen, T. B. (2012). "Kortsluttet kosmopolitanisme: Marginaliseringen af engelsk som andetsprog" ["Shortcircuited cosmopolitanism: The marginalisation of English as an Additional Language"]. *Sprogforum, 55*, 71-78.

Sorensen, T. B. (2011). The two nationalistic narratives in Danish compulsory education. *Exedra Revista Cientifica, 3*(1), 15-24.

Milana, M., & Sorensen, T. B. (2009). Promoting Democratic Citizenship Through Non-Formal Adult Education: The Case of Denmark. *Scandinavian Journal of Educational Research, 53*(4), 347-362.

Editorial work: Special issues in academic peer-reviewed journals

Tore Bernt Sorensen, Xavier Dumay & Lynn Paine. Guest editors of Special Section "Global Governance and the Status of Teachers as a Profession", *Globalisation, Societies and Education, 24*(7), December 2026.

Tore Bernt Sorensen & Katri Eeva. Guest editors of Special Issue "Re-articulating the form of the political: Contemporary education governance in the European Union", *European Educational Research Journal, 23*(2), March 2024.

Lukas Graf, Marcelo Marques, Tore Bernt Sorensen, & Xavier Dumay. Guest editors of Special Issue "The emergence of European boundary-spanning policy regimes: Analysing intersectoral policy coordination in education and employment", *Journal of Education and Work, 36*(7-8), November 2023.

Tore Bernt Sorensen & Xavier Dumay. Guest editors of Special Section "Teachers in the context of globalization", *Comparative Education Review, 65*(4), November 2021.

Tore Bernt Sorensen, Christian Ydesen & Susan L. Robertson. Guest editors of Special Issue "Re-reading the OECD and education: the emergence of a global governing complex", *Globalisation, Societies and Education, 19*(2), March 2021.

Jessica Holloway, Tore Bernt Sorensen & Antoni Verger. Guest editors of Special Issue "Global Perspectives on High-Stakes Teacher Accountability Policies", *Education Policy Analysis Archives, 25*(85-93), August 2017.

Monographs

The GLACIER Collective (2026). *Comparative and International Education: Key Questions, Tensions and Opportunities.* Bristol Studies in Comparative and International Education. Bristol University Press.

Sorensen, T. B. (2011). *The bias of markets: A comparative study of the market form and identity politics in English and Danish compulsory education.* Copenhagen Studies in Bilingualism, vol. 60. Copenhagen: University of Copenhagen.
Reviewed by Francesca Gobbo, University of Turin, in *European Educational Research Journal* 11(3), 471-476

PhD thesis

Sorensen, T. B. (2017). *Work In Progress: The Political Construction of The OECD Programme Teaching And Learning International Survey.* University of Bristol, Graduate School of Education.

Anthologies

Dumay, X., Sorensen, T. B., & Paine, L. (Eds. 2024). *World Yearbook of Education 2025. The Teaching Profession in a Globalizing World: Governance, Career, Learning.* Abingdon: Routledge.

Sorensen, T. B. (Ed. 2022). Handbook Section "Globalization and teacher education" (8 chapters), in *The Palgrave Handbook of Teacher Education Research*, Editor-in-Chief I. Menter (on-line publication 2022, in print 2023)

Chapters in anthologies

Sorensen, T. B. Eeva Di Minin, K., & Grek, S. (forthcoming 2027, accepted). The Quest for Europe in Education Policy Research: Europeanisation from Above and Below? In *Handbook on Politics and Education: Understanding the Shaping of National and Global Policies,* edited by A. Larson & X. Rambla. Bloomsbury.

Sorensen, T. B., & Dumay, X. (2025). The European Union's Governing of Teachers and the Europeanization of Teacher Policy. In *The Liberalization of Teacher Employment Regimes in Europe*, edited by X. Dumay. Oxford University Press.

Dumay, X., & Sorensen, T. B. (2025). The Liberalization of Teacher Employment Regimes in Europe. In *The Liberalization of Teacher Employment Regimes in Europe*, edited by X. Dumay. Oxford University Press.

Dumay, X., Sorensen, T. B., & Paine, L. (2024). Introduction – The Teaching Profession in a Globalizing World: Governance, Career, Learning. In *World Yearbook of Education 2025. The Teaching Profession in a Globalizing World: Governance, Career, Learning*, edited by X. Dumay, T. B. Sorensen & L. Paine, 1-22. Routledge.

Sorensen, T. B. (2022). Globalization, teachers and teacher education: theories, themes and methodologies. In *The Palgrave Handbook of Teacher Education Research*, edited by I. Menter. Springer. https://doi.org/10.1007/978-3-030-59533-3_73-1

Milana, M. & Sorensen, T. B. (2020). Promoção da Cidadania Democrática através da Educação de Adultos Não-Formal: O caso da Dinamarca. In *Grundtvig e Freire: escolas populares na Dinamarca e no Brasil*, edited by S. Haddad, 106-128. São Paulo: Ação Educativa
(Paper originally published in *Scandinavian Journal of Educational Research,* 53(4), translated to the Portuguese by Sérgio Haddad)

Sorensen, T. B., & Robertson, S. L. (2018). Reframing Teachers' Work for Global Competitiveness: New Global Hierarchies in the Governing of Education. In *The Wiley Handbook of Global Educational Reform*, edited by K. J. Saltman & A. J. Means, 87-112. Wiley-Blackwell. https://doi.org/10.1002/9781119082316.ch5

Sorensen, T. B., & Robertson, S. L. (2017). The OECD program TALIS and Framing, Measuring and Selling Quality Teacher™. In *Routledge International Handbook of Teacher Quality And Policy*, edited by M. Akiba & G. K. LeTendre, 117-131. Routledge.

Sorensen, T. B. (2017). Teachers and the global educational policy field. In *The Global Educational Policy Environment in the Fourth Industrial Revolution: Gated, Regulated and Governed*, edited by T. D. Jules, 59-84. Emerald.

Sorensen, T. B. (2012). Paradox of liberalism: Citizenship education in Denmark. In *Intercultural Policies and Education*, edited by S. Goncalves & M. Carpenter, 225-244. Peter Lang.

Sorensen, T. B. (2012). The seductive reasoning of Danish compulsory schooling reform. In *Perspectives on European Educational Policy and Practice: papers from the Erasmus Intensive Programme Summer Schools, Haapsalu, Estonia, August 2009 and 2010*, edited by P. Garland, A. Larson, E. Lofstrom & I. Garland. Sheffield: Sheffield Hallam University.

Sorensen, T. (2008). Developing teacher competences in facilitating content and language learning among bilingual students in the Danish mainstream classroom. In *Identity, Diversity and Intercultural Dialogue*, edited by S. Goncalves. Coimbra: Instituto Politécnico de Coimbra, Escola Superior de Educação.

Invited contributions to academic publications

Sorensen, T. B. *Foreword.* In Romuald Normand (forthcoming 2027, accepted). *The Strange Defeat of French Education: Between Resigned Globalization and Republican Imaginary.* Nova Science.

Commissioned research reports

Sorensen, T. B. (2026). *Teacher Shortage Crisis in the European Union.* Study commissioned by the Policy Department Unit for Citizens, Equality and Culture at the request of the European Parliament's Committee on Culture and Education (CULT). European Parliament.

Sorensen, T. B., Grimaldi, E., & Gajderowicz, T. (eds. 2021). *Rhetoric or game changer: Social dialogue and industrial relations in education midst EU governance and privatisation in Europe. Final project report "Social dialogue and industrial relations in education: The challenges of multi-level governance and privatisation in Europe" (IR-EDUREFORM).* ETUCE.

Sørensen, T. B. (2017). *School vouchers and the privileges of choice*. Education International.

Sørensen, T. B. (2016). *Value-added measurement or modelling (VAM)*. Education International.

Sørensen, T. B. (2015). *Review of Early Grade Reading Assessment (EGRA).* Education International.

Barrett, A. M., & Sorensen, T. B. (2015). *Indicators for All? Monitoring Quality and Equity for a Broad and Bold Post-2015 Global Education Agenda*. Open Society Foundations.

Sørensen, T. (2008). Eksplicit fokus på sproget - samarbejde i natur/teknik og dansk som andetsprog ['Explicit focus on language – co-operation in Nature/Technics and Danish as a Second Language']. In *Sproget med i alle fag: Andetsprog og didaktik i folkeskolen*, edited by H. P. Laursen, L. M. Daugaard, U. Lundqvist, and T. Sørensen. Danish Ministry of Education.

Sørensen, T., & Laursen, H. P. (2008). Skriftsproget i natur/teknik ['Written language in the subject Nature/Technics']. In *Sproget med i alle fag: Andetsprog og didaktik i folkeskolen*, edited by H. P. Laursen, L. M. Daugaard, U. Lundqvist, and T. Sørensen. Danish Ministry of Education.

Milana, M., & Sørensen, T. B. (2007). *Case study: The World is Burning (Krogerup Højskole), DK. The stocktaking study on Lifelong Learning for Democratic Citizenship through Adult Education* (funded by the EU Socrates-Grundtvig scheme).

Milana, M., & Sørensen, T. B. (2007). *Case study: Teaching European Active Citizenship (TEACh)-course1, EU. The stocktaking study on Lifelong Learning for Democratic Citizenship through Adult Education* (funded by the EU Socrates-Grundtvig scheme).

Milana, M., & Sørensen, T. B. (2007). *Case study: the project "Udspil"1 (Dag Højskoler), DK. The stocktaking study on Lifelong Learning for Democratic Citizenship through Adult Education* (funded by the EU Socrates-Grundtvig scheme).

Jensen, A. E., Høj, E., Jacobsen, I. M., Hansen, I. F., Bernhard, L., & Sørensen, T. (2006). Danskfaget på mellemtrinnet og de tosprogede elever ['Danish in the intermediate stage and the bilingual pupils']. In *Dansk som andetsprog i relation til danskfaget*, edited by H. P. Laursen. CVU København & Nordsjælland and Københavns Kommune.

Andersen, M. W., Gormsen, S., Haase, K., Hagbo, C., Høegh, J., Larsen, S. G., Schneider, W., & Sørensen, T. (2003). Undervisning af tosprogede elever i matematik ['Teaching bilingual pupils in Mathematics']. In *Dansk som andetsprog i fagene*, edited by H. P. Laursen. CVU København & Nordsjælland and Københavns Kommune.

Consultancy

Sorensen, T. B. (2026). *Switching gears: Teachers and Learners in the Future Learning Environment. ISTP2026 Final Report.* International Summit on the Teaching Profession 2026, Estonia, 8-11 March 2026. Ministry of Education and Research of Estonia.

Journal articles, non-peer reviewed

Sorensen, T. B. (2021). Wie stopt macht van de markt? *Didactief* 51(9): 15-19.

Sørensen, T. B. (2009). Skoleudvikling og tosprogede elever [In English: 'School development and bilingual pupils']. Månedsmagasinet Skolen 15(6), 20-21.

Sørensen, T. B. (2009). Anerkendende efteruddannelse tager højde for sammenhængen ['Recognition in inservice training implies taking the context into account']. *Sprog & Integration*, no. 3, 2009, 20-22.

Sørensen, T. B. (2009). Uddannelse i konkurrencestaten Danmark ['Education in the competition state Denmark']. *Sprog & Integration*, no. 2, 2009, 3-5.

Sørensen, T. B. (2009). »Tænk, hvis vi fik fred til at drive skole« ['"Imagine if we were given peace to run our school"']. *Sprog & Integration*, no. 2, 2009, 14-15.

Sørensen, T. B. (2009). »Skrivebordsarbejde stjæler tid fra det væsentligste« ['"Time is used on administrative work rather than the most important"']. *Sprog & Integration*, no. 2, 2009, 10-11.

Sørensen, T. B. (2009). »Det er svært at være racistisk over for sin familie« ['"It is hard to be racist against your family"']. *Sprog & Integration*, no. 2, 2009.
Sørensen, T. B. (2008). Mundtlighedsdidaktik i grundskolens fag ['Oral pedagogy in compulsory education']. *Sprog & Integration*, no. 4, 2008, 24-25.
Sørensen, T. B. (2008). Globalisering og kulturel protektionisme ['Globalisation and cultural protectionism']. *Sprog & Integration*, no. 3, 2008, 4-6.
Sørensen, T. (2006). Den fortsatte udvikling af læsekompetence hos tosprogede unge ['The further literacy development among young bilingual studients']. *Sprog & Integration*, no. 3, 2006, 19-21.
Sørensen, T. (2004). Matematikundervisning i flerstemmighedens rum ['A polyvocal space for Math teaching']. *Sprog & Integration*, no. 4, 2004, 20-22.
Sørensen, T. (2004). Dansk som andetsprog i matematik – overvejelser om praksis ['Danish as a Second Language and Mathematics – reflections about practice']. *UFE-Tema 2004. Andetsprogsdimensionen i fagene: Faglærere er også sproglærere.*

Blogposts

Commitment to social dialogue in education in the European Union: rhetoric or game-changer? (lead author w/ Emiliano Grimaldi and Tomasz Gajderowicz). Educational International, 18 May 2021
The need for strategy and teacher activism in transnational governance. Worlds of Education, 23 March 2020
The possibilities for South-North dialogue in education research. Worlds of Education, 27 March 2018
Learning assessment and assessment learning: International large-scale assessment and the politics of capacity-building. Globalisation, Education & Social Futures, University of Bristol, 28 June 2016
VAM, school effectiveness and the politics of distraction. Worlds of Education, 29 February 2016
Race to the bottom: big data and teacher evaluation frameworks. In G20, Turkey: The Antalya Summit November 2015, edited by Munk School of Global Affairs, G20 Research Group, University of Toronto, 114
Distance, proximity and Australia in global education governance. Globalisation, Education & Social Futures, University of Bristol, 7 December 2015
A critical review of Early Grade Reading Assessment (EGRA). Worlds of Education, 30 September 2015
The Politics of Indicator Development in the Education 2030 Framework for Action. NORRAG NEWSbite, 9 July 2015.

Presentations

Invited talks

2026

Panel contribution "Shaping Our Futures: Perspectives on Teachers, Teaching and the Teaching Profession"
World Teachers Day 2026 Global Celebration, UNESCO, Paris, 5 October 2026

"Teacher Shortage Crisis in the European Union"
Committee on Culture and Education (CULT), European Parliament, Brussels, 29 September 2026

Europeanisation and Education: Key developments, tensions and trajectories in European education research (w/ Sotiria Grek)
EERJ Workshop, European Education Research and EERJ: Linking Past, Present, and Future, Zürich, 27 January 2026

2025

"European Union teacher policy since the 2000s: The trajectory of a bridging issue field"
Education Policy Futures (EPF) Webinar, 17 November 2025

"Best Practices in Teacher Development: The European Union Experience"
World Teachers' Day 2025. From Isolation to Collective Strength: Recasting Teaching as a Collaborative Profession. Online seminar organised by Regional Center for Educational Planning (RCEP) & UNESCO Teacher Education Centre (TEC), 8 October 2025

"The Teaching Profession in a Globalizing World" (w/ Xavier Dumay and Lynn Paine)

FreshEd podcast #385, 16th March 2025

2024
"Governing the teaching profession: Teacher education and training policies in a global field"
VI International Perspectives on Education Policy (IPEP) Summer School, Aalborg University, 18-23 August 2024

"Europeanisation, knowledge and soft power in European Union education policy", w/ Katri Eeva (Tampere University) & Sotiria Grek (University of Edinburgh)
British Association for International and Comparative Education (BAICE) International Webinar Series, 19 June 2024

"Comparative education policy research in the context of globalisation: What to compare? How to compare? "
Glasgow Comparative and International Education Research Network (GLACIER) Seminar Series, 7 February 2024

2022
"A European network experiment: Progress and challenges of the Erasmus+ Teacher Academies"
Intervention in Public Online Event hosted by Educational Governance Team, Hertie School, 1 December 2022

"The myths and promises of education: The cultural political economy of educationalisation in European Union governance"
Guest lecture, University of Vienna, 19 October 2022

"Stuck between practice and policy: Reflections on cultural diversity, learning and teaching"
Keynote, International Conference on Discourses of Childhood and Social Education, Maria Grzegorzewska University, Warsaw, 2 June 2022

"Teachers' well-being: international perspectives on the challenges and responses"
Guest lecture, 15th UNESCO Janusz Korczak Chair International Summer School 2022, Maria Grzegorzewska University, Warsaw, 1 June 2022

"Discourse Analysis"
Methodology workshop for PhD students, 15th UNESCO Janusz Korczak Chair International Summer School 2022, Maria Grzegorzewska University, Warsaw, 1 June 2022

"Analysing policy documents"
Methodology workshop for PhD students, Faculty of Education, University of Bialystok, 7 April 2022

"Teachers, teacher education and the European Union"
Guest lecture, Faculty of Education, University of Bialystok, 6 April 2022

2021
(w/ Xavier Dumay, Emiliano Grimaldi, Francesca Peruzzo & Sylwia Wrona) "Industrial relations in Europe in transformation: how education privatisation, liberalisation and reforms are changing teachers' world of work"
Keynote, virtual ETUCE conference "Education in Europe From Resistance to Recovery: Public Investment, Privatisation, Reforms and the role of Industrial Relations", 31 March 2021

2020
"Privatisation paths in and of education in Europe: challenges to the nature of education as a public good"
Virtual workshop "Privatisation in and of education: do we have it here?" convened by European Trade Union Committee for Education (ETUCE), 27 November 2020

"When can literature be used as empirical data? The aims, types and methods of literature reviews"
Guest lecture, Centre for Higher Education Research and Evaluation, Lancaster University, 8 April 2020

2019
"Between education and employment: EU governance and the Europeanisation of teacher policy"
Workshop, Faculty of Education, University of Cambridge, 20 November 2019

2018
"What are the implications of personalizing learning for the future of public education in our global culture of competitive comparison?"
Twin Peaks Research Summit, Banff, 15 April 2018

"The teaching professions in the context of globalisation: A systematic literature review"
University of Cambridge, Culture, Politics and Social Justice Academic Seminar, 7 February 2018

2016
"The state in the global educational policy field: Finland, England and the OECD TALIS programme"
Education, Culture and Society Forum, Laboratory for Education and Society, KU Leuven, 18 March 2016

2015
"Why are teachers on the global policy agenda? The practical argumentation of the OECD, the European Commission, teacher unions and business"
Faculty of Education and Social Work, University of Sydney, 1 December 2015

2014
"Et internationalt perspektiv på folkeskolereformen og lærerprofessionen"
Keynote conference Multikulturelle Skoler 2014: Synlig flersprogethed i den nye (folke)skole, Nyborg, Denmark, 17-18 November 2014

"Organiseringen af den skolepædagogiske indsats i forhold til flersprogede elever"
Keynote, conference hosted by Danish Union of Teachers, Local Branch Copenhagen, 22 May 2014

2013
"Fragmenteret samspil? Skoler, kommuner og organiseringen af den skolepædagogiske indsats overfor flersprogede børn"
Nordic Council conference 'Rum för språkutveckling', convened by the Swedish National Agency for Education, Stockholm, 2 October 2013

Academic conferences and workshops (* indicates panel/symposium coordination)

2026
(w/ Sotiria Grek & Katri Eeva Di Minin) "The Study of an Elusive Concept: Europeanisation in Education Research"
European Conference on Educational Research (ECER), Tampere, 18-21 August 2026

(w/ Marcella Milana) "Policy Learning and Education Policy and Governance: A Scoping Review of the Research Literature"
Comparative Education Society in Europe XXX Conference, Roskilde, 29 June – 2 July, 2026

2025
(w/ Marcella Milana) "Policy Learning and Education Policy and Governance: A Scoping Review of the Research Literature"
European Conference on Educational Research (ECER), Belgrade, 9-12 September 2025

***Book Launch (w/ Xavier Dumay & Lynn Paine) World Yearbook of Education 2025. The Teaching Profession in a Globalizing World: Governance, Career, Learning.
Annual Conference of the Comparative and International Education Society (CIES), Chicago, 22-26 March 2025

"Projecting Futures of Education: Comparing the projective grammars of the Scottish Futures Forum and the US Center for Strategic Foresight"
Annual Conference of the Comparative and International Education Society (CIES), Chicago, 22-26 March 2025

2024

"Educationalization and future-making: Comparing the anticipatory strategies of the Scottish Futures Forum and the US Center for Strategic Foresight", part of Cross Thematic Session "Processes of educationalization in international education policy arenas – visions, imaginaries & anticipatory strategies"
Comparative Education Society in Europe XXIX Conference, Thessaloniki, 8-11 July 2024

*****Co-convenor of Panel (w/ Marcella Milana & Xavier Rambla) "Global governance and education: implications for policy and practice", including paper "Futures of Education and Strategic Anticipation in Scotland, the US, and the OECD: Imaginaries, Modes of Governance, and Democratic Representation"
Third International Conference of the journal "Scuola Democratica", 3-6 June, Cagliari

(w/ Elena Revyakina & Conor Galvin) "The inclusion of teacher-centred research in European Union governance: the case of the Erasmus+ Teacher Academies"
Association for Teacher Education in Europe (ATEE) Spring Conference 2024, Bergamo, 29 May – 1 June 2024

"Governing the Futures of Education: Global education governance and strategic anticipation"
The Globalization of Education Governance: Potential, Pitfalls, Policy, SUNY Albany, 26-28 April 2024

2023

*****Organisation of Symposium "Deepening Europeanisation: European Union Governance of Education and Training in the 2020s", including paper (with Lukas Graf) "The Erasmus+ Teacher Academies - A Case of Europeanisation via Experimentalist Governance?"
European Conference on Educational Research (ECER), Glasgow, 22-25 August 2023

(w/ Lukas Graf) "A European Experiment in Governing Teacher Training: The Case of the Erasmus+ Teacher Academies". Part of Session "Continuity and Change in European Higher Education and Science: Old questions, new challenges?"
29th International Conference of Europeanists, Council for European Studies (CES), Reykjavik, 27-29 June 2023

(w/ Lukas Graf) "A European Experiment in Governing Teacher Education and Training: The case of the Erasmus+ Teacher Academies"
LEARN! Seminar, Amsterdam Free University, 21 June 2023

(w/ Xavier Dumay) "European Union Teacher Policy as a Bridging Issue Field: Issues, Actors and Institutional Arrangements since the 2000s"
Humboldt University, Comparative and International Education Research Seminar, Berlin, 25 May 2023

*****Organisation of Double Panel Session (w/ Elena Aydarova, Auburn University) "Globalization and teacher education", including paper "Teacher education and the global research imaginary: Unpacking a paradox".
Annual Conference of the Comparative and International Education Society (CIES), Washington DC, 18-22 February 2023

2022

"European Union governance of schools and teachers: Policy design and instrumentation since 2010"
European Consortium for Political Research (ECPR) General Conference, Innsbruck, 22-26 August 2022

"European Union governance of schools and teachers: Transformations in the mix of policy instruments since 2010"
The Instrumentation and Enactment of Public Education Reform. The Reformed Project Final Conference & Workshops, Barcelona, 15-17 June 2022

"Education, cultural identity and values in European Union governance since the 1990s"
Conference "Uses and abuses of the past – the democratisation of symbolic resources, power and legitimization", Taube Centre for Advanced Studies in the Social Sciences, Faculty of International and Political Studies, Jagiellonian University Krakow, 23-24 May 2022

2021

(w/ Xavier Dumay) "Managing Tensions in the European Sectoral Social Dialogue in Education". Part of symposium "New policy instruments for education and training in Europe: Generating productive tensions"
European Conference on Educational Research (ECER), 6–10 September 2021

(w/ Xavier Dumay & Juliette Fontaine) "Social dialogue and industrial relations in education: The challenges of multi-level governance and privatisation in Europe"
GIRSEF seminar, UC Louvain, 2 April 2021

2020
(w/ Xavier Dumay) "Between education and employment: The EU governance architecture and the Europeanisation of teacher policy"
Virtual workshop "Education and Training Policies in Europe", Hertie School of Governance, 23 April 2020

2019
*Organisation of Symposium "Re-articulating the form of the political: Education governance in the European Union", including paper (w/ Xavier Dumay) "European Union Governance, Social Dialogue And The Teacher Workforce"
European Conference on Educational Research (ECER), Hamburg, 3-6 September 2019

(w/ Xavier Dumay) "The teaching professions in the context of globalisation: A scoping review of the literature"
GIRSEF seminar, Université Catholique de Louvain, 5 April 2019

"The teacher workforce and social dialogue in the EU and the OECD"
Colloque 20 Ans de GIRSEF, 30 January 2019

2018
*Organisation of Symposium (with Xavier Dumay) "Teachers in the context of globalisation: Prospects for an expanding field", including paper (w/ Xavier Dumay) "The teaching professions in the context of Europeanisation and globalisation: A systematic literature review"
European Conference on Educational Research (ECER), Bolzano, 4-7 September 2018

"The cultural political economy of the OECD TALIS programme"
European Conference on Educational Research (ECER), Bolzano, 4-7 September 2018

*Organisation of Panel Session "The teaching professions and knowledge exchange in the context of globalization", including paper (w/ Xavier Dumay) "The teaching professions and knowledge exchange in the context of globalization"
Annual Conference of the Comparative and International Education Society (CIES), Mexico City, 25-29 March 2018

2017
"Teacher appraisal and feedback: The practical argumentation of the OECD, the World Bank, and the European Commission"
American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, 27 April – 1 May 2017

2016
"Teacher appraisal and feedback: The practical argumentation of the European Commission, the OECD, and the World Bank". Symposium "Global Perspectives on Market-Based Teacher Accountability Policies"
European Conference on Educational Research (ECER), Dublin, 23–26 August 2016

"The uses of international comparative data for political objectives: the OECD TALIS programme and initial teacher education reform in England and Finland"
Universities in the Knowledge Economy (UNIKE) conference, Danish School of Education, Aarhus University, 15-17 June 2016

"The state in the global educational policy field: Finland, England and the OECD TALIS programme"
Nordic Educational Research Association (NERA) conference, Helsinki, 9-11 March 2016

"Dimensions of acceptability: England in the OECD TALIS programme"
Work-In-Progress seminar, Graduate School of Education, University of Bristol, 29 February 2016

2015
(w/ Angeline M. Barrett) "System level indicators for an education SDG: Exploring possibilities for the teachers target". Symposium "Measuring" What We Care About: Balancing the Politics and Promise of a Sustainable Post-2015 Education Agenda
13th International Conference on Education and Development (UKFIET), Oxford, 15-17 September 2015

"Teachers on the global policy agenda: The practical argumentation of the OECD, the European Commission and Education International"
Education, Society and Culture conference, University of Helsinki, 1 June 2015

"Teachers, states, OECD: Does TALIS hijack social dialogue?"
Work-In-Progress seminar, Graduate School of Education, University of Bristol, 28 April 2015

"The engagement of international teacher unions in the OECD programme TALIS: A conversation between critical cultural political economy and historical institutionalism"
Comparative and International Education Society (CIES), Washington DC, 8-13 March 2015

2014
"The de-nationalisation of teacher policy in England and Finland"
European Conference on Educational Research (ECER), Porto, 1-5 September 2014

Podcasts and other media

"The Teaching Profession in a Globalizing World" (w/ Xavier Dumay and Lynn Paine)
FreshEd podcast #385, 16th March 2025

Podcast (published 1 June 2021) "Continuity, adaptation, change: the roles and workings of the OECD in global education governance" in podcast series Higher Education Researcher, Centre for Higher Education Research and Evaluation, Lancaster University, about the objectives, background and editing of the Special Issue "Re-reading the OECD and education: the emergence of a global governing complex", published in *Globalisation, Societies and Education*, 19(2), March 2021.

Interview on language-across-the-curriculum teaching practices for the DVD *Lige Muligheder for Alle* ['Equal Opportunities for All'] produced by HVProduktion (2011). The DVD disseminated the results from a R&D project about inclusion of ethnic minority students in Danish VUCs ("Adult Education Centre"]

Interview on teaching methods and teacher co-operation in multilingual school environments. On *Danish Radio* 8 January 2009 in the Danish Broadcasting Corporation (DR) programme 'P1 Orientering', under the programme heading 'Tosprogs-taskforce skal vise gode eksempler' ('Bilingualism Task Force going to present examples of good practice')