
THE WERA-IRN FOR RESEARCH ON DOCTORAL EDUCATION IN EDUCATION SCIENCES: PROGRESS INFORMATION

PRESENTATION AT THE GLOBAL IRN MEETING 26 FEBRUARY 2026

SVERKER LINDBLAD

TOPICS IN PROGRESS – A STANDING POINT BASED ON IRN PARTICIPANTS CONTRIBUTIONS

1. What does Education Science refer to over the World and what are the Paradigmatic Transitions in this Field since the 1920s?
2. How about the book project I: On the Making and Remaking of Doctoral Education in the Education Sciences over Time and Place?
3. Paper presentation at Nordic Educational Research Association
4. Paper Presentation at AERA 2026
5. Double Symposium Proposal at ECER 2026
6. What more?

TOPIC I:

HOW IS AI MIRRORING EDUCATION SCIENCES OVER THE WORLD?

Educational sciences (also called **education science**, **educational research**, **pedagogy**, or **learning sciences**) exist as an academic field in **essentially every country** with universities and teacher-training institutions. What changes by country is mostly **the name and structure**:

- **“Educational Sciences / Education Sciences”** is a common label in many **European** systems (e.g., across the Nordic countries, Germany/Austria/Switzerland, France/Belgium, Italy/Spain/Portugal, the Netherlands).
- **“Education” / “Education Studies”** is more common in many **English-speaking** systems (e.g., the US, UK, Canada, Australia, New Zealand), often housed in “Schools/Faculties of Education.”
- **“Pedagogy”** is widely used in parts of **Central/Eastern Europe**, the **Baltics**, and some **post-Soviet** and other systems, sometimes as the main umbrella term.
- In many countries in **Asia, Africa, and Latin America**, you’ll find **Faculties of Education** plus national teacher-training universities/colleges, and strong educational research communities.

SL Comment: Quite different in social and intellectual organizing compared to “the sciences”

TOPIC 1, AGAIN:

HOW DOES AI MIRROR MAJOR PARADIGMATIC CHANGES EDUCATION SCIENCES?

- Early–mid 1900s: From Philosophy to Measurement + experimental/positivist “scientific” education
- 1950s–1970s: From behaviourism toward cognitivism (the “cognitive revolution” feeding into education)
- 1970s–1990s: Interpretive/qualitative + critical paradigms rise (challenge to positivist dominance)
- Late 1980s–1990s: Constructivist and sociocultural views become central in learning research
- Late 1980s–early 1990s onward: “Learning sciences” emerges as an interdisciplinary paradigm
- Late 1990s–2000s: Evidence-based education and the “what works” turn
- 2000s–present: Post-paradigm-wars “mixed methods” and pragmatic pluralism
- SL Comment: Mostly based on wellknown US and UK references!

TOPIC 2:

BOOK 1: ON THE MAKING
AND REMAKING OF
DOCTORAL EDUCATION
IN THE EDUCATION
SCIENCES OVER TIME AND
PLACE
SL COMMENT: A BOOK 2?



Focus on Doctoral Education and
Paradigmatic Changes in Education
Sciences



Abstracts by authors from four
continents



Introductions
Cases in Contexts
Conclusions (to be written)

TOPIC 3: TO BE

BRITT-MARIE APELGREN,
SVERKER LINDBLAD &
GUN-BRITT WÄRVIK: ON
THE HISTORY OF
DOCTORAL
EDUCATION IN
EDUCATIONAL
SCIENCES IN SWEDEN

- A movement from a discipline-centred and psychology-oriented field focused on measuring individuals and on nation building, to a policy-responsive and professionally oriented field, and increased collaborations with schools and municipalities.

Pedagogik/Education from behaviour science to social science

From Individual development and education systems to teaching and learning

- A development of several new doctoral education degree subjects mirroring external stakeholders' influence:
 - A closer relation between educational research and teacher education
 - National research funding for doctoral Graduate research school and local education areas' (LEA) funding for teachers' doctoral education

TOPIC 4 TO BE:

AERA 2026; SVERKER
LINDBLAD & BARBARA
GROSS:
*INTERNATIONAL
NETWORKING AND
DIVERGING INTERESTS IN
DOCTORAL EDUCATION
RESEARCH COMMUNITIES
ORGANIZED THROUGH
SCIENTIFIC
COMMUNICATION*

- Abstract: The purpose is to map an international landscape of doctoral education research and to understand how this landscape is organizing itself in nodes and nets re-producing or changing educational research in different global contexts. What are important research problems - such as improving competencies, or counteracting injustices? Which intellectual traditions or societal interests are put forwards in different geopolitical contexts? To answer such questions a combination of Actor Network Theory and bibliometric analyses was used. Publications were identified in Web of Science and analysed by means of Vosviewer. Sets of networks representing different problems were identified. They were interpreted in terms of geopolitical positioning, intellectual framing, and problem representations. These results are important for future international research cooperation.
- Program: Fri, April 10, 9:45 to 11:15am PDT (6:45 to 8:15pm CEST), Los Angeles Convention Center, Floor: Level Two, Room 502A

TOPIC 5, HOPEFULLY:

ECER DOUBLE SYMPOSIUM PROPOSAL: ON THE MAKING AND RE-MAKING OF DOCTORAL EDUCATION IN EDUCATIONAL SCIENCES. HISTORIES OVER TIME AND PLACE.

- Chair: Sverker Lindblad
- Discussants: Radhika Gorur and Kirsi Pyhäntö
- Contributions Part 1 and 2:
 - Tom Popkewitz: *Paradigms and the learning to "See" education*
 - Edwin Keiner: *Doctoral Education in Educational Sciences between Educationalisation, Traditionalisation and Marketisation*
 - Alebachew Kemisso Haybano, Aimee Haley & Gun-Britt Wärvik: *Doctoral Education, Academic Cultures and Global Policy. SIDA Funded Partnership in Educational Sciences in Ethiopia*
 - Kirsten Sivesind & Turid Løyte Harboe: *Bridging General Education and Practice-Oriented Teacher Training by Research: The Emergence of Doctoral Programs and Their Implications*
 - Britt-Marie Apelgren, Sverker Lindblad & Gun-Britt Wärvik: *Reconfiguring epistemic cultures in Swedish Educational Sciences, 1950 to 2024*
 - Barbara Gross: *Doctoral Education in Educational Sciences in Italy*

