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PREFACE

The *Annual Review of Comparative and International Education 2021* documents, explores, and interrogates many of the most important and complex phenomena in the field of comparative and international education. Likewise, the period leading up to 2021 and following it marks some of the most devastating as well as innovative educational change in the modern era worldwide. The COVID-19 pandemic dominated the landscape of global education, as well as every other sector, in 2020, but in 2021 the pandemic ebbed and flowed in ways that at times suggested the move to a more endemic phase and at other times surged anew with different variants of the virus and changing attitudes, politics, and science related to ways that students, educators, community stakeholders, and advocates for education and development worldwide were able to interact with one another both in and out of the formal education environment.

In addition, 2021 sits at the intersection of more traditional and often discriminatory attitudes and behaviors related to race and gender and more progressive and all-encompassing perspectives, which rival some of the most significant changes in perspectives on race and gender seen in the past 100 years. These shifts are marked by the ongoing “me too” movement, which recognizes the role of gender discrimination and (dis)advantage in every sector, including education. But, the racism of politics, industry, and society, which is often embedded in educational organizations, policies, and practices, was also highly visible in 2021 through the polemics in political systems governing education worldwide as well as the energies and outcomes of race and ethnicity visible in ongoing refugee, asylee, and immigrant crises broadly speaking and in relation to education, in particular. Further still, the role of race and gender in education worldwide was even further politicized in 2021 in the curricular debates that have arisen around issues such as critical race theory and other ways of understanding the histories and activities that both comprise and reflect the values and norms of society through education.

As such, the 2021 volume of the *Annual Review of Comparative and International Education* comparatively examines the intersections of the pandemic, racial and gender inequality, and political influences on education both between and within educational systems worldwide. Not surprisingly, there is a lot to observe and examine about comparative and international education in 2021. This has resulted in a first for the *Annual Review of Comparative and International Education*. This year’s annual review is divided into two full volumes. This volume, Volume A, begins with an examination of broad trends and directions in the field of comparative and international education, especially those related to the COVID-19 pandemic, racial and gender inequality, and the political polemics of

education. Volume A then continues and concludes with several deep comparative and international examinations of area studies and regional developments in educational practice as well as impact. A second volume, Volume B, closely examines the conceptual and methodological directions that research in comparative and international education followed in 2021, investigates the application of comparative and international education research to practice in both global as well as local contexts, and concludes with an examination of several new developments in comparative and international education.

Volume A of the *Annual Review of Comparative and International Education* addresses some of the larger issues in 2021, including the intersection of the pandemic, race, and gender in Larissa Malone and Pam Barger's investigation of the syndemic of these phenomena from cultural comparative perspectives. This is closely connected to the emphasis that several chapters reflect on forced migration. The phenomenon of forced migration and its impact on education worldwide is examined as an ongoing trend and direction in the field of comparative and international education in two research essays. The first of which by Annette Korntheuer and Stefan Thomas looks at refugee youth participation in Germany's VET system, while the second by Avis Beek examines the intersection of refugee education with the simultaneously morphing educational landscape due to COVID-19.

The research and discussion essays presented in Volume A, however, are largely dedicated to the continuing and transformational impact of the COVID-19 pandemic on education. Ericka L. Galegher and Courtney D. Bailey look closely at the challenges of reopening schools during the global pandemic, with a particular focus on ways that international schools approached this contentious policy-to-practice dilemma. Eliška Walterová examined the impact of the COVID-19 pandemic in schools, especially in Eastern Europe and the Czech Republic as its effects were both mitigated and exacerbated by formal education policies, public expectations regarding schooling, and political or policy messaging and decision-making at the national and even international levels. Joe Tin-Yau Lo and Suyan Pan reflected on the ways that the pandemic affected the internationalization of higher education with a special focus on international higher education within the broader global context. M. Ayaz Naseem, Adeela Arshad-Ayaz, Dania Mohamad, and Neema Landey investigate the ways the citizenship education is both an integral component of surviving the pandemic, but also an area of education that is neglected and disadvantaged by the ways that the pandemic influences political socialization as well as the incorporation of individuals into social, economic, and cultural communities. Darshini Nadarajan examines the "zombification" of education policy as a result of the pandemic, especially in ways that influence teachers.

A special and important focus on the role and effect of race and ethnicity in both comparative and international education research and practice is examined by Erwin H. Epstein's discussion essay on school choice and equality. This focus serves as an appropriate lead in to several discussion essays that deeply examine the field of comparative and international education within the broader

pandemic, race, and gender contexts of 2021, such as Liyun Wendy Choo's reflection on the nexus of research and practice in comparative and international education, Sonia M. Fonua, Alex McCormick, and Rebecca Spratt's examination of the challenges and promises of the challenges and promises of becoming CIE practitioner-researchers in Oceania, and finally Vuong Tran, Giang Nguyen Hoang Le, and Trang Le Thuy's introspective and contemplative reflections on their own international and transnational educational shifts as Vietnamese doctoral students.

The second half of Volume A focuses on area studies and regional developments in the field of comparative and international education. Sarfarozi Niyozov and Stephen A. Bahry focus on the ways that Tajikistan reflects the intersection of policy, research, and practice both in the nation-state specifically, but in Central Asia more broadly. Burcu Erdemir investigates higher education policies for Syrian refugees in Turkey. Joshua Beneite-Martí explains how education, colonialism, and necropolitics intersect in West Papua. Guillermo Ramón Ruiz interrogates the "right to education" in South American countries through a constitutional lens. Brianna Kurtz, Leon Roets, and Karen L. Biraimah reveal the ongoing resegregation of education by race and ethnicity both in post-desegregation USA and post-apartheid South Africa. And, Zhiyong Zhang, Jun Teng, and Wenxin Qi provide a detailed overview of the shift to online learning in China during the pandemic, which reveals both the challenges of a nationwide safety mandate as well as its implications for teaching and learning in a large national education system.

These research essays, discussion essays, and in-depth chapters provide both an overview of the challenges presented to comparative and international education in 2021, but also the ways that these challenges both mirrored earlier and ongoing inequalities as well as provided unique solutions to facilitate increased learning and improved access to quality education worldwide. In other words, the story of education in 2021 is complex and reflects both the best and the worst that education may have to offer, but the authors in Volume A of the *Annual Review of Comparative and International Education 2021* have provided an insightful window in to the year's challenges and promises.

Alexander W. Wiseman
Series Editor

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TRENDS IN PUBLISHED COMPARATIVE AND INTERNATIONAL EDUCATION RESEARCH, 2014–2020, WITH A FOCUS ON GLOBAL SOUTH AND NON-ACADEMIC AUTHORS

Alexander W. Wiseman

ABSTRACT

This chapter provides an examination of the characteristics of comparative and international education research published in 2020 as well as an overview of the trends in this research since 2014. This analysis of published research includes a special focus on authors situated in the Global South as well as those authors who are affiliated with organizations outside of academic (i.e., professional, non-teaching organizations). These two focus characteristics reflect the shifting composition of authors and research in comparative and international education in the twenty-first century as well as the professionalization aspirations of the field of comparative and international education more broadly. Evidence from the seven years of data collection suggests that there is a marked shift toward increasingly more co-authored research, a shift from predominantly qualitative methods to non-empirical research content, and a rise in topic oriented research over the otherwise dominant single-country study in comparative and international education research.

Keywords: Comparative education; international education; authorship; research methodology; unit of analysis; professionalization, research trends; data synthesis; Global South; institutional affiliation

The pandemic continues to heavily contextualize the landscape of research work as well as both scholarly and professional life in 2021, even though 2020 saw most of the effects of the global COVID-19 pandemic, dramatic polemical politics, and the rapid shift to an increasingly isolated as well as technologically facilitated interaction among educators, researchers, industry and commerce, and even personal relationships. In keeping with the introductory chapter focus of each *Annual Review of Comparative and International Education* since 2015, this introductory chapter of the 2021 volume of the *Annual Review* focuses on the comparative and international education research published in 2020. This is significant because 2020 marked the height of the global COVID-19 pandemic as well as a year of significant political shifts in much of the world. It was also a year in which research that normally would be carried out in person or face-to-face had to be completed in isolation or virtually during quarantining due to the pandemic.

There are, however, significant developments in published comparative and international education research in spite of these challenges and limitations. First, the representation of researchers and authors situated in the Global South remains a persistent and increasingly relevant characteristic of comparative and international education research. Challenges to transportation and technology may be more severe for researchers from or working in the Global South than for those in the Global North (Guzmán-Valenzuela, 2019; Saavedra & Pérez, 2018), but those challenges also suggest that research examining the Global South's educational policy and practice is also of increasing importance to comparative and international education research. Second, the professionalization of the field of comparative and international education requires that both academics and those working with professional organizations in the field are equally important to the research (Wiseman & Anderson, 2013a, 2013b). These two areas of focus (research authors situated in the Global South and in professional, non-academic organizations), therefore, are highlighted in this analysis of comparative and international education research published in 2020.

DATA AND METHODOLOGY

The collection of comparative and international education research publication data began in 2015 (for research published during 2014) and has been repeated and expanded every year since. As a result, the data used for the analyses reported here are a cumulative compilation of data on published comparative and international education research, which continues and builds on the work of several previous studies (i.e., Davidson et al., 2018, 2019; Park et al., 2020; Wiseman, Anderson, et al., 2016; Wiseman, Davidson, et al., 2016; Wiseman et al., 2021).

As in past years of data collection, only research articles published in comparative and international education-related journals were collected for inclusion in the data. Although many other editorials, book reviews, and other content is often included in research journals in the field, these were all purposefully excluded from data collection. There is a more detailed explanation regarding the selection processes for including journals and articles in these data in previous introductory

chapters to the *Annual Review of Comparative and International Education* as well as further information about how the data are coded once collected and cleaned (see Davidson et al., 2018, 2019; Wiseman, Davidson, et al., 2016).

During the coding process, the following information was identified, labeled, and assigned a numerical value (if appropriate) for further quantitative analysis: journal name, volume, issue, article title, author(s) names, author(s) institutional affiliation(s), co-authorship, author(s) gender, unit and type of analysis descriptors, context descriptors, author(s) country location, methods used, topics addressed, and keywords for each article (for more information, see Davidson et al., 2018, 2019; Wiseman, Davidson, et al., 2016). These codes and categories were repeated during data collection, coding, and analysis of the 2020 comparative and international education research publication data reported here and summarized in Tables 1 and 2. This includes a unique continuation of author gender identification, developed and implemented by Park et al. (2020), which relies on self-reported personal pronouns (e.g., he, she, or they) found in biographical information published either with each article or journal issue. In particular, for the analysis of 2020 data, these categories allowed for the comparison of authors' context and affiliation type.

Author context was identified and coded as either 'Global South' or 'Global North' using publicly available information provided by the *World Population Review* (2021) based on information from Mahler (2017). These data intersect closely with the data on Global South and Global North countries provided by the United Nations and World Bank (*Finance Center for South-South Cooperation* (FCSSC), 2015; *World Bank*, 2020). China is included as a Global South country in the data analyzed here. Any discrepancies in other countries' identification as either Global South or North was intentionally identified as Global South in order to provide inclusivity for communities that may be in transition or reflect internal economic and development variation.

As in previous years of data collection, keywords provided by articles varied widely both within and between journals, with some articles not providing any keywords, and others using different keywords even when the content of journal articles overlapped significantly. In order to provide keywords for all journal articles included in the 2020 data collection cycle, researchers selected relevant keywords based on the title and abstract for articles that did not list them. For articles that did list keywords, those keywords were included verbatim in the dataset. When developing keywords for those articles missing them, researchers selected terms related to methodology and context followed by unique or other generally descriptive terms (for more explanation, see Davidson et al., 2018, 2019; Wiseman et al., 2017).

Data were collected from 12 subscription journals (no open access journals were included in the 2020 data), which included 528 unique articles. All volumes and issues published in 2020 for the selected journals were included, and every research article in each volume and issue was included as well. The 12 journals were: *Comparative Education*, *Comparative Education Review*, *Compare: A Journal of Comparative and International Education*, *International Journal of Comparative Education and Development*, *International Journal of Educational*

Development, International Journal of Educational Research, International Review of Education, Journal of Research in International Education, Journal of Studies in International Education, Multicultural Education Review, Prospects: Comparative Journal of Curriculum, Learning, and Assessment, and Research in Comparative and International Education.

Table 1 summarizes the characteristics of comparative and international education research published in 2020 by author context and affiliation type. Specifically, data are summarized by authors' context (Global South or Global North) and authors' affiliation type (academic or professional). Academic institutional affiliation specifically indicates whether authors are affiliated with a teaching institution like a university or college. Professional institutional affiliation indicates authors affiliated with non-teaching institutions, like the World Bank, Brookings Institution, or UNESCO.

Table 1. Article Characteristics by Journal Author Context and Institutional Affiliation Type.

Author #	Author Context		Author Affiliation Type	
	Global South	Global North	Academic Institution	Professional Organization
1 author	27.0%	32.0%	30.1%	27.3%
2 authors	27.0%	28.7%	29.4%	13.6%
3 authors	13.5%	18.8%	17.3%	31.8%
4 authors	20.2%	11.1%	13.0%	18.2%
5 authors	6.7%	4.6%	5.0%	4.5%
6 or more	5.6%	4.8%	5.2%	4.5%
Author Gender				
Female	41.5%	56.0%	54.5%	35.7%
Male	58.5%	44.0%	45.5%	64.3%
Unit of Analysis				
1 country	41.4%	21.2%	23.7%	40.0%
2 countries	1.1%	2.2%	1.8%	10.0%
3 or more countries	0%	4.2%	3.3%	5.0%
Regional	1.1%	1.2%	1.3%	0%
Topic oriented	56.3%	71.1%	69.9%	45.0%
Methodology				
Mixed methods	8.1%	11.5%	10.8%	4.8%
Qualitative	40.7%	25.4%	28.4%	33.3%
Quantitative	25.6%	22.9%	24.2%	14.3%
Non-empirical	25.6%	40.2%	36.6%	47.6%
Author Context				
Global South	–	–	17.7%	22.7%
Global North	–	–	82.3%	77.3%
Author Context Overlap				
Different	9.6%	35.8%	29.3%	47.1%
Combination	36.1%	30.8%	32.7%	17.6%
Same	54.2%	33.3%	38.0%	35.3%
Author Affiliation Type				
Academic Institution	94.3%	95.7%	–	–
Professional Organization	5.7%	4.3%	–	–

Table 1 also includes summary information by author context and institutional affiliation type for five additional indicators, including author number, author gender, unit of analysis, methodology, and author context overlap. Author number is the number of authors for each individual research article. The values for author number range from one author to ‘six or more’ authors. Author gender includes female, male, and non-binary authors according to their self-reported personal pronouns. Only one author out of all 528 articles reviewed in 2020 self-reported their gender pronouns as non-binary. Unit or type of analysis indicates whether the focus of the article’s research is on one country, two countries, three or more countries, regional issues, or is topic-centered.

Methodology is an indicator of whether the research articles methods were mixed, qualitative, quantitative, or non-empirical. Previous analyses for this indicator have reported ‘theory’ or ‘unspecified’, but for the 2020 data we collapsed these two categories into ‘non-empirical’ to better reflect the nature of the methods themselves. This non-empirical category better characterizes the nature of the methods for these articles because it clearly denotes those research articles that did not analyze data (either qualitative or quantitative) and could include conceptual, theoretical, and synthesis or review-based research. Finally, author context overlap is only relevant to those articles that are co-authored and indicates whether co-authors are from the same author context (i.e., either Global South or Global North), a combination of Global South and Global North, or different contexts only.

TRENDS IN AUTHOR CONTEXT

As described above, author context is an indicator of whether an author is located in or affiliated with an institution that is located in a Global South or Global North country. Evidence suggests that Global South authors have been historically underrepresented in published comparative and international education research in spite of the fact that education in Global South contexts is often the focus of research in the field of comparative and international education (Takayama et al., 2017; Wiseman et al., 2021).

Author Number

In 2020, authors from the Global South were much more likely to be the lead author when there were four or more co-authors on an article. This contrasts markedly with the opposite trend among authors from the Global North, who were much more likely to be the lead author when there were three or fewer co-authors, or if an article was a solo authored piece. In particular, Global South authors were most likely to be the lead author when an article was co-authored by four people (28.1%). They were most likely to be the second author when an article was co-authored by five authors (28%). And, they were most likely to be the third author when an article had five or more authors (28%). Compared to Global North authors, authors from the Global South only solo authored 15.3% of the

time in 2020, and when articles were co-authored by two or three authors, Global South authors only were lead authors 16.8% and 13.3% of the time, respectively.

Among all Global South lead authors publishing in 2020, 27% were authors of solo authored articles, 27% were lead author of two author pieces, and 46% were lead author when there were three or more authors (see [Table 1](#)). This contrasts with Global North authors who were much more likely to be the solo author (32%) or lead author of a co-authored piece (28.7%). Overall, the likelihood of Global South authors to be publishing as single or first author of comparative and international education research articles in 2020 is greater overall than in 2019 (see [Wiseman et al., 2021](#)), and although the overall percentage of Global South authors leading published research in 2020 is significantly lower than that of Global North authors, the likelihood of being lead author of those who do publish is relatively even with those of the Global North.

Author Gender

Author gender is an indicator of the percentage of lead or single authors who either self-identified as female or male. Among Global South authors, significantly more lead or single authors were male (58.5%) than female (41.5%). For Global North authors, significantly more lead or single authors were female (56.0%) than male (44.0%). This may be due to traditional gendered roles for women in Global South countries or it could be due to the progressive policies of Global North countries, but it is difficult to determine the exact cause without further investigation. What is clear is that published research in comparative and international education from Global South authors is more likely to have a male gendered perspective than the research from Global North authors due to the prevalence of male authors from the Global South publishing research in the field.

This suggests that research from Global South authors may be more reflective of the Global South context and indigenous perspectives on educational phenomena, but that those perspectives will be often framed by a gendered male perspective. The male perspective may not necessarily be different from a female perspective, but the possibility is there. It also is reflective of the fact that more males in the Global South are privileged to be conducting and publishing research in comparative and international education, which may be due to historical legacies of gendered roles in Global South communities, although without further research this cannot be conclusively determined.

Unit of Analysis

Research articles in comparative and international education in 2020 led by authors from the Global South were most likely to be topic oriented (56.3%) or single country-focused (41.4%). Only 1.1% of Global South authors focused on two country studies. Likewise, only 1.1% of Global South authors examined regional issues. No Global South authors focused their research on three or more countries. Among Global North authors, they were also most likely to focus on

topic oriented (71.1%) or single country (21.2%) studies. 2.2% of Global North authors examined two country studies. Around 4.2% of Global North authors focused on three or more country studies. And, only 1.2% of Global North authors published research focusing on regional issues.

In other words, regardless of authors' context, most published research is either topic oriented or a single country case study. This is a unique observation regarding the dominance of these two trends in the unit or type of analysis across communities with widely varying economic, political, social, and educational histories. It also suggests that some topics related to education are universally applicable across country contexts, and therefore there is no difference in those topics' importance between Global South and Global North primary concerns. This may be an indicator of continued globalization of education and the social, political, and economic expectations that accompany it worldwide, even when there are contextual reasons to expect more significant differences in the types of analyses needed to address educational phenomena and issues of concern across those contexts (Pope & Meyer, 2016). The global ubiquity of topic oriented analyses may also be a result of legitimacy-seeking either explicitly or implicitly by both Global South and Global North researchers.

Methodology

Global South authors were mostly likely to lead research published using qualitative methods (40.7%), whereas Global North authors were most likely to focus on non-empirical research (40.2%). Global South authors focused on quantitative methods 25.6% of the time and non-empirical research 25.6% of the time. Global North authors focused on qualitative research 25.4% of the time and quantitative research 22.9% of the time. Both Global South and Global North authors were least likely to use mixed methods in their published research (8.1% and 11.5%, respectively).

It is interesting that Global South authors focused more on qualitative studies and Global North more on non-empirical research methods. These differences may indicate that Global South researchers operate more in the international education pathway of comparative and international education, and that Global North researchers are more interested in grappling with syntheses of existing research or building conceptual models and theoretical frameworks for understanding comparative and international education phenomena. In both contexts, there is relatively little engagement with mixed methodologies, which is surprising given that mixed methods are often identified as the most reliable and valid approaches to any educational research, but especially perhaps to comparative and international education research (e.g., Cheng, 2011).

Author Context Overlap

Authors from the Global South are most likely to co-author with others from the Global South (54.2%), next most likely to co-author with some combination of authors from the Global South and Global North (36.1%), and least likely

to co-author with authors from the Global North only (9.6%). Global North authors were likely to co-author with others from the same (33.3%), different (35.8%), or a combination (30.8%) of contexts at relatively even rates.

The likelihood of Global South authors co-authoring with other Global South authors only is significant because it indicates that Global South authors are working more exclusively with researchers also embedded in their same Global South context, or who are affiliated with professional organizations and academic institutions that are located in those contexts. This means that there is potentially an additional shared understanding of context and experience in the field or community that a combination or different author context would not share. It also suggests that there may be some ownership of the problems and issues most relevant to Global South communities among authors situated in those contexts, which is not a characteristic to the same degree with Global North researchers. This may be because Global North authors are often publishing research about or related to contexts in the Global South, so they must collaborate across author contexts, whereas Global South authors would not need to do so.

Author Affiliation Type

Both Global South and Global North authors are overwhelmingly affiliated with academic institutions (94.3% and 95.7%, respectively). Only 5.7% of Global South authors are affiliated with professional organizations, and only 4.3% of Global North authors are, too. The similarity of representation by author affiliation type across author contexts suggests that the field of comparative and international education, and the research that is published in and about the field, is largely coming from the academic community. In a professional scholarly community, which is engaged in research to understand and act to address issues, concerns, and topics in education worldwide, it is perhaps a concern that most of the researchers publishing comparative and international education research are academics who may not have a strong understanding of the practical or implementation challenges and obstacles faced by professional communities in the field.

One of the original objectives of the *Annual Review of Comparative and International Education* was to both build community across academic and professional contexts in education worldwide, as well as to emphasize the importance of the research-to-practice continuum (Wiseman & Anderson, 2013a, 2013b). It is difficult to imagine a healthy professional community of comparative and international education researchers that is so focused on the academic side of each issue that they cannot or do not have a full or accurate understanding of the practical or implementation side of comparative and international education. The practical or implementation side of the field may be related to school and classroom-based teaching and learning, or it may be related to education for international development as practiced in the field, but either way, it should be grounded in the real world experience of fieldwork and target stakeholder engagement (Verger et al., 2014).