

Meeting/presentation/short lecture at USB –

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Topic and input for discussion

Advancing Educational Research

Educational research for the benefit of education and society is the aim of the European Educational Research Association, of which I am president. This entails that I see a commitment to educational research as an important prerequisite for the development of education – on all levels. In this meeting I hope to engage you in thinking about what could be good ways of developing educational research at USB, faculty of Education, as well as in collaboration with other faculties at USB.

First, I think we must deal with the understanding of education mainly as a field of dissemination of other disciplinary knowledge and research. Educational research is a broad and trans-/interdisciplinary field, which must have a direct relevance for and focus on education. Educational research comprises of a wide range of approaches, theoretically and methodologically – far beyond the scope of evidence base research. The understanding that education is best served by research within other disciplines, preferably psychology, is basically an idea that stems from the US dating back to the 1930's. In the continental tradition educational research has a closer connection to the social sciences, specifically Pedagogy or 'Erziehungswissenschaft' in German. Education as a practice cannot, in my understanding benefit directly from research, but without educational research there is little scope for (re)thinking education differently and better than the current practices demonstrate. Educational research can serve as thinking reflexively about the ways education is understood and done.

At USB – the evaluation (IEP) recommends a development of educational research – to raise the research profile of the faculty of education. How to do this is of course up to USB. The faculty has a large teacher education (TE), and ways of advancing educational research within TE are recommended. One way of doing this is to develop participatory of action-oriented research approaches, involving students, teachers in schools and the academic teachers in the University. Strategies need to be laid out and a program developed to accomplish this. The involvement of the academic staff is important, as well as clear support from the leadership and someone to lead the process.

Some questions to address in our meeting:

- What kind of educational research should USB develop?
- What kind of research structures are in place and can be developed?
- What kind of educational research activities should be developed?
- How can internationalization of educational research be developed?