

International Research Network (IRN) for Research on Doctoral Education in Educational in Educational Sciences – network meeting 1

## Notes from the IRN network meeting 1,

Time: 26 February 2025, at 3.00 pm – 4.30 pm CET

Chair of the meeting: Pam Denicolo

Notes: Britt-Marie Apelgren

Participants: see attachment 1 List of participants

**Welcome!** Pam Denicolo welcomed all the participants to the first global IRN meeting.

### **1. Introduction to the network and its purpose (Sverker Lindblad, Chair of the IRN, University)**

Sverker presented the convenors and gave a global picture of doctoral theses 2024 from an analysis in ProQuest looking at numbers of doctoral theses/dissertations, subject areas and geographical regions.

The purpose stated in the IRN proposal is:

- To map, analyse and discuss the programmatic and intellectual organization of doctoral education in educational science(s) in different global contexts. How, for instance, doctoral education programmes are designed and for what reasons.
- To analyse what intellectual traditions and epistemic virtues are at work, and with what preconditions for doctoral students and the (re-) making of doctoral education
- To enhance a joint understanding of the international educational research field, and how this field has developed or counteracted in interaction with social and cultural preconditions and epistemic virtues.
- To improve international research cooperation and exchange as well as reflexivity in the making of doctoral education and educational research.
- To encourage development of international projects for research on doctoral education and the making of research professionals in educational research

See attachment 2: ppt Sverker Lindblad's presentation

### **2. Participants presentation**

All participants were invited to present themselves shortly with name and affiliation.

### **3. Presentation: Doctoral Studies and the Globalization of Knowledge: Teachers College's international dissertations, 1900-1920** (Daniel Friedrich, Teachers College, Columbia University)

A presentation of an analysis of all the dissertations written by international scholars (non-US based) in the first two decades (1900-1920) of the doctoral program at Teachers College. The study pointed to a way of understanding the production of *the dissertation as a genre* with global, colonial entanglements.

Three categories were found: (1) The encyclopedic dissertation (Knowledge of the 'whole' being described), (2) The comparative dissertation (Bridge between contexts, gatekeepers), and (3) The psychometric dissertation (Contributor to a universal body of cumulative knowledge).

See attachment 3: ppt Daniel Friedrich's presentation

### **4. Overall Group discussions** (breakout rooms)

The participants were randomly organized into groups of 4-5 to get to know each other better and to discuss and compare one's own contextual issues, as well as the issues of Academic cultures and intellectual traditions in doctoral education (presented and sent out in the PDF-file "To authors – some guidelines"). The groups were encouraged to write comments in the chat.

### **5. Follow up of group discussions**

Short comments from each group were presented orally.

Key issues discussed included:

- Conceptual relevance and identity in doctoral education
- Hegemonic (socio-political) issues in doctoral education worldwide
- Challenging in building and developing doctoral education
- Doctoral impact of ranking and New Public Management
- Local political problems related to doctoral education
- Doctoral education in the global North and the global South
- The issue of 'Doctorateness'

The participants were asked to send in comments on issues that the network could explore further and discuss in coming network meetings. The following issues were suggested to be explored:

- The ways in which different external and internal factors shift the focus of doctoral work in different places: the pressure to "publish or perish," the relative

autonomy or lack thereof of higher ed institutions, the public/private nature of theses defenses, resource availability, colonial legacies, etc.

- The increasing importance attached to measurement and evaluation.
- How the work of doctoral education is governed and produces different objects and subjects, including the shifts in thesis formats (from monographs to 3-article thesis, for example). This relates to Dani Friedreich's presentation of his historical work on how the genre of the thesis (or dissertation) is produced and how it governs the work.
- The very different structure and conditions of doctoral schools from one country to another, particularly given to training and research.
- The influence and inheritance of doctoral systems from the colonies.

In addition, please see Edwin Keiner's excellent list of important topics to be further addressed in our network. Attachment 4: pdf. Keiner

## **6. Next network meeting**

Next network meeting will take place on zoom **June 2, 2025**, time to be announced later.

The convenors will come back with an agenda for the June meeting, with suggestions for topics to be presented and discussed. An invitation and registration will be sent out around mid-May, and to those who have registered, a zoom link will be sent out the day before June 2.

The Swedish team informed the network that it is developing a homepage in collaboration with the "Politics of Education" research group (POP) at the University of Gothenburg. The idea is that other members can link to this page and that the page should be linked to SWERA.

Pam and Sverker thanked all participants for their contributions to the network and hoped for further vivid and constructive collaborations within the network.