

ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL EDUCATION 2020

INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY

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INTERNATIONAL PERSPECTIVES ON EDUCATION
AND SOCIETY VOLUME 40

**ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL
EDUCATION 2020**

EDITED BY

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United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2021

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British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80071-908-8 (Print)

ISBN: 978-1-80071-907-1 (Online)

ISBN: 978-1-80071-909-5 (Epub)

ISSN: 1479-3679 (Series)



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ACKNOWLEDGMENTS

The purpose of *Annual Review of Comparative and International Education* is to provide a forum for reflective practice in the field among both scholars and professionals. The field itself is a combination of comparative and international education, which are both distinct as well as symbiotic areas of study and professional practice. As such, the collaborative and professional effort of comparative and international education specialists in the field and in research and teaching contexts worldwide is an important goal of the *Annual Review*. Not surprisingly, the planning, development, and publication of each volume of the *Annual Review of Comparative and International Education* is the result of a vibrant professional collaboration among the *Annual Review's* editorial team. This team is comprised of Dr. Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma Okogbue. This team has collaborated productively on several volumes of the *Annual Review of Comparative and International Education* as well as scholarly presentations, academic publications in peer-reviewed journals, grant proposals, and many other pursuits. But, it is their commitment and tireless service to the *Annual Review* that makes each volume both a work of high scholarly caliber as well as a cohesive narrative and review of the research published in the field of comparative and international education.

It is because of Petrina, Maureen, Nino, and Obioma's diligence and scholarly rigor that there is ongoing data collection, which provides the basis for the introductory chapter analysis of publishing trends in the field. They have committed to planning, collecting, and participating in the analysis of comparative and international education research publication data that is now in its sixth year of data collection and expands in scope annually. This team of incredible researchers also contribute their time and effort to working one-on-one with chapter authors to ensure that each chapter contributed to the *Annual Review* is accurate, eloquent, and impactful for individual readers as well as the field at large.

2020 has been a difficult year to work on the *Annual Review of Comparative and International Education* for many reasons, and this team has sacrificed time with their families and work on other projects in order to bring the 2020 *Annual Review* to fruition. As both the International Perspectives on Education and Society series editor and the editor of the *Annual Review of Comparative and International Education*, I would like to not only acknowledge the irreplaceable contributions that these four women have made to the volume, but also thank them for being fun to work with, trustworthy and independent, and the most intelligent and insightful team I could have ever asked to have working on the *Annual Review*. It is with the most sincerity that I acknowledge and thank Dr. Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma Okogbue.

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Learning and the Internet of Things in Education (with Florin D. Salajan, Emerald 2019); *Educational Transitions in Post-Revolutionary Spaces: Islam, Security and Social Movements in Tunisia* (with Teresa Barton, Bloomsbury 2018); *Re-Reading Education Policy and Practice in Small States: Issues of Size and Scale in the Emerging Intelligent Society and Economy* (with Patrick Ressler, Peter Lang 2017); and *The New Global Educational Policy Environment in the Fourth Industrial Revolution: Gated, Regulated and Governed* (Emerald 2016).

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PREFACE

The *Annual Review of Comparative and International Education* is in its eighth year of serving both as the “collective memory of the field” as well as providing the opportunity to scholars and professionals working in comparative and international education to engage in reflective practice. This is a core activity in the professionalization of the field as well as in the development of comparative and international education as a distinct field of study. Every volume of the *Annual Review* includes an introductory chapter that reviews the trends in published research in the field, and then this introductory chapter leads into the main content divided into five distinct sections. While trends are important to understand the field broadly speaking, they do not comprise the total voice and vitality of the field. For this reason, Part 1: Comparative Education Trends and Directions contains essays written by individuals from both the academic and professional corners of the field. This is then followed by Part 2: Conceptual and Methodological Developments, which focuses on both new and impactful conceptual developments and methodological approaches in the field. Part 3: Research-to-Practice makes connections between theoretical foundations and field-based projects, including their implementation and evaluation. Part 4: Area Studies and Regional Developments examines educational phenomena, policies, and activities by region and national education system. And, finally, Part 5: New Developments in Comparative and International Education reviews or highlights those areas of the field that are unusual or unique to either a particular year or situation. The goal of Part 5 is to look forward at what the potential of the field is.

The Part 1: Comparative Education Trends and Directions section of the 2020 *Annual Review of Comparative and International Education* includes essays that address the field of comparative and international education itself as well as international schools, higher education worldwide, the commercialization of education, and the role of language in comparative and international education. This section on comparative education trends and directions provides a voice to diverse perspectives and ideologies involved in unique comparative and international education communities worldwide, and brings them into the global discourse on comparative and international education. Florin D. Salajan and Tavis D. Jules examine ways that professional associations and conferences serves as incubators of academic work in the field. Teneshia A. Taylor confirms and discusses ways that racism is experienced in international schools. Aray Saniyazova discusses the practical significance of comparative and international education research in the Global South. Swetal Sindhvad looks at ways that school leadership capacity can be understood through comparative and international education approaches. Joe Tin-yau Lo and Suyan Pan rethink “Chinese characteristics” in relation to China’s internationalization of its higher education system. Hanaa

Almoaibed critiques the global education industry in Saudi Arabia. And, Carol Benson, Kara D. Brown, and Bridget Goodman discuss relevant language issues in comparative and international education.

In Part 2: Conceptual and Methodological Developments research methods, liberal arts education, big data, liberal feminism, brain drain, and the role of language in comparative and international education research are examined more fully. The conceptual and methodological developments section provides a systematic approach to articulating the challenges, concerns, and reflections of both newer and established approaches involved in the development and framing of comparative and international education research. Max Crumley-Effinger, Tavis D. Jules, and Syed Shah discuss sustainable research methodologies in comparative and international education research. Leping Mou looks at the ways liberal arts education has developed in East Asia, North America, and Western Europe. Florin D. Salajan and Tavis D. Jules compare the ways that the European Union (EU) and Caribbean Community (CARICOM) countries have used big data in educational analysis. Edith Mukudi Omwami examines liberal feminism through a comparative lens. Veronika Rozhenkova investigates the institutional and national dimensions of brain drain. Carol Benson, Kara D. Brown, and Bridget Goodman review language issues in early twenty-first century comparative and international education research.

The chapters in Part 3: Research-to-Practice explore philanthropy in education and the sustainability of international scholarships. The chapters in this section emphasize the importance of translating research to practical applications and situations in educational systems, schools, youth programs and classrooms worldwide. First, Marvin Erfurth and Natasha Ridge review the emerging field of philanthropy in education. Next, Anne C. Campbell engages the sustainability of international scholarships, which are important both for national development as well as the reproduction of international educational and economic agendas. As these two chapters demonstrate, this section encourages discussion, development, and reflection on the many ways that comparative and international education theories, methods, and the resulting empirical or conceptual evidence are translated to practical applications.

Part 4: Area Studies and Regional Developments includes chapters that examine Bhutan, Japan, Turkey, Romania, Kuwait, and China. The chapters in this section examine the ways that local contexts and national situations shape education as they interact with the pressures and effects of increasingly globalized social, political, cultural, and economic factors. Riho Sakurai reexamines inclusive education in a comparative study of Bhutan and Japan. Yakup Oz analyzes how Turkey has emerged as a regional hub for international students. Roxana Maria Ghițău reviews international research on academic dishonesty in Romanian universities. Fatimah Alhashem and Ibrahim Alhouthi give an incisive review of “endless” educational reform in Kuwait. And, Jun Teng and Na An investigate curriculum development in international schools in China. As the diversity of topics, areas, and regions examined in this section suggest, regional dynamics are constantly shifting and this has unique implications for the development of

comparative and international education research and the effects of education in local contexts.

Finally, Part 5: New Developments in Comparative and International Education includes two brief, but insightful, essays examining two key topics in 2020: racism and the pandemic. As 2020 has shown, not only is education constantly changing and developing, but the comparative and international examination of education worldwide and in local contexts is constantly shifting. Sometimes these shifts are purposeful and planned; other times these shifts are unexpected and are accompanied by dire consequences. The two essays in this section look at the challenges that 2020 brought from an international schools perspective. First, Courtney Bailey, Ashley Parnell, and Rana Harouny bring an international schools perspective to the crisis of diversity, inclusion, and equity in education. Next, Nicole Ifi focuses on the intersection of both the pandemic and racial equality protests in international schools. These essays provide a frame for understanding and further examination of the diversification of education worldwide, often due to forces that are unplanned and that evoke a wide variety of responses at every level of education and across communities.

2020 has been a year that will not soon be forgotten. The COVID-19 pandemic changed not only the format of schooling from face-to-face to online only in schools around the world, but also gave in-person education the added challenge of potential infection and the resulting consequences not only for students, but for educators, families, and whole communities. There have been so many different responses to the pandemic from schools, districts, states, provinces, regions, and nations worldwide that summarizing them all is difficult, if not impossible. But, this volume of the *Annual Review of Comparative and International Education* sets the stage for what 2020 brought to educational systems, schools, educators, and affiliated organizations by showing how the movement of people, ideas, services, and educational products both intranationally and internationally operated and was developing on the eve of the pandemic.

Likewise, 2020 became a year when diversity, racial equality, and the legacies of colonialism came to the foreground. Although the inequalities associated with race and socioeconomic status, in particular, have been a topic of investigate in comparative and international education for decades, the events of 2020 pushed the efforts for equity and equality ahead in many ways. Students and educators were both challenged and encouraged by the changes that this re-awakening presented to them. The events and phenomena documented in this volume provide the foundation for examining the emergence of diversity, inclusion, and equity as key factors in education and society.

Since the inaugural volume of the *Annual Review of Comparative and International Education* the goal has been to provide content that spurred critical and honest review, examination, and reflection on comparative and international education research and practice by scholars and professionals alike. As mentioned above, encouraging reflective practice and supporting the professionalization of the field of comparative and international education are key objectives for every volume of the *Annual Review*. In this unique year where so many global events

have had an effect on education in every community worldwide, the importance of reflection and examining the preparation and implementation of education from comparative and international perspectives is even more important.

With these goals and objectives in mind, the editorial team and the authors who contributed to this volume have laid the groundwork for understanding how 2020 evolved and the ways that the actions and reactions of educational policy-makers, educators, communities, and affiliated organizations either addressed and resolved or exacerbated and ignored the challenges they year brought. Although many new and interesting ideas arose in 2020 only time will tell which of those contributed to or supported the development of productive teaching, learning, policy, and planning in education worldwide, and the 2021 *Annual Review of Comparative and International Education* will review them all.

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TRENDS IN PUBLISHED COMPARATIVE AND INTERNATIONAL EDUCATION RESEARCH, 2014–2019, WITH A FOCUS ON OPEN ACCESS JOURNALS AND GLOBAL SOUTH AUTHORS

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ABSTRACT

This chapter examines the trends in published comparative and international education research from 2014 to 2019 with a special focus on 2019 publication in open access journals and by authors situated in the Global South. In particular, two trends from 2019 are (1) the increasing number of research publications in the field of comparative and international education that are being published in online, open access journals and (2) the representation among these research publications between authors situated in Global North versus Global South contexts. Evidence from the six years of data collection suggests that single country studies and qualitative methods continue to dominate published research in comparative and international education journals. 2019 data also show that there are significant differences in the publication trends in subscription versus open access journals in the field, and that authors from the

Global South are more likely to publish in open access journals, especially if they are female.

Keywords: Comparative education; international education; reflective practice; professionalization; research trends; data synthesis

2020 is a year that has challenged and changed the landscape of education worldwide. With political turmoil worldwide, a global pandemic, and education being affected both from policy changes and health protocols in every educational system worldwide, 2020 is a year in education that will be studied and debated for decades to come. But, even with the changes that 2020 brings, the *Annual Review of Comparative and International Education 2020* focuses on the trends and shifts leading up to 2020, without including 2020 itself. This introductory chapter sets the stage for what 2020 brought to the field of research and practice in comparative and international education (CIE). These are important trends and shifts, too, given the drastic changes evident in 2020. In particular, two trends from 2019 leading into 2020 are (1) the increasing number of research publications in the field of comparative and international education that are being published in online, open access journals and (2) the representation among these research publications between authors situated in Global North versus Global South contexts.

Open access publication has been steadily developing over the past several decades, but the role of open access publications in comparative and international education research has not been examined closely. Issues of access to quality research in education, especially for those in contexts that are considered developing or part of the Global South, is a topic that has been recognized and discussed in previous comparative and international education research (Maclure, 2006). Representativeness in subscription-based publications is also an issue, which has been examined in relation to comparative and international education to some degree. In particular, subscription-based publications, especially those published in English and with the widest distribution worldwide, are dominated by authors from top tier academic institutions in the Global North (Perianes-Rodríguez & Olmeda-Gómez, 2019; Willinsky, 2005).

This suggests that researchers living and working in the Global South, which is the focus of much of the research published in comparative and international education, are not able to publish and disseminate their work as broadly as those who conduct research on Global South contexts and situations while based in Global North contexts. Finally, open access publication often has different publishing standards and limits because the online nature of open access publications is not limited by the typical costs and conditions imposed by a traditional publishing companies. As a result, a larger number of online, open access publications is possible, although the quality and visibility of these publications may be perceived to be different than the quality and visibility of the research

published in traditional, subscription-based journals (Mitchell, Rose, & Asare, 2020).

The distinction between Global North and Global South contexts in research related to comparative and international education (CIE) is fraught with conflicting perspectives on various legacies of intellectual and academic colonialism (Takayama, Sriprakash, & Connell, 2017). In particular, there has been a focus on the dominant agendas of Global North researchers over their Global South counterparts, even when researchers from both contexts are collaborating (Bradley, 2017). A frequent argument is that Global North researchers tend to reflect neoliberal perspectives or dominant institutional agendas more often than Global South researchers (Nordtveit & Nordtveit, 2019). Yet, this argument creates a conundrum because those asserting that Global North researchers and institutions are predominantly neoliberal are themselves situated in Global North institutions and are some of the beneficiaries of their dominant agendas. Therefore, the focus is perhaps better placed on voice and visibility regarding knowledge production (Cortina, 2019).

A more direct and perhaps more objective perspective suggests that Global North researchers and institutions are advantaged in terms of resources and access to subscription-based and other traditional methods of research dissemination. This provides more visibility and voice to those Global North researchers. On the other hand, Global South researchers and institutions are more likely to experience barriers to research publication and dissemination in traditional, subscription-based publications (Collyer, 2018). However, the voice and visibility of Global South researchers is perhaps more accessible and less limited in open access publications focusing on comparative and international education research.

This chapter first examines the distinctions in published research between subscription and open access journals in comparative and international education. Next, the attention turns to differences in published comparative and international education research between authors situated in a Global South versus a Global North context. Overall, 2019 saw more open access research publications in comparative and international education journals than subscription-based and more authors from a Global South context publishing overall than those from a Global North context.

This might suggest on the surface that open access publications creating more voice and visibility for comparative and international education research from Global South researchers, but there are some caveats to consider. For example, the disaggregated data suggest that although open access journals are publishing more comparative and international education research articles overall, researchers from the Global North still dominate subscription-based publications in the field. Before, examining the data more closely, the methods for data collection are explained. Journal access status (subscription versus open access) and author context (Global South versus Global North) distinctions for comparative and international education research publications in 2019 are then examined. Finally, the trends in comparative and international education research are summarized for 2014–2019, and implications for 2020 are discussed.

METHODOLOGY

The data used in the analysis reported here is a cumulative compilation of comparative and international education (CIE) research data, which began and continued through previous studies (i.e., Davidson, Park, Dzotsenidze, Okogbue, & Wiseman, 2019; Davidson, Taylor, Park, Dzotsenidze, & Wiseman, 2018; Park, Davidson, Dzotsenidze, Okogbue, & Wiseman, 2020; Wiseman, Davidson, & Stevens-Taylor, 2016). In keeping with past data collection, only articles were included in data collection. Editorials and book reviews were purposefully excluded. Additional information regarding journal and article selection and coding procedures can be found in previous editions of the *Annual Review of Comparative and International Education* (Davidson et al., 2018, 2019; Wiseman et al., 2016). Coding involved identifying and grouping data by journal name, volume, and issue; article title, author(s) name(s); author(s) institutions(s), co-author relationship, lead author gender, level of analysis descriptors, context descriptors, author location relationship to study context, research methodology descriptors, and journal-provided article keywords (Davidson et al., 2018, 2019; Wiseman et al., 2016; Wiseman, Davidson, & Stevens-Taylor, 2017). Coding data for 2019 journals were grounded in the same categories as in previous years as shown in Table 1 (Davidson et al., 2018; Wiseman et al., 2016), including a continuation of lead authors' gender, which was categorized by personal pronouns (he, she, or they) used in biographical information provided by the journals (Park et al., 2020). These categories allowed researchers to compare subscription and open access journals for their representation from and portrayal of Global North and South.

Using publicly available information about each article, the research team was able to identify authors whose institutional affiliations were in the Global North or Global South as well as whether the contextual focus of the article was in the Global North or Global South. Lists provided by the United Nations and the World Bank served as reference material when identifying which countries were part of the Global South (Finance Center for South-South Cooperation (FCSSC), 2015; World Bank, 2020). There were only a few discrepancies between the United Nations and World Bank reference lists for author contexts in the collected comparative and international education article data (e.g., China). When there were discrepancies, countries were identified as Global South to encourage as much inclusivity as possible.

Because keywords were used inconsistently across the coded journals, themes were identified through an examination of titles. As in the past, for journals which did not provide keywords, the researcher selected relevant words from the title and abstract, selecting words related to methodology and context first, followed by other generally descriptive or unique terms (Davidson et al., 2018, 2019; Wiseman, Davidson, & Taylor, 2017; Wiseman et al., 2015). This research expanded data collection beyond the eight subscription-based journals to include 14 open access journals, which were selected based on the following criteria: (1) open access, (2) peer reviewed, (3) affiliated with a known professional organization or university, and (4) listed in the Directory of Open Access Journals (DOAJ).

Table 1. Article Characteristics in Percentages by Journal Access Status and Author Context (2019).

Author #	Journal Access Status		Author Context	
	Subscription	Open Access	Global South	Global North
1 author	32.7	28.3	16.9	35.5
2 authors	33.8	35.5	29.5	36.8
3 authors	19.2	25.3	39.3	16.0
4 authors	7.1	6.7	8.7	6.1
5 authors	3.9	2.9	4.4	3.0
6 authors	2.1	0.8	1.1	1.9
7 authors	0.4	0.5	0	0.2
8 authors	0.7	0	0	0.4
Author Context	%	%	%	%
Global South	16.4	37.6	.	.
Global North	83.6	62.4	.	.
Journal Access Status	%	%	%	%
Subscription	.	.	25.1	50.9
Open Access	.	.	74.9	49.1
Lead Author Gender	%	%	%	%
Female	51.3	62.2	39.4	58.9
Male	48.7	37.8	60.6	41.1
Institutional Affiliation	%	%	%	%
Academic Institution	91.3	98.1	96.1	95.0
Other Organization	8.7	1.9	3.9	5.0
Author Context Overlap	%	%	%	%
Different	30.4	5.4	4.7	20.2
Combination	39.2	9.3	16.9	23.6
Same	30.4	85.3	78.5	56.1
Unit of Analysis	%	%	%	%
1 country	59.4	88.0	83.1	72.3
2 countries	10.3	3.7	3.3	8.0
3 or more countries	5.7	3.2	2.2	5.2
Regional	5.0	0.3	1.6	2.6
Topic-oriented	19.6	4.8	9.8	11.9
Methodology	%	%	%	%
Mixed methods	7.5	9.6	11.5	7.8
Qualitative	52.7	40.5	33.9	50.4
Quantitative	37.0	48.8	53.6	39.6
Theory	2.8	1.1	1.1	2.2

TRENDS IN JOURNAL ACCESS STATUS

Table 1 summarizes comparative and international education article characteristics by journal access status and author number, author context, lead author gender, institutional affiliation, author context overlap, unit of analysis, and

methodology. As noted already, journal access status refers to whether a comparative and international education journal is subscription-based or open access. Open access journals are online only, while subscription-based journals are both online and in print. The key distinction is that open access are freely available to anyone online while subscription-based journals either require access through an individual, institutional, or academic indexing service paid subscription.

Author Number

Although the number of comparative and international education journal articles published in subscription journals are significantly fewer ($n = 281$) compared to articles published in open access journals ($n = 375$), the percentage of articles by author number in subscription and open access journals are relatively equal. Single, two-author, and three-author articles make up 85.7% of the articles published in subscription journals and 89.1% of the articles in open access journals. This suggests that there is no significant difference in the distribution of author number between subscription and open access journals. It also suggests that collaborative research groups are often no larger than three people across all comparative and international education research publications.

Author Context

The author context varies significantly between subscription and open access journals. Only 28% of the authors publishing in comparative and international education in 2019 were from the Global South. Of those Global South authors, only 25% ($n = 46$) published in subscription journals. The other 75% published in open access journals. This is significantly different from the publication trends among Global North authors. Not only were there more publications and authors from the Global North overall, the publication outlets for Global North authors were relatively evenly split between subscription (51%) and open access journals (49%). Within each of the journal access categories, the share of authors from the Global South and Global North was unbalanced with most of the authors and publications coming from the Global North. But, the imbalance was more pronounced for subscription journals than for open access. For example, among subscription journal publications 16% were from the Global South, while 84% were from the Global North. Among open access publications, 38% were from the Global South, while 62% were from the Global North.

These trends seem to confirm the popular assumption that Global South authors are not represented in the higher ranked journals (i.e., subscription), but that Global North authors dominate in journals considered more rigorous or with a broader audience among researchers and policymakers. Open access journal articles, where Global South authors are more likely to publish their comparative and international education research, may be as rigorous as subscription journals, but their reputation and visibility among the research, professional, and policy communities is not equal to subscription journals. This may shift over

time, but the distinction between subscription and open access journals – whether real or perceived – persists in 2020.

Lead Author Gender

Gender differences by journal access status were remarkably different between subscription and open access journals. Author gender is somewhat balanced among authors publishing in subscription journals with 51% being female and 49% being male, but open access journals see far more female than male authors (62% and 38%, respectively). As discussed above in relation to author context, female authors of comparative and international education research are more likely to publish in open access journals than in subscription journals. This suggests that the voice and visibility of female researchers is muted compared to their male counterparts. It also suggests that comparative and international education authors who are female may be more likely to have their research published in subscription journals if the lead author of collaborate work is male. This, again, suggests that the work of female researchers may be devalued in the field of comparative and international education.

Institutional Affiliation

Institutional affiliation is overwhelmingly academic for all authors regardless of journal access status. 91% of authors publishing in subscription journals are from academic institutions; whereas, 98% of authors publishing in open access journals are from academic institutions. This may not speak to the characteristics of comparative and international education authors' institutional affiliation as much as it does the audience or readership of comparative and international education research journals. The evidence suggests that the audience for comparative and international education research is largely academic. In a field that is dependent upon professionals to implement programs, projects, and initiatives on site in order to support or advance the education in communities ranging from local to national contexts, the fact that most authors in these journals are academics is disheartening.

Professionals working in the field of comparative and international education often do not self-identify with the field of comparative and international education (Wiseman & Anderson, 2013b). And, although there have been purposeful initiatives on behalf of several professional and scholarly organizations (e.g., Comparative and International Education Society or Comparative Education Society of Europe), the engagement of the professional community with comparative and international education research has not progressed to the stage of publishing the results of their efforts in comparative and international education-oriented journals.

Perhaps more interesting is the large percentage difference in authors from “other” organizations publishing in subscription (9%) versus open access (2%) journals. In other words, authors who are not academics tend to publish their research four times more often (percentage-wise) in subscription versus open

access journals. This suggests that their audience is more likely to read or engage with subscription journals, perhaps due to the perceived increased rigor of the work published or the fact that subscription journals often have a higher impact factor or journal ranking than open access journals. Either way, the preference for and perceived value of publishing in subscription journals in the field of comparative and international education is confirmed for non-academic authors.

Author Context Overlap

Author context overlap is relatively balanced among authors publishing in subscription journals (e.g., 30% different, 39% combination, and 30% same), but highly concentrated among authors from the same context for open access journals (e.g., 5% different, 9% combination, and 85% same). This overlap indicator shows when authors from the Global South and Global North work collaborative or co-author research published in comparative and international education research journals. It is encouraging that approximately two-thirds of the co-authored work in comparative and international education subscription journals comes from authors working across contexts. This means that there is support for cross-national, cross-economic, and perhaps cross-institutional type among co-authors publishing in comparative and international education subscription journals.

The distribution of comparative and international education author context combinations publishing in open access journals, however, tells a significantly different story. Among authors publishing in open access journals in the field, 85% are from the same institution. Although more data are needed to interpret this finding more accurately, this suggests that there is a purposeful preference among authors from the same author context to publish in open access journals. Perhaps the work is more practical or less analytic, and so it is easier to publish in open access journals where that type of work is more appreciated or accepted at higher rates? It is unclear if those co-authors from the same context are largely from the Global South or Global North, but this data suggests the need for more investigation into this phenomenon.

Unit of Analysis

Single country analyses dominated open access journal articles in 2019 (88%) and regional studies were the least published in open access journals (0.3%). In subscription journals, single country studies were the most frequent (59%), but two country studies and topic-oriented articles made significant contributions to the number of articles published (10% and 20%, respectively). Depending on the definition of comparative that one uses (Davidson et al., 2019), single country studies, which predominate among all comparative and international education research in every year of data collected as part of this ongoing study, may or may not be considered strictly comparative. Yet, most research published in open access journals examines single country phenomena only.