

University of Gothenburg

Sverker Lindblad

Professor Emeritus

+46-(0)703777867

sverker.lindblad@ped.gu.se

To the World Education Research Association

International Research Network Program

Proposal for an International Research Network for Research on Doctoral Education in Educational Research.

1. Abstract:

The purpose of this international research network (IRN), composed of experienced and emerging scholars from different regions, is to map, analyse and discuss the programmatic and intellectual organisation of doctoral education in educational science(s) and research in different national and regional contexts. We ask how doctoral education programmes are designed, which intellectual traditions and epistemic virtues are at work, with what preconditions for doctoral students (see for instance see Clark & Lunt, 2014; Kemisso et al, 2023; Österlind et al, 2023). Answers to such questions are important per se but are also intended to increase our joint understanding of the international educational research field and how this is developed in interaction with different social and cultural preconditions and epistemic virtues (in principal terms, see Whitley, 2000; Daston & Galison, 2007). The ambition of this IRN is then to improve international research cooperation and exchange as well as reflexivity in educational research.

2. Research Topic and Plan

In focus are doctoral education programs – their design and curricula as well as expectations of emerging researchers in education – over time and place. By means of such studies we will identify paradigms and paradigm shifts (see e.g. Kuhn, 1960) and epistemic virtues (Daston & Gallison, 2007) in educational research as well as the position and positioning of educational research in different contexts. The plan is:

- To map and analyse research on doctoral education by means of systematic reviews and analyses of conversations (Lindblad et al, 2023) in and on doctoral education and educational research (John & Denicolo, 2019).
- 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)
- 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.
- To identify and to analyse 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)

Over time, the plan is a first phase with a review of research on doctoral education with a focus on how different publications are organising this research field indicating boundaries and cooperation over the world. This will be used in a second phase as an object for international conversations and for identifying national cases who will be presented at international symposia. A third phase is devoted to the summing up of the IRN in a proposal of a book “International Perspectives on Doctoral Education in Educational Sciences”. This phase will also deal with matters of international research cooperation engaged in problems and tasks developed in the IRN.

3. Outcomes Expected

This IRN is based on the idea that we should consider doctoral education as a heterogeneous research field based on different interests and conceptual framework in order to capture and communicate such differences and to organise more specific – and perhaps boundary-crossing – research projects. Expected outcomes of this IRN over time are as follows:

First, mapping of research on doctoral education and how this field is organised in intellectual traditions and research fronts, over time and place. Researchers and emerging researchers from different regions will be part in this mapping, which will be published as journal articles.

Second, establishing international conversations on doctoral education in symposia or webinars trying to answer the following questions; Which research fronts and intellectual (epistemic) traditions can we identify in different cases, and how are these developing and organizing the research field? What matters of relevance and interests are at work in different countries and regions and how do they relate to each other? In these conversations emerging researchers will be invited to participate. These conversations will be reported over different cases and over international conversations.

Third, the IRN will produce research publications on doctoral educations in educational research, their design and content over time and in relation to different interests and systems of reason. This is contributing to knowledge considering the worldwide making of educational researchers in different contexts, and to conversations about the intellectual and social organisation of doctoral education.

Fourth, an expected outcome, based on the previous activities, will be to establish studies on doctoral education as a research field in the international educational research community, including international symposia and the making of research programmes.

4. Participant List (members of WERA, individual or by organization)

This network is discussed with research fellows and doctoral students in different locations and several of them are interested in the idea to participate in the making of this IRN. However, we are presenting a set of participants with different functions and expertise in relation to doctoral education.

- Britt-Marie Apelgren, University of Gothenburg
- Luis Miguel Carvalho, University of Lisbon
- Pam Denicolo, University of Reading
- Dani Friedrich, Columbia University, USA
- Åke Ingerman, University of Gothenburg
- Alebachew Kemisso, University of Addis Ababa
- Sverker Lindblad, University of Gothenburg

- Miguel Pereyra, University of Granada
- Tom Popkewitz, University of Wisconsin-Madison, USA
- Tine S. Prøitz, University of Oslo
- Gun-Britt Wärvik, University of Gothenburg

The participants are members of different research organizations – AERA, EERA, SWERA – and are working with matters in and on research education and training.

5. Outreach Plan

The outreach plan is grounded in considerations of sustainable travelling and will to a large extent be carried out online. The plan is structured as follows:

It will start with a symposium based on reviewing of research on doctoral education with invited discussants at the WERA in 2025. An elaborated outreach plan will be discussed. Doctoral students and emerging researchers will be invited to the network.

Invitations to present national cases will be sent out by means of WERA council and different WERA organisation members etc., based on mapping and participation. This includes invitations to doctoral students and their organizations.

Symposia on national cases will take place within an analytical framework discussed in (a) and (b). In these symposia national backgrounds will be considered. Doctoral students will be invited as presenters and/or discussants.

6. Leadership:

The IRN will be coordinated by the PoP research group with Britt-Marie Apelgren, Sverker Lindblad and Gun-Britt Wärvik from Gothenburg University as convenors. They are experienced researchers and academic leaders who have cooperated and have published together on doctoral education. Pam Denicolo is a co-convenor as an expert on higher education and doctoral education. Alebachew Kemiso is a co-convenor as an expert on international cooperation in the making of doctoral education in a globalizing world. Tom Popkewitz is a co-convenor as an expert on politics of knowledge and systems of reason.

7. Duration and timetable as a set of events

2024: Application to WERA and preparing the IRN. Network meetings on-line.

2025: Official start of the IRN with planning activities on-line and a proposed symposium at the WERA based on the research mapping outcomes.

2025: Invitations to join the IRN will be sent out via WERA and member organisations where the research review is attached in June 2025, invitations to present national cases is sent out August 2025.

2026: Symposia based on national cases at the WERA 2026 meeting and at membership organisation meeting -live and/or on-line

2027: A research synthesis report is presented at the WERA 2027 and in member organisations, based on research reviews, national cases plus comparative analyses of paradigms, boundaries and translations in the education of educational researchers.

8. Extension:

Depending on the outcomes of the IRN an eventual extension of the time plan will be developed. Such activities are establishing of networks on doctoral education research in member organisations, planning an international research programme, for instance to the European Union, and invitations to a handbook of doctoral education research.

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- Österlind, M. L., Denicolo, P., & Apelgren, B. M. (Eds); *Doctoral Education as if People Matter*. Brill

Appendices: Participant emails and CVs

Participant	Email
Britt-Marie Apelgren, University of Gothenburg, Sweden	brittmarie.apelgren@ped.gu.se
Luis Miguel Carvalho, University of Lisbon, Portugal	lmcarvalho@ie.ulisboa.pt
Pam Denicolo, University of Reading, England	p.m.denicolo@reading.ac.uk
Sverker Lindblad, University of Gothenburg, Sweden	sverker.lindblad@ped.gu.se
Dani Friedrich, Columbia University, USA	friedrich@tc.edu
Åke Ingerman, University of Gothenburg, Sweden	ake.ingerman@gu.se
Alebachew Kemisso, University of Addis Ababa, Ethiopia	Alebachew.kemisso@aau.edu.et
Miguel Pereyra, University of Granada, Spain	mpereyra@ugr.es
C, University of Wisconsin-Madison, USA	thomas.popkewitz@wisc.edu
Tine S. Prøitz, University of Oslo, Norway	tine.proitz@usn.no
Gun-Britt Wärvik, University of Gothenburg, Sweden	gun-britt.warvik@ped.gu.se

Britt-Marie Apelgren Abbreviated Curriculum Vitae 2023

Britt-Marie Apelgren is Professor Emerita at the Department of Education and Special education, University of Gothenburg in Sweden. Apelgren earned her PhD from Reading University, UK. She has participated in several large-scale empirical research projects involving studies of teaching and assessment, content and language integrated learning (CLIL) as well as the Swedish national assessment of English. Recent research is related to language policy, doctoral studies, and leadership in higher education. Apelgren has served as Deputy Head of department, as Pro Dean, as Director of Doctoral studies, Vice Head of department for Doctoral studies, as Vice-chair for the Gothenburg University Board of Education and Chair of the Quality Committee for Education (including doctoral education), in charge of developing the Gothenburg University quality assurance system and evaluation for education. She and been involved in two national doctoral schools. Apelgren has close collaboration with Professor Emerita Pam Denicolo, Reading University, UK, (advisor/consultant to universities worldwide on issues related to doctoral education), together they are co-editors for an international book series.

Selection of recent publications

- Österlind, M-L., Denicolo, P. & **Apelgren, B.M.** (2024). Prioritising Respondents' Concerns, Beliefs and Perceptions over Those of Researchers: Constructivist Theory and Research Methods. *Theory and Methods in Higher Education Research*. Emerald Publishing Limited.
- Bergman, B., Negretti, R. & **Apelgren, B-M.** (2022). Intercultural group work in engineering: Looking beyond 'home' and 'international' student labels. *European Journal of Engineering Education*. (Online first. 26 May 2022).
- Österlind, M-L., Denicolo, P. & **Apelgren, B-M.** (Eds.) (2022). *Doctoral Education as if People Matter. Critical Issues for the Future*. Brill Publishers.
- Apelgren, B-M.**, Lindblad, S. & Wärvik, G-B. (2022). Restructuring doctoral education in Sweden. In *Doctoral Education as if People Matter - Critical Issues for the Future*. (Eds. Österlind, M-L., Denicolo, P. & Apelgren, B-M.). Brill Publishers.
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- Frisk, S., **Apelgren, B-M.** & Sandoff, M. (2021). Leadership for teaching and learning: Exploring a departmental-level educational leadership role at a Swedish comprehensive university. *Educational Management Administration & Leadership* (Online first. 3 November 2021).
- Apelgren, B-M.** & Holmberg, P. (2020). Upper secondary students' discursive writing in two languages. *Writing & Pedagogy, Volume 12.1 2020, pp 1-15*. ISSN:1756-5847.
- Sandoff, M., Nilsson, K., **Apelgren, B-M.**, Frisk, S. & Booth, S. (2018). Reflecting on and Articulating Teaching Experiences: Academics Learning to Teach in Practice. *International Journal of Higher Education Vol. 7, No. 6; 2018, 139-149*.
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- Apelgren, B. M.** (2016). 'Through the reading web' – Academic reading in doctoral studies. *Personal Construct Theory & Practice, 13, 66-77*, ISSN: 1613-5091
- Apelgren, B-M.**, Burnard, P. & Cabaroglu, N. (2015). Theory-Use in Teacher Research. In *Transformative Teacher Research. Theory and Practice for the C21st*. (Eds. Burnard, P., Apelgren, B-M & Cabaroglu, N.). Sense Publishers.

Luís Miguel Carvalho is Full Professor at the Institute of Education, University of Lisbon in Lisbon. He has PhD in Educational Sciences from the Technical University of Lisbon (2000) and Aggregation in Educational Policy and Administration from the University of Lisbon (2014). Presently, he is the Dean of the Institute of Education, University of Lisbon, Portugal. He is the Coordinator of the Doctoral Program in Education, and of its specialization in Education Policy and Administration, at the Institute of Education. He has participated in several European-funded research projects involving the educational policy circulation and transfer and role of knowledge in the construction of public policies. He has also coordinated the participation of Portuguese teams in several research projects held in Latin-American space, mostly involving partnerships with relevant Brazilian universities. In 2016, he held the Santander Chair in Ibero-Latin American Studies, at the Institute for Advanced Transdisciplinary Studies at the Federal University of Minas Gerais, Brazil. Recent research is related to education policies, including studies on the effects of international large-scale assessments in public policies, and studies on education governance changes in national contexts.

Selection of recent publications

Carvalho, L. M., & Viseu, S. (2023). New philanthropy and education governance in Portugal: fabricating social inclusion as policy, knowledge and practice. *Discourse: Studies in the Cultural Politics of Education*. <https://doi.org/10.1080/01596306.2023.2273957>

Costa, E., & **Carvalho, L. M.** (2023). Framing school governance and teacher professional development using global standardized school assessments. *Education Sciences*, 13(9), 873. <https://doi.org/10.3390/educsci13090873>

Santos, I., **Carvalho, L. M.**, & Melo, B. P. (2022). The media's role in shaping public opinion on education. *Research in Comparative and International Education*, 17(1), 29-50.

Carvalho L.M., Costa, E. & Almeida, M. (2021). Recontextualization of improvement-oriented policies in Portugal: The case of the pilot project for pedagogical innovation (2016-2019). *International Journal of Educational Research*, 110. First published online September 2021 <https://doi.org/10.1016/j.ijer.2021.101865>.

Oliveira, D. & **Carvalho L.M.** (2021). Performance-based accountability in Brazil: trends of hybridization and diversification. In S. Grek, C. Maroy & A. Verger (eds), *World Yearbook of Education 2021: Accountability and Datafication in the Governance of Education*. London: Routledge.

Carvalho L.M., Costa, E. & Sant'Ovaia (2020). Depicting the faces of results-oriented regulatory processes in Portugal: National testing in policy texts. *European Educational Research Journal*, 19 (2) 125–141.

Carvalho, L.M. (2020). Revisiting the fabrication of PISA. In G. Fan & T.S. Popkewitz (eds.), *Handbook of Education Policy Studies: School*, volume 2 (259-273). Singapura: Springer.

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Carvalho, L.M. & Costa, E. (2015). Seeing education with one's own' eyes and through PISA lenses. *Discourse: Studies in the Cultural Politics of Education*, 36 (5): 638–646.8.

Professor Emerita Pam M. Denicolo, BA (Hons) PhD CPsychol AFBPsS FHEA MRPharmS, University of Reading, is a chartered constructivist psychologist and is an advisor/consultant to universities worldwide on issues related to doctoral education, supervision, examining and training. She has established a Graduate School and a Centre for Inter-professional and Postgraduate Education at the University of Reading and supported the development of Doctoral Colleges at Surrey and other universities. She provides workshops for doctoral supervisors and examiners on their craft, and for researchers on choosing appropriate research methods, writing, publishing, gaining funding, etc. She has held leading and executive roles in national and international organisations with doctoral education remits (such as UKCGE, SRHE, UAE-CDE, ISATT) and publishes widely. For instance, she edits, authors, and contributes chapters to the Sage 16-book series: *Success in Research*, designed for those in the early years of a research career and for supervisors/examiners, and the Brill/Sense 23-book series: *Critical Issues in the Future of Learning and Teaching*. She is also the executive editor of the SAGE International Research Methods programme. As a leading Constructivist Psychology researcher, she has supported >60 successful doctoral theses, examined >200 theses, and currently collaborates internationally on research projects seeking to explore, understand and influence people's perspectives on education, health, and environmental/social issues.

Recent Relevant Books and Monographs, Chapters and Journal Articles

Österlind, M. L., Denicolo, P., & Apelgren, B. M. 2022 *Doctoral Education as if People Matter*, Brill.

Denicolo PM 2018 Preparing Postgraduate Researchers for Life beyond the Degree, in [Postgraduate Education in Higher Education](#), Erwee, R, Harmes, M, Harmes M and Danaher P, (eds) Part of the series [University Development and Administration](#), Springer pp 1-18, DOI 10.1007/978-981-10-0468-1_24-1

Denicolo, P.M., Reeves, J.R., Dawn C Duke 2017 *Fulfilling the Potential of Your Doctoral Experience*. No 7 of the "Success in Research" series, London: Sage.

Duke, D.C. and Denicolo. P. M. 2017 What Supervisors and Universities Can do to Enhance Doctoral Student Experience (and how they can help themselves). *FEMS Microbiology*.

Denicolo, P.M. Duke, D. C. and Reeves, J. (2016) Researcher Development and Skills Training within the Context of Postgraduate Programs. In *Oxford Bibliographies in Education*. Ed. Anne Hynds. New York: Oxford University Press.

Denicolo, PM 2016 International Developments in the Purpose and Process of the Doctorate: consequences for supervision, examining and employment of graduates, in Fourie-Malherbe, Albertyn, Aitchison and Bitzer (eds) *Postgraduate Supervision: future foci for the knowledge society*, Stellenbosch: Sun Press.

Kompf, M. and Denicolo, P. (eds) 2013 *Critical Issues in Higher Education*, Sense: Rotterdam

Tomasz, J. and Denicolo, P. M. 2013 Doctoral Education; A Review of the Literature Monitoring the Doctoral Student Experience in Selected OECD Countries, *Springer Science Review*

Denicolo P M 1999 Transforming Teaching and Learning in Higher Education, *International Journal of Research and Development in Higher Education*, Vol. 21, 1 – 14

Recent Invited Contributions

- Doctoral Supervision & Assessment for Newer and Established Academic Staff, Kristianstad University, May 2023
- Doctoral Supervision & Assessment for Newer and Established Academic Staff, Sussex University June/July 2023
- Facilitator of and contributor to the Working Group on Doctoral Supervision EUA-CDE Thematic Workshop, 2018

Daniel (Dani) Friedrich

Associate Professor of Curriculum

Director, Doctoral Program, Dept. of Curriculum & Teaching Teachers College,
Columbia University 525 W 120th St, New York, NY, USA friedrich@tc.edu

Most relevant publications

- Friedrich, D., Corson, J., & Hollman, D. (Eds.) (2022) Pop Culture and Curriculum, Assemble! Exploring the Limits of Curricular Humanism through Pop Culture. Dio Press.
- Friedrich, D. & Ku Bradt, N. (2021) The Dissertation and the Archive: Governing Through a Globalized Genre. *Comparative Education Review* 65(2), 227-247.
- Friedrich, D. (2020). The Idea of the University and its Specters. On the Ghostly Return of the "Excluded". In: Fan, G. & Popkewitz, T. (Eds.) *Handbook of Education Policy Studies*. Springer/Shanghai Education Press.
- Lewis, T. & Friedrich, D. (2016). Educational States of Suspension. *Educational Philosophy and Theory*, 48(3), 237-250.
- Friedrich, D., Walter, M., & Colmenares, E. (2015) Making All Children Count: Teach For All and the Universalizing Appeal of Data. *Education Policy Analysis Archives*, 23(48).
- Friedrich, D. (2014). Democratic education as a curricular problem. Historical consciousness and the moralizing limits of the present. Routledge.
- Friedrich, D. (2014). "We brought it upon ourselves": University-based Teacher Education and the Emergence of Boot-Camp-Style Routes to Teacher Certification. *Education Policy Analysis Archives*, 22(2).

Current research project

"Exploring the feelings of doctoral students in education as they transition out of the K-12 classroom"

In this project we seek to explore the feelings of longing experienced by doctoral students in education as they leave the K-12 classroom and their roles as teachers in order to become researchers in fully-funded doctoral programs. The goal is twofold: to better understand those feelings, and to design spaces where doctoral students can collectively process them and make those spaces integral parts of doctoral education.

Åke Ingeman

Brief CV, January 2024

Åke Ingeman is *Professor* in Science and Technology Education at the Department of Pedagogical, Curricular and Professional Studies at the University of Gothenburg. He has a PhD in Physics with specialization in education, from Chalmers University of Technology, Sweden. Presently, he is the *Dean* of the Faculty of Education, University of Gothenburg. He is engaged in research aimed towards developing the understanding of a fundamentally multidisciplinary content – educational aspects of natural science and technology. Most research has a phenomenographic framework and focuses mainly on how technology and natural science phenomena are expressed and experienced in learning and teaching situations. This also includes studies of different ways in which students perceive key concepts in science and technology. This has concerned teaching and learning in primary school as well as high school and university. Currently, he leads the project [Effects of group discussions in teaching mathematics and science](#). In addition, he is member of Södertörn University's Governing Board, Sweden.

Selected publications

- S. Booth & Å. Ingeman (2002). Making sense of Physics in the first year of study, *Learning and Instruction* 12(5), 493-507
- Å. Ingeman, C. Linder & D. Marshall (2009). The learners' experience of variation – Following students' threads of learning physics in computer simulation sessions, *Instructional Science* 37(3), 273-292
- B. Collier-Reed Å. Ingeman, & A. Berglund (2009). Reflections on trustworthiness in phenomenographic research: Recognising purpose, context and change in the process of research, *Education as Change*, 13(2), 339 - 355
- B. Collier-Reed & Å. Ingeman (2013). *Phenomenography: From critical aspects to knowledge claim*. In J. Huisman & M. Tight (Eds) *Theory and Method in Higher Education Research*. (International Perspectives on Higher Education Research, Volume 9) Bingley, UK: Emerald, p. 243-260
- Å. Ingeman & P.O. Wickman (2015). Towards a teachers' professional discipline. Shared responsibility for didactic models in research and practice. In P. Burnard, B-M. Apelgren & N. Cabaroglu (Eds), *Transformative Teacher Research. Theory and Practice for the C21st*. Rotterdam: Sense publishers. p. 25-38.
- A. Rovio-Johansson & Å. Ingeman (2016). Continuity and development in the phenomenography and variation theory tradition. *Scandinavian Journal of Educational research*, 60(3), 257-271.
- M. Berge & Å. Ingeman (2017). Multiple theoretical lenses as an analytical strategy in researching group discussions. *Research in Science & Technological Education*, 35(1), 42-57.
- C. Osbeck, Å. Ingeman & S. Claesson (Eds) (2018), *Didactic classroom studies* Lund: Nordic academic press. Also OA-published by Kriterium: <http://kriterium.se>
- A. Kullberg & Å. Ingeman (2022). Researching conditions of learning—Phenomenography and Variation theory, *Oxford Research Encyclopedia of Education*, doi: 9780190264093.013.1708
- A. Kullberg, Å. Ingeman & F. Marton (2024). *Planning and analyzing teaching. Using the variation theory of learning*. New York: Routledge. doi: [10.4324/9781003194903](https://doi.org/10.4324/9781003194903)

Alebachew Kemisso Haybano CV

Email: Alebachew.kemisso@aau.edu.et kemissalebachew@gmail.com

Telephone: +251911709169

Office Address: Addis Ababa University, College of Education and Behavioral Studies, Center for Comparative Education and Policy Studies, Sidist Killo Campus, Mandela Building, 2nd floor, Office number 217

Alebachew Kemisso Haybano has a Ph.D. in International and Comparative Education, and currently, he is an assistant professor at the Center for Comparative Education and Policy Studies at Addis Ababa University (AAU) in Ethiopia. He was the chairman of the Center for Comparative Education and Policy Studies. In February 2023, he completed a postdoctoral research fellowship program at Harvard University. He was also a visiting researcher at the University of Gothenburg in Sweden in 2023. He was the Ethiopian coordinator of the Research training partnership program in International and Comparative Education PhD program financed by SIDA in collaboration with the University of Gothenburg between the years 2018- 2022.

List of publications

- Carvalho, Shelby and Haybano, Alebachew (2023). "Refugee education is our responsibility": The bureaucratic politics of bridging the humanitarian-development divide in Ethiopia. *Journal of Refugee Studies*. <https://doi.org/10.1093/jrs/fead001>
- Asras, E., Haybano, A., and Johnson, A. (2023). Knowledge transfer through public-private development partnership: sustainability of TVET interventions in Ethiopia and Zambia. *Scandinavian Journal for Vocations in Development*. Vol. 8 (1), p. 21–42. <https://doi.org/10.7577/sjvd.5099>
- Haybano, Alebachew and Riggan, Jennifer (2023). In/visible Subjects: Global migration management and the integration of refugee children into schools in Addis Ababa, Ethiopia. In Marshall Beier and Helen Berents, *Children and Childhood in Global Politics* (pp. 114-126). Bristol, UK: Bristol University Press. <https://doi.org/10.56687/9781529232332-011>
- Haybano, Alebachew Kemisso (2023). The Promises of Ethiopia's New Policy for Inclusion of Refugees into the National Education System and Challenges for Local Implementation. In Halleli Pinson, Dympna Devine, and Nihad Bunar (Eds), *The Research Handbook on Migration and Education* (pp. 465-479). Massachusetts, USA: Edward Elgar Publishing. <https://doi.org/10.4337/9781839106361.00041>
- Haybano, Alebachew (2023). The vulnerable graduates? Exploring the post-bachelor's degree un/employment experiences of Somali and Eritrean refugees in Ethiopia. *Ethiopian Journal of Education*, Vol. 43 (2). <http://ejol.aau.edu.et/index.php/EJE/issue/view/953>
- Asrat, E., Haybano, A., and Gustavsson, S. (2022). Conceptualization and experience of ownership in multi-stakeholder partnerships: Lessons from the HDECoVA initiative in Ethiopia. *Nordic Journal of Vocational Education and Training*, Vol. 12 (3). <https://doi.org/10.3384/njvet.2242-458X.2212320>
- Haybano, A., Haley, A., Lindblad, S., and Warvik, G. (2021). North-South collaboration: On the making of a Center for Comparative Education and Policy Studies at Addis Ababa University. *Nordic Journal of Comparative and International Education*, Vol 5 (3). <https://doi.org/10.7577/njcie.4357>

Sverker Lindblad Abbreviated Curriculum Vitae 2024

<https://orcid.org/0000-0003-3481-3686>

Sverker Lindblad got his PhD at Uppsala University where he got the Professorship and Chair in Pedagogik, Lindblad returned to the University of Gothenburg where served as Professor and now as a Senior Professor. He is leading (with Gun-Britt Wärvik) the research group Politics in Education . Lindblad has been the President of the European Educational Research Association, is the current President of the Swedish Educational Research Association, and a Council Member at the World Educational Research Association.

Lindblad was the scientific leader and coordinator for several international comparative research projects founded by different research councils, including a completed nine-country study on Education Governance and Social Inclusion and Exclusion funded under the EU-TSER program (FP4), and a seven-country research project on Professional Knowledge under Restructuring in Education and Health (FP7). Lindblad is now finalizing a research project on International large scale assessments and is analyzing the social and intellectual organizing of educational research by means of conversations in research publishing.

Selection of research publications

Apelgren, B-M., Lindblad, S., & Wärvik, G-B. (2022). *Restructuring Doctoral Education in Sweden*. In Österlind, M-L., Denicolo, P., & Apelgren, B-M. *Doctoral Education as if People Matter.*, 28-42. Brill.

Foss Lindblad, R., & Lindblad, S. (2016). Higher education and research in a steady state—on changing premises and practices for educational research in Sweden. *Nordic Journal of Studies in Educational Policy*, 2016(1), 32371.

Goodson, I. ; Lindblad, S. (2011). *Professional Knowledge and Educational Restructuring in Europe*. Rotterdam: Sense Publishers.

Gross, B., Keiner, E., Lindblad, S., Samuelsson, K., & Popkewitz, T. (in print): Nodes and Nets in Educational Research Communication and Organization – an International Mapping of Educational Research Publication. To be published in *Global Perspectives on Educational Research*.

Hamilton, D., Wernersson, I., & Lindblad, S. (2003). Doctoral studies in pedagogik in Sweden. *Nordic Studies in Education*, 23(4), 246-259.

Lindblad, S. (2008). Navigating in the Field of University Positioning: on international ranking lists, quality indicators and higher education governing. *European Educational Research Journal*. 7 (4) s. 438-450.

Lindblad, S. (2014). Observations on European Education and Educational Research: The European Educational Research Journal at work 2002-2014. *European Educational Research Journal*. 13 (4) s. 493-503.

Lindblad, S. (2015). On organizing educational research communication in Europe: Past experiences and possible futures. *European Educational Research Journal*. 14 (1) s. 30-34.

Lindblad, S. ; Popkewitz, T. S. (2004). *Educational Restructuring: International perspectives on travelling policies..* Greenwich Ct: Information Age Publishing.

Lindblad, S., Pettersson, D., & Popkewitz, T. S. (Eds.). (2018). *Education by the numbers and the making of society: The expertise of international assessments*. Routledge.

Lindblad, Sverker; Katarina Samuelsson & Gustaf Nelhans (2023): *Läraryttingsforskning i Sverige och Internationellt: Om konversationer och nätverkande genom vetenskaplig publicering. (Teacher education research in Sweden and Internationally. On conversations and networking by scientific publishing.)* Pedagogisk Forskning i Sverige, (ahead of print)

CURRICULUM VITAE

Miguel A. Pereyra

PERSONAL INFORMATION

Institution University of Granada
Position Emeritus Professor of Comparative & International Education
Qualification Ph.D. in Philosophy and Educational Sciences (University of Valencia), MA (Comparative Education & History) (Teachers College-CU) & MPh (History & Comparative Education) (University of Columbia)
Address Universidad de Granada —Campus de Cartuja, s/n. 18071 GRANADA
+34 958 246194 (phone) +34 699074186 (mobile) — mpereyra@ugr.es

RESEARCH EXPERIENCE

Main fields of research: Comparative & International Education, Educational Policy, educational systems & research on their educational reforms historically and at the present.

MAIN RESEARCH POSTS AND PROJECTS

- 2018-2021** IP (Investigador Principal) of R+D Excellence's Research Project of Spanish Ministry of Science, Innovation and Universities untitled «Challenges of the implementation of dual training in Spanish *Formación Profesional*: Comparative research between the German, Swedish and Spanish models» (RTI2018-101660-B-I00)
- 2012** Visiting Scholar (six months) for researching at the Pädagogische Hochschule Freiburg Germany holding The Salvador de Madariaga Fellowship (considered the Spanish Fulbright).
- 2001-2007** Head as general director of the Consortium for Open and Distance Teaching «Fernando de los Rios» of the Junta de Andalucía for implementing and research distant and research project for the eight provinces of the Autonomous Community of Andalusia.
- 1999-2001** Partner for Spain in a large international comparative research project founded by the European Union (under the Fifth Research Framework of the European Commission) on «Education Governance and Social Exclusion and Inclusion of Youth (EGSIE)».
- 2000** Fulbright Scholar in Residence at the University of Indiana-Indianapolis (six months).
- 1999** Tinker Visiting Professor at the University Wisconsin-Madison (Department of Curriculum & Instruction) (five months for research and teaching).
- 1997-1998** Gastprofessor at Humboldt-Universität for research and teaching at the *Institut für Allgemeine Pädagogik* (Erziehungswissenschaften Abteilung Vergleichende Erziehungswissenschaft (a DAAD one academic year under an official appointment for teaching and research).

SELECTION OF LAST RELEVANT PUBLICATIONS

- 2014** **Pereyra, M. A.** & Franklin, B. (Eds.). *Systems of Reason and the Politics of Schooling*. Routledge: New York
- 2011** **Pereyra, M. A.**, Cowen, R. & Kothoff, H-G. (Eds.). *PISA under Examination. Changing Knowledge, Changing Test and Changing Schools*. Sense Publisher: Rotterdam.
- 2009** **Pereyra, Miguel A.** González Faraco, J. C., Luzón, A., Torres, M. (2009). Social Change and Configurations of Rhetoric: Schooling and Social Exclusion-Inclusion in Educational Reform in Contemporary Spain. In R. Cowen and A. M. Kazamias (Eds.) *International Handbook of Comparative Education* (213-234). Springer: Dordrecht
- 2008** **Pereyra, Miguel A. (Ed.)**. *Changing Knowledge and Education: Communities, Mobilities and New Policies in Global Societies*. Peter Lang Verlag: Frankfurt
- 2013** Luzón, A., **Pereyra, M.A.** & Torres, M. (2013). The Bologna Process and Governance of Spanish Universities: The Rhetoric of Discourse and the Vacuum of Practice (in B. Boufoy-Bastrick, Ed.), *The International Handbook of Cultures of Education Policy. Comparative International Issues in Policy-Outcome Relationships- Economic influences with Standards and Governance* (pp. 1031-1064). Strasburg: Analytrics. Vol. 2.
- 2022** **Pereyra, M.A.** & Popkewitz, T.S. Eds. (2022) *Historia de la Educación* (vol. 40 printed by the University of Salamanca focus on international studies about new perspectives, new approaches and new content in History of Curriculum).

Thomas S. Popkewitz, Professor, Department of Curriculum and Instruction, & Affiliate Professor: German, Slavic and Scandinavian Studies. Faculty, The Robert F. and Jean E. Holtz Center for Science & Technology Studies, University of Wisconsin-Madison, 225 North Mills Street, Madison, WI 53706-1795 USA. Email: thomas.popkewitz@wisc.edu

(A) FIELDS OF RESEARCH: Studies of Science, Curriculum History and Studies, Cultural Sociology of Education

(B) Book (Selected)

Zhao, W., Popkewitz, T. S. & Autio, T. (Eds.). (2022) *Epistemic Colonialism and the Transfer of Curriculum Knowledge across Borders: Applying a Historical Lens to Contest Unilateral Logics*. New York: Routledge.

Popkewitz, T., Pettersson, D., & Hsiao, K. (Eds.). (2021). *The international emergence of educational sciences in the post-World War Two years: Quantification, visualization, and making kinds of people*. Routledge.

Pereyra, M. & Popkewitz, T., Eds. (2021). *Nuevas perspectivas, nuevos enfoques, nuevos contenidos*. (pp.35-60) *Historia De La Educación, Revista interuniversitaria. Monográfico*. Vol. 40. Salamanca: University of Salamanca Press. ISSN: 0212-0267 – e-ISSN: 2386-3846 – DOI: <https://doi.org/10.14201/hedu202140>

Popkewitz, T. (2020). *The impracticality of practical research: A history of sciences of change that conserve*. Ann Arbor: The University of Michigan Press. (Also translated into Chinese and Spanish)

Lindblad, S. Pettersson, D., & Popkewitz, T. (Eds.). (2018) *Education by the numbers and the making of society. The expertise of international assessments*. New York: Routledge.

(C) Articles/Chapters

Popkewitz, T. (2022). Conversación sobre teoría crítica y ciencias de la educación con Thomas Popkewitz. Entrevistado por Héctor Monarca. *Revista Educación, Política y Sociedad*, 2022, 7(1), 168-195. ISSN 2445-4109.

*Popkewitz, T. (2022). International assessments as the comparative desires and the distributions of differences: infrastructures and coloniality. *Discourse: Studies in The Cultural Politics Of Education*. <https://doi.org/10.1080/01596306.2021.2023259>

Zhao, W. & Popkewitz, T. (2022). Critiquing the Onto-Epistemic Coloniality of Modernity in/beyond Education. *Discourse: Studies In The Cultural Politics Of Education*. <https://doi.org/10.1080/01596306.2021.2023259>

*Popkewitz, T. S. (2022). Comparative Reasoning, Fabrication, and International Education Assessments: Desires about Nations, Society, and Populations. *International Journal of Educational Research* 1120 (<https://doi.org/10.1016/j.ijer.2022.101940>)

Popkewitz, T.S. & Huang, J. (2023). Critical Theory & The Study of Education: Contributions of the “Posts/New Materialism”. In R. Tierney, F. Rizvi, K. Erickson and G. Smith, eds. *Elsevier International Encyclopedia of Education Fourth Volume*. (pp.105–116). Amsterdam, NL: Elsevier.

Andrade-Molina, M., & Popkewitz, T. (2023). Surrealismo curricular en tiempos de patrones neoliberales. *Temas De Educación*, 24(2). Recuperado a partir de <https://revistas.userena.cl/index.php/teeducacion/article/view/1783>

Popkewitz, T. & Dong, F. (2023) 实用型研究的非实用性——托马斯·波普科维茨谈当代教育研究中的普遍主义与比较主义 董斐然·托马斯·波普科维茨(美) 简介 (The Impracticality of Practical Research: Thomas S. Popkewitz on Universalism and Comparativism in Contemporary Educational Research) Introduction). *Journal of Educational Studies (教育学报)* 2023:3 (pp.4-15) (ISSN is 1673-1298).

Popkewitz, T. (2023). Europe As The Exterior Interiorized In The Infrastructures Of Policy. In J. Krejsler & L. Moos, eds. *School Policy Reforms in Europe*. (pp. 281-303). SpringerNature Switzerland, AG.

Zhang, Y., WU, C.; & Popkewitz, T. (in review). “Making up of Child” through English Language Education in Early Modern China (1862-1949).

Popkewitz, T. (2023). Indigenous Foreigners, Traveling Libraries and Settlements: Education And The Making Of People. In C. Martins, *The Historicization of the Creative Child in Education*. Porto: University of Porto.

Karvelis, N. & Popkewitz, T. S. (2013) Instrumentos de poder. El poder afectivo del diseño sonoro en la educación musical estadounidense (Instruments of Power. The affective power of sound design in American music education). *Cadernos de História da Educação*, v.22, p.1-17, e200, 2023

*Popkewitz, T. (2023). Infrastructures and Phantasmagrams of Inclusions that Exclude: International Student Assessments. *International Journal of Inclusive Education*. 2023-10-31 <https://doi.org/10.1080/13603116.2023.2275156>

Popkewitz, T. (2023). A Razão Comparativa da Escolarização: quando a desigualdade se torna 'o padrão' da igualdade. *Currículo sem Fronteiras* 23. DOI: [10.35786/1645-1384.v23.1132](https://doi.org/10.35786/1645-1384.v23.1132)

Popkewitz, T. & Huang, J. (2024). The Human and Education Sciences: A Historical Odyssey of an Actor on Social Life. In R. Gorur, P. Landri, & R. Normand, eds. *A New Repertoire for the Critique of Contemporary Education*. (pp.85-99). London: Routledge

Curriculum vitae Tine S. Prøitz

Name: Tine S. Prøitz Born: 1972 Nasjonalitet: Norwegian

ORCID: 0000-0001-7500-3132

Email: tine.proitz@usn.no Phone: +47 41276060

Education

2014 PhD 28.02.2014, National Graduate School in Educational Research, University of Oslo

1998 Cand polit, Dept of education, NTNU

1996 Cand Mag, Social science, philosophy, and education science, University of Oslo

2015 University pedagogy basic course, University of South-Eastern Norway

2022 UiO Research Leadership Programme – Consolidating level, University of Oslo

Work positions last 10 years

2024-Vice dean for research, University of South-Eastern Norway (USN)

2018-Professor in education science, USN

2014-2018 Associate professor, USN

Research projects last 10 years

Principal Investigator: 2021-2025 CLASS-Comparisons of leadership autonomy in school districts and schools, funded by the Norwegian research council (NRC) #315147

Work package leader: 2020-2024 WP 5 Structures in research practice partnerships in Renewed perspectives on research use in education REPOSE, NRC # 300084,

Project leader 2018-2022 ULF-research based evaluation study, funded by the ULF Coordinating group Gothebourg university

Project leader: 2016-2020 Young Research Talent grant, Tracing learning outcomes across policy and practice (LOaPP), NRC #254978,

Work package sub leader: 2015-2018 Quality in Norwegian Higher Education (QNHE), NRC #237960

Work package leader: 2014-2018 Young Research Talent grant, Practices of data use in municipalities and schools (PraDa), NRC #237977,

Project leader: 2014-2015 Subproject VII and II. SKOLFORSK funded by the Swedish research Council.

Selected publications

Prøitz, T. S., Aasen, P., & Wermke, W. (2023). *From Education Policy to Education Practice: Unpacking the Nexus*. Springer Nature

Prøitz, Tine Sophie (ed.) (2023). *Forskningsoversikter i utdanningsvitenskap: Systematikk og kreativitet*. Fagbokforlaget

Mausethagen, S; Bøyum, S; Caspersen, J; Prøitz, T. S. & Thue, F. (2023) *En forskningsbasert skole? Forskningens plass i lærerutdanning og skole*. Universitetsforlaget (Oslo)

Fekjær, Silje Bringsrud; Prøitz, Tine Sophie & Mausethagen, Sølvi (2022). Offentlig ph.d.: Forskerkompetanse for skoleutvikling. In Mausethagen, S. & Helstad, K. (ed.) *Skoleutvikling - i forskning, politikk og praksis*. Cappelen Damm Akademisk (Oslo)

Elken, M., Maassen, P., Nerland, M., Prøitz, T. S., Stensaker, B., & Vabø, A. (2020). *Quality work in higher education*. Cham: Springer International Publishing.

Prøitz, T. S. (2021). Consistency in study programme planning and the complexity of curriculum logics. *Teaching in Higher Education*.

Prøitz, T. S., Wittek, A. L., & de Lange, T. (2020). Layers of Consistency in Study Programme Planning and Realization. *Quality work in higher education: Organisational and pedagogical dimensions*, 79-96.

Prøitz, T. S. & Wittek, A. L. (2019). New directions in doctoral programmes: bridging tensions between theory and practice?. s. 1-19. *Teaching in Higher Education*.

Gun-Britt Wärvik, Abbreviated Curriculum Vitae

<https://orcid.org/0000-0001-6709-2892>

Gun-Britt Wärvik is professor in Education at the Department of Education and Special Education, University of Gothenburg. In her current role, she serves as a Pro Dean with a primary focus on research. Her past roles include Director of Doctoral Studies and Vice Head of Department. She has been engaged as a board member in three national doctoral schools, one is ongoing. She was the Principal Investigator for a Research Training Partnership Program in International and Comparative Education, a collaboration between Addis Ababa University and the University of Gothenburg, funded by SIDA (2018-2022). Currently, she is the chair of the doctoral education council affiliated with the Swedish Educational Research Association (SWERA). Her research is related to doctoral education, vocational education and the study of professions.

Selection of publications

- Apelgren, B-M., Lindblad, S., & **Wärvik, G-B.** (2022). *Restructuring Doctoral Education in Sweden*. In Österlind, M-L., Denicolo, P., & Apelgren, B-M. *Doctoral Education as if People Matter.*, 28-42. Brill.
- Haybano, A. K., Haley, A. , Lindblad, S., & **Wärvik, G.-B.** (2021). North-South collaboration: On the making of a Center for Comparative Education and Policy Studies at Addis Ababa University. *Nordic Journal of Comparative and International Education (NJCIE)*, 5(3), 36–52.
- Wärvik, G-B.**, Runesdotter, C. & Pettersson, D. (2019). Co-production of knowledge on the educational Agora: media activities and 'logics'. In C. Elde Mølsted, & D. Pettersson (eds.). *New practices of comparison, quantification and expertise in education:*
- Wärvik, G-B.**, Lindblad, S., Pettersson, D. & Runesdotter, C. (2020). School differentiation and re-forming human kinds in Swedish welfare state education after the Second World War. In T. Popkewitz, D. Pettersson & K-J. Hsio (eds.). *The international emergence of educational sciences in the post-world war two years. Quantification, visualization, and making kinds of people.* London & New York: Routledge. pp. 207–224.
- Papadopoulos, D., Lumsden Wass, K., & **Wärvik, G-B.** (2023). Individualising processes in the making: policy complexities and tensions of municipal adult education in Swedish for immigrants. *Scandinavian Journal of Educational Research*, 1-14.
- Melesse, S., Haley, A. & **Wärvik, G-B.** (2022). Bridging the skills gap in TVET: a study on private-public development partnership in Ethiopia. *International Journal of Training Research* (2022): 1-16.
- Melesse, S., Haley, A. & **Wärvik, G-B.** (2022). Interventions for Inclusion in TVET through Private-Public Development Partnership in Ethiopia and Zambia. *Nordic Journal of Comparative and International Education (NJCIE)* 6(3-4).
- Kemmis, S., Edward-Groves, C., Jakhell, SR., Choy, S., **Wärvik, G-B.** Gyllander Torkildsen, L. Arkenback-Sundström, C. (2020). Teaching as Pedagogical Praxis. K. Mahon, C. Edwards-Groves, S. Francisco, M. Kauko, S. Kemmis, and K. Petrie, (Eds.) *Pedagogy, Education, and Praxis in Critical Times*. Singapore: Springer pp 117-140.
- Choy, S., **Wärvik, G-B.** & Lindberg V. (eds.). (2018). *Integration of vocational education and training experiences. purposes, practices and principles*. Springer.
- Brennan Kemmis, R. & **Wärvik, G-B.** (2013). Editorial: Conflicting interests, tensions and contradictions in VET and adult education reform: An international perspective. Special issue. *International Journal of Training Research*. 11 (2). pp. 90-100.
- Houtsonen, J. & **Wärvik, G-B.** (eds). (2009). *European nurses' life and work under restructuring*. Rotterdam and Taipei: Sense.