

MARCELO C. MARQUES | CV

marquesc@hertie-school.org

* 20 August 1987 in Leiria, Portugal

EMPLOYMENT

Hertie School. 12.2020-present

Postdoctoral Fellow

University of Luxembourg. 09.2018–11.2020

Postdoctoral Fellow

University of Luxembourg. 08.2014–08.2018

Doctoral Research Fellow

University of Lisbon, 01.2011–09.2013

Research Assistant

Agência Nacional Erasmus +, Portugal, 03.2010–03.2014

External evaluator of the mobility programs (part-time)

Competir – Formação e Serviços, S.A., Portugal, 01.2009–12.2010

Project Manager

EDUCATION

University of Luxembourg, 2014–18. Dr. phil., Sociology (*excellent*)

Dissertation: *Research governance through public funding instruments: Institutional change of educational research in the European Union and England, 1984-2014*

University of Lisbon, 2013. Post-graduation, Sociology of Education (18/20)

Research Project: *Unlikely pathways – a study of vocational choices and student experience*

University of Lisbon, 2008–10. MA, Educational Sciences (17/20)

Thesis: *Between Brussels and Lisbon: The Europeanization of education policies in the New Opportunities Program* (18/20)

University of Lisbon, 2005–08 BA, Educational Sciences (15/20)

RESEARCH INTERESTS

Political Sociology
Educational Governance
Comparative Analysis
Institutions & Organizations
Europeanization & Globalization

PROFESSIONAL AFFILIATIONS

Comparative & International Education Society (CIES)
Lux. Educational Research Assoc. (LUXERA), Founding Member
European Educational Research Association (EERA)
Academic Association for Contemporary European Studies (UACES)

RESEARCH GRANTS

- 2014–18 As Doctoral Fellow: University of Luxembourg “Tandem” Multidisciplinary Research Program. Project “The New Governance of Educational Research: Comparing Trajectories, Turns and Transformations in the UK, Germany, Norway and Belgium” (EDRESGOV) (Co-PI with G. Biesta).
- 2011–13 As Research Assistant: University of Lisbon. Foundation for Science and Technology, Portugal. Project “Educar e Qualificar - O caso do Programa Novas Oportunidades” [Educating and qualifying – The case of the New Opportunities Initiative] (EDUQUAL), PI: Natália Alves.

AWARDS

- 2016 *Best PhD Presentation – Originality Prize* given by the Ministry of Higher Education and Luxembourg National Research Fund (FNR)

VISITORSHIPS | SCHOLARSHIPS

- 2016 *Brunel University London*, England (Visiting Scholar)
- 2013 *École Normale Supérieure de Lyon*, France (Research Internship)
- 2007 *University of A Coruña*, Spain (Erasmus)

CONFERENCE ORGANIZATION

- 28e Colloque de l'ADMEE-Europe, Évaluation et apprentissages*, January 13-15, 2016 (INT), ADMEE-Europe, Lisbon: University of Lisbon
- Local change, social actions and adult learning: Challenges and responses*, June 26-28, 2014 (INT), ESREA network, Lisbon: University of Lisbon
- VI Seminário Luso-Brasileiro – Educação, Trabalho e Movimentos Sociais*, September 12-13, 2013 (INT), Lisbon: University of Lisbon

RESEARCH PROJECTS (COMPLETED)

The New Governance of Educational Research: Comparing Trajectories, Turns and Transformations in the UK, Germany, Norway and the European Union (EDRESGOV)

University of Luxembourg “Tandem” Multidisciplinary Project, 2014–18 | J.J.W. Powell & G. Biesta

What impact does education research policy have on the shape and approaches of educational research and scholarship in different national contexts and settings in Europe (Belgium, Germany, Norway, UK)? Cases include UK research assessment (RAE/REF, 1986–2014), the construction of the organizational field of empirical educational research in Germany (1995–2015), and governance by programs and projects across Europe.

Abandono e Insucesso Escolar – Construir uma Perspetiva de Género [Early school leaving and school failure – Building a gender perspective](POAT)

University of Lisbon, Quaternaire Portugal, Funded by the European Social Fund, 2013-2015 | Carmen Cavaco

The project aimed at understanding the early school leaving and school failure from a gender perspective, since statistical analysis have consistently showed that such educational phenomena affect more male than female students. The project analyzed foreign and Portuguese policies targeted to the relationship between early school leaving and school failure; interviewed school leaders, parents, students; surveyed teachers, and observed classroom interactions.

Educar e Qualificar – O caso do Programa Novas Oportunidades [Educating and qualifying – The case of New Opportunities Initiative] (EDUQUAL)

University of Lisbon, Funded by the Portuguese Foundation for Science and Technology (FCT. PTDC/CPE-CED/105575/2008), 2010-13 | Natália Alves

The project aimed at analyzing the impact of the New Opportunities Initiative – political initiative to increase the qualification of young people and adults with low school levels of education – in the reconfiguration of the Portuguese educational system and new modes of governance in the education sector. For that, we interviewed policy-makers, school and qualification centers' directors, trainers/teachers, and surveyed young people and adults.

SELECTED PRESENTATIONS (2010–2019)

Marques, M., Zapp, M. & Powell, J.J.W. (2020). Europeanizing Universities. Expanding and consolidating networks of the Erasmus Mundus Joint Master Degree Programme (2004-2017), *Education and Training Policies in Europe – European, National and Local Coordination and Policy Learning*, Hertie School, Berlin, Germany, April, 23.

Marques, M. (2019). From ratings to rankings: research evaluation and strategic organizational actors, *International Symposium “Academia in the Age of Comparison*. Hannover, Germany, June, 13-14.

Marques, M. (2019). From stratification to integration? A Social Network Analysis of Educational Research in the Framework Programme (1994-2013). *CIES 2019*, San Francisco, U.S., April, 14-18.

Marques, M. (2018). Governing research through public funding instruments: Institutional change of educational research in England, *ECER 2018*, Bolzano, Italy, September, 4-7.

Marques, M. (2018). Research organizations producing European educational research – A social network analysis of educational research in the Framework Programme (1994-2013), *ECER 2018*, Bolzano, Italy, September 4-7.

Marques, M. (2017). Geographies of Knowledge of European Educational Research - A Social Network Analysis of Educational Research in the Framework Programme (1994-2013), *EUSN2017*, Mainz, Germany, September 26-29.

Marques, M., Powell, J.J.W., Zapp, M. (2017). The institutional construction of contemporary Educational Research. A comparison of research funding mechanisms in the United Kingdom, Germany and Norway, *ECER 2017*, Copenhagen, Denmark, August 22 – 25.

Powell, J. J.W., Zapp, M. & **Marques, M.** (2017). Reshaping educational research through thematic programs? Comparing educational governance and contents in Germany, Norway, and the UK, *24th International Conference of Europeanists*, Glasgow, UK, July 12-14.

Marques, M. (2017). Institutional Change in Educational Research in the United Kingdom – Ideas, Instruments and Organizations. *CIES 2017*, Dissertation Mentoring Workshop, March 5-9.

Marques, M. (2017). Constructing the modern research university: Rationalizing educational research through evaluation in the United Kingdom. *CIES 2017* on the panel *The Construction of “Global Education”*. *Causes, Consequences and Conflicts* submitted by Patricia Bromley and Julia Lerch, Stanford University, March 5-9.

Marques, M., Zapp, M, & Powell, J.J.W. (2016). The institutional construction of contemporary educational research. A comparison of research funding mechanisms in the United Kingdom, Germany and Norway. *ECER 2016*, Dublin, Ireland, August 22-26.

Marques, M., Biesta, G., & Powell, J.J.W. (2015). (How) Does policy shape educational research? The case of research assessment in the United Kingdom. *ECER 2015*, Budapest, Hungary, September 7-11.

Marques, M. (2013). Da possível recomposição à emergência de um novo objeto de estudo - trajetórias improváveis nos cursos profissionais. [From the possible recomposition to the emergence of a new study object – unlikely trajectories in Professional Courses]. *VI Seminário Luso-Brasileiro Educação, Trabalho e Movimentos Sociais - das políticas às lógicas de ação*, Lisbon, Portugal, September 12- 13.

Marques, M. (2012). Finding and tracing the effects of globalization and regionalization in New Opportunities Program, *ESREA Network*, Nottingham, UK, February 10-12.

Marques, M. (2011). Between Brussels and Lisbon: the Europeanization of the education policies in the New Opportunities Program. *ESREA Network*, Istanbul, Turkey, April 28-30.

Marques, M. (2010). The worldwide educational agenda and the building of the European Project: the role of the Portuguese educational policies. *PhD Summer School, Lifelong Learning - inside and outside education*, Roskilde, Denmark, August 10 – 20.

TEACHING: LIST OF COURSES

MA = MASTER, D = DOCTORAL

University of Luxembourg, Luxembourg

- W 19/20 Thesis Preparation | MA
- S 19 New Institutionalism: Explaining institutional change | MA
- W 18/20 Comparative Education and Internationalization | MA
- 2017/18 Social Sciences & Educational Sciences Thesis Preparation | MA
- S 17 Institutional Change in (Higher) Education | MA
- W 16 Comparative Education and Internationalization | MA

University of Lisbon, Portugal

- W 13 Sociology | M
- S 12 Seminar in Netnography | D

MASTER MENTORING / ADVISING

- Hee-Young Shin *The international education sector in secondary education: A comparative analysis of the governance of international schools in Singapore and Luxembourg (18/20)*
- Andrea Moro *Alternativity breaks the circle: Potential benefits and consequences of the implementation of an alternative pathway into the primary teacher profession in Luxembourg (17/20)*
- Bosmat Kochavi *The role of international organizations in diffusing mindfulness: The case of legitimacy-building and standardization of mindfulness teaching as a profession (18/20)*
- Jutta Koskinen *Shaping the organizational field of international social work through ideas and norms: Between isomorphism and differentiation (18/20).*
- Paula Martins *Expanding opportunities in the educational service of Pediatric Hospitals – A comparative study of the IPO Porto and CHL Luxembourg (17/20)*
- João Machado *The Angolan and Mozambican higher education evolution: A comparison of different approaches to higher education governance (15/20)*

LANGUAGES

- Portuguese Native Speaker
- English C1
- French B1
- Spanish B1
- Italian A2