

# Different Ways of Organizing Education(al) Research

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Input to  
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# 1. Namings, Meanings, Distinctions (just to be mentioned at the beginning)

- a. Educational research  Education research (Lawn/Furlong 2007, Whitty 2006)
- b. Disciplinary EdRes  Interdisciplinary EdRes (Terhart 2017)
- c. Erziehungs/Bildungswissenschaft, pedagogia, educational research, sciences de l'éducation, scienze dell'educazione, pedagogy, ciência da educação ... (Gross/Hofbauer/Keiner 2022)
- d. Conceptions of knowledge progress: cyclical (arts, critical theory); cumulative (empirical res); systematic consistency  flexible and anti-bureaucratic adhocacy. (Gross et al. 2025)
- e. Disciplinary distinctions, e.g. regarding intradisciplinary dynamics of the processing of themes and topics: **“Fractured-porous disciplines”** (low internal consensus on theories and methods, high degree of diversity, changes of perspectives, high creativity and innovation), **“unified-insular disciplines”** (high degree of internal agreement with regard to fundamental theories, methods, research standards and evaluation criteria). (Knaupp et al 2014; Keiner 2019)
- f. Linguistic distinctions, different world views, different national/linguistic research cultures
- g. Denominational distinctions: protestant, catholic, jewish, muslim, buddhist, marxist etc...
- h. Theoretical approaches to analyse EdRes: Systems theory, organisational theory, action theory, governance theories, power-relationship-theories, knowledge capitalism ...
- i. Methodological approaches to analyse EdRes: qualitative, quantitative, bibliometric, evaluative, topic modelling ...
- j. Basic models: Roman (systemic) law  common (case) law (#empirical research)

## 2. Knowledge and Epistemologies

### 2.1. Cultural styles of scholarly reasoning (Galtung 1981): Reactions to a paper

- How do you operationalize it? (saxonic-US)
- How do you document it? (saxonic-UK)
- How can you trace it back to basic principles? (teutonic)
- Is it possible to say this in good French language? (gallic/roman)
- Who is your master? (nipponic)

US: tends to quantitative research, R&D, evidence based, testing hypotheses

UK: tends to qualitative research (Knaupp et al. 2014), illustrating, developing hypotheses

UK+UK: both committed to solving social problems, historically: EdRes from social work

Teutonic (GER): historical AND systematical, closeness, consistency, historically: Theology and Philosophy

Gallic/roman: language, aesthetics, Durkheim, annales-school, ethnography

Nipponic: 'pre-modern', craftsmanship, apprenticeship, social epistemology

Italy as a bureaucratic and dynastic university system based on centralist governance and protectionist performance measurement (Hofbauer et al. 2022) (see 3. Universities)

## 2.2. Cultural styles of scholarly reasoning and the building of nation states (Wagner & Wittrock 1991; Schriewer & Keiner 1992; Keiner & Schriewer 2000)

	comprehensive social sciences	formalized disciplinary discourses	pragmatically specializing professions
cultural references	France and francophones	Germany, Austria, Switzerland, Belgium	Anglo-Saxon, English speaking countries
general profil	Pro theoretically and empirically based sociology modo Durkheim. Contra disciplinary segmentation and professions-related specialization	Pro disciplinary and systematical structure of knowledge. Claiming for thematical, theoretical and methodological autonomy	Pro undogmatic divison of labour without intricate meta-theory. Aims at serving needs of knowledge and qualification of ‚professions‘ and at solving societal problems

	comprehensive social sciences	formalized disciplinary discourses	pragmatically specializing professions
profil of science of education	Part of a comprehensive social science; interdisciplinary, sociological and technological research field	Disciplinary autonomy through demarcation. Emphasis on hermeneutics modo <i>Geisteswissenschaften</i> , qualitative research as reflection	Combination of practical know-how, experience and empirical research. Varied and flexible interdisciplinary und practical connections
subsequent problems	weak and instable institutionalization	disziplinary isolation and marginalisation; theory-practice-relationship as continuing problem	Weak theoretical justification and systematical array; knowledge depends from supply and demand, market
strategies of relief	Integration and crosslinking of research questions and projects with other research groups and disciplines	further disciplinary differentiation	adressing up-to-date problems; strengthening the capacity of solving practical and political problems

### 3. University as an organisation

History/Sociology: University as an organisation (factory) of knowledge production (Schneuwly et al. ...); unity of teaching and research (as Ideology).

Role of teacher education in/for Educational research and Higher Education, and for the disciplinary reproduction (doctoral programs). (Germany: Teacher education necessary for university staff, but the content covers only 5-10% of the study program!)

Systems theory: in the university the (different) functions of research (science system) and teaching (education system) appear as a compound mixture. The differences do not occur separately in areas of overlap, but occur simultaneously and permanently: in the form of tensions, frictions and conflicts.

Research as part of the science system. Communication traditionally beyond universities, however, more and more close to particular universities. Core medium of communication: publication (comparable to money in the economic system)


In addition to universities, there are also large research institutions (in GER: without independent authorisation to award doctorates!).

Performance measurement: Peer review, hierarchical administration review, quantitative indicators, forms of accreditation and licensing. Research performance – teaching performance; research governance – teaching governance

Different university forms: public–private; basic–applied (GER); comprehensive–part-disciplinary.

## 4. Questions addressed to doctoral programmes

- Different organisations of doctoral programs. Basic systems theory distinction: Do doctoral programs count as part of the science system or as part of the education system (in universities)? (Eurydice: 6. Higher education; 6.5 Third-cycle (PhD) programmes)
- Duration and form of integration into the system? E.g., is there a further step in academic qualification (postdoctoral, Germany, Italy: habilitation)?
- Purpose of the doctorate: academic/disciplinary reproduction, qualification for the job market outside/profession?
- Connection/separation of supervision and evaluation?
- Doctoral programs/training as educational structure and/or patriarchal/matriarchal/dynastic relationships/apprenticeship?
- Employment structures: self-funded/university-funded/project-funded, etc.?
- Methodological and theoretical preferences?
- Is the product/Dissertation necessarily publicly available (published)?
- Dealing with plagiarism and other unethical behavior?
- Linguistic variability?

- Forms of dissertation defense? (also: e.g., cumulative doctorate?)
- Graduation ceremony?
- Criteria for scientific merit (passed/failed, rating scales)?
- Citation practices?
- Proportions of research and teaching as a duty for students in doctoral programs?
- Participation of doctoral students in scientific/scholarly conferences? (and their financing?)
- Dr.  PhD?
- ... ..

For Europe:

**PhD programmes in Educational Research in Europe** (Program, Duration, Tuition fees etc.)  
(<https://www.phdportal.com/search/phd/educational-research/Europe>) (Eindhoven, NL; private company)

30 entries: UK 18, Austria 3, Sweden 2, Lithuania, Germany, Hungary, Belgium, Switzerland, CzechRep, Ireland (1 each)

**"The curtain falls and all questions remain open" (Bertold Brecht)**

**Thank you!**



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