

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

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The article by Nuno Miranda e Silva offers an intriguing perspective on potential approaches to assess the effectiveness of different types of explanation in the field of education science. The exploration of epistemological debates surrounding objectivity and subjectivity is instrumental in gaining a deeper understanding of education as a scientific discipline and its epistemological status. In that sense, the article not only sets the stage for further discussions but also provides valuable insights into the potential evaluation of goals and nature of Education Sciences. However, a primary limitation of the paper is the lack of information regarding the development of the Science of Education discipline (we only received a few very general pieces of information about this at the beginning of the paper). Additionally, there is a need for a clearer illustration of how arguments about objectivity and subjectivity are utilized in education as a research field (in section 2, we received indications of this through the discussion of 'hidden synonyms,' but it lacked further elaboration). This limitation is significant because a comprehensive exploration of education as a research field, particularly when considering the dichotomy of objectivity and subjectivity (which seems to be the central topic of the paper), necessitates an analysis and portrayal of internal understandings associated with its scientific aspects and the mentioned dichotomy.