

## Doctoral Education in Educational Research International Research Network, World Education Research Association.

Outline 2025-04-30

### Research Topic and plan realization 2024:

The table below presents expectations stated in the IRN proposal related to our realization of these expectations until 2025-04-30:

Expectations	Realizations up to 20250430
To map and analyze research on doctoral education by means of systematic reviews and analyses of conversations (Gross et al, 2025) in and on doctoral education and educational research (John & Denicolo, 2013).	Systematic review carried out and accepted as a paper to AERA2025. Participation in Denver had to be cancelled. A revised version proposed to the EERA 2025. Appendix 1
To invite educational researchers and doctoral students from different cultures and regions to present their cases of doctoral education. This includes analyses of the making of doctoral education and experiences of this system in relation to matters of geopolitical dominances (Connell, 2017)	We have now 52 network participants from five continents. The IRN has had one joint meeting in 20250225 and is preparing for a second meeting 20250602. In this latter meeting we will present a Swedish case and its conceptual framework to be discussed as a basis for a proposed network symposium.
To focus on the notions of epistemic virtues generated through the intellectual organizations of doctoral programs; the phrase that the historians of science Daston and Galison (2007) use to explore the norms internalized in the making of the scientific self and enforced by appeal to ethical values, as well as to pragmatic efficacy in securing knowledge.	In the network meeting in June, we will present a contribution based on such conceptualizations of doctoral education over time and place.
To identify and analyze differences and similarities in the making of doctoral education over the world and implications of this for educational research and research cooperation. What are the traditions and interests at work and which agents change and preserve doctoral education? (i.e. the case of Sweden, see Hamilton et al, 2003; Apelgren et al, 2023)	We are planning a symposium based on this theme to be carried out at the WERA meeting in Los Angeles 2026 or at the EERA meeting in Finland 2026.

## On revisions of our network based on WERA comments

In the WERA response, 20 May 2024, to our proposal a few recommendations were presented. Below are our revisions of the IRN work:

- In order to broaden the reach of the IRN additional communications were suggested. We have so far not been active in social media, but we have created a homepage: [Politics in Education | University of Gothenburg](#). Here we link to the WERA online site; [International Research Networks \(IRNs\) - WERA](#). This work is currently in progress.
- In order to address the global South, we have turned to researchers all over the world and have now participants in our IRN from all continents, according to the list below (to be updated):
  - Africa 14
  - Asia 4
  - Europe 23
  - Latin America 4
  - North America 3
  - Oceania: 4

We have now organized the IRN by means of convenors, network participants from all continents interested in doctoral education research.

## Planning the IRN future

We are now planning a set of zoom meetings and symposia. As a basis for this, we have our deliveries from our network meetings presented on our homepage.

Part of the plan is to develop a symposium proposal on the histories of doctoral education in different contexts. It would be a good thing if this symposium could take place at the AERA/WERA meeting in 2026. The symposium is planned to present manuscripts for a publication on doctoral education.

The next step is to develop an international research project on the making of doctoral education.

## Problems with the IRN networking:

There are two issues that are important for the next steps:

- (a) find a way to deal with global time differences in zoom meetings
- (b) economic issues for meetings in real life

Any comments or suggestions for how to deal with these issues are welcome!

## References:

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- Gross, Barbara., Sverker Lindblad, Edwin Keiner, Katarina Samuelsson, & Thomas S. Popkewitz (2025): Nodes and nets in educational research communication and organization. An international mapping. In Gonzalo Jover, Mustafa Yunus Eryaman, Ingrid Gogolin, Liesel Ebersöhn (Eds): *Transforming Educational Research: Realizing Equity and Social Justice Worldwide*. Taylor & Francis
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- John, T., & Denicolo, P. (2013). *Doctoral education: A review of the literature monitoring the doctoral student experience in selected OECD countries* (mainly UK). Springer Science Reviews, 1, 41-49.