

# **Systems of Reason and Pillars of Doctoral Research**

## **\What Flows in the InBetween Spaces of the Nets and Modes?**

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**WERA IRN on Doctoral Education Research**

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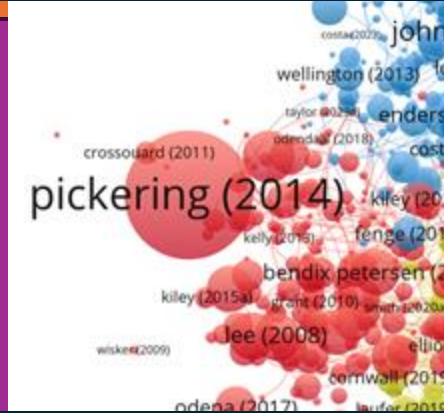
Sverker (and previously Edwin) provide ways to think about studying the complexities of doctoral education and its research. Here I want to give focus to one “actor”: its knowledge or systems of reason.

There is a lot of research to “solve” educational problems/ Modes 2

There is little of research on doctoral education.

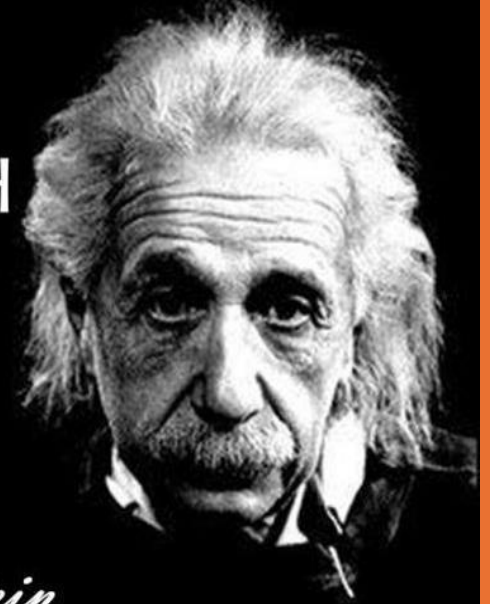
Often assumed in research on doctoral styles are difference **Styles Of Reason Or Paradigms** [ taking Kuhn and to think the different interests/purposes generated through the production of educational knowledge

In this Web of Science visualization of research is a particular style of reason : The map expresses GALILEAN Objects- Fixes representations in s EUCLIDIAN space of two dimensions. But as Important is something that Einstein said:



WE CANNOT SOLVE  
OUR PROBLEMS WITH  
THE SAME THINKING  
WE USED WHEN  
WE CREATED THEM

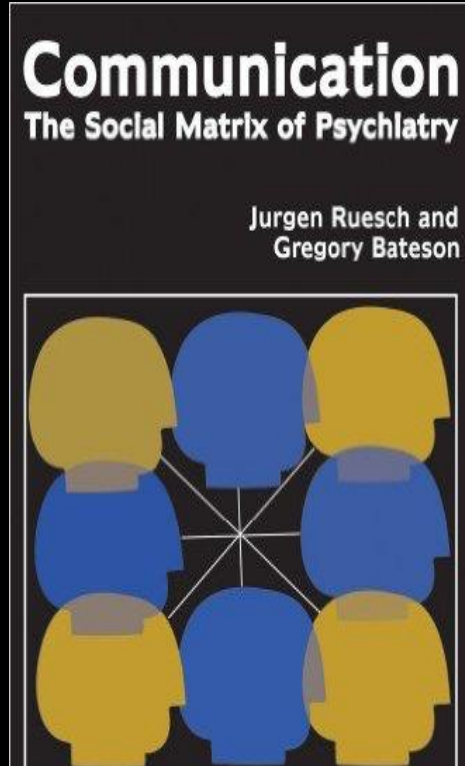
*~ Albert Einstein*



**MODE 2** was in formation of the social sciences and continues today in education sciences: This has importance to the conduct and the conditions of doctoral education (and issues of the **Political of Modernity**)

Reusch and Bateson argues  
That there are only four ways  
to get information about people: there are

- ❖ Talking to people
- ❖ Participant observer
- ❖ Non-Participant Observer
- ❖ Reading about the culture



If this is so, the question is:  
“How are these techniques give form the information given by research?”



**What are the different pillars (paradigm)  
In which research stands?**

Asking how we ask questions and think about their answers  
is expressed differently by Einstein:

Einstein somewhere  
said, “The important  
thing is to ask the  
question” then the  
method will follow.

# Different “seeing” in the human sciences

(1) German philosopher Jürgen *Habermas* talked about the human sciences as having’ Human Interests

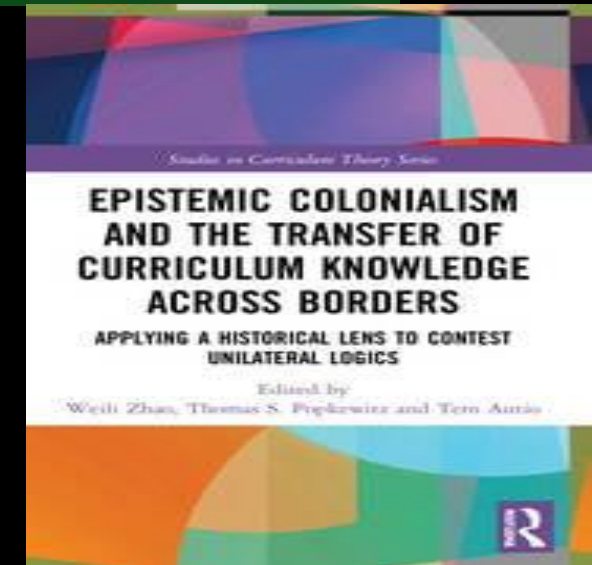
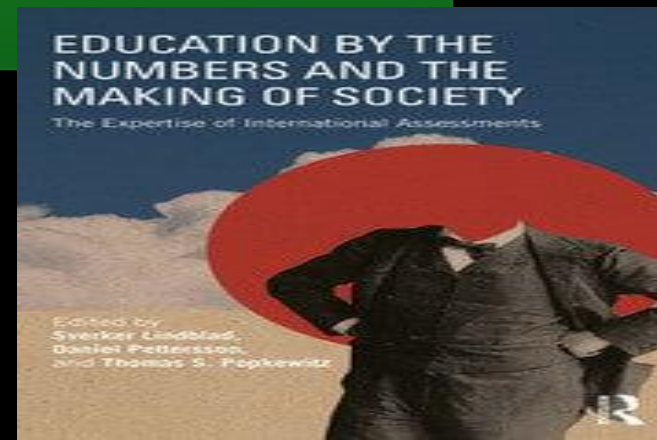
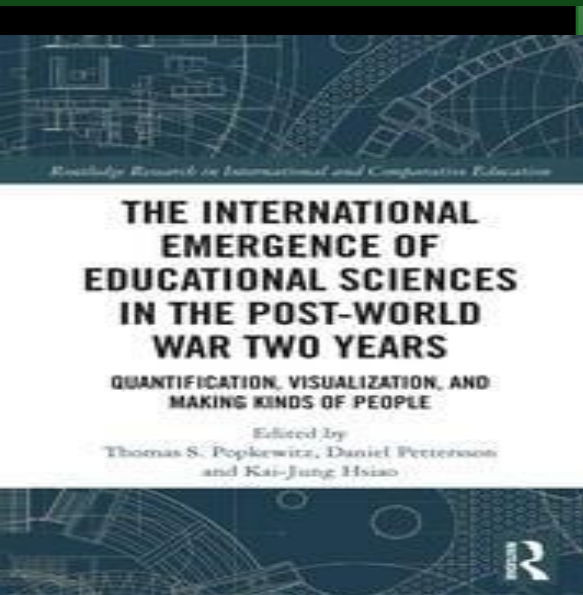
a. Empirical-Analytic Sciences: Bloom’s Taxonomies & PISA

b. Symbolic Sciences: Social Life as Rule Making. (e.g., Qualitative)

c. Critical Sciences; e.g., Frankfurt Critical Theory

(2) Since Habermas, a Lot has happened in different “thinking” about social science: The three books explore some of these dimensions of change

“Post “, New Materialism, and Post/Anti-Colonialism,  
Different epistemic forms as learning sciences,  
Managerial Theories



# WHY ARE STYLES OF REASON (paradigms) IMPORTANT TO STUDIES IN DOCTORAL STUDIES?

IF DOCTORAL STUDIES IS TO THINK ABOUT THE WORLD AND SELF THROUGH SYSTEMATIC WAYS , THERE ARE DIFFERENT RATIONALITIES OR STYLES OF REASONING. IT IS LIKE STANDING ON DIFFERENT HILLS LOOKING AND SEEING DIFFERENT LANDSCAPES OF LIFE ITSELF



**MODE 2** is part of the formation of the social sciences  
and continues today in education:  
And important to the conduct and  
the conditions of doctoral education  
(Political of Modernity)



Ending for the Beginning

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