

Review of: "The End of Objectivity and Subjectivity in Education Sciences"

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Potential competing interests: No potential competing interests to declare.

From my non-expert in philosophy of sciences' perspective, the article is considered an advanced draft which addresses an important topic: revisit the subjectivity-objectivity question in Educational sciences from a socio-historic-philosophical point of view.

Please find below some comments for your consideration that you will hopefully find useful. Thank you.

First, with regard to the historical formalisation of Educational Sciences in the Global North – because the article focuses on the Global North without explicitly framing it as such -, Educational Sciences are older than the 1950s. Educational sciences emerged at the end of the XVIII century as different historical texts report. See for ex. in French and for the case of Geneva: Hofstetter and Schneuwly (2001). You may also look at the section "Education and Research in Education" from Class (2022) which offers a very quick reflection on the place of philosophy and epistemology in Educational Sciences and shows how an important shift took place in the 1950s.

A better understanding of the historical narrative(s) surrounding Educational Sciences and their philosophical anchoring is desirable for this study. Indeed, to what extent does the choice of addressing the question of objectivity-subjectivity place the reflection in a history and conception of Educational Sciences that is specific to a given period and context– the 1950s in the Global North? Framing the study in a declared and explained setting and providing details and extended argumentation for the authors selected and those omitted (in reference to Popper, Kuhn, Lakatos, Feyerabend, Longino, Bourdieu and Harding) thus seems of utmost important.

In case of interest to consider that direction and in-line with Open Science - more specifically Open dialogue with other knowledge systems (UNESCO, 2021), epistemologies of the South (e.g. de Sousa Santos, 2014) might provide a helpful lever to look at the objectivity-subjectivity debate with new eyes. As one reviewer previously mentioned, Foucault for instance was already interested in this question and epistemologies of the South are usually considered a continuation of critical epistemologies.

Second, it would be important to explicit a research question to structure the article, canalise its thoughts and guide readers. Indeed, there is at some point a question mentioned - "So, the emerging question is about the epistemology that is consistent with these characteristics of uncertainty, emergence and heterarchy of education"- but is it the overall guiding research question?

Third, it would be important to provide comprehensive definitions of key concepts in addition to those of subjectivity, objectivity and complexity, – specifically education (and not educational sciences) and epistemic virtue.

With regard to formal aspects and as already mentioned by other reviewers, it is important that all references can be retrieved from the bibliography (ex: Boavida) and to streamline this aspect.

References:

Class, B. (2022). Revisiting Education: On the Role of Imagination, Intuition and Other “Gifts” for Open Scholars. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.846882>

de Sousa Santos, B. (2014). *Epistemologies of the South: Justice Against Epistemicide* Routledge.

Hofstetter, R., & Schneuwly, B. (2001). L'avènement d'un nouveau champ disciplinaire. Ressorts de l'universitarisation des sciences de l'éducation à Genève, 1890-1930. In R. Hofstetter & B. Schneuwly (Eds.), *Le pari des sciences de l'éducation*. de Boeck.

UNESCO. (2021). *Recommendation on Open Science*. <https://unesdoc.unesco.org/ark:/48223/pf0000379949.locale=en>