2.1. Education governance, autonomy and accountability

SP - (20133) - CONTEXTS, MEANINGS AND PROCESSES OF EUROPEAN EDUCATIONAL RESEARCH: A SYSTEMATIC LITERATURE REVIEW OF THE EUROPEAN EDUCATIONAL RESEARCH JOURNAL (2002-2021)

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Short Abstract

The paper is a systematic literature review of articles on European educational research published by the European Educational Research Journal (EERJ), between 2002 and 2021, aiming to describe and analyze how European educational research is observed from its own disciplinary field. Our interest is to identify and discuss the cognitive and social continuities and changes in the making of educational research in the European context, as depicted by educational researchers in the late twenty years.

The EERJ is a peer-reviewed scientific journal created by the European Educational Research Association (EERA), in 2002, exactly to foster educational research and develop methodologies for studying the (then perceived as new) space of educational research in Europe (Lawn, 2002). The scope of the journal embraces reflections on "how the European context and other related global or regional dynamics shape their educational research topics" (European Educational Research Journal [EERJ], 2022). EERA was founded in 1994 for the purposes of encouraging the exchange amongst European researchers, promoting collaboration and improving research quality (European Educational Research Association [EERA], 2022).

A previous systematic observation on the ambitions and trajectory of the EERJ undertaken for the period 2002-2014 by Sverker Lindblad (2014), focused on in EERJ thematic numbers, depicts three main themes and objects of research: analyses of educational structures, processes and results in different parts of Europe; analyses of ongoing contextual changes in European education, including in governing practices; and analyses of changes in European educational research. This paper shares the same analytical approach, though inscribing the systematic literature review in a broader concern with changes in educational research governance and the ways education has been studied, in Europe, and how its traditions and practices have been reconfigured and recreated (Powell et al., 2018).

The systematic literature review of the articles followed the main steps of the general procedure for conducting literature reviews: formulating the problem, searching the literature, screening for inclusion, assessing quality, extracting data, and analyzing and synthesizing data (Templier & Paré, 2015; Xiao & Watson, 2019). The search was done on the EERJ website (https://journals.sagepub.com/home/eer). For each article, preliminary relevance was determined by title. From the title, if the content seemed to discuss the European educational research, the full reference was obtained including author(s), year, title and abstract, for further evaluation. Eighteen articles were selected and submitted to qualitative content analysis (Creswell, 2012).

Results show three main approaches to the observations of European educational research: (a) self-observations, that is, studies focusing the role of EERA and EERA related infrastructures of communication, like ECER and EEJR, in the construction of the scientific field of educational research in Europe; (b) observations on educational research, i.e., studies focusing the research agendas, meanings and values, as well as social-technical processes and practices of research, as developed by European researchers and European research projects; (c) observations on the context of educational research, particularly focused on European and/or national level processes of organization, coordination and control of educational research, and educational sciences and technologies.

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