

Book proposal:

# Doctoral Education in Making and Remaking Educational Sciences over Time and Space

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# Points of Departure

- Our IRN and the making and remaking of doctoral education in educational sciences.
- Focus
  - Doctoral Education according to Thomas Kuhn (1962/70/96) as a way to analyse paradigmatic reproduction and change in the sciences.
  - Content-specific paradigms and epistemic cultures (Knorr-Cetina; Latour & Wolgar
  - Special interest in analyses of doctoral education in educational sciences.
- Context:
  - Expansion of Higher Education and Research
  - Transitions in higher education and research. From discipline-focused Mode1 to problem-focused Mode2

# Irritations: What is happening with doctoral education?

- A first picture: Sonia Cardoso (2024)
  - In a nutshell, what started as a purely academic matter has evolved into a pressing issue of national and supranational political interest and importance, with a focus on aligning the doctorate with new political, economic, and social expectations
- Sioux McKenna & Susan van Schalkwyk (2024)
  - This scoping review provides unequivocal evidence of an international move towards more structured and more collaborative approaches to doctoral education that would appear to have the potential to enhance doctoral success.
- We note
  - Expansion
  - Professionalization
  - Economic relevance

# Questions to be asked given these transitions:

We ask:

- How is doctoral education evolving as an institution in the paradigmatic production of knowledge in different contexts over a longer period of time, for instance since around 1950?
- What are important events and agents in making and re-making of doctoral education? [new political, economic, and social expectations?]
- What North-South differences and matters of intellectual predispositions in the making arguments and systems of reason are at work and remaking of doctoral education ?

Based on answers to these questions regarding different cases we put forwards the following more general issues.

- How do these trajectories compare over time and place?
- Are there tendencies towards globalization in the making of doctoral education?
- What do this tell us about research paradigms in educational sciences?

# From irritations to research problems

- A research review (Lindblad & Gross, 2025) shows that previous research on doctoral education is mostly studying doctoral education as a matter of educational problems (supervision, identity problems, attrition, etc.).
- Thus, there is little of research with a focus on the making and remaking of doctoral education that correspond to the starting points presented above.
- Here, we turn to historical institutionalism (Thelen, 1999) to analyse doctoral education trajectories – events, agents and tracking of processes (Zusman, 2017) and compare these trajectories over different contexts.
- Of special interest are here systems of reason (Popkewitz, 2014) at work in these trajectories.

# Research Problems considering Doctoral Education in Educational Sciences

- How is doctoral education changing in different contexts since WW2?
- What are important events and agents in the making and re-making of doctoral education?
- Which systems of reason are at work in this making and remaking of doctoral education?

Based on answers to these questions regarding different cases we put forwards the following more general issues.

- How do these trajectories compare over time and place?
- Are there tendencies towards globalization in the making of doctoral education?
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# Research methodology:

- To answer and discuss these questions we put forwards a comparative historical institutional study analysis based on historical bibliographies of doctoral education.
- The cases are subject to tracking as *institutions* over a time period 1950-2025 regarding for instance; legal framework, governance; funding and employment; program structure and supervisions; and purpose of the doctorate.
- The cases are built on within case histories or biographies: Timelines based on for instance major reforms and laws, changing in funding and governance. Critical junctures: periodizations – gradual or breaks.
- This is complemented by tracking the working of international organisations, such as the OECD and EU, on doctoral education

# Outline of book:

I. Introductions

II. Cases

III. Conclusions

IV. Time schedule, suggestion

- a. Abstracts 2026-01-10
- b. Introductory chapters 2026-05-30
- c. Publisher decision 2026-10-01
- d. Case chapters 2026-10-30
- e. Symposium 2027
- f. Conclusions
- g. Manus to publisher 2027



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