

Discussing Normativity in Education Sciences

Ramona Budui^{1,a*}, Florentina Avram^{2,b}

¹"Ovidius" University, Faculty of Psychology and Educational Sciences, 124 Mamaia Blv., Constanta 900527, Romania

²"Ovidius" University, Faculty of Psychology and Educational Sciences, 124 Mamaia Blv., Constanta 900527, Romania

^arhamones2005@yahoo.co.uk, ^bolimpiaflore@yahoo.fr

*Corresponding author

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Abstract. The current paper approaches some aspects concerning the nature of the field of normativity in the Sciences of Education, highlighting the relevance of normative aspects for the theoretical foundation of this scientific and academic field. Approaching the topic of normativity is justified by the relevance, implications and the stakes of forming a conceptual framework, as well as a theoretical foundation specific to each science, therefore to Educational Sciences too. The enterprise we propose in this paper is meant to emphasize the scientific importance of a fundamental theoretical model in the field of sciences of education, and more specifically a model of normativity. The latter constitutes itself as a basis or a foundation of scientificity in this field. Which is also the reason why we will approach mostly topics from the conceptual area as a research field in itself, within sciences of education (such as, for example, aspects regarding typical principles and rules, fundamental axioms, norms and laws of pedagogy). Another aspect dealt with in this paper is that concerning the stage of research in educational sciences internationally, in what concerns normativity, but also what is typical of this field of research in other social sciences (such as psychology, sociology, history, etc.). Finally, one other aspect approached by the current paper is the one regarding the criteria of scientificity for the identity of a field of research of its own in education sciences. These criteria will be investigated according to the following categories: structural criteria, intra-research criteria, outcome criteria, the validation of criteria.