

**On Conferencing and Publishing for Research on Doctoral Education.  
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# Three objects for conversations and their focus

## A. Doctoral education as a science-society object

- What does the making and remaking of doctoral education tell us about educational sciences?
- Example: Thomas Kuhn

## B. Doctoral education as a comparative study object

- How is doctoral education designed over time and space?
- Example: Apelgren et al on the Swedish case

## C. Doctoral education as a knowledge object

- What research on doctoral education is carried out – which are the problems and with which conceptual frameworks and intellectual traditions.
- Example: Research reviews on Doctoral education

## Comments: (B and C) $\leftrightarrow$ (A)

- to deal with analyses of historical and international study objects (B) and knowledge objects (C) in research on doctoral education is providing us with material that is important for our analysis of doctoral education as a science-society object (A) in our network.
- However, in order to realize this, we have to consider what conceptual tools that has to be part in the making of (B) and (C) in relation to the making of (A).

# Symposium proposals

- Cases of Doctoral Education over Time and Place (B)
  - Presentations of a set of national cases
  - Aspects and concepts?
  - Symposium at ECER 2026 in Turku plus eventual papers
- The Landscape of Research on Doctoral Education (C)
  - Paper at WERA 2026
  - AERA/WERA symposium in 2027
- Reproducing or Changing Educational Sciences by means of Doctoral Education (A).
  - Based on cases and landscape plus papers on (A)
  - A symposium financed by e.g. Riksbanken in autumn 2028

# Results:

- Paper publications and articles on A, B and C
- Two books:
  - (A) On the making of doctoral education and educational sciences
  - (B) International perspectives and regional cases of doctoral education
- Development of international research project – Horizon for instance