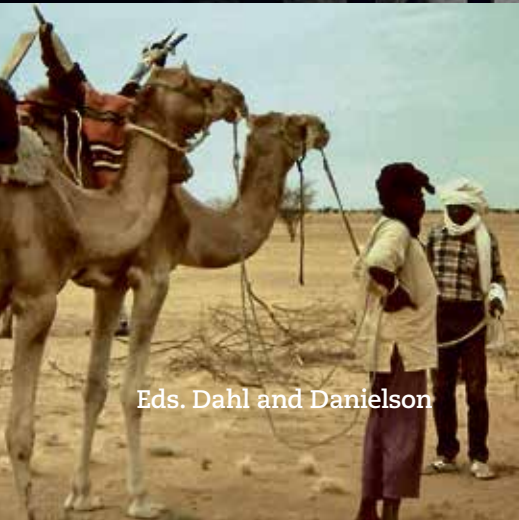




Faculty of Social Sciences Stockholm University 1964 – 2014



Eds. Dahl and Danielson



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Department of Education

Anders Gustavsson

WRITING THE HISTORY of one's department and discipline to some extent always means writing one's own history. This has some advantages. My history has been linked to that of the Department of Education for the better part of the 50 years of the history of the Faculty of Social Science. But an insider's perspective also makes it difficult to see the whole picture. Here, my experience as deputy vice-chancellor during the last years has been valuable. The new responsibilities have, to some extent, made me an outsider of the Department and given me new insights into its role within the university and within the field of education as a whole. In retrospect, I can for instance see that the Stockholm University Department of Education, where I 'grew up' and still have most of my 'social science heart', contributed to a debated fragmentation of the discipline, which I will discuss in this short history of education—a development that might have been broken by the establishment of the new Stockholm De-

partment of Education a few years ago. This development from fragmentation to consolidation will be the running thread of the chapter and of my analysis of how the last 50 years of educational sciences at Stockholm can be understood. Another way of countering my egocentrism has been to ask colleagues for information. A few of them have read and commented the text, but I alone am responsible for the history presented here.

The emergence of two academic traditions of education in Stockholm

The academic discipline of education has a long history in Sweden and at Stockholm University. The first professors were appointed in 1910 and 1912 in Uppsala and Lund and in Stockholm 1937. During the first years (1937–1953), the new Department of Education at Stockholm University College (*Stockholms högskola*) hosted both education and psychology. Separate departments did not exist until 1952–53.

When the Faculty of Social Sciences was established in 1964, education had thus far had a rather long and somewhat complex disciplinary history. Before 1964, education belonged to the Faculty of Humanities, like some other disciplines which today are part of the social sciences.

The complexity of the history of education is due to several reasons. One of the most important factors is that education is both a practice field and a discipline—the latter often referred to as ‘educational sciences’. (I will here sometimes use this term in order to make the distinction clear, even if the discipline often is referred to just as education at Stockholm University and most other Swedish universities.) When education was established in Sweden as an academic discipline, schooling was regarded as the key field of educational practice. One of the former professors of the Stockholm University department phrased it like this in an earlier history of education:

We can immediately state that the academic discipline of education almost exclusively was established in order to provide the teacher education for secondary school with a sustainable potential for research and development (Edfeldt 1989:189, my translation).

However, in order to understand the history of educational sciences in Stockholm, one must also know that a second department of educa-

tion was established only three years after the first, when the Teachers’ Training College (*Lärarhögskolan*, LHS) was opened. In English, this unit was referred to as the Stockholm Institute of Education. As a result, educational sciences in Stockholm developed in two quite different directions: one school-oriented at the Institute of Education (LHS) and another at the Stockholm University department, which grew out of the historical link between education and psychology, an academic field that can best be described as applied social psychology. Let’s take a closer look at what happened.

Torsten Husén, who was appointed the first professor of education at Stockholm University College in 1953, was called to a new chair at the Stockholm Institute of Education. Husén was a typical representative of the school-oriented research the new discipline was supposed to contribute. The development of the social psychological approach was initiated and strongly supported by the second professor at Stockholm University College, Arne Trankell. In a presentation of social science research published by the Faculty in 1979, Trankell described his discipline:

Education as a discipline has a mainly formal character and relates to, for instance, psychology, as the discipline of statistics does to mathematics. Its main focus is on methods for the transmission of knowledge, attitudes and ways of relating to other

people – and lately – also on the conditions for and the consequences of the on-going changes in all human societies (Trankell 1970:67, my translation).

In a review of the bachelor's theses produced at the Department of Education during the 1950s and 1960s, Trankell (1970) found that traditional educational-didactical issues dominated during the 1950s, while applied psychological issues dominated in the early 1960s with a growing interest in current societal problems, like health care services, in the latter part of the decade.

Both the educational science traditions in Stockholm have, in their own ways, been shaped by the advantages and difficulties of the close relation between the disciplines and different practice fields. The advantages first of all consist of the obvious relevance of the research for current societal problems. At the Stockholm University department this meant taking on current societal problems, like international migration and exclusion of ethnic minorities, the development of socially-oriented psychotherapies, international aid to developing countries, adult learning within a working context and personal experiences of ill health. At LHS, schooling in a broad sense remained the key practice field even if some researchers also gradually distanced themselves from the issues of teacher education and schools.

The close relation between educational sciences and their practice fields has also meant

considerable challenges. On a terminological level, there have been constant discussions over what education and educational sciences mean and really are. A strong practice influence risks reducing the space around which an academic discipline needs to raise productive questions and can study these questions without too much interference from the people engaged in everyday educational problems. This was probably one reason why schooling gradually lost its position as the main research focus, at LHS as well. As we will see later on, the dynamics of the fragmentation of educational sciences in the whole of Sweden during the last decades of the 20th century can be understood in terms of the development of different strategies applied by individual researchers and groups to embrace or distance themselves from the practice fields at hand.

Another characteristic of the complex history of educational sciences is its multi-disciplinarity. On several occasions, Husén (1996) has argued that education is not an independent discipline, but a knowledge field drawing on theories, methods and empirical experiences of other disciplines. Basically I agree, and this is one argument for talking about educational sciences in plural. However, Husén's idea of *independent* disciplines raises questions concerning how self-sufficient any discipline can, and should be. Several social sciences oriented towards current societal problems share this

For several years, the Department of Education were housed in this building at Frescati Hage. With the integration of the teachers' training and several departmental mergers, the premises became far too small. (Photo: Mats Danielson)



multi-disciplinarity and the scientific evolution over the last decades also raises the question whether there is really support for such ideas of disciplinary purism. It should also be remembered that in many other countries education constitutes a faculty of its own, including several disciplines and separate departments. From this perspective it comes as no surprise that educational research in Sweden also adopts psychological, sociological, cultural, historical and philosophical approaches, just to name the most frequently used conceptual frameworks. And—as we will see later on—all these orientations can today be found in the new Department of Education at Stockholm University.

Educational sciences at the Institute of Education, LHS

When Husén was called to the new chair of education in 1956 at LHS, he left his chair at Stockholm University College, but only on the condition that he would be able to keep his membership in the Faculty of Humanities (later Social Sciences) of the College (Husén 2003). This meant that the doctoral students from the Institute of Education graduated from Stockholm University College and that the new Department of Educational sciences remained part of the faculty of the College. In spite of several attempts from LHS to get its own degree-awarding power, the research and responsibility

for third-cycle courses for doctoral students remained at the College and the University until the final fusion between LHS and the University in 2008. However, it should be noted that teacher education and other undergraduate programmes at LHS were run by the institute itself as a separate organisational unit and will not be discussed here.

The newly established Institute of Education (1956) also organised research and research education within the discipline of *pedagogik* (education, sometimes translated to ‘pedagogics’ in order to distinguish between different educational sciences) with a focus on teacher education and schooling along quite different lines than the Stockholm University Department of Education. However, it should be noted that critique was also soon heard at the institute, that the research began to distance itself from the practice field of schooling. In fact, a critique for lack of interest in the schooling and teacher education-relevant research grew stronger at all Swedish units for teacher education during the 1980s and 1990s and paved the way for the establishment of more practice-oriented educational sciences orientations. During the first years of the 21st century, three new disciplines grew out of educational sciences at the Stockholm Institute of Education: special education, child and youth studies and didactics.

The new discipline of *didaktik*, established by the Faculty of Social Sciences at Stockholm

University in 2004, was the Stockholm response to the critique concerning reduced interest in school-relevant research. In Umeå and Luleå, new disciplinary constructions, such as *pedagogiskt arbete* (pedagogical work) and *lärande* (learning), were launched and later spread to other teacher education units in the country. The history of child and youth studies and special education are discussed more in detail elsewhere in this book.

To some extent, this development of new school-relevant disciplines can be understood as a process of differentiation, where the earlier broad discipline of *pedagogik* (education) developed into a number of new practice-oriented educational sciences. This process of differentiation grew stronger and stronger during the 1990s and the first years of the 21st century, contributing to an inevitable fragmentation of the old discipline. Below, I will argue that there are signs that this trend now has been broken, for example, by the gradual establishment of the new Department of Education at Stockholm University during 2008–2011.

The process of differentiation can be illustrated in more detail in the development of the educational sciences at LHS. During the first years, the new Institute focused simultaneously on research linked to the current school reforms and the new demands for knowledge concerning educational differentiation and assessment raised by the introduction of the

comprehensive school for all pupils. Typically, these projects were initiated by the government and placed at the research units linked to teacher education. LHS, for instance, received the responsibility for the development and administration of the new standardised test used to assess the achievements of the pupils in the comprehensive school—a work that was first lead by Torsten Husén and later by Bengt-Olov Ljung. Earlier, Husén also played an important role in developing international comparative assessments. The International Association for the Evaluation of Educational Achievements, originally located in Hamburg in 1960, moved with the support of UNESCO in 1969 to Stockholm where it was made a part of the new Institute of International and Comparative Education (IIE) established by the Faculty of Social Sciences at Stockholm University in 1971. Husén was, once again, called to chair the new department (more about this below).

During the 1970s, 80s and 90s, educational sciences at the institute linked to teacher education developed into a rich and diversified research environment. This was due to the influence of two main factors: the interests of the rapidly growing group of researchers—from a handful of persons during the first year to over 70 persons in the middle of the 1990s—and the growing demands from a teacher education which came to include more and more diversi-

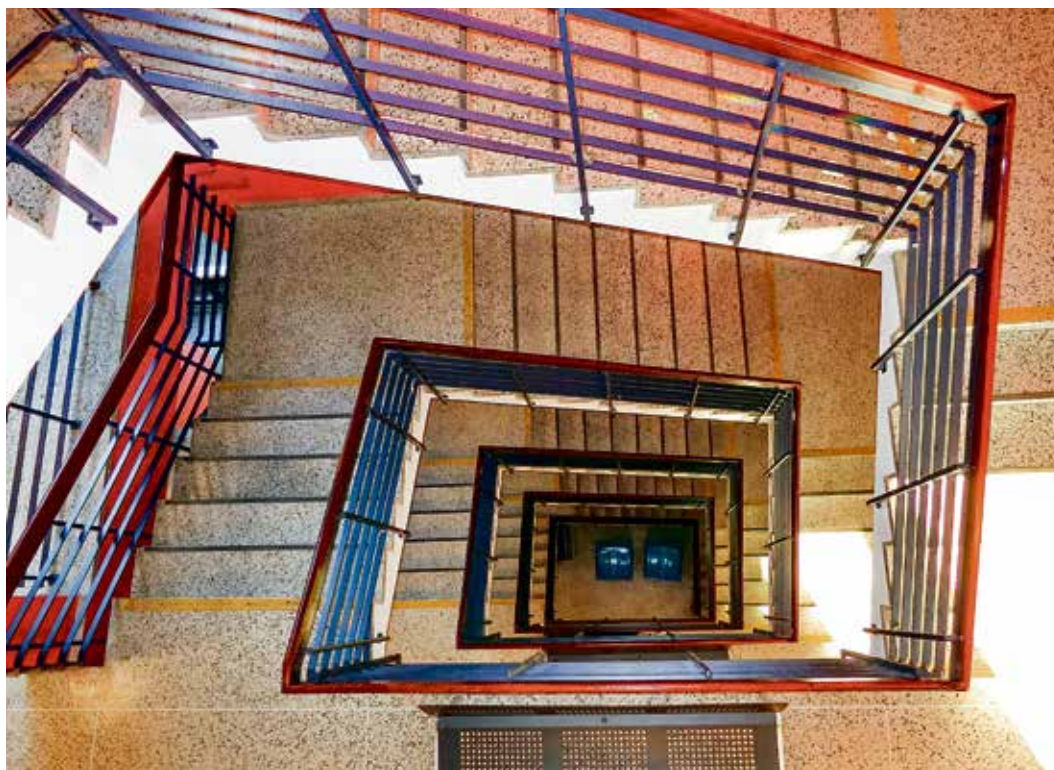
fied programs such as pre-school teachers, vocational teachers and teachers in sports, music and special education. In a book published in connection with the 40th anniversary of the institute, a critical review of the weak focus on practice oriented class-room research was presented:

In retrospect, we can see that an order gradually developed [in the orientation of the educational sciences] which was characterised by a basic problem. The researchers in educational sciences worked within projects, which did not focus on the everyday of the schools, the classes, the pupils or the teachers—the everyday life that engaged the “methods lecturers” and the supervisors in the schools and the everyday life that the future teachers encountered in the practice field (Arfwedson 1996, my translation).

In trying to understand this problem, the authors of the celebratory text pointed to difficulties created by all the commissioned research the Department had to do, but it is also obvious that any ordinary research unit—over time—will produce both more theoretically oriented work and studies with immediate relevance for a specific practice field. To some extent, these variations can probably also be seen as expressions of the concerned researchers personal strategies to manage the lack of space for intra-disciplinary development of the educational sciences

—a lack of space created by the expected, close relation with the practice fields.

The issue of practice-oriented educational science research has been raised and answered differently over the years. Inspired by the American so called ‘methods tradition’, i.e. the practical know-how related to how a teacher organises his or her work in the classroom, a number of ‘methods lecturers’ were appointed at LHS. As a response to even more increasing demands for teacher know-how in the new teacher education, which was designed to support the implementation of the comprehensive school reform, a didactic centre (*Didaktikcentrum*) was established in 1988 with the aim of developing a knowledge field that was now referred to as *didaktik* (didactics). This can be understood as the first phase of the didactic development at LHS. In connection with the celebration of the 40th anniversary, the first professor of didactics with a special focus on subject didactics (*didaktik med inriktning mot ämnesdidaktik*), Staffan Selander, was appointed. This marked the beginning of the second phase of the development of *didaktik*. In the years to follow, a number of studies were carried out and several special series of didactical publications were initiated at the Institute. Over the years almost 30 doctoral students were associated with *Didaktikcentrum* and the new research milieu headed by Selander, ‘*Didaktik-design*’ and other didactically oriented



The main staircase at the new Department of Education building. (Photo: Mats Danielson)

research groups. The development of different, content-oriented subject didactics were later supported—in a third phase—and made the cornerstone of the new teacher education programme after the fusion with Stockholm University in 2008. The third phase meant a very important new step towards realising the basic idea of the content-oriented didactics and by this evolu-

tion a divide between subject didactics—belonging to disciplines like language, science, humanities and the social sciences—and more general, comparative didactics was made more and more manifest.

However, it should be noted that the main part of the educational sciences research of the institute belonged to the general discipline of

pedagogik. A strong line of development headed by Ulf P. Lundgren had its base in the group for curriculum theory and cultural reproduction, which carried out a considerable number of studies concerning what goes on within classrooms, in terms of communication, roles and power, and how on-going activities are framed by a host of restricting factors. Other important contributions came from the research and developmental work concerning assessment of the achievements in the new comprehensive school, mentioned above and from research groups of adult education and sports education. Before the establishment of the three new disciplines of didactics, special education and child and youth studies, all PhDs within these fields also graduated at Stockholm University in *pedagogik*, the discipline of education.

Educational sciences at the Stockholm University department

The division of responsibilities between the Institute of Education (LHS), and the Stockholm University Department of Education, created a space for the social psychological research tradition initiated by Trankell. In retrospect, we can see that the University tradition of educational science was, in one sense, quite peripheral to mainstream educational research at the time. However, the space for innovative research, to some extent, also filled a long-lasting gap in mainstream educational research. It focused on

learning and socialisation outside of the formal school system—an area that in fact covers many of the most influential processes of personal and social development.

During the time before and the first years after the establishment of the Faculty of Social Sciences in 1964, research at the university department included a wide range of studies. The research dealt both with traditional educational phenomena (like left-handedness and manual writing; silent reading) and the new scope of educational psychology focusing on current societal problems (like family planning in developing countries; schooling and societal inclusion of the Roma minority; the expanding pre-school sector; education for pregnant mothers; breast cancer patients' experiences; rehabilitation of blind people; immigration and identity construction; experiences and effects of psychotherapy, etc.). The concept of *social* in this social psychologically-oriented research setting had two different meanings. First, it referred to current societal problems engaging the researchers and large groups of people in Swedish society at the time. Secondly, *social* referred to a theoretical perspective applied to traditionally psychological and educational phenomena, like children's cognitive development, psychotherapy, children's use of media, experiences of disease and disability and how to understand life-long learning. The social perspective often meant revisiting existing theories

and findings, pointing to the importance of social interaction and of cultural factors influencing learning and developmental processes in ways seldom described in mainstream educational research. A popular undergraduate programme, which captured both these aspects, was the programme ‘Social Pedagogy and Educational Technology’ in the 1970s.

In order to understand the particular perspective of educational sciences at the Stockholm University department, the old link between education and psychology must be highlighted. As an expression of this link, Trankell’s chair had the disciplinary description “Education and educational psychology”. In Trankell’s own words, we can identify the social psychological perspective and the sensitivity to current societal problems:

Educational psychology studies how human beings of all ages are influenced and influence each other in all kinds of environments. One could say that we in this way have a practice-oriented form of psychological research at the various departments of education as a complement to the theoretically oriented research at the departments of psychology. The most obvious difference between the educational psychology. [...] The psychology done within the graduation discipline of psychology lies in the way problems are chosen. The educational psychologists are pragmatic in this sense, as their problems are almost always to be found within what is considered important for society.

They can be important for the maintenance of a democratic type of society, as in the case of how an effective socialisation of critical thinking is achieved, how criminal policy concerning the issue of effective treatment of delinquents is developed, or for larger or smaller groups of citizens, how to address the issue concerning different kinds of disturbances in adaptation and performance at school or at a work place, etc. (Trankell 1961:105–106, my translation).

This pragmatic, societal approach also had important implications for the methodological, developmental work carried out at the Department during the 1960s, 1970s and 1980s Trankell continues his description of the applied psychological research, referring to a number of doctoral theses published by the Stockholm University department:

A characteristic of the problems (of these theses) is that they usually cannot be solved by using any of the standard methods of the kind which are used within psychophysics. The result cannot be expressed in exponential equations or other mathematical models (however, there are exceptions). As a consequence, they (the theses) are annoyingly complicated and do not just demand confidence and careful planning from the researcher, but also a considerable amount of fantasy and sense of the human dimension of the problem in order for the studies



Frescativägen 54 has several interesting pieces of art – here a triptych by Kerstin Hörnlund: 'The memory of Minos'. (Photo: Mats Danielson)

to provide meaningful results (Trankell 1961:107, my translation).

Trankell and his colleagues at the Stockholm University department played a role in the broad methodological development of the social sciences during the second half of the century, today often just summarised by 'the development of qualitative methods'. Charles Westin's thesis (1973) studying Swedish immigration, and Per-Johan Ödman's textbook on hermeneutics

in theory and practice (1979), are examples of methodological work from the Department. At the time, there were of course many other important contributions to this methodological development at the Faculty. One of the most well-known is Soulside, Ulf Hannerz' thesis in social anthropology (1969).

In 2003, when the Department of Education celebrated its 50th anniversary, its special research profile was still quite visible. One of the new professors of education at that time,

Agnieszka Bron, who has an extensive experience of education in Poland and several other countries, discussed how different the Stockholm University department was in relation to other mainstream educational departments in Europe. She stressed the uniqueness of the Department, for example its perspective on education that allowed for a much broader scope than the usual school-oriented views characterising other departments. She also pointed to the engagement of the researchers, wanting to make a difference in society and not just in the research community, which was an engagement that she herself supported. Furthermore, she commented on the research climate of the Department, characterised by a methodological openness. Birgitta Qvarsell, who had the old chair of the Department at the time, and who got the same question, found the Department more mainstream. Both view-points are perfectly understandable. The fact that the social psychological perspective was so well integrated into the work of most of the researchers made it invisible. In addition, this taken-for-granted perspective was applied to many traditional educational phenomena. Qvarsell herself has done a lot of research in schools. From an insider's viewpoint, the research profile appeared as mainstream in many ways while its special characteristics probably were easier to discover for a newcomer.

For the 50th anniversary, the current research at the Stockholm University Department of Education was presented in a special publication describing nine thematic fields, all illustrating the close connection to current societal problems: Work and Learning Environment, Children, Youth and Culture, Participation and Marginalisation, Gender, International Migration and Ethnicity, Communication and Construction of Knowledge, Education and Media and finally School. Over the years, the department has produced more than 200 doctoral theses in *pedagogik*. A typical characteristic of the undergraduate programmes offered at this time was that the research groups were responsible for planning and offering courses based on on-going research. Thus, the link between research and undergraduate programmes was very strong.

A third department of education in Stockholm

As already mentioned, the Faculty of Social Sciences in Stockholm, in 1971 took the decision to establish what in English became the Institute of International and Comparative Education (IIE). An important background was the growing interest for international comparisons of school achievements at the time (forerunners of today's PISA and Timms evaluations). The work of Torsten Husén and his colleagues on construction of assessments and

tests contributed to this work. When The International Association for the Evaluation of Educational Achievements (IAE) was moved to Stockholm, the question of creating a new academic unit at Stockholm University was raised. However, international and comparative education also is a field of its own within the educational sciences and the scope of the new department was gradually broadened over the years to come. Up to the late 1980s, IIE was the only department of international and comparative education in Northern Europe.

In the beginning, the IIE was mainly a research unit with a doctoral programme. Over the years, IIE has produced approximately 70 doctoral theses. Today, the international Master's programme is noteworthy with more than 90 % foreign students. IIE always heavily depended on external funding. The budget of 1983 included, for instance, only 600,000 SEK in internal funding, compared to 2.2 million SEK in external funding from the UNESCO, The World Bank, UNDP, The European Union, The Swedish Agency for Education, The Swedish International Development Cooperation Agency, The Swedish Institute, etc.

The initially dominating interest in school achievements was later gradually replaced by an interest in international education planning, especially in developing countries. The book, 'Education and National Development' (Fägerlind & Saha 1983), described an on-going

departmental project, exploring educational planning in several African, Asian and European developing countries. The shift from the comparative focus to the focus on international education also meant a shift from big quantitative top-down comparisons designed by academics to more multi-methodological, bottom-up studies exploring the meaning of education for people in a specific country and culture.

It is obvious that the development of the international and comparative field at Stockholm University was an important fortification of the educational sciences in Stockholm. However, the fact that this research was organised within a separate unit also contributed to some extent, to the gradual fragmentation of the educational science field that took place during the last decades of the 20th century.

Fragmentation in the name of school centred research

The critique against educational research for having abandoned the basic field of schooling was by no means a local discussion at the Institute of Education (LHS). On the contrary, this discussion has been heard all over Sweden during the 1990s and the first years of the 21st century. In a report from The Swedish Agency for Higher Education, assessing the quality of education (HSV Rapport 2009:22 R), one of the authors of the final report, Sven G. Hartman, stated that there has been a repeated cri-

tique against the research within the field of education for its lack of relevance for schooling.

School-oriented researchers at LHS responded to the critique by arguing for the renaissance of ‘didactics’ and ‘subject didactics’, while school-oriented scholars at other units for teacher education argued for developing the fields ‘pedagogical work’ or ‘learning’. The typical history of these new fields was that they were launched as new disciplines recruiting doctoral students for a new, more practice-oriented research career. The problem with this debate is, of course, not the critique itself. There was obviously a lack of research closely related to teacher education and schooling, not only in the University, but at the departments of education linked to teacher education as well. The challenge was in the great diversity of the solutions initiated by the problem. Already *Pedagogikutredningen* (the official government report concerning education) from 1970, pointed to the importance of keeping the discipline of education together as a united academic discipline.

In the first years of the new millennium, I attended the annual meetings for professors of education in Sweden. I remember that I started wondering whether the old discipline of *pedagogik* would disappear altogether, so strong was the enthusiasm for the new disciplines. However, several voices were also raised, indi-

cating the obvious risks of this fragmentation. In an article from 2004, Thomas Englund argued against the disciplinary fragmentation, pointing to the fact that it is to some extent driven by the researcher’s quest for individual recognition and ambition to build his—for it had seemed to have been only male projects—own educational territory. In their ‘Manifesto for Education’, Gert Biesta and Carl-Anders Säfström also lamented the fragmentation of the educational science field:

This expansion of ‘educational’ research in universities, mainly through teacher education, in effect diffuses the field even more. Education has been severely marginalized as an intellectual tradition in its own right, and new inventions are constantly made in order to meet the demands of a confused field and determined policymakers alike. The inventions are called, for example, subject didactics, educational work, educational sociology, special education and educational psychology, and are established as their own disciplines but often with the same content, only named differently at different universities, and all of them supposedly distinctively different from education (*pedagogik*), confusing students and staff on all levels (Biesta & Säfström 2011:545).

However important the reasons might be for creating a new, school-centred research, fragmentation risks to jeopardize the whole field of

educational sciences. A strong academic discipline is not just built on a close relation to a field of practice. Three arguments against fragmentation seem especially important.

(i) A big enough mass of critical colleagues is of utmost importance to a discipline. The cumulative growth of knowledge within a narrow field can never be subjected to the necessary critique and quality control. Representatives of other disciplines cannot fulfil this task. As a consequence, a small number of researchers in a field—however important this field might be—cannot maintain a scientific growth of good quality.

(ii) The innovation and creativity of good research also demand that the research field itself comprises a certain diversity. Scholarly progress is seldom the result of continuous work along the same lines, however innovative this line of development was in the beginning. Opposition and critique are necessary components of all scientific growth and this, in turn, demands space for persons with different backgrounds and ways of thinking. A homogenous milieu runs the risk of running out of new ideas.

(iii) third argument against fragmentation concerns stability and survival over time. It is impossible to guarantee quality in the appointment of new representatives of a research field if the total number of members of the field is limited. Dependence on one or a few leading

figures for all work concerning quality control means a risk that personal interests are given priority over quality.

Consolidation

There are many good arguments against fragmentation—and some of them have been put forward in the discussions over the years. In fact, the question was discussed regularly from the 1960s to the beginning of the 21st century, when the fusion of the three educational science departments discussed took place. As mentioned above, the so called *Pedagogikutred-*



Wooden sculpture by Britt Ignell.
(Photo: Mats Danielson)

ningen (the official government report concerning education 1970), carried out by representatives from both the existing university departments of education and the departments closely linked to teacher education, discussed the issue in detail but concluded that there was a continued need for both kinds of organisations. The report, first of all, proposed increased funding. However, it was also stated that increased collaboration was needed. A special terminology was introduced: *collaboration within the group of educational departments*—an idea that was concretely proposed by Torsten Husén at Stockholm University and realised in connection with the establishment of the third department of education in 1971.

Around 1990, the question of integrating teacher education with the Stockholm University Departments of Education was again raised, but the final decision this time, too, was to keep the three separate units. A collegium of the group of departments still existed and contributed to some joint courses and regular discussions between the departments, first of all concerning research education. The resistance against a fusion was strong from all parties, apart from some professors at the Institute of Education (LHS). I can still remember the fears expressed by many of my colleagues that the existing profiles and special interests of the separate units would be lost if the three departments were to become one.

The decisions to finally integrate the educational sciences in Stockholm came first when external conditions changed radically. The first step, involving the integration of the Department of International and Comparative Education with the old Stockholm University Department of Education, was almost forced on both parties. Due to gradually reduced external funding, the Faculty Board saw integration as the only alternative to a permanent closing of the unit for international and comparative education. As head of the Department of Education at that time, I found it easy to accept the proposition of integration, as this was the only way of saving our sister department.

A few years later, in late 2007, The Institute of Education (LHS), was closed by a governmental decision. Its assignments were transferred to Stockholm University. All faculty within the field of *pedagogik* moved to the existing university department from the beginning of 2008. After an initial period of searching for an adequate organisation of the university integrated teacher education, the University Board decided also to include the field of *didaktik* into the Department of Education and its Swedish name was changed to *Institutionen för pedagogik och didaktik* from 2011. A year later, the new Department of Education was definitely established, when *yrkesdidaktik* (vocational didactics) and *vårdpedagogik* (care and nursing education) also were included.

Even if these reorganisations were initiated by external factors, it is most likely that the effect will also be a consolidation of the educational sciences as a unified research field. A true and productive integration of all the three educational science orientations, of course, demands hard work, probably over several years. Another condition for successful integration is most probably that there will be enough space for each of the old orientations to maintain their strengths and continue to develop in interaction with similar orientations in the international research community. I am fully aware of the fact that many of my colleagues have found the integration work hard and exhausting. Nevertheless, there are signs of growing integration and consolidation. The departmental decision to announce this year's new doctoral positions jointly for all three disciplines (pedagogics, didactics and international and comparative education), with opportunities for specialisations later according to the applicants' personal profile and strengths seems to be such a sign. However, and most importantly, the eight research milieus at the new department now constitute a rather complete educational science arena, including most of the international educational science fields. For historical reasons—and perhaps also for reasons of personal belonging and professional identity—the eight milieus are still organised within the frames of the old graduation disciplines,

but future, creative collaboration will most probably call for new orders.

Pedagogik today includes four milieus: cultural studies; higher education and philosophy; adult learning, organization, pedagogics and leadership and education and health. The milieu of cultural studies is a lot broader than the current terminology indicates and includes classical fields as history and sociology of education. Higher education includes philosophy of education. The milieus of adult learning, organization, pedagogics and leadership focus on learning in working life, organisation as well as leadership issues. The milieu of education and health addresses issues of personal and social meaning-making associated with health and illness, normality and deviance. *Didaktik* includes three milieus: research within didactic design deals with studies of textbooks and educational media, communication in classrooms and on the Internet, trans-professional communication, the role of narratives in learning and relations between academic, professional training and professional work. In focus for the research group 'Cultures of Knowing and Teaching Practices' are issues related to knowing, learning, teaching, and assessment in various institutional contexts from comprehensive school to higher education. And finally, the research group VET/YL focuses on issues within vocational education and training. The large field of *internationell och jämförande peda-*

gogik includes multiple theoretical and methodological perspectives on education all over the world with a special focus on developing countries. Together, all these groups and milieus certainly constitute a strong research environment with access to expertise in almost all of the existing educational science fields. Thus, opportunities for exchange and collaboration are ideal.

In a more everyday perspective, I can see that interactions and dialogues between members of the departments take place in the open spaces of the coffee room, the nearby lunch restaurant at the Museum of Natural History and in all the possible and impossible spaces where we find opportunities to meet and discuss what is important to us for the moment. Certainly most of the positive consequences of the consolidation are still to come. I have to admit that there are also a few worrying signs of new kinds of fragmentation—as in the case of the break-away concerning one of the traditional educational science fields, child and youth research, which is today being more and more associated with the new Department of Child and Youth Studies. Some might also add that fields like language education and science education, which today are integrated parts of their specific subject studies within the faculties of Humanities and Science, also are signs of fragmentation. However, I would object to such an understanding arguing that the organisation of today is more adequate

and that these fields really are parts of the studies of languages and science. In conclusion, my basic impression is that conditions for a strong educational science development at our Department have never been better than now. I even see opportunities for some of the traditional problems of school-centred research to find solutions, drawing on the strong heritage of problem-oriented research at the old university Department of Education.



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The Department of Education enjoy having sculptress Frida Tebus' 'The Pearl' at their doorstep and every year celebrates the event 'Polishing of the pearl' with a speech in honour of the spring, hymn singing and generous use of 'yacht wax'.
(Photo: Jean-Baptiste Béranger)



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