

On Conferencing and Publishing for Research on Doctoral Education.

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Here are a few thoughts on conferencing and publishing as part of the making of the network for research on doctoral education and how it is vital for realizing the idea of this network and its contribution to our research community.

First, our focus or object for conversations:

To my understanding we have three different but interrelated objects to deal with in our network:

- A. By means of analyzing doctoral education in the educational sciences over time and space we will hopefully contribute to our understanding of educational sciences – its reproduction and revision in different contexts. This will be of utmost importance for our work as researchers and educators of researcher. We are here dealing with doctoral education as a *science-society object*, principally related to the works of Thomas Kuhn, and for instance Barry Barnes, or Lorraine Daston and , I think, Tom Popkewitz' presentation to the network.
- B. We are analyzing doctoral education as a *comparative study object* in different historical or regional contexts. Important questions are: How is doctoral education designed, what are the curricula, what are the reasons for starting and changing doctoral education? Here we are presenting national cases of doctoral education and its trajectories over time. We have here Dani Friedrichs presentation, and a current example is the Swedish case by Britt-Marie Apelgren et al.
- C. We are analyzing research on doctoral education with its differences in research problems, intellectual traditions and contributions to different knowledge interests. Here, it could be a good thing to have a more wide look on doctoral education as a *knowledge object* – e.g. what conceptual frameworks are used and which problems are in focus. Here we are presenting research reviews (one is put forwards at the IRN homepage ([Research on Doctoral Education in Educational Research | University of Gothenburg](#))

To my understanding 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).

Second, a few arenas for conferencing:

1. The European Educational Research Association ([EERA European Educational Research Association | EERA](#)) and the ECER conference 17-21 August 2026 in Tampere, Finland: [ECER Conference comes to Tampere, Finland in 2026 | Union of International Associations](#) Submission assumed to be 30 Januari 2026.
2. The AERA/WERA meeting April 8-12 in Los Angeles: <https://www.aera.net/Events-Meetings/Annual-Meeting/2026-Annual-Meeting-Presidential-Program-Theme> and WERA. This is a way to interact with WERA. I would have presented a research review on doctoral education this year, but had to cancel for personal reasons. I am now checking if it is possible to participate via zoom. Proposals to AERA should be submitted in July to my memory.
3. Other conferencing – for instance BERA, SWERA, ISCHE etc, Initiatives are welcome!

In addition, we could apply for a special meeting financed by research councils such as the Riksbankens Jubileumsfond or the Research Council in Sweden. I suggest that 2027 could be an adequate time for this. If in Sweden I would suggest May/June or September as a good time for such a meeting that should result in a book chapters.

Third, outlines of symposium proposals;

I will here present three different outlines for IRN symposia or papers based on our different research objects.

- i. Cases of Doctoral Education: Focus on (B) where we present three-four national cases of the trajectories of doctoral education (or six-eight if we do a double symposium). Here, we should have some shared aspects, such as: transitions over time, recruitment, design and curricula, plus some concepts, such as epistemic drift. A suggestion is to propose this symposium to ECER 2026.
- ii. Research on doctoral education: Focus on (C): This can be a paper presentation, but it would be better if it also contained a few papers presenting different kinds of research, for instance on the OECD and doctoral education, supervision, and systems of reason in doctoral education discourses. A suggestion is AERA/WERA 2026 or 2027.
- iii. Reproducing or changing educational sciences by means of doctoral education. Focus on (A) but based on (B) and (C): This symposium should deal with the Kuhn/Barnes/Daston/ etc. paradigm/doctoral education issue in combination with our contributions concerning the case studies and the research analyses. A suggestion is that we could try to get funds for such a symposium to be carried out in 2028.

Each of these symposia can presumably have papers, articles and books as outcomes, depending on what we want to do.

Finally, knowledge contributions and an international research project

To me, this IRN have the potential to contribute in a significant way to the international education research community – in its disparities – and how it is reflecting on its work and how it organizing itself by means of research communication and doctoral education.

Part of our ambitions in this international research network is to transform it into an international research project, financed for instance by the European Commission. I am presently looking for the Horizon 27 program in order to see how we can fin to, or pushing, this agenda. Other suggestions are welcome!

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