Comparing educational research in Singapore and Sweden

How and why does the educational research produced by scholars in Singapore and Sweden differ?

Different country-specific circumstances can influence the production, governance, and policies of educational research, including:

- Institutional histories and the role of state
- Degree of scholarly autonomy
- Research priorities and semantic composition

Comparative analysis of peer-reviewed literature on educational research from Singapore and Sweden

- 9,017 published articles (2000–2020)
- Topic modelling and analysis of bibliometric data
- Identification and mapping of major topics of educational research
- Identification of national knowledge traditions and discourses

Two ideal-types of educational research

- 8 main topics concentrated around a few themes
- Higher emphasis on quantitative and outcome-based methods of inquiry
- Less critical research approaches
- Largely state-defined research priorities

- 25 main and diverse topics with no specific "centre of gravity"
- Higher emphasis on pluralistic and qualitative methods of inquiry
- Established critical research approaches
- Research priorities are mainly formed independently from the state

Governance and institutional differences in educational research

- Centralised, state-controlled education system
- Research is mainly funded by the Ministry of Education
- Focus is largely limited to pedagogical issues, summative assessments, and outcomes

- Highly decentralised system
- Research is funded by autonomous institutions
- Critical inquiries on power relations and educational policy are common

Educational research in both countries is a reflection of the country-specific relationships between institutional histories, state influence, funding, research priorities, and research paradigms

Typifying Educational Research in Singapore and Sweden: A Comparative Bibliometric Approach Based on Topics 2000–2020

Nylander and Tan (2022) DOI: 10.1108/IJCED-12-2021-0128

https://www.emerald.com/insight/content/doi/10.1108/IJCED-12-2021-0128/full/html