

ABSTRACT/ OUTLINE
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The pedagogic turn within educational research

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This paper argues that there is a need to introduce the concept of general pedagogical science [*allmenn pedagogikkvitenskap*]. Like educational science [*utdanningsvitenskap*] the idea of general pedagogical science does include collaboration with other disciplines, but, and here's the key difference, it does so in a different way. Where educational science gives other disciplines, such as psychology, sociology and philosophy, an equally important role as 'pedagogikk' regarding educational issues and research, general pedagogical science does relate to the concept of pedagogical judgment [*pedagogisk dømmekraft*], a concept which clarifies, strengthens and legitimizes the pedagogical dimension within educational research. The main reason is that the pedagogical judgment happens in the tension between theoretical and empirical educational research on the one hand and pedagogical action [*pedagogisk handling*] on the other hand, so that the educational research can be validated in terms of making the research pedagogically relevant. The idea of educational science, on the other hand, lacks a similar term or a similar idea. This science does not undergo any systematic validation of the educational research, hence the risk is high that this research does bring the focus away from pedagogical problem areas.

Key words: General pedagogical science · Educational science · Pedagogic judgment