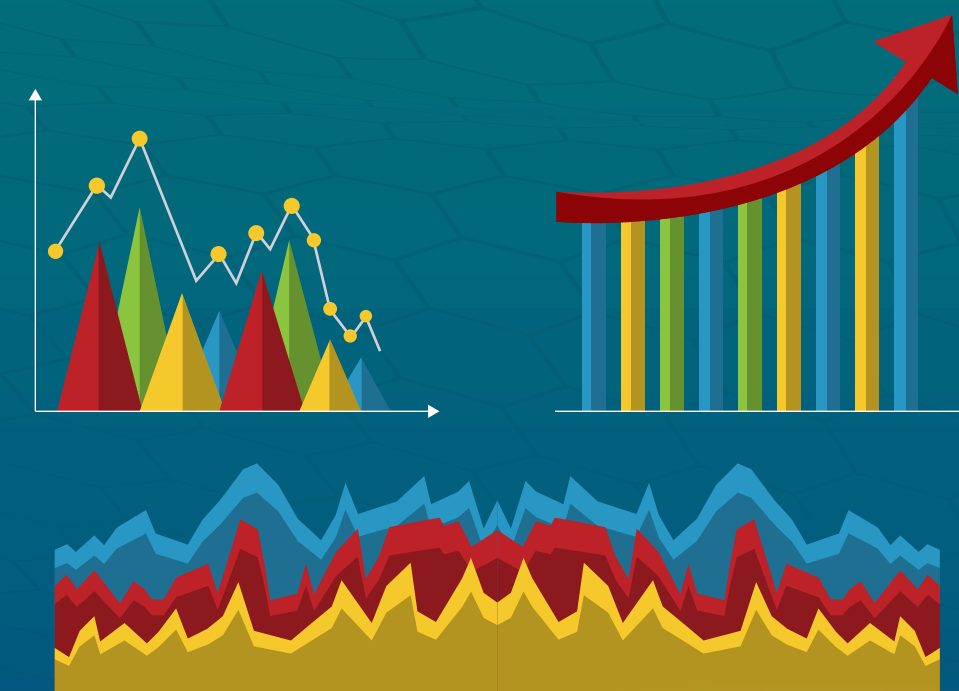


Comparing educational research in Singapore and Sweden



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

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

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



Topic modelling and analysis of bibliometric data

9,017 published articles (2000–2020)



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