

PREFACE

Educational science today is a multidisciplinary and interdisciplinary field of research, encompassing all faculty areas and a range of different disciplines. The breadth and the various perspectives that exist and that are emerging in this field form a basis for research into educational systems, teaching, learning processes and knowledge formation; giving rise in turn to new and interesting research findings.

This year's report once again features results from most of the eight areas which, in a sense, describe the breadth of the research being undertaken:

History of Education, Educational Systems (research on grading and selection systems, curriculum theory, governance and management, educational economics, educational policy etc.), *Value Issues* (e.g. democracy, ethical and moral issues, philosophy of education), *Individual and Group Learning* (research on knowledge development, ICT, educational psychology, developmental psychology, sociological studies etc.), *Didactics* (both general and subject-specific aspects of didactics, including special education), *Professions* (the work and professional identity of teachers, teacher education, the work of school leaders, career choices and guidance, etc.), and *Impact Studies* (research on the impacts, productivity and effectiveness of reforms).

Every year, between 30 and 40 new research projects are launched and a similar number are completed. As each project has a duration of 3–4 years, some 100–140 projects are under way at any one time, including doctoral programmes. For further information (in Swedish) on work in progress, funded or co-funded by the Swedish Research Council's Committee for Educational Sciences, readers are referred to www.vr.se.

Each project has a principal investigator, but most involve a research group or network comprising on average around 10 researchers and PhD students. This is made clear in several of this year's reports. The present publication, which will also form a basis for Results Dialogue 2009, hosted by Umeå University, contains brief presentations of recently (or very soon to be) completed projects, together with references to the researchers'/research groups' websites, where further information is available.

With this report, the Committee for Educational Sciences wishes both to help disseminate new research findings and to make it easier for interested readers to come into contact with the different researchers concerned.

Stockholm, August 2009

Sigbrit Franke
Chair

Elisabet Nihlfors
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