

ANNUAL REVIEW OF  
COMPARATIVE AND  
INTERNATIONAL EDUCATION 2018

# INTERNATIONAL PERSPECTIVES ON EDUCATION & SOCIETY

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INTERNATIONAL PERSPECTIVES ON EDUCATION AND  
SOCIETY VOLUME 37

**ANNUAL REVIEW OF  
COMPARATIVE AND  
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EDUCATION 2018**

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 2019

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**British Library Cataloguing in Publication Data**

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

ISBN: 978-1-83867-416-8 (Print)

ISBN: 978-1-83867-415-1 (Online)

ISBN: 978-1-83867-417-5 (Epub)

ISSN: 1479-3679 (Series)



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# CONTENTS

<i>About the Authors</i>	<i>ix</i>
<i>About the Volume Editor</i>	<i>xix</i>
<i>Preface</i>	<i>xxi</i>
<i>Acknowledgments</i>	<i>xxiii</i>

<b>The Osmosis of Comparative and International Education: What, How, and Why CIE Research Appears in Non-CIE Journals</b> <i>Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, Obioma Okogbue and Alexander W. Wiseman</i>	<i>1</i>
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## PART I COMPARATIVE EDUCATION TRENDS AND DIRECTIONS

<b>Chapter 1 One Indicator to Rule Them All: How SDG 4.1.1 Dominates the Conversation and What It Means for the Most Marginalized</b> <i>William C. Smith</i>	<i>27</i>
<b>Chapter 2 Comparative and International Inclusive Education: Trends, Dilemmas, and Future Directions</b> <i>Matthew J. Schuelka and Kate Lapham</i>	<i>35</i>
<b>Chapter 3 The “R-word” Today: Understanding Religion in Secular and Religious Formal and Non-Formal Educational Spaces</b> <i>W. Y. Alice Chan and Bruce Collet</i>	<i>43</i>
<b>Chapter 4 Teacher Education and the Ghost of the Nation State: How Comparative and International Education Matters for Teacher Development</b> <i>Susan Wiksten</i>	<i>51</i>

<b>Chapter 5 Widening the Lens: Going Global in Mathematics Education Research</b> <i>Linda M. Platas and Yasmin Sitabkhan</i>	59
<b>Chapter 6 Comparative and International Education: A Field Fraught with Contradictions</b> <i>Maren Elfert and Christine Monaghan</i>	65
<b>Chapter 7 Research and Practice in Comparative and International Higher Education</b> <i>Meggan Madden and Gerardo L. Blanco</i>	73
<b>Chapter 8 International Education Assistance in the Kyrgyz Republic: Partnership and the Role of Expertise in International Education Interventions</b> <i>Alanna Shaikh</i>	83
<b>Chapter 9 Advancing the Teaching of Comparative and International Education</b> <i>Matthew A. M. Thomas and Jacqueline Mosselson</i>	89

**PART II  
CONCEPTUAL AND METHODOLOGICAL  
DEVELOPMENTS**

<b>Chapter 10 What is Comparative Education?</b> <i>David A. Turner</i>	99
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**PART III  
RESEARCH-TO-PRACTICE**

<b>Chapter 11 Transformation of the Public School in Latin America: Summary of Findings following Educando by Worldfund Educational Interventions</b> <i>Cristina Salazar Gallardo and Consuelo Murillo</i>	117
<b>Chapter 12 ICT4D, Policy Landscapes, and Practice Arenas: A Review of and Reflection on ICT Actors and Applications in African Higher Education</b> <i>Ane Turner Johnson</i>	133

**PART IV  
AREA STUDIES AND REGIONAL DEVELOPMENTS**

- Chapter 13 Is Engineering Harder to Crack than Science?  
A Cross-national Analysis of Women's Participation  
in Male-dominated Fields of Study in Higher Education**  
*Naejin Kwak and Francisco O. Ramirez* 159
- Chapter 14 The Teacher Supply in Latin America:  
A Review of Research**  
*Paula Razquin* 185
- Chapter 15 Play and/or Learning: Comparative  
Analysis of Dominant Concepts in National Curriculum  
Guidelines for Early Childhood Education in Norway,  
Finland, China, and Hong Kong**  
*Aihua Hu and Elin Eriksen Ødegaard* 207
- Chapter 16 Education in Sub-Saharan Africa**  
*C. C. Wolhuter* 225
- Chapter 17 A Review of the Main Trends in the  
Reforms of School Structures in Europe**  
*Nikolay Popov* 243
- Chapter 18 Internationalization and Academic Mobility:  
Trends and Prospects in Georgian Higher Education**  
*Lela Iosava* 255

**PART V  
DIVERSIFICATION OF THE FIELD**

- Chapter 19 Mapping Changes in Legislation and  
Implementation for Special Needs Education in India**  
*Meenakshi Srivastava* 271
- Chapter 20 "That Would Never Work Here": Overcoming  
'Context Paralysis' on Behalf of Gender and Sexual Minorities  
Worldwide**  
*Emily S. Meadows* 287
- Index* 307

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# PREFACE

The 2018 volume of the *Annual Review of Comparative and International Education* marks the beginning of a new era for scholarship and professional development in comparative and international education. It was a year in which university academic programs in comparative and international education grew outside of their traditional homes in Colleges of Education into other disciplines and fields and in which highly-respected and productive academic programs were inexplicably shuttered. The introductory chapter by Davidson et al (this volume) suggests that comparative education research often originates outside of the field of comparative and international education (CIE), and perhaps receives more visibility and has more impact when conducted outside of the field of CIE. This suggests a new challenge for comparativists of education to consider and is even more reason for the importance of the *Annual Review* as a tool for professional reflection and evaluation of the goals, strategies, plans, and relationships that CIE professionals both in and out of the academic enterprise advance.

The 2018 *Annual Review* is again divided into distinct sections, which are preceded by an introductory chapter. In the introductory chapter, Davidson and her coauthors suggest a new framework for examining the impact and scope of comparative and international education research. Rather than look at the CIE field discretely, they propose a framework of “osmosis”, which examines the external development of the field by considering what, where, and why CIE-related research appears outside of the field itself.

Comparative and international education research, trends, and issues are more widely varying in 2018 than in previous years. In Part 1: Comparative Education Trends and Directions, contributors examine approaches to CIE using a less singular lens than in previous years. International organizations, special interest populations, and the importance of teachers and teaching in CIE were the focus of the trends and directions in 2018. The second section, Part 2: Conceptual and Methodological Developments, is represented by a sole chapter from one of the most important voices in comparative and international education scholarship and reflection, David A. Turner. In his chapter, Turner asserts that much of the research and other work done in comparative education in recent years has been ‘atheoretical’. His suggestion is that while theoretical assumptions are made, they are not thoroughly interrogated or examined in comparative education research. This is a key assertion, which warrants the complete attention of *Annual Review* readers, and is the reason for it being the sole chapter in Part 2 in the 2018 volume. The third section, Part 3: Research-to-Practice, and fourth section, Part 4: Area Studies and Regional Developments, provide content related to the impact of international organizations on educational interventions – whether it is public schools in Latin America or ICT in African higher education – and the impact

of gender, early childhood education, or academic mobility on educational outcomes at the primary, secondary, and higher education levels.

Of particular note, in the final section, Part 5: Diversification of the Field, is the ongoing attention to special needs education in communities that are also addressing educational access and equity issues at the system level, and the addition of gender and sexual minorities to the CIE discussion. While work on gender and sexual minorities is not new, it is also not often highlighted as a major area for research and discussion in comparative and international education. Part of the challenge is that gender and sexual orientation discussions are culturally taboo in some communities worldwide, especially when society, culture, tradition, and religion are closely entwined. Meadows closes the volume with her discussion of ‘context paralysis’, which she introduces to the literature, and how it is related to gender and sexual minority (GSM) children worldwide. This is representative of the kind of boundary-pushing work that the *Annual Review* strives to highlight and introduce to the CIE community for reflection, discussion, and even debate.

It should be noted that as the *Annual Review of Comparative and International Education* enters the second half of its first decade, each *Annual Review* since the inaugural volume has examined both current perspectives and identified future directions for the field of CIE. The *Annual Review* continues to begin with reflective essays by both established and new leaders in the field, which serve to create the context for the chapters in the sections that follow. It is also notable that the *Annual Review* continues to serve as an international forum for discussing matters of comparative and international education theory, research, policy, and practice. Although the field may not have exclusive ownership over CIE-related research, there is room enough for CIE professionals and scholars to interact around a shared vision of open discussion, innovative thinking, and empirically-rooted research. This is the goal of the *Annual Review of Comparative and International Education* moving forward and will be a guide for future volume editors to both follow and develop further.

# ACKNOWLEDGMENTS

There are many voices that come together to create each volume of the *Annual Review* of Comparative and International Education. The 2018 volume is no different in that respect. The *Annual Review* of Comparative and International Education 2018 would not be possible without the unwavering commitment, professionalism, expertise, intelligence, and insight of the editorial team. The 2018 editorial team consisted of Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma C. Okogbue. Not only are these four members of the *Annual Review* editorial team, they are also scholars and colleagues. They dedicated countless hours working through every stage of the volume's process, from our first meeting discussing the potential chapter authors and strategizing how to build a strong volume with contributions from all disciplines and professional backgrounds, to the nitty-gritty details of formatting, emailing with chapter authors about revisions, and finalizing the documents to be sent to the publisher. Every reader of the *Annual Review* of Comparative and International Education owes them a word of gratitude for their encouragement, guidance, rigor, and vision in not only creating this volume, but in building on past volumes and setting a fruitful and meaningful path for future volumes. As both the *Annual Review* volume editor and the International Perspectives on Education and Society series editor, I owe them a special note of thanks from the depths of my heart – not only for what they have created professionally and academically, but for the gift they have both literally and figuratively given to our professional and scholarly communities and to me personally. Truly thank you, Petrina, Maureen, Nino, and Obioma.

*Alexander W. Wiseman*  
*Volume and Series Editor*

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# THE OSMOSIS OF COMPARATIVE AND INTERNATIONAL EDUCATION: WHAT, HOW, AND WHY CIE RESEARCH APPEARS IN NON-CIE JOURNALS

Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze,  
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## ABSTRACT

*Osmosis is the movement of particles across a boundary until the saturation of particles has been equalized on both sides of the boundary. Although this term is most often used in biology, it is a relevant metaphor for comparative and international education (CIE), as the boundaries which define the field are permeable, with few limitations on what is and is not considered CIE. Previous introductory chapters to the Annual Review of Comparative and International Education have examined the professionalization of the field through the characteristics of articles published in prominent CIE journals. While drawing on a similar framework, this chapter, rather than examining CIE from the inside, examines the development of the field from the outside by considering what, where, and why CIE-related articles appear in journals outside of the field. In addition to data on articles from CIE journals for 2017, education-related articles from domestic and international journals with the highest impact factor from the fields of sociology, political science, economics, anthropology, psychology, and education are also included. These components will provide multiple points of comparison and discussion to examine how non-CIE journals include CIE related topics to identify which themes permeate the CIE boundary.*

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

## INTRODUCTION

One of the *Annual Review of Comparative and International Education's* primary purposes is to encourage and provide space for reflection on the field. Previous volumes of the *Annual Review* have established broad categories of comparative and international education (CIE) publications (Wiseman & Anderson, 2013) and have reviewed trends in peer-reviewed CIE journal article publications (Davidson, Taylor, Park, Dzotsenidze, & Wiseman, 2018; Wiseman, Anderson, Davidson, & Taylor, 2015; Wiseman, Davidson, & Taylor, 2017). Initially, the *Annual Review* examined four CIE-related journals, with this number expanding to six in 2016 and to eight in 2017. While earlier research focused on the trajectory of the field (Wiseman, Anderson, et al., 2016), subsequent introductory chapters expanded not only the number of journals examined but also the fields of analysis. These additional fields included the author's affiliated organization(s), as well as the country location of these affiliations. These changes were reflective of the expanded scope of the *Annual Review* – an examination of the nature of author collaboration. The 2017 *Annual Review* characterized the relationships between authors, researchers, and subjects and answered “who,” “what,” and “how” questions which are ever present in the field.

The purpose of this introductory chapter is twofold and will be presented in two sections. First, Section 1 continues the conversations started in previous *Annual Reviews* by highlighting trends in article publications, presenting them as a reflection on the current status of the field. Next, Section 2 examines the field of CIE from the outside by examining what, how, and why CIE-related articles are published in non-CIE fields. This examination of the field is guided by the concept of osmosis – the process by which particles permeate membranes until an equal distribution of molecules exists on both sides of the barrier (Osmosis, n.d.). Although this term is often used in biology, it is relevant for CIE, as some comparativists would argue that like membranes, the boundaries which define the field are permeable, with few limitations on what is considered CIE (Manzon, 2011; Tikly & Crossley, 2001; Turner, Chapter 4, this volume). Others would argue that the boundaries are, in fact, imaginary, and the standard definitions of CIE are simply false constructs – that though the field may claim to have boundaries, they are in fact imaginary, “conceptualized both temporally and spatially” (Bash & Gundara, 2012).

The concept of examining CIE publications to identify boundaries and trends is not new. In fact, this scholarly self-examination began in earnest in the 1970s with Robert Koehl's content analysis of three comparative education journals (Foster et al., 2011). Since then, several authors have conducted similar studies to define the field, all focusing on the content of the field from an internal perspective (Epstein, 1994; Manzon, 2011; Wiseman & Anderson, 2013). This chapter

builds upon these earlier studies by attempting to establish the boundaries of CIE; it examines trends in CIE publications, and draws from previous definitions of CIE to provide a definition of what is considered to be a CIE publication, with boundary crossing weighing heavily in our understanding of the field. A list of parameters is used to compare CIE-relevant topics in non-CIE journals. The results from this examination provide an additional perspective on the ownership of expert knowledge in the field of CIE. Through the exploration of the osmosis of expert knowledge and the permeability of the field's boundaries, this chapter will consider the extent to which CIE exists as a stand-alone field, or if it is diluted to the point that it blends with other, larger fields, including sociology, political science, economics, anthropology, psychology, and education.

This research continues the exploration of the professionalization of the field, which includes (1) ownership of expert knowledge, (2) training and credentials, (3) self-policing and ethical codes, (4) occupational domain, and (5) the workplace (Abbott, 1988; Wilensky, 1964; Wiseman & Matherly, 2009). While previous examinations of expert knowledge have attempted to allow definitions of the field to develop from trends in the published literature, this chapter identifies existing boundaries within the field to identify what, how, and why articles, which could be characterized as CIE are appearing in journals outside of the field.

To consider the extent to which the field of CIE has ownership of expert knowledge in the field, the following questions will guide the research presented here: (1) What are the topics that permeate CIE boundaries? (2) How do journals in subjects affiliated with CIE (sociology, political science, economics, anthropology, psychology, and education) include CIE-related topics? (3) Why does this osmosis of CIE topics to non-CIE fields occur? If, as suspected, osmosis of the field is occurring, there will be a substantial number of CIE-related articles in non-CIE journals, which provides evidence of the extent to which CIE does not have ownership over expert knowledge. However, prior to engaging in a discussion of how CIE goes beyond its boundaries, we will first review the results of this year's journal publications.

## WHAT IS CIE?

To address the questions outlined in the introduction, it is first necessary to establish our definition of CIE. This has been a topic of debate since the inception of the field – a starting point which itself remained vague (Bereday, 1960; Epstein, 1994; Manzon, 2011; Olivera, 1988; Passow, 1982; Ragin, 1989). An earlier analysis of published scholarship in CIE sought to address the following three questions: (1) Who are we? (2) What do we focus on? and (3) How do we define or create expert knowledge in our field? (Wiseman, Matherly, & Epstein, 2016). The results of this previous study point to few recent changes to published scholarship in the field, as much of the work is qualitative, published by single authors, and with a single-country focus that does not align with the location of the author's institution (Wiseman et al., 2016). When defining CIE, each word separately contributes to an overall understanding of the term as a whole.

*Comparative.* Many scholars have identified the comparative component as especially integral to understandings of the field. [Ragin \(1989\)](#) stated that comparative sciences should examine multi-level phenomena existing simultaneously at systemic and individual levels. [Bloemraad \(2013\)](#) characterizes comparative research as that which makes a conscious decision about what to compare. [Ragin \(1989\)](#) also argues that studies can be comparative through an implied comparison to a researcher's own experiences or country. [Bray and Thomas \(1995, p. 488\)](#) argue that most research in the field of CIE "requires multilevel comparative analysis to achieve a full and balanced understanding." [Arnove \(2013, p. 3\)](#) echoes this approach to CIE, outlining the need for multiple layers of study including the "interplay between the global and the local" and "macro- and micro-level forces shaping education systems around the world."

*International.* According to [Epstein's \(1994\)](#) distinction of the comparative and international in CIE, the comparative component of the field focuses on "explaining why educational systems and processes vary and how education relates to wider social factors and forces," while international education focuses "more directly on descriptive information about nations and societies and their education systems and structures" (p. 918). Although some have argued that CIE represents the theoretical and practical sides of the field ([Wiseman & Matherly, 2009](#)), Hall's perspective states the two components are "equal but related starting points for the development of theory and practice" ([Phillips & Schweisfurth, 2006](#)). International, in this research, is used to describe work that includes some type of geographical boundary crossing, whether through the context of an article, collaborations between authors from different countries, or research conducted in contexts outside of one's own.

*Education.* For the purposes of this research, education includes the agents, processes, and phenomena related to education, such as formal, non-formal, and informal education; public and private education; educational policy or leadership; lifelong learning; vocational education; or adult education. Additionally, studies of the field itself – such as this one – are also considered CIE. This list does not claim to be exhaustive; rather, it is intended to provide examples of what is included in this study.

In putting these three terms together, we arrive at our definition of CIE, in which a broad field of study is created where the "cross-societal differences and similarities" ([Ragin, 1989, p. 1](#)) of various education- and school-related phenomena are studied to develop a deeper "understanding of educational phenomena" of the schools locally, nationally, and globally ([Olivera, 1988, p. 181](#)). The underlying thread which connects all of the articles examined here, from both CIE and non-CIE journals is a relationship with education. Whether formal or informal or early childhood or post-secondary, articles considered CIE include a relationship with education.

## SECTION 1: CURRENT STATUS OF THE FIELD

Building on the work of previous *Annual Reviews*, the following section presents the findings and current trends in article publications in the field of CIE.

This reflection on the current status of the field is an important tool for the continued professionalization of the field, the data and findings presented serve to promote continued reflective practice. This section begins with a description of the methodology used to select journals from both CIE publications, as well as the coding procedures employed in the research. Next is a presentation on the findings – the results of data collected in 2017 from eight CIE journals followed by a discussion on the current trends in CIE. This section highlights trends in authorship, level or unit of analysis, methodological approach, and keywords.

## METHODOLOGY

### *CIE Journals*

This chapter adheres to the same procedures for journal selection and article coding as in previous years (Davidson et al., 2018; Wiseman et al., 2015, 2017). Journals included in this study are highly regarded, peer-reviewed, published in English, and represent a variety of approaches and perspectives (Davidson et al., 2018; Wiseman et al., 2015; Wiseman et al., 2017). Within each journal, articles – not book reviews or editorials – were included in data collection. The sample examined here included CIE articles from the eight journals identified in Table 1.

For most of the journals, only articles included in printed editions were included; however, *Research in Comparative and International Education* is an online-only journal, and therefore, adhering to previous protocols, only articles published as part of specific volumes and issues were included. Across the journals, articles which were only published online and outside of a particular volume and issue were excluded. More information about journal and article selection can be found in previous editions of the *Annual Review of Comparative and International Education* (Davidson et al., 2018; Wiseman et al., 2015, 2017).

**Table 1.** CIE Journals Included in an International Review of Published CIE Research.

CIE Journals		
Journal Title	Location of Publication	Impact Factor
<i>Comparative Education</i>	Oxon, England	1.579
<i>Comparative Education Review</i>	Chicago, IL, USA	1.815
<i>Compare: A Journal of Comparative and International Education</i>	Oxon, England	1.828
<i>International Journal of Educational Development</i>	Oxford, England	1.403
<i>International Review of Education</i>	Netherlands	N/A
<i>Multicultural Education Review</i>	Korea	N/A
<i>Prospects: Comparative Journal of Curriculum, Learning, and Assessment</i>	Netherlands	N/A
<i>Research in Comparative and International Education</i>	Germany	N/A

### *Coding Procedures*

As in previous years, coding included the following categories: journal name, volume, and issue; article title and author(s) name(s); author(s) institutions(s); co-author relationship; level of analysis descriptors; context descriptors; author–location relationship to study context, research methodology descriptors; and journal-provided article keywords (Davidson et al., 2018; Wiseman et al., 2015, 2017).

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.

## FINDINGS

The following summarizes the data collected from the 2017 editions of eight CIE journals. As in previous years, the aim was to explore how authors cooperate, which countries dominate the research, and what themes emerge as trends in the field. This analysis characterizes what empirical research in the field of CIE looks like through publication inquiry. It allows for further reflection on how the work authors contribute continues fitting within the boundaries of CIE.

### *Authorship*

In total, 539 authors published independently or collaboratively in eight journals. Although most authors published only 1 article, 4 authors published 3 articles, and 14 authors published 3 articles in 2017. Table 2 illustrates the unit of analysis in relation to the number of authors per article. For the 2017 data collection period, articles by single authors ( $n = 114$ ) outnumber articles written by two ( $n = 81$ ), three ( $n = 43$ ), or more authors. This trend mirrors the 2016

**Table 2.** Frequency of Author Count Per Article by Level or Unit of Analysis – 2017.

Level or Unit of Analysis	Number of Authors Per Article					Total
	Single Author	Multiple Authors				
	One	Two	Three	Four	Five or More	
One country	50	35	22	7	10	124
Two countries	4	8	6	1	1	20
Three+ countries	2	4	1	1	0	8
Global organizations	5	0	0	1	0	6
Regional focus	5	4	2	0	2	13
Topic-oriented	33	21	8	1	2	65
Theoretical	14	9	4	1	0	28
Undetermined	1	0	0	0	0	1
Total	114	81	43	12	15	265

data (Davidson et al., 2018). Similarly, the overall co-authored articles, ( $n = 151$ ) surpass single-authored articles, like in 2016. This is indicative of the continued collaborative nature of the field.

Authors were affiliated with 308 organizations – primarily academic institutions and international organizations. This is an increase from last year, in which only 256 unique organizations were represented (Davidson et al., 2018). The 2017 author affiliations included UNICEF (3), the World Bank (6), and RTI International (8). The University of Hong Kong (12) and Columbia University (7) led the frequency of university affiliations, followed by University College of London, University of Bristol, University of Cambridge, University of Helsinki, University of Luxemburg, Oxford University, University of Pennsylvania, University of Pretoria, University of Toronto, and University of Massachusetts – Boston, which all were represented six times each. Despite the variety of non-university organizations, data in 2017 did not show a strong presence of practitioners in the field. Only 7% of all authors were affiliated with non-university organizations. Academicians strongly outnumbered practitioners in the 2017 data, similar to 2016, where author affiliation with non-university organizations was 10% (Davidson et al., 2018).

Table 3 displays the relationship between the geographic locations of institutional affiliations of co-authored articles using the methodological approach. This indicates the cross-border collaboration of authors. To understand the nature of this cooperation, we first identified the country of the affiliated institution for each author. Then, we determined the relationship between the authors' countries. These relationships are described in three ways: same, different, and combination. For further detail on coding author relationships, see the previous *Annual Review* (Davidson et al., 2018). The limitation of this approach, however, is that institutional location does not inform us of the author's nationality. For example, a German author could work at a US-affiliated institution and would, therefore, be coded as a representative of the US institution. Country coding in the data has no relationship to the nationality of the author.

The 2017 data show that almost one-third of co-authored articles are the result of same country cooperation ( $n = 94$ ), meaning that authors either cooperate within the same institutions or across different institutions located in the same country. Cross-national, or combination author collaborations ( $n = 71$ ),

**Table 3.** Co-author Country Representation by Methodology/Approach – 2017.

Co-author Country Representation	Combination	Different Countries	Same Country	N/A	Total
Mixed-methods	2	5	11	5	23
Qualitative	12	28	51	51	142
Quantitative	4	8	24	20	56
Theory	2	6	5	10	23
Undetermined	0	1	0	1	2
N/A	0	3	3	16	22
Total	20	51	94	103	268

account for the remaining applicable data. A substantial number ( $n = 103$ ) of single-authored articles are not applicable to describe the data. Much like the 2016 results, data in 2017 revealed that theoretical articles are rarely co-authored ( $n = 23$ ), while a qualitative approach is most frequently used ( $n = 142$ ) in co-authored articles. The findings indicate that the largest portion of co-authored articles are written by co-authors working in the same country, and the remaining collaborative efforts are by authors living in different countries.

#### *Level or Unit of Analysis*

The level or unit of analysis refers to the number of countries studied in one article. Some articles are not country specific but apply regional, global, or topical perspectives. Topic-oriented articles mostly focus on one specific theme. Single-country studies ( $n = 124$ ) lead the 2017 data followed by topic-oriented ( $n = 65$ ) and theoretical ( $n = 28$ ) articles.

#### *Methodological Approach*

This section identifies which methods (qualitative, quantitative, or mixed-methods) are used most frequently in CIE journals published in 2017 by single and multiple authors. These articles were coded based on identified methodologies; articles without distinct methodologies were coded as theoretical, while articles without sufficient information for classification were coded undetermined. The 2017 data included 221 empirical articles and 23 theoretical articles; this was similar to the 2016 data with 195 and 23, respectively. [Table 4](#) shows that authors who work individually or collaboratively favor the qualitative approach ( $n = 142$ ) compared to only 56 articles drawing on quantitative methodologies. The trend in 2016 was very similar to 2017: single authors favored the qualitative approach in their articles, followed by the quantitative method. The majority of mixed-methods articles ( $n = 23$ ) were produced by two authors ( $n = 9$ ). Slightly more single authors wrote theoretical articles ( $n = 12$ ) compared to co-authored theoretical articles ( $n = 11$ ). Approximately 8% of articles ( $n = 22$ ) in the 2017 data were coded as having not applicable methodologies, meaning that these articles did not use any of the previously mentioned approaches.

**Table 4.** Frequency of Author Count Per Article by Methodology/Approach – 2017.

Methodology or Approach	Number of Authors Per Article					Total
	Single Author	Multiple Authors				
	One	Two	Three	Four	Five and More	
Mixed-methods	7	9	2	4	1	23
Qualitative	56	48	22	9	7	142
Quantitative	20	15	11	3	7	56
Theory	12	4	6	1	0	23
Undetermined	2	1	1	0	0	4
N/A	17	4	1	0	0	22
Total	114	81	43	17	15	270