



National, Regional, and Global Processes in the Humanities, and the Natural, Social and Educational Sciences
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Educational Sciences as a National Swedish Affair. A Short History

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The historical background

Periods:

1945–1970: Americanisation and reform technocrats

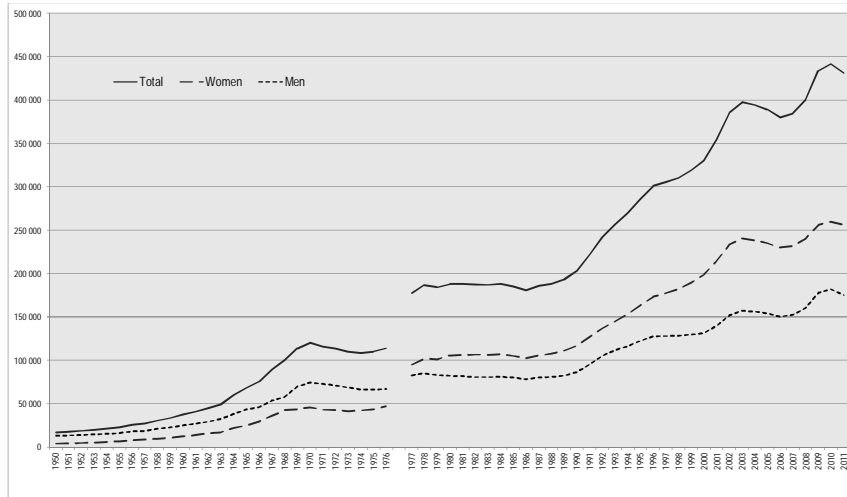
1970–1990: Exit of the elites

Education tends to be cut lose from the field of power

1990–: The economic fractions strike back.

Less state, more market

Higher education enrolment 1950–2011



1945–1970 Americanisation and reform technocrats

- Massive influx of American research models into social sciences
- Expansion of social/behavioural sciences
 - Sociology a separate discipline in 1947
 - The cleavage, from the late 1940's, of Pedagogy into Pedagogy and the new discipline Psychology, from the late 1940's
- Important agents were reform technocrats, among them professors in social and behavioural sciences
 - Those were active policy-makers, not relief workers in the service of the political field

1945–1970. Americanisation, cont.

- Pedagogics (Education) rather high ranked within the University field – an oddity by international comparison
- In the frontline of application of up-to-date American psychology and statistical methodology
- Indicators: Professors in pedagogics members of royal academies. Later on several professors in pedagogics became vice chancellors of major universities

1970–1990. Exit of the elites

- Triumph of “state progressivism”
- The educational system ruled by middle-level administrators and professionals rather than elites
 - i.e. *more* autonomy in relation to the field of power and the scientific field
 - and *less* autonomy in relation to the educational sector, especially schooling
- Homogenisation of the entire educational system accomplished everywhere during the 1970’s
 - Unified compulsory primary and lower secondary
 - Unified upper secondary
 - 1977 all post-secondary education assembled within one single organisation

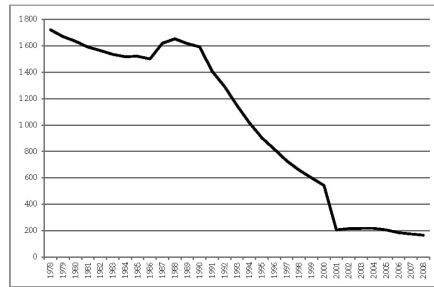
Exit of the elites, cont.

- Educational research strong ties to teacher training
- Teacher training's position in the university hierarchy as indicated by social and meritocratic recruitment of students:
 - Before, around 1970, very high grades to be accepted to teacher training programmes
 - Since then sharp decline of the teacher students' assets, especially among those training for positions at the upper secondary level
- 2001 homogenisation of teacher education
 - Similar vocational training at universities and university colleges for teaching at all levels, from preschool to upper secondary

1990– The economic fractions strike back. Less state, more market

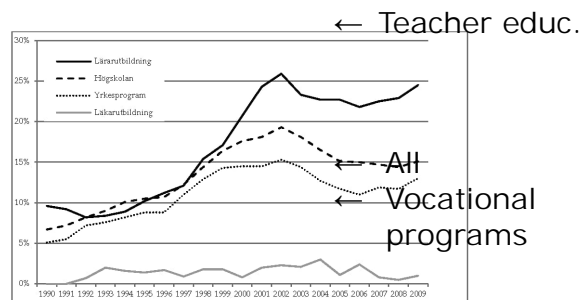
- From the late 1980's: decentralisation (from state to municipality)
- From the early 1990's: deregulation, marketisation, privatisation
 - For example extremely far-reaching school voucher system (only to be compared with that of Chile): state money directly to the school chosen by the parents. Even if no fees were and are allowed, schools for profit allowed, many now owned by venture capitalists. Market principles also in non-private schools.
 - Improved conditions for various elites to utilise the system.

Exit of the cultural elites: Number of lectores (school teachers with dr grade), 1978–2008



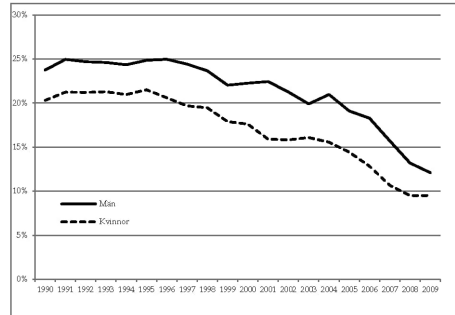
Emil Bertilsson, *Skollärare*, diss., Uppsala Univ. 2014, p. 89

Exit of the elites: Portion (%) of students with very low grades from upper secondary, 1990–2009



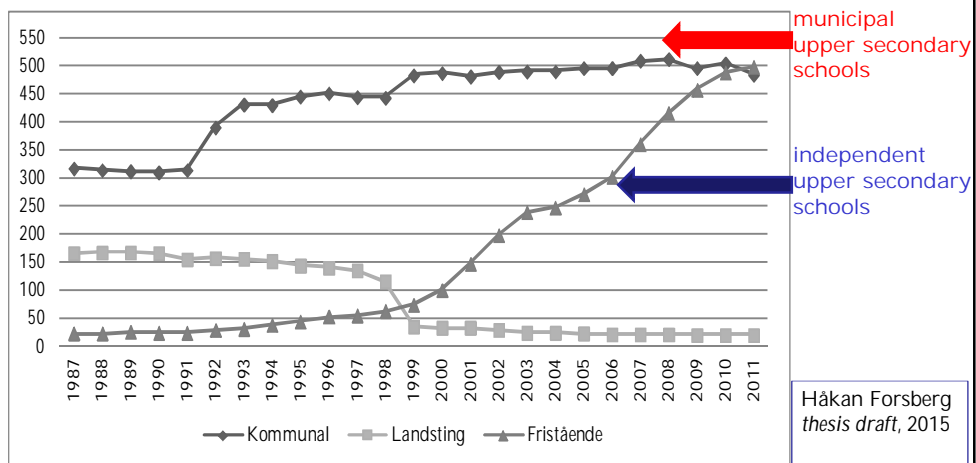
Emil Bertilsson, *Skollärare*, diss., Uppsala Univ. 2014, p. 108

Exit of the cultural elites. Portion of male (—) and female (- - -) teacher students with a teacher parent, 1990-2009



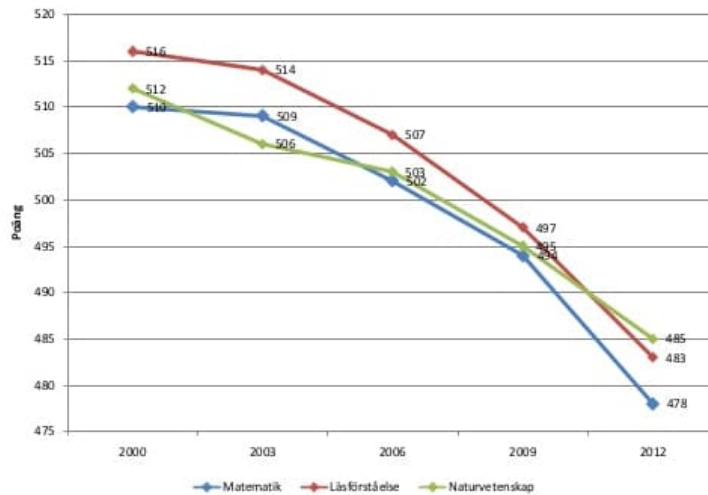
Emil Bertilsson,
Skollärare, diss.,
Uppsala Univ.
2014, p. 118

Marketisation – independent (private) upper secondary schools 1987–2011



Håkan Forsberg
thesis draft, 2015

PISA scores for Sweden, 2000–2012



Summing up

- Crisis in the 1990s and 2000s:
 - Falling results in PISA and other international evaluations
 - Recruitment crisis, lack of teachers, too much administration
 - Teacher education: low grades, no selection, drop-out
 - Closing down of schools, debate about profits, grade inflation
- A series of initiatives:
 - Creation of the Educational Sciences Committee, 2001
 - New teacher education, 2001
 - New teacher education, 2011 (Sic!)
 - A new education act, 2010
 - A number of school committees, 2011-
 - Establishment of the Swedish Institute for Educational Research, 2015

Recently intensified struggles for the control over educational research

The Educational Sciences Committee, 2001–

- 2001 Creation of the Swedish Research Council, and its Educational Sciences Committee
- Immense funding resources for educational research
 - In the beginning corresponding to more than half of the Research Council's funding of *all other* social sciences and humanities (incl. linguistics, law etc).
 - Fast risen to an annual budget of 20 million euro.
- Although within the Swedish Research Council, the status of “pure” science was questioned, should also fulfil demands from the practitioners, part of the project of professionalise the teacher corps

Educational Sciences – The Uppsala Model I

“It is often said that the teacher education programs lack a research superstructure. In Uppsala, that is not true. In many subjects and at a long range of the university's departments, research and postgraduate education are ongoing, which together form such a superstructure. The inventory reported here is a first attempt to give an overall picture.”

“In Uppsala, the faculty of educational science has agreed on a broad definition of educational science: the faculty chooses to see educational science as a broad collective name for the research within a number of different subjects in the university which is devoted – or could be devoted – to education, training, teaching, education and learning. At least in principle, educational science thus has a place in all the university's science areas, faculties and departments, and at the same time – with its pronounced focus on school and society – is deeply involved in a practice outside the university.”

Ida Lidegran & Donald Broady: *Forskning och forskarutbildning av utbildningsvetenskaplig relevans vid Uppsala universitet. Inventering våren 2003 på uppdrag av Utbildningsvetenskapliga fakultetsnämnden*, korrigerad version, Uppsala universitet 9 sept. 2003.

Educational Sciences – The Uppsala Model II

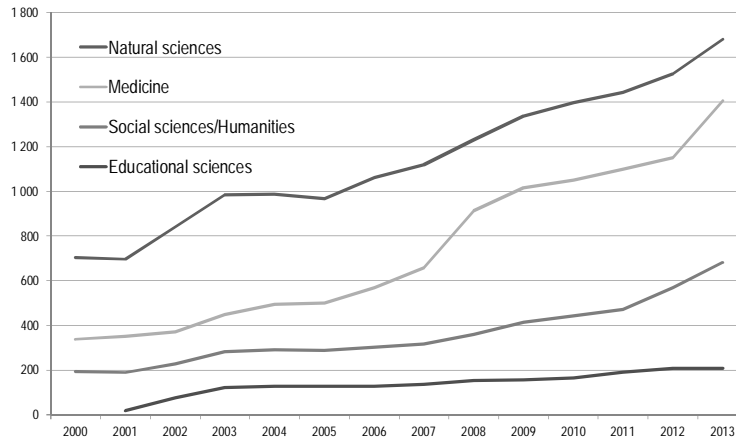
“A large and research-intensive university like the one in Uppsala, with its diversity of research traditions, subjects and institutions and rich repertoire of postgraduate courses, has every reason to take advantage of the opportunities that a broad conception of educational science offers. Educational science elements can provide valuable additions to research and postgraduate education in many subjects at many institutions. Conversely, these strong research environments form the basis for the development of a science of education which should therefore not be perceived as a separate discipline but as an umbrella term for research on education, training, teaching, upbringing and learning, regardless of subject, faculty and department affiliation.”

Ida Lidegran & Donald Broady: *Forskning och forskarutbildning av utbildningsvetenskaplig relevans vid Uppsala universitet. Inventering våren 2003 på uppdrag av Utbildningsvetenskapliga fakultetsnämnden*, korrigerad version, Uppsala universitet 9 sept. 2003.

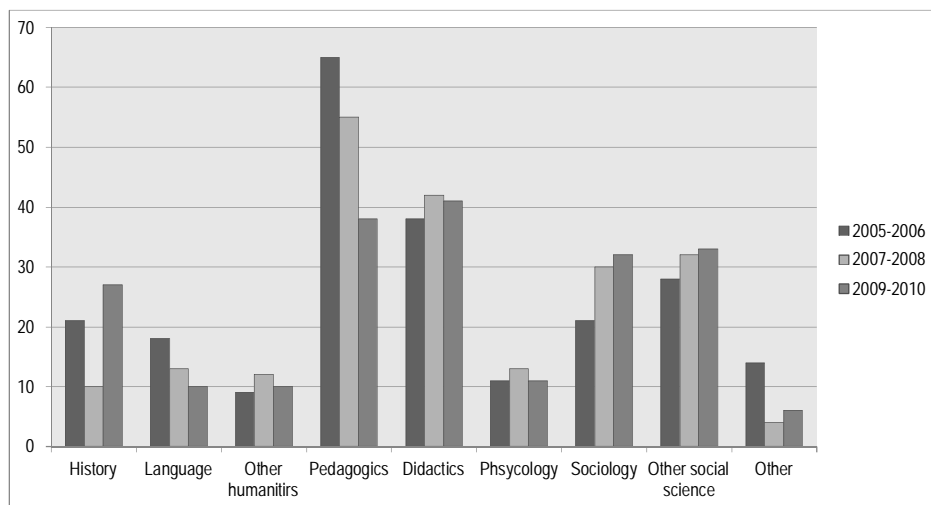
Educational Sciences – A Swedish National Model

Educational science in this broad sense a unique field in an international perspective. In Finland for instance, pedagogics is dominating. Norway and Denmark has no equivalent research funding infrastructure. A prerequisite is that funding for research is increasingly channelled through external funding bodies, which then has a strong position to define the research area. University teachers and even professor are seldom guaranteed time for research, and need to constantly apply for funding and adapt to the calls from the funders.

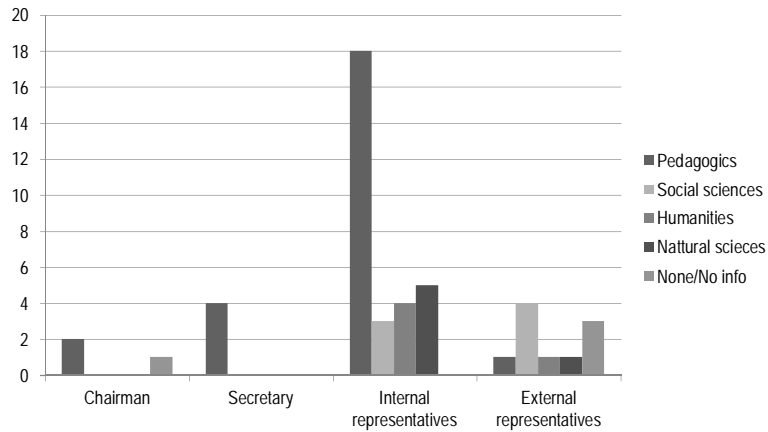
Swedish Research Council Funding of research, 2001–2013



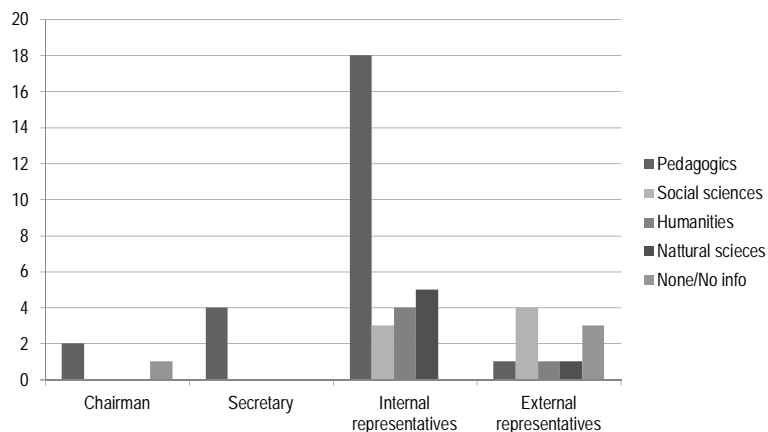
Educational sciences funded by the Swedish Research Council – Subjects



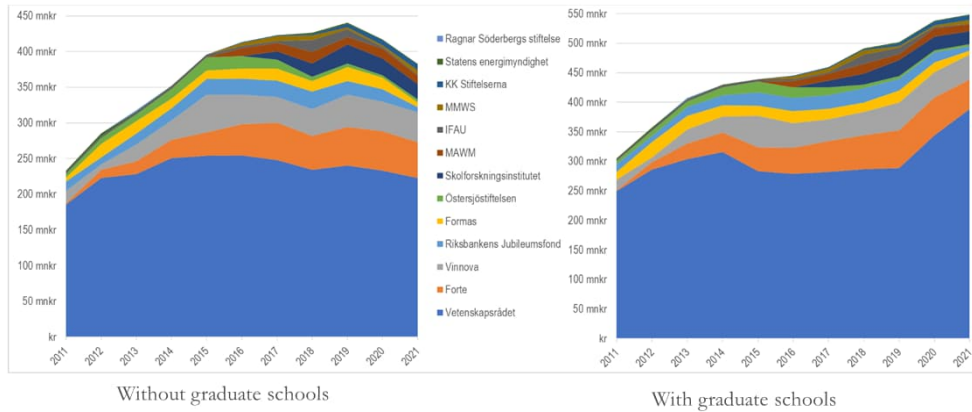
Educational Sciences Committee Disciplines of the members by position



Educational Sciences Committee Disciplines of the members by position

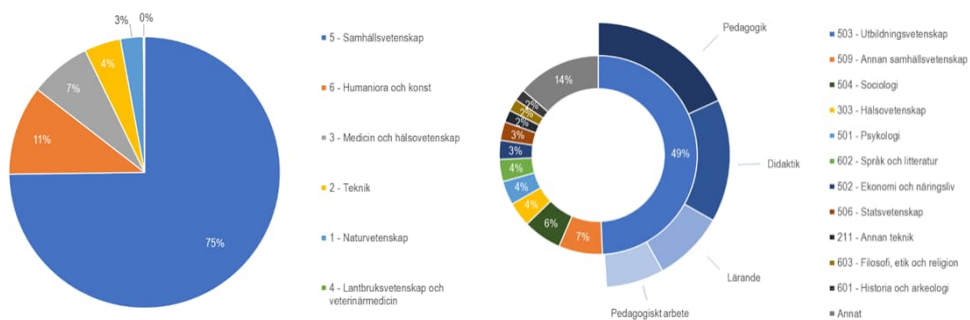


Funding per year by funder, 2011–2021



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Funding by field of study and by subject



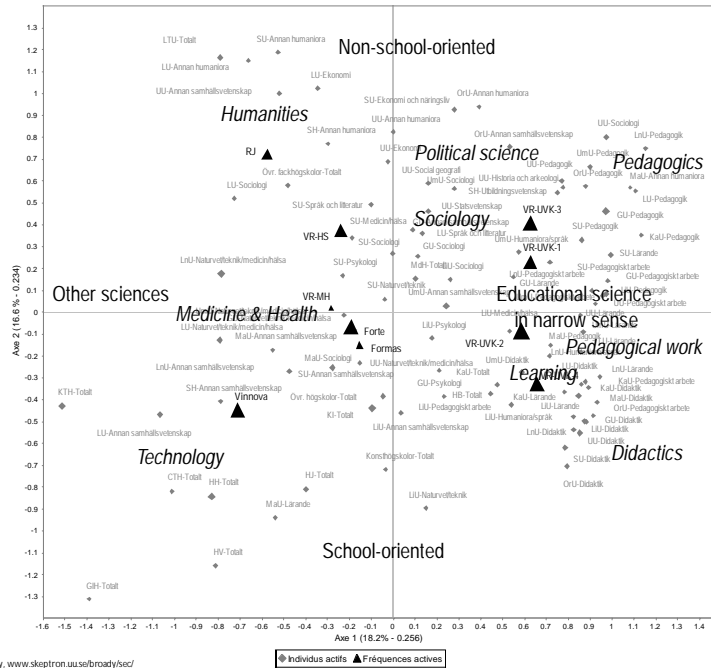
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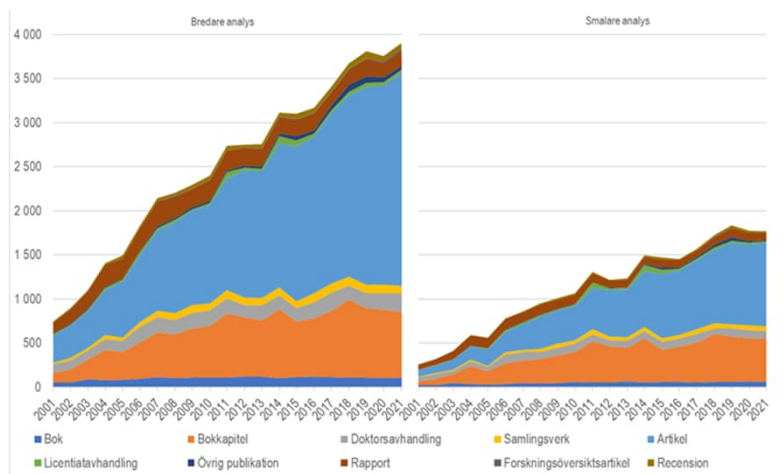
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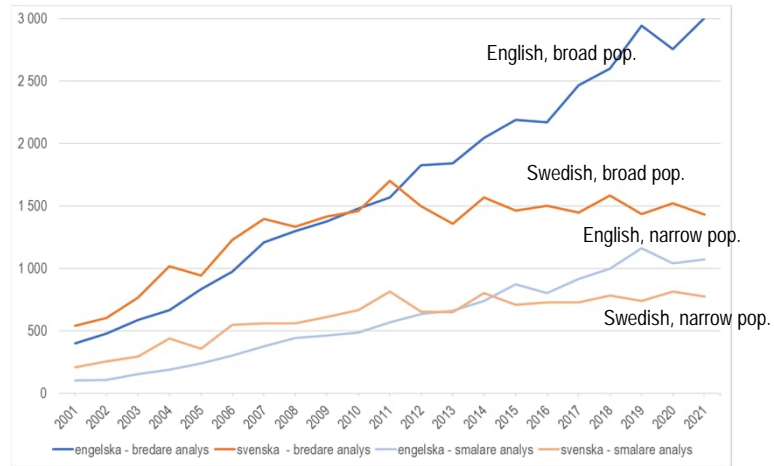
The space of research funders and research environments in educational sciences (without graduate schools), axes 1 and 2



Publications by type, 2001–2021

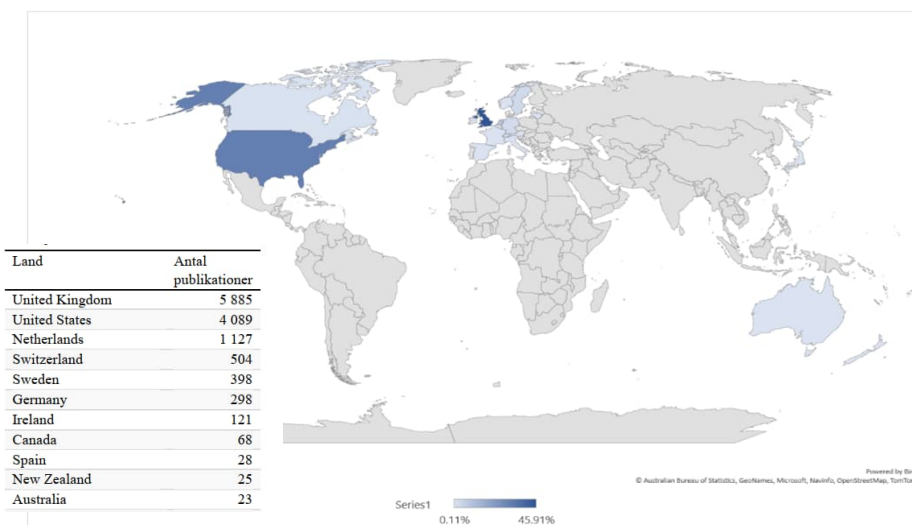


Publications by language, 2001–2021

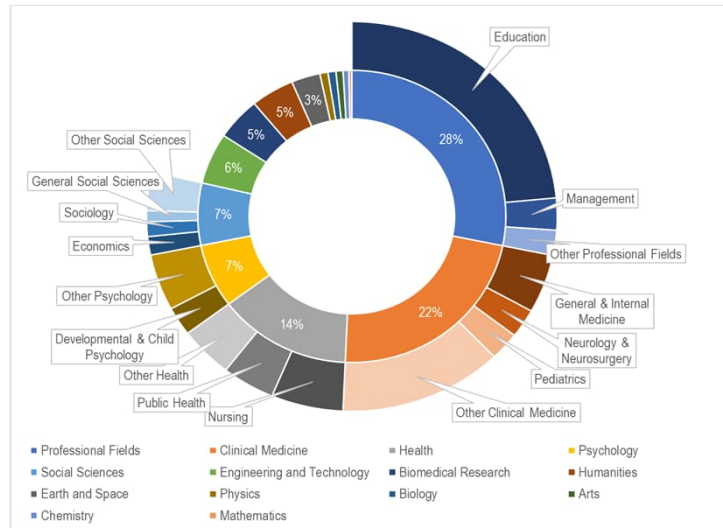


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Publications in Web of Science by editorial address, 2001–2021

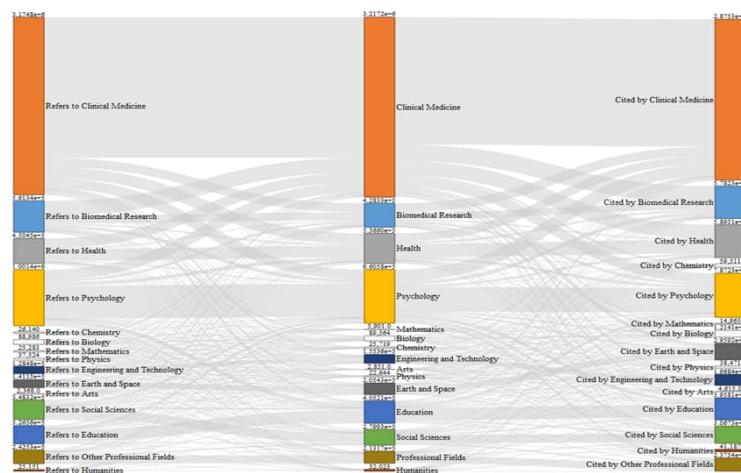


Publications in Web of Science by subject, 2001–2021, broad population



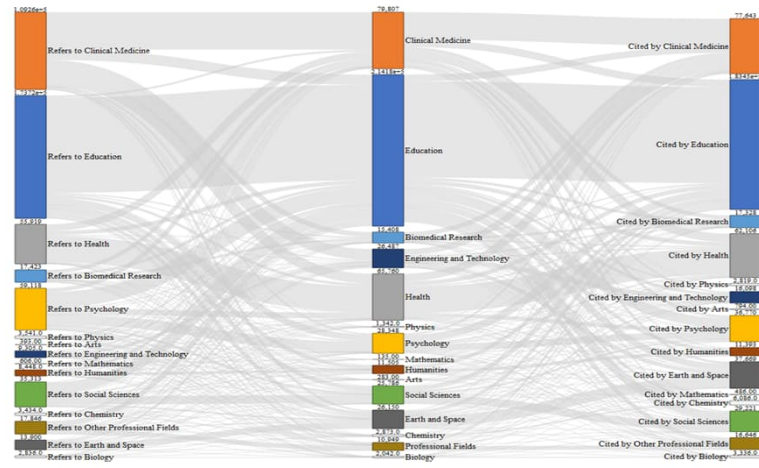
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Publications in Web of Science by subject, references and citations 2001–2021, broad population

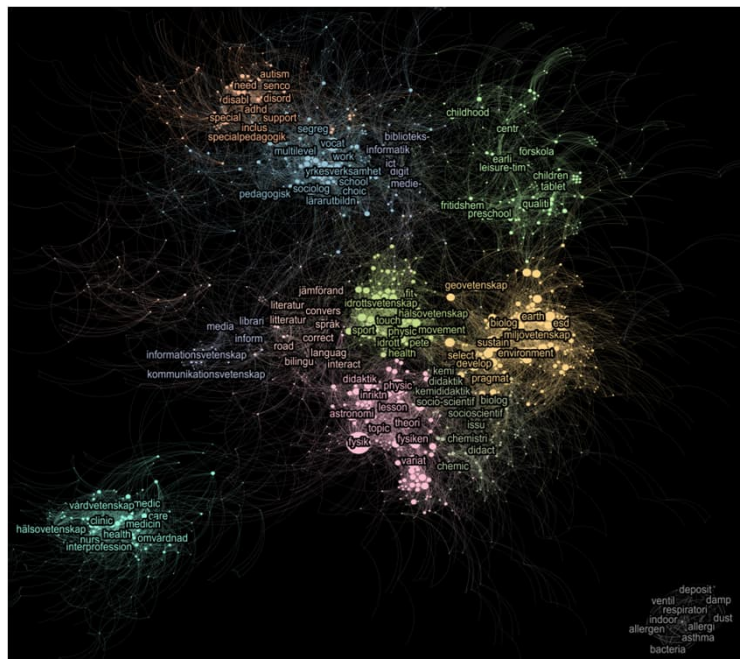


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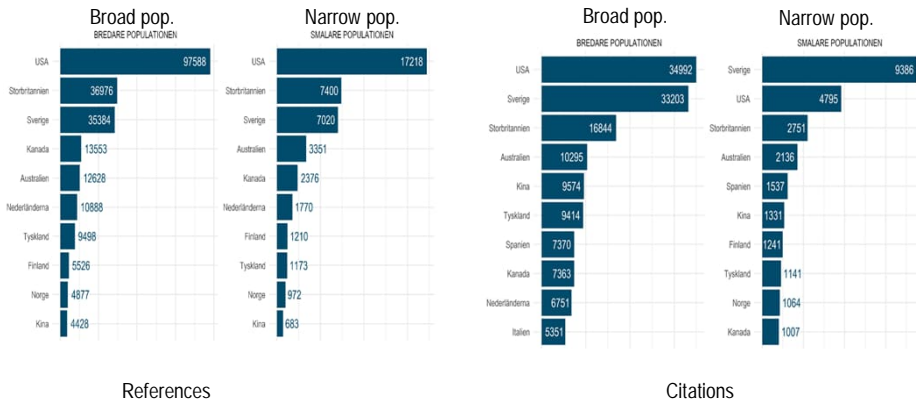
Publications in Web of Science by subject, references and citations 2001–2021, narrow population



Co-citation patterns for educational science, 2001–2021, narrow population. Clustering of keyword.



Publications in Web of Science by country, references and citations 2001–2021, both population



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