

ANNUAL REVIEW OF
COMPARATIVE AND
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INTERNATIONAL PERSPECTIVES ON EDUCATION AND
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**ANNUAL REVIEW OF
COMPARATIVE AND
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EDUCATION 2017**

EDITED BY

ALEXANDER W. WISEMAN

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PREFACE

The publication of the 2017 volume of the *Annual Review of Comparative and International Education* is a milestone event! This year, the *Annual Review* celebrates its fifth year of continuous publication. The *Annual Review* has been published every year starting in 2013, which suggests that there is an ongoing interest in the importance of reflective practice and the professionalization of comparative and international education (CIE). While CIE may not yet – or ever (see Davidson et al., this volume) – be formally designated as a unique or independent academic field, it continues to gain recognition as a field of study at universities worldwide. The continuous development of new academic programs, often at the graduate or postbaccalaureate level, suggests that more and more scholars as well as practitioners involved in comparative education, international education, and education for development are finding that expert knowledge, skills, and the sustainable development of educational systems and assessments is of the utmost importance to maintaining equality and opportunity for all in education.

Happy 5th anniversary to the *Annual Review of Comparative and International Education*, and thank you to not only the editorial team but also to the inspiration of David P. Baker and the creative diligence of Emily Anderson who both contributed greatly to the *Annual Review* during its initial development and first few years of publication. Of course, a sincere and hearty thank you also goes to Emerald Publishing and the editors and associates at Emerald who have supported the *Annual Review of Comparative and International Education* and the volume series, *International Perspectives on Education and Society*, over the years as well. Without their support and guidance, the *Annual Review* could never have achieved the level of recognition or readership that it has.

This year's volume surveys the field of CIE from several globally representative perspectives. There are discussion essays and chapters contributed by experts on CIE trends and issues unique to Africa, Asia, Europe, North America, Oceania, and South America. This diversity of expertise and perspective highlights the many geographic and culturally unique perspectives represented in the 2017 *Annual Review*. These experts range from academic scholars to classroom educators to policymakers and development consultants. A major goal for the *Annual Review* every year is to provide a balanced

and globally representative combination of voices to each volume and section within it. In short, the *Annual Review of Comparative and International Education 2017* is representative of a wide range of recent trends and important concerns in the CIE community worldwide and within particular regions or specific communities. And, it is important to remember that the *Annual Review's* editorial team is dedicated to maintaining this level of global cultural, social, and professional diversity in the years to follow.

CIE TRENDS AND ISSUES

As usual, the 2017 *Annual Review* is divided into several distinct sections, which are preceded by an introductory chapter. In the introductory chapter, Davidson et al. examine trends in CIE research across three years of summary data. Davidson and her coauthors conclude that even though diversity of method, perspective, and approach have been repeatedly touted as strengths of CIE, the data suggests that over time CIE increasingly lacks research focus and continues to be unable to distinguish research and practice related to CIE from other education-affiliated fields and disciplines.

The first section focuses on comparative education trends and directions. This section is comprised of shorter discussion essays where experts in education and comparative studies discuss the relevant trends in CIE that are active in their communities of research, scholarship, policy, and practice. In Part 1: Comparative Education Trends and Directions, contributors examine the different approaches to CIE issues and practices around the world. There is an obvious increase in the focus on higher education and international student mobility in the 2017 *Annual Review*, but the diversity in trends and issues more broadly across these discussion essays seems to confirm the warning of Davidson et al. in the introductory chapter about the possible stagnation and dissolution of CIE as a scholarly or practitioner field.

The second section, Part 2: Conceptual and Methodological Developments, reviews the most impactful or innovative theoretical and conceptual framework development trends as well as vanguard methodological approaches for comparing, investigating, understanding, and reforming education worldwide. Much of the focus of contributions to the 2017 *Annual Review* is on identity-making and identity-seeking in transnational research as well as the ways that educational governance can be conceptualized through regime theory and multistakeholderism. Both chapters in this section, however, emphasize the complexity of conceptual and methodological approaches that are relevant to

CIE in 2017, and both suggest that part of the complexity is that researchers, policymakers, and educators working in CIE or related areas are pulled in many different directions in terms of their own sense of identity as well as the expectations from others. This poses a unique dilemma for CIE moving forward, but gives good reason for more CIE professionals to engage in reflective practice.

In Part 3: Research-to-Practice, the focus is – in part – on using knowledge and understanding about capacities to develop epistemological connections. There is also a continued emphasis on early grade reading assessment, which was a highlight of the *Annual Review of Comparative and International Education 2016*, as well. This continued focus suggests that early grade reading assessment is a multiyear trend in the field. This section is unique in that it looks at ways that scholarly research is conducted in the field, as well as how evidence from CIE research is used to make decisions about educational development, policymaking, and practice. The problem, which is frequently discussed in CIE research and development reports, is that comparative data or evidence related to education almost always is subject to as much misuse or abuse as there are opportunities for advantage or benefit from comparative international education data, programs, and projects.

In Part 4: Area Studies and Regional Developments, the focus on context is spread around several regions of the world. In addition to region and area-specific contributions, this section includes a special contribution looking at the importance of “context analysis” in CIE studies, which is a crucial component in the investigation of regional developments and area studies worldwide. More specifically, there is specific focus on Oceania in terms of how to regionally conceptualize CIE. There are also chapters focusing on the impact of international student assessments and international student recruitment, both in Eastern Europe. The perennial interest in and impact of international student assessments is worth noting. Finally, the contexts for CIE studies are reviewed along with the ways that contextual analyses are carried out. In some contrast to the previous section’s focus on the benefits and abuses of comparisons of educational systems and data, these chapters illustrate the tug-of-war between policymakers’ and educators’ functional needs and solution-oriented uses of comparative international education information or data, which may not be as linear or functional.

Unlike previous years, there is no fifth section dealing with Diversification of the Field in the *Annual Review of Comparative and International Education 2017*. Although the editorial team followed up on recommendations and suggestions from previous *Annual Review* contributors and representatives from the *Annual Review* Advisory Board approached experts in the CIE community about contributing to this section on diversification of CIE, there ultimately were no viable manuscripts submitted for review or possible inclusion. This is

not a new development, either. In each of the five years that the *Annual Review* has been published, this section has been the most difficult to fill. CIE scholars, authors, and professionals over the past five years have seemed to be much more comfortable critiquing old injustices related to CIE or re-analyzing the same phenomena that comparativists have examined for half a century (but with some supposedly new focus) than looking ahead at the future of what CIE has the potential to become or where it is expanding into new issues or territories (both literal and figurative). This lack of attention or interest in the diversification of CIE suggests a clear obstacle to the development of CIE as either a scholarly field or a professional area of specialization (again echoing Davidson et al., this volume). Without the ability to diversify, CIE both will stagnate and disseminate back into the various social science fields and the general realm of educational foundations that currently comprise the bulk of theoretical and methodological understanding among CIE scholars and practitioners.

ACKNOWLEDGMENTS

The *Annual Review of Comparative and International Education 2017* would not be possible without the outstanding dedication, intelligence, and efforts of the editorial team. The 2017 editorial team consisted of Petrina Davidson, Calley Stevens Taylor, Maureen Park, and Nino Dzotsenidze. These four editorial assistants have worked tirelessly throughout the past year to develop the manuscripts and assemble the content published within this volume. They worked closely with each of the chapter and discussion essay authors, as well as with each other in ensuring the continuity and high quality of each section and the individual contributions within each of them. In addition, these editorial team members served as both the toughest critics and the strongest advocates for contributing authors. All of us benefiting from the quality content and insight in the *Annual Review of Comparative and International Education 2017* owe them each a huge debt of gratitude for the rigor and substance that they encouraged and guided every author to develop and for their vision in putting together one of the strongest *Annual Reviews* ever to be published in the International Perspectives on Education and Society volume series. As Series Editor, I am individually indebted to Petrina, Calley, Maureen, and Nino, and give them my utmost thanks, appreciation, respect, and gratitude for all that they have done to make the fifth anniversary of the *Annual Review* the strongest yet. And I am personally thrilled that most of this team will be returning to the editorial team for next year's *Annual Review of Comparative International Education*.

Alexander W. Wiseman
Volume and Series Editor

INTRODUCTION

REFLECTING ON TRENDS IN COMPARATIVE AND INTERNATIONAL EDUCATION: A THREE-YEAR EXAMINATION OF RESEARCH PUBLICATIONS

Petrina M. Davidson, Calley Stevens Taylor,
Maureen Park, Nino Dzotsenidze and
Alexander W. Wiseman

ABSTRACT

Consistent and systematic reflective practice is a key element of professionalization. Reflecting on the current status and trends highlights areas of success and areas for further examination within the field of comparative and international education (CIE). This research examines the characteristics of articles in peer-reviewed comparative and international education journals from the last three years in order to identify how the field has changed. Data explored include number of authors, author(s) institutional location(s), research methodology, content or context of analysis, and keywords. Results were compared to questions

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and recommendations posed by Bereday in 1964 and in the initial Annual Review in 2013. Single-country studies continued to dominate the field for the third year; however, there has been a shift in methodological approaches, with more balance between qualitative and quantitative methodologies. Collaboration, evidenced by an increase in co-authored articles, has increased across the field. Findings from keyword analysis show that although six keywords have remained at the top of the field across the three years, there are few topics which unite the field. These results indicate that although one strength of the field has been cited as its diversity, CIE lacks a common focus on methods, theories, or contents that set it apart from other education-affiliated disciplines. Scholars are encouraged to continue consistent and systematic reflection in determining future directions of the field by identifying unique approaches to distinguish CIE.

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

INTRODUCTION

Although comparative and international education (CIE) traces its roots to the late 1800s and early 1900s (Passow, 1982), it was not until the 1950s that professional societies and scholarly journals were established (Wilson, 2006; Wiseman & Matherly, 2009). Throughout the last 70 years, scholars have debated and critiqued understandings of CIE (Bereday, 1966; Epstein, 1994; Manzon, 2011; Olivera, 1988; Ragin, 1989); however, there have not been consistent, systematic, and empirical reflections on the field (Wiseman & Anderson, 2013a, 2013b). Identifying or developing a singular definition of CIE has been a central topic of conversation, debate, and publication that has dominated the professional discourse at relevant and opportune times, especially at the founding of CIES, as well as around its 50-year anniversary in the early 2000s (Wiseman & Anderson, 2013a, 2013b). Despite – or perhaps in spite of – these ongoing conversations, the field of CIE does not have a systematic or consistent approach to research theories, methods, or topics (Wiseman & Anderson, 2013a). Without prescribing a uniform framework for CIE, the *Annual Review* seeks to serve as the collective memory of the field (Wiseman & Anderson, 2013a, 2013b) through its chapter contents as well as

by amassing and disaggregating data related to articles published in the field's major journals.

These ongoing debates have contributed to the development of several methods of categorizing comparative research. Epstein (1994) argues that the purpose of comparative education is to academically explain the variation in educational systems and processes in relation to broader societal factors. Epstein's (1994) definition indicates how some comparative and international researchers define comparative education as purely theoretical. Olivera (1988) positions comparative education as the examination of common educational systems and processes that transcend national boundaries, purposefully neglecting individual case studies. In contrast to both of these arguments, Ragin (1989) unites the necessities for both qualitative and quantitative approaches to comparison in order to examine the macrosocial and microsocial levels. Manzon (2011) describes the field's unique approaches to objects of study, methods, and purposes as domains whose contents distinguish CIE from other fields. Numerous other comparative and international scholars have also attempted to define and describe the field and its contents and methods, including Sell (2015), Wiseman and Matherly (2009), and Bekele (this volume). However, these additional approaches focus on snapshots of the field rather than examining the progression of the field over time, as led by the *Annual Review of Comparative and International Education* and by this third round of publication research.

Despite claims that the field has grown static (Wiseman & Anderson, 2013a, 2013b), ongoing debates about what constitutes CIE are evidence that the field is alive. However, despite evidence suggesting that the field of CIE is active, there are also indications that little progress has been made at outlining theories, methods, or contents that are unique to the field (Wiseman & Anderson, 2013b). This research focuses on CIE's changing nature in order to identify any shifts or trends to issues related to the creation and control of expert knowledge (Wiseman, Davidson, & Stevens-Taylor, 2016). Through an examination of data collected from the 2016 publication cycle, in comparison with data from the two previous years, this chapter documents the ongoing development of the content and methods of expert knowledge of the field. Scholars are encouraged to own these developments and are encouraged to assert the field's unique identity through a use of specific combinations of theories or methods or through a focus on specific topics or contents. This chapter does not attempt to prescribe what these theories, methods, or topics are, but rather provides indications as to the narrowing and broadening of the field's recent history.

CONCEPTUAL FRAMEWORK

Previous approaches to examining the development of CIE included a variety of definitions posed by CIE scholars (Bereday, 1966; Epstein, 1994; Manzon, 2011; Ragin, 1989; Wiseman & Matherly, 2009, 2016). Neo-institutionalism, professionalization, globalization, and scientization have also all been used to explain the field's contemporary and historical development (Wiseman et al., 2017). Each of the definitions of or approaches to CIE has attempted to impose limitations to the field by outlining what constitutes comparative or international or comparative and international research (Bereday, 1966; Epstein, 1994; Olivera, 1988; Ragin, 1989). However, rather than imposing strict delineating boundaries on the field, the conceptual approach used here characterizes CIE based on published work in the field, allowing which articles are allowed by peer review teams and journal editors to constitute understandings of the field. Drawing on frameworks and questions posed from a variety of previously used approaches allows for the examination of important categories, but attributes of these categories are defined from empirical data based on publications from peer-reviewed journals within the field, not from researcher imposed characteristics.

CIE traditionally draws from a variety of fields and disciplines – a trait that has been described as both beneficial and detrimental. Bekele (this volume) uses a variety of approaches to context analysis, including its dimensions and elements, as well as specificity and universality, to examine a specific subset of journal articles. Sell (2015) draws on Arnove's (2007) and Manzon's (2011) frameworks to categorize journal articles as theory, general knowledge, context, policy, and critical. Even more broadly, questions about power may use a political science perspective, while questions of culture may focus on an anthropological lens. Other fields or disciplines seen in CIE research includes those drawn from economics, international relations, sociology, or general education studies. These varied approaches to understanding the development of CIE are indicative of what has previously been described as a strength of the field, specifically the broad diversity of methodological and conceptual approaches and the variety of research focus areas or contexts. This lack of specificity has been positioned as strength of the field, as it allows research and scholarship to be flexible and respond to the needs of both the theoretical world of academia and the practical world of education and development. However, it simultaneously limits what CIE has the ability to uniquely claim. If everything is CIE, then subsequently nothing is CIE.

The published research on professions and professionalization outlines key characteristics that must be met in order for a field or discipline to be

professionalized (Wiseman et al., 2017). These five characteristics of professionalization include (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, 2016). Systematic and consistent reflection on how these characteristics are or are not apparent in CIE allows scholars to trace the development of the field (Wiseman et al., 2017). While other research has attempted to address some of these characteristics in relation to CIE (Wiseman & Matherly, 2009, 2016), the research examined here goes in depth regarding expert knowledge and occupational domain. However, the broad and overlapping nature of these categories necessitates a more specific framework (see *Fig. 1*). In order to refine what constitutes expert knowledge and occupational domain, questions posed by Bereday (1967) provide further guidance.

Perhaps one of the first systematic approaches to examining the field of CIE was the set of questions Bereday posed to his colleagues in 1964 at a conference on the state of the field. The seven questions were the following:

1. What are the basic tools of comparative education?
2. What are the differences between comparative education and other “foundations,” history of education, sociology of education, philosophy of education, and so forth?
3. What is the proper balance between qualitative and quantitative studies?
Between theorizing and empirical approaches?
4. Where does the area study end and comparative study begin?
5. What is the relation of comparative education and development studies?
6. What are the language skills that researchers need?
7. If we are to aid planning, what is the place of recommendations in comparative analysis and how do we preserve the line of demarcation between recommendations and moralizing?

Although the initial *Annual Review of Comparative and International Education* attempted to address these questions in 2013, the responses were not based on empirical data, instead relying on published work of other academics in the field to support answers (Wiseman & Anderson, 2013a). Although the data set examined here cannot completely answer all of Bereday's (1967) questions, it can provide responses to questions related to expert knowledge. Specifically, data pertaining to methodological approaches can answer questions about the basic tools of comparative education, as well as characterize the current – although not necessarily the proper – balance of qualitative and quantitative, and theoretical and empirical approaches. The

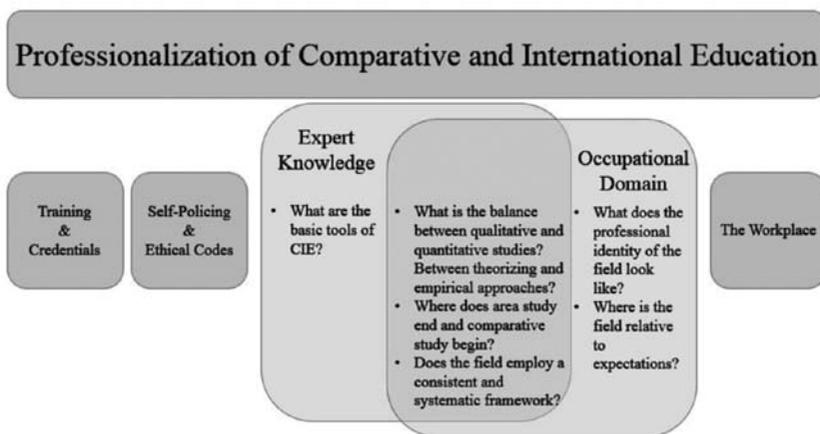


Fig. 1. Conceptual Framework. Source: Categories from Wiseman and Matherly (2009, 2016). Questions from Bereday (1967) and Wiseman and Anderson (2013).

final question that can be answered using this data relates to the boundary between area studies and comparative studies, as the number of areas under study is collected for each published article. The answers to these questions further define what constitutes expert knowledge in CIE (see Fig. 1).

In the introductory chapter of the 2013 volume of the *Annual Review of Comparative and International Education*, Wiseman and Anderson identified four points of reflection:

1. Where is the field relative to expectations?
2. What does professional identity look like?
3. Does the field employ a consistent and systematic framework for identifying what is unique and important about education?
4. Does a critique or do critical voices in the field balance disruptive discourse with solutions and approaches to resolving difficult issues or conflict?

Although the data on journal publications examined in each *Annual Review* since 2013 cannot completely answer all of these questions, it does provide insight into how academic publications contribute to field's location relative to expectations, especially those expectations related to expert knowledge, occupational domain, and Bereday's (1967) seven questions. It can also provide evidence – or not – of a consistent and systematic framework used

by comparative and international scholars, as well as a general description of professional identity, at least pertaining to published authors. Additionally, in the concluding chapter of the initial *Annual Review*, Wiseman and Anderson (2013b) gave a list of recommendations for the field, including reflecting on the field in a consistent and systematic manner, establishing a unique identity, becoming the experts, balancing the theory and practice, and connecting the global community. These recommendations provide points of comparison for the development of the field relative to expectations.

The research on the professionalization of fields have identified control over expert knowledge and occupational domain as two primary foundations for the development of a profession (Abbott, 1988; Wilensky, 1964; Wiseman & Matherly, 2009, 2016). Several of Bereday's (1967) questions provide a framework to further outline what constitutes the expert knowledge of CIE by asking: (1) What are the basic tools of comparative education? (3) What is the proper balance between qualitative and quantitative studies? Between theorizing and empirical approaches? and (4) Where does the area study end and comparative study begin? These questions are further supported by those developed by Wiseman and Anderson for reflective practice of the field, specifically the questions of (1) Where is the field relative to expectations? (2) What does professional identity look like? (3) Does the field employ a consistent and systematic framework for identifying what is unique and important about education? As demonstrated by *Fig. 1*, these questions overlap within the categories of expert knowledge and occupational domain. Although the data explored here is not able to fully address all five categories or even completely answer every questions, this framework provides an opportunity to systematically approach the data collected regarding article publications in CIE journals.

METHODOLOGY

Journal and Article Selection

As this research enters the third year, two additional journals were added to the research sample. For the 2015 research cycle, six journals were included *Comparative Education*, *Comparative Education Review*, *Compare: A Journal of Comparative and International Education*, *International Journal of Development*, *International Review of Education*, and *Prospects: Quarterly Review of Comparative Education*. For the 2016 data collection cycle, the

journals *Multicultural Education Review* and *Research in Comparative and International Education* were added. However, despite the addition of two more journals to the sample, only seven journals total were ultimately coded. *Prospects: Quarterly Review of Comparative Education* was restructured and named *Prospects: Comparative Journal of Curriculum, Learning, and Assessment*. At the time of coding, there were no issues available online, and so *Prospects* is not included in the data set analyzed below. *Prospects* has since released one issue for 2016, and although this issue was not included in our data, future research will continue again on *Prospects* and look for other ways to expand both number of journals selected as well as items coded, as necessary.

Journals were selected using the same guidelines as in previous years; therefore, all journals are highly regarded, peer-reviewed, published in English, and represent a variety of approaches and perspectives (Wiseman et al., 2016, 2017). Special issues were included in the analysis. Articles from each journal were included based on previously established methods and had to have been published in the calendar year of 2016. For *Research in Comparative and International Education*, which is the first online-only journal included in this research, only articles published as part of specific volumes and issues were included. However, for the other journals, only full articles that were published in the print version of the 2016 issues were included in the sample. Articles published only online were excluded. Editorials, research briefs, book reviews, or other supplemental texts were not included. However, whereas in the previous years, coding occurred based only on titles and abstracts, data collected for this cycle included the full texts when necessary to provide additional clarity beyond what was included in the abstract. If methodology, topic, or level of analysis, in particular, could not be confidently identified through the abstract, the researchers read the full article to collect this information. This potentially allowed for more complete and accurate data compared to our previous two data collection cycles.

Coding Process

Coding the data from the 2016 sample of articles included the same categories as in previous years (Wiseman et al., 2016, 2017): journal name, volume, and issue; article title, 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. New coding categories were not added for this research cycle; however, they will be considered each year in order for

reflection on the field to remain relevant. For journals that did not include keywords, the researcher selected keywords from the title and abstract. Words related to methodology and context were selected first, followed by other generally descriptive or unique terms.

Limitations

Regarding the use of keywords, one limitation is that not all journals provided keywords, and, therefore, the researcher-developed keywords do not carry the same validity as those chosen by the author of the article. As in previous years, an additional limitation is the inclusion of journals only published in English. As CIE includes scholarship from around the world, including non-English journals, this would provide a greater representative sample of scholarship in the field. Data collection and analysis have only been conducted for only three years, so finding major trends and generalizing them over the field would be professionally unacceptable. We only present a yearly snapshot and identify trends as they emerge.

SUMMARY OF PREVIOUS RESEARCH

Accompanying this fifth publication of the *Annual Review of Comparative and International Education* is the third collection of data from journal publications. What follows are major findings from the research into the two previous sets of data collection. The introductory chapter of the 2015 volume examined the 2014 publications of four research journals (Wiseman et al., 2016). The chapter focused on the trajectory of the field by identifying expectations of the field, focusing on the professional identity of experts, and emphasizing cases of positive criticism of the issues. Findings from this initial year of study suggest that national competition and economic development were the dominant narratives among scholars. This theme was somewhat controversial since the majority of published authors were scholars and not practitioners, illustrating that practitioners may contribute to the directions of the field to an equal extent as academics. The data revealed that in 2014, individual scholars working on single country analysis using qualitative methods was the predominant description of research. The keyword “conflict” prevailed in the data analysis of the articles, however, without contextual analysis, stating that the discourse of critical voices is solution-oriented and would have been just a speculation.

The 2016 introductory chapter of the *Annual Review* analyzed data from the 2015 publications of two additional journals, bringing the total to six, as well as data from 2014, delved further into the defining characteristics shaping the field of CIE and providing a synthesis of data on CIE scholarship (Wiseman et al., 2017). This volume focused on the need for systematic reflection to further the professionalization of CIE. The *Annual Review of Comparative and International Education* supports this mission through the systematic collection and review of data related to journal publications in the field. In addition to building on findings from 2015, the 2016 volume added a new field of analysis: information on the scholars and researchers, including each author's affiliated organization, the country location of the organization, and whether or not the country of the author's organization is the same as or different from the context examined in the article. As with the findings from the previous year, research was dominated by individual scholars conducting single-country analysis, using qualitative methods. This chapter identified the "who," "what," and "how," in the field and characterized the relationships between authors, researchers, and subjects.

FINDINGS

The research presented here builds on previously collected data to explore trends in CIE journal publications related to authorship, level, or unit of analysis and methodological approach (Wiseman et al., 2016, 2017). Although the 2016 data does not include any additional data points from previous years, the data collected provides an opportunity to examine three-year trends in the field. As such, what follows is first a review of the 2016 results followed by an examination of the three-year trends in CIE. As in previous years, exploring how authors are – or are not – working together is one way to understand CIE research. It is also important to know if authors are publishing articles over multiple contexts. Because CIE is meant to be both comparative and international, examining and reflecting on how authors are fulfilling each of these branches is important.

Authorship

Table 1 shows the level or the unit of analysis in relation to the number of authors per article. *Undetermined* was used when there was no sufficient information to classify the article into one of the previously mentioned categories.

Table 1. Frequency of Author Count per Article by Level or Unit of Analysis – 2016.

Level or Unit of Analysis	Number of Authors Per Article					Total
	Single Author	Multiple Authors				
	1	2	3	4	5 or more	
1 country	58	44	27	4	7	140
2 countries	8	8	6	1	2	25
3+ countries	6	3	1	1	2	13
Global organizations	1	1	1	0	0	3
Regional focus	10	4	2	1	0	17
Topic-oriented	13	8	0	1	0	22
Undetermined	2	1	0	1	0	4
Total	98	69	37	9	11	224

For the data collection period, there were more articles by single authors ($n = 98$) than articles by two ($n = 69$) or more ($n = 57$) authors. However, although more articles are the work of a single author, there are collectively more co-authored articles ($n = 126$) than single-authored articles ($n = 98$).

In total, there were 436 unique authors published in the sample. One (Ritesh Shah) published three articles, while the additional 21 authors published two articles. While author data does not suggest that the 2016 publications used for this research were dominated by particularly prolific authors, the institutions affiliated with 2016 authors demonstrated stronger influence. The authors were affiliated with 256 unique organizations. The University of Helsinki was the most represented institution (14 authors), followed by Stanford University and the University of Hong Kong (10 each), University College London (9), and the University of the Free State and RTI International at seven each. Six institutions were represented by six authors and an additional eight institutions were represented by five authors. Although RTI International was the only nonuniversity to make the list of top producers, there were approximately 40 nonuniversity organizations of the 256 different institutions, which results in about 10% of authors affiliated with organizations, an interesting number considering CIE’s claim to bridging theory and practice and academia and practitioners. This component of CIE is an area that could merit closer examination.

Table 2 presents the relationship between the geographic location of institutional affiliation of co-authored articles by methodological approach. This

Table 2. Co-author Country Representation by Methodology/Approach – 2016.

Representation	Combination	Co-author Country			Total
		Different Countries	Same Country	Undetermined	
Mixed methods	1	2	11	0	14
Qualitative	2	10	30	1	47
Quantitative	12	15	31	0	58
Theory	1	3	3	0	7
Total	20	30	75	1	126

information reveals how authors are collaborating across national borders, which is useful in considering how CIE scholars are working with other scholars in the field outside of their own institution. For this information, the country of each author's institution is identified and then a determination is made based on the location of the various authors' institutions. Authors whose institutions are all in the same country are coded as "same country," authors from different countries are coded as "different countries," and authors who are from both the same and different countries are coded as "combination." An example of a combination of authors would include an article written by three authors, two of whom cite their institutional affiliation to an organization in Sweden and one of whom references an institution in the United Kingdom. However, there are some limitations to this approach. The information does not include authors' nationalities or whether or not authors are working outside of their home countries. For example, a German scholar working at a US institution would be coded as US, and if he/she had collaborated with another German scholar at a German-based institution, the article would be coded as different countries. Location of an author's institution is readily available, while author's nationality is not – nor are we suggesting that it should be.

The data collected here reveals that more than half of co-authored articles represent collaborations between colleagues from institutions from the same country in which their institution is located ($n = 75$). For example, authors in Australia are writing pieces with other authors in Australia rather than with authors in the United States or China. Co-authors from the same country work on qualitative articles ($n = 30$) with as much frequency as quantitative ($n = 31$) articles. This information suggests that regardless of methodological approach being able to physically collaborate and communicate is important to developing co-authored articles. As mentioned above, theoretical articles are not frequently co-authored, with only seven of the total 126 co-authored articles focusing on theory.

Level or Unit of Analysis

The level of analysis coding descriptors included one country, two countries, three or more country studies, as well as global organization, regional, and topic-oriented. When reviewing publications, it is important to consider the level of analysis because CIE claims to be comparative and international in the name of the field.

Single-country studies ($n = 140$) dominate the research field, which continues the trend of focusing on one country despite the field claiming to be comparative and international. The second most frequent level or unit of analysis is two-country studies ($n = 25$). Topic-oriented articles come in at a close third, but this data could be skewed because for this year's data, topic-oriented and theoretical articles were joined together. In the previous two data collection cycles, theory and topic were separate levels of analysis. This change was made because theoretical articles were indicated in the coding for methods. Theory does not constitute a level or unit of analysis; therefore, coding these articles as "topic-oriented" with "theoretical" methodology aligned more closely with the established coding rationale. Single authors published more regionally focused articles ($n = 10$) or topic-oriented articles ($n = 13$) than multiple authors, who only contributed seven regionally focused articles and nine topic-oriented articles. Only three articles in total focused on global organizations.

Although this data suggests that articles published in CIE journals are predominantly single-author studies of one country, this data point could be somewhat misleading, as the single-country articles could be the work of larger projects that must be distilled to single-country studies due to the constraints of publications. Additionally, authors from institutions located in multiple countries could be contributing to single-country studies, making them inherently comparative.

Methodological Approach

Data regarding the number of authors in relation to the methodological approach was also collected and can be seen in [Table 3](#). For methodological approach, articles coded quantitative, qualitative, or mixed methods had a distinct methodology section where the author's approach was outlined. Theory included articles without a distinct methodology, and undetermined meant that not enough information was provided to classify the article in one of the previously mentioned categories. Examining the methodological approaches

Table 3. Frequency of Author Count per Article by Methodology/Approach – 2016.

Methodology or approach	Number of Authors Per Article					Total
	Single Author	Multiple Authors				
	1	2	3	4	5 or more	
Mixed methods	5	6	5	2	1	19
Qualitative	42	32	9	1	5	89
Quantitative	29	25	22	6	5	87
Theory	16	6	1	0	0	23
Undetermined	6	0	0	0	0	6
Total	98	69	37	9	11	224

reveals which methods are the most frequently used by both single and co-authors, which can highlight methodological trends in the field of CIE.

Among single-author articles, qualitative approaches were used most frequently ($n = 42$), followed by quantitative ($n = 29$) and theoretical ($n = 16$) approaches. Articles with two authors adhered to the same general trend, with qualitative approaches ($n = 32$) as the most frequent, followed by quantitative ($n = 25$). There were equal numbers of mixed methods ($n = 6$) and theoretical ($n = 6$) approaches for articles with two authors. Articles with three authors, however, did not follow this same format, as the majority of the articles used quantitative methods ($n = 33$), followed by qualitative methods ($n = 15$) and mixed methods ($n = 8$).

The majority of theoretical articles were written by single authors ($n = 16$), with only seven theoretical articles written by two or more scholars. Qualitative research was published most frequently by single authors ($n = 42$), followed by two authors ($n = 32$), with only 15 qualitative articles written by three or more authors. Quantitative articles were written by single ($n = 29$), two ($n = 25$), and three ($n = 22$) authors in almost equal numbers. Mixed method approaches were similarly spread across the number of authors, but in much smaller quantities, with single authors penning five mixed methods articles, two authors contributing to six articles, and three authors contributing to five articles.

The data covered in [Table 3](#) can also be used to compare empirical (qualitative, quantitative, and mixed methods approaches) focused and theoretical focused articles. For the 2016 data collection cycle, there were 195 empirical articles and 23 theoretical articles.

Table 4. Keyword Frequency – 2016.

Keyword	Total Count
Education policy	19
Higher education	14
International education	12
Development	11
Comparative education	9
Gender	8
Education	7
PISA	7
Sub-Saharan Africa	7
China	6
India	6
Corruption	5
Developing countries	5
Ghana	5
Kenya	5
Pedagogy	5
Secondary education	5
South Africa	5
Teacher education	5

Keywords

In total, there were 828 unique keywords associated with the articles in this sample. Of these keywords, the top 19 identified 17.5% of the keywords for the year (see [Table 4](#)). One hundred articles, representing 44.6% of the total sample, used these keywords and 47 articles used two or more keywords from this list. In other words, nearly half of the articles coded are associated with less than 3% of the keywords, suggesting that, while there are many keywords used to describe the work published in CIE in 2016, there are still visible trends around which publications appear to cluster.

Comparing the top keywords to the methodologies suggests that quantitative articles are more likely to include top keywords than qualitative. Thirty-two percent of the top keyword usage was in qualitative articles compared to 44.2% in quantitative articles. This may be because qualitative research projects often take longer to implement and analyze, while quantitative research may be able to address or incorporate new topics more quickly (see [Table 5](#)).

Table 5. Top Keywords by Methodology/Approach.

Keyword	Mixed Methods	Qualitative	Quantitative	Theory	Undeter- mined	Total
Education policy	1	5	10	3		19
Higher education	3	5	4	2		14
International education	2	3	5	2		12
Development	2	1	7	1		11
Comparative education		1	6	2		9
Gender	1	3	4			8
Education		2	4	1		7
PISA		2	5			7
Sub-Saharan Africa	3	1	1	2		7
China	1	2	2	1		6
India		4	1	1		6
Corruption	1	1	3			5
Developing countries		1	3	1		5
Ghana	1	2	2		1	6
Kenya	2	1	2			5
Pedagogy		3	2			5
Secondary education	1	3	1			5
South Africa		2	3			5
Teacher education		5				5
Total	18	47	65	16	1	147

TRENDS IN CIE

The data examined below is drawn from previous research cycles to outline how the field of CIE has changed over the past several years. [Tables 6 and 7](#) provide percentages for each category in order to make the results across different collection years comparable. There are other differences between data collection years, specifically the number of journals examined, which may contribute to variations between methodologies, unit of analysis, and single or co-authored work. However, what we present here is meant to be a comparison of three yearly snapshots of CIE journal publications, not a testament to the generations of published CIE research.

Authorship

Although a majority of articles from the 2016 sample are the work of a single author rather than co-authors or author teams, there are collectively more

Table 6. Percentage of Author Number Among Co-Authored Articles.

Year	Two Authors (%)	Three Authors (%)	Four Authors (%)	Five+ Authors (%)
2014	58.5	28.6	4.3	8.6
2015	54.6	29.4	10.9	5.0
2016	53.5	28.7	7.0	8.5

co-authored articles (57.6%) than single-authored articles (43.8%). This finding continues the previously observed trend toward multiple authors. In the section that follows, co-authors refer to any work with two or more authors. In 2014, single authors represented 52.4% of the sample, while co-authors represented 47.6% (Wiseman, Anderson et al. 2016). In 2015, there was a greater percentage of articles written by co-authors (54.1%) than single authors (45.9%). Within what appears to be a trend toward co-authorship in the field, there also appears to be a shift in the number of authors collaborating, with a tendency away from two authors and toward three or more authors (see Table 6).

While these results may indicate a shift toward more collaborative research, an examination of whether these collaborations occur mostly within institutions or across institutions and the countries in which these institutions are located would further characterize authorship within the field. Although this information was coded in the 2015 and 2016 data sets, it was not included in 2014, and therefore, does not provide a substantial foundation to discuss any trends across the three-year time frame.

LEVEL OR UNIT OF ANALYSIS

Results regarding the level or unit of analysis across the three years' data indicates that single-country studies dominate publications in the field of CIE. In 2016, as in the two previous years examined in this research, single-country studies were the most frequent level of analysis, consisting of 62.5% of articles coded in this sample. The second most frequent level or unit of analysis are two-country studies (11.2%), which is a shift from previous years' research, when three or more country studies – often examining international assessment data – was the second most level of analysis. In 2015, single-country studies were again the most frequent (56.8%) followed by studies of three or more countries at 17.7%. Two country and topic-oriented articles both occupied the third most used level or unit of analysis at 7.7%. In 2014,

Table 7. Level or Unit of Analysis and Methodology by Single and Co-Author and Year.

	2014			2015			2016		
	Single	Co-Author	Total	Single	Co-Author	Total	Single	Co-Author	Total
<i>Level or Unit of Analysis</i>									
1 Country	27.2%	23.8%	51.0%	26.4%	30.5%	56.8%	25.9%	36.6%	62.5%
2 Countries	4.8	6.8	11.6	2.7	5.0	7.7	3.6	7.6	11.2
3+ Countries	3.4	10.2	13.6	5.5	12.3	17.7	2.7	3.1	5.8
Global organizations	3.4	1.4	4.8	2.3	0.9	3.2	0.4	0.9	1.3
Regional focus	4.8	0.7	5.4	1.4	1.8	3.2	4.5	3.1	7.6
Topic-oriented	8.8	4.8	13.6	7.7	3.6	11.4	5.8	4.0	9.8
Other	0	0	0	0	0	0	0.9	0.9	1.8
Total	52.4	47.6	100	45.9	54.1	100	43.8	56.3	100
<i>Methodology</i>									
Theoretical	17.0%	4.8%	21.8%	9.5%	5.0%	14.5	7.1%	3.1%	10.3%
Empirical	34.0	42.9	76.9	35.5	48.2	83.6	33.9	53.1	87.1
Mixed methods	0.7	4.1	4.8	1.8	5.5	7.3	2.2	6.3	8.5
Qualitative	19.7	21.1	40.8	26.4	20.5	46.8	18.8	21.0	39.7
Quantitative	13.6	17.7	31.3	7.3	22.3	29.5	12.9	25.9	38.8
Undetermined	1.4	0	1.4	0.5	0.9	1.4	2.7	0	2.7
Total	34.0	47.6	100	52.4	54.1	100	43.8	56.3	100

single-country studies constituted 51.0% of the sample, with three or more countries and topic-oriented articles tied for second with 13.6%. Articles which focused on two countries accounted for 11.6% of the sample. Echoing a point raised in previous research, the consistent focus on single-country studies indicates that despite the inclusion of the word “comparative” in the field’s title, researchers are not publishing articles that focus on two or more countries.

Across all three years, co-authors contributed more articles addressing two or three countries than single authors. Single authors were more likely to publish topic-oriented articles. The percentage of articles focused on one country have increased across the three-year sample (2014 = 51.0%, 2015 = 56.8%, 2016 = 62.5%), while articles focused on three or more countries have generally declined (2014 = 13.6%, 2015 = 17.7%, 2016 = 5.8%). Articles focused on two countries, global organizations, regions, or topics exhibited no noticeable trends. Although the percentage of single-country-focused articles have increased over the last three years, evidence indicates that co-authors are more likely to explore multiple contexts. This may suggest that

authors who are “experts” in one context may join with other authors to bring together multiple areas of expertise. The growth in percentage of co-authored articles over the last three years indicates that the field is becoming more collaborative.

Methodological Approach

There have consistently been more empirical articles using qualitative, quantitative, or mixed methods approaches (2014 = 76.9%, 2015 = 83.6%, 2016 = 87.1%) than theoretical articles (2014 = 21.8%, 2015 = 14.5%, 2016 = 10.3%). For the first two years of data collection, qualitative methods were the most frequently used approaches (Wiseman et al., 2016, 2017). In 2014, qualitative analyses represented 41% of the sample, followed by quantitative at 32% of the sample. In 2015, the gap widened, with qualitative work representing 46.8% of the sample and quantitative methods representing 29.5% of the sample. However, this pattern reversed dramatically in 2016, almost as many quantitative articles (38.8%) as qualitative articles (39.7%). Though using only three years of data does not allow us to make conclusions about patterns, this data does suggest that 2015, with a large difference between qualitative and quantitative work, may be an anomaly. If this is true, it is expected that future publications will continue to demonstrate a relative balance between qualitative and quantitative work in this field.

Across all the three years, co-authors were more likely to contribute to empirical articles (2014 = 42.9%, 2015 = 48.2%, 2016 = 53.1%) than theoretical articles (2014 = 4.8%, 2015 = 5.0%, 2016 = 3.1%). Within the empirical articles, there were no trends between which methodological approach was used; however, qualitative and quantitative approaches were more common than mixed methods approaches. The percentage of co-authored articles using qualitative methods remained roughly the same across the three-year sample (2014 = 21.1%, 2015 = 20.5%, 2016 = 21.0%), while co-authored articles using quantitative methods have increased (2014 = 17.7%, 2015 = 22.3%, 2016 = 25.9%). These results reveal that co-authors are most likely to engage in empirical work using qualitative or quantitative methods.

Keywords

While the most prominent keywords have changed over time, six keywords have appeared in the top 20 across all three years of analysis: China,

development, educational policy, higher education, India, and international education (Fig. 2). This consistency suggests some stability in interest in these topics. Comparative education, Kenya, curriculum, literacy, PISA, education, Post-2015, South Africa, sub-Saharan Africa, and teacher education have appeared in the top 20 in two of the three years of analysis, which suggests an ongoing emphasis in the field in these topics as well.

Despite the relative consistency of several keywords throughout the three years of analysis, of potential interest to those examining the relevancy and timeliness of CIE are the keywords that fail to appear. For example, a brief survey of development projects and funding over the past five years from several multilateral institutions, including United Nations Children’s Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), as well as the United States Agency for International Development (USAID), and Foreign Assistance.gov indicates that although donor investments in education development typically focus on early childhood education, basic education, secondary education, and literacy, only secondary education and literacy appear in the top keywords in CIE journal publications for any of the years examined. Despite the argument that “expectations for comparative and international education are, in many ways, now driven by the agendas of multinational organizations”

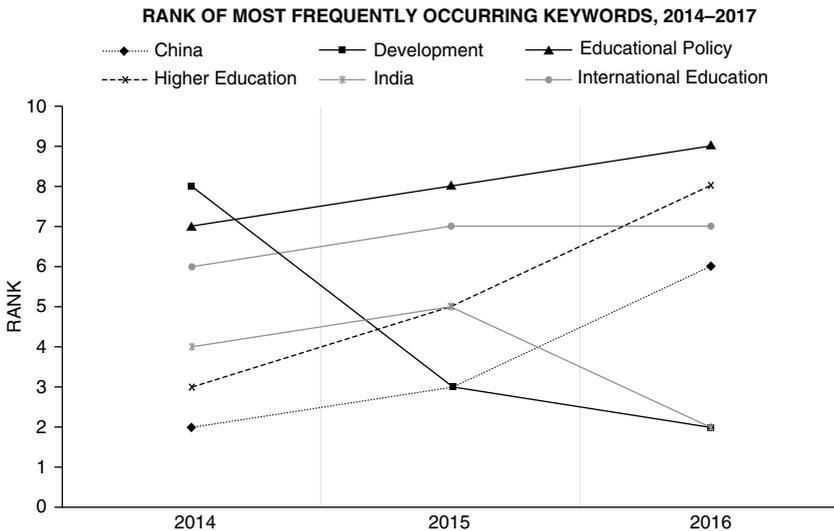


Fig. 2. Frequently Occurring Keywords, 2014–2017.

(Wiseman, et al., 2016), current trends indicate that authors are no longer focusing on key development issues. Further examination is needed to determine whether this shift away from writing about dominant development discourse indicates increasing independence of authors, decreasing authorship by practitioners, or other reasons.

DISCUSSION

As outlined in the conceptual framework, one purpose of reflecting on CIE is to chronicle changes and growth that may contribute to the field developing beyond an area of study. Although there are a variety of characteristics of professions as outlined by the sociology of professions, tracing the journal publications contributes to the expert knowledge of the field. Professionalization has been characterized as having control over expert knowledge and occupational domain (Wiseman & Matherly, 2009, 2016), and while this research does not attempt to examine professional ownership, it does describe the characteristics of expert knowledge and occupational domain in the field through an examination of author characteristics, areas of focus, methodological approaches, and keywords of published articles in major journals in the field. The findings from this research can begin to answer Bereday's (1966) and Wiseman and Anderson's (2013a, 2013b) questions.

Bereday's (1966) original questions regarding the development of the field included identifying the basic tools used by researchers and the proper balance between qualitative and quantitative methods, empirical and theoretical approaches, and area and comparative studies. Data regarding the methodological approaches used in published articles illustrates that published articles over the 2014–2016 collection cycles are predominantly empirical. Although histories and debates within the field of CIE have found that at different times, there is more of a focus on either qualitative or quantitative methods, data from the most recent year indicate a balancing of these two approaches. However, this project did not examine which qualitative or quantitative strategies were used, so while we are broadly able to see that the field is dominated by empirical research, we cannot determine the specificity of those methods.

Despite earlier efforts by Noah and Eckstein to quantify comparative education (Crossley, 2000) and evidence that the long-term trends in CIE since the beginning of the 21st century, have shifted toward quantitative methods (Arnové, 2007; Phillips & Schweisfurth, 2014; Wiseman & Anderson, 2013b), evidence from the past three years suggests that while qualitative methods

dominated two of the three years, there were almost equal numbers of qualitative and quantitative articles for the 2016 publishing cycle. These results address, in part, [Bereday's \(1967\)](#) question regarding the balance between theoretical and empirical approaches and qualitative and quantitative methodologies. Although we do not provide a prescription as to the "proper balance" of these variables, the evidence presented here suggests that despite long-term trends, the number of articles using qualitative and quantitative methods have become more equal.

Examining the level or unit of analysis used in research articles provides insight on the current emphasis on comparative or area studies. For all three years', single study research dominated the research fields. This finding not only highlights that CIE journal publications are currently and has recently been focused predominantly on area study rather than comparative study, it also begins to answer [Wiseman and Anderson's \(2013a, 2013b\)](#) question about where the field is relative to expectations. The findings suggest that although some balance has been achieved in published articles using qualitative versus quantitative approaches, CIE has not yet established a unique identity regarding area or comparative studies. Additional results that point to a misalignment between research keywords and projects sponsored by international education associations, as well as the general dearth of articles written by practitioners, also suggest a "healthy mix of those working in academia, policy reform, educational development, and other areas" ([Wiseman & Anderson, 2013b](#), p. 287) is not found in journal publication data. Continuing to explore this data set in future years as well as the potential to explore methods and theories used to a greater extent will be able to further contribute to questions regarding the balance of the field in the future.

Although CIE scholars and practitioners have claimed that the field bridges theory to practice, the results suggested here, namely that only roughly 10% of journal article authors come from practitioners in the field, suggest that maybe the field does not link theory to practice as much as it claims. However, there may be numerous potential explanations for this phenomenon, including that (1) practitioners publish less than academicians, since it is the direct responsibility of the latter and not the former. (2) Practitioners publish in different journals and websites than academic journals, formulating their experiences in more of a report style in publications. Since practitioners are employed by specific organizations, the work they produce mostly ends up in policy papers or annual reviews and reports of organizations' private publications. Different international nongovernmental or governmental organizations also have different policies as to what information can be publicly accessible during the progression of a specific project. (3) Practitioners working in different parts

of the world may not have access to the latest publications if they are not affiliated with academic institutions. Even as doctoral students at a research university, accessing all of the articles for this project was a challenge, with articles from some journals having to be individually requested through the library services. (4) Practitioners and scholars operate under different time frames. Publishing research sometimes may take a year or so due to the peer review process. Therefore, even if the issue is urgent in the field, by the time it is published, practitioners already have moved to the next urgent topic. On the other hand, sometimes scholars need data based on the work practitioners do. The research is only possible once professionals implement the policies and projects. By the time data is analyzed and published, the link from theory to practice loses its relevance and purpose.

Returning to the set of recommendations set forth in the initial *Annual Review* is one way to continue answering where the field is relative to expectations (Wiseman & Anderson, 2013b). Although CIE has not achieved many of these recommendations, there are several goals toward which the field has progressed. The publication of this fifth volume and three years of consistent and systematic data collection, interpretation, and dissemination represents some of this progress (Wiseman & Anderson, 2013b). The data explored here indicates that there has been a trend toward collaboration, which also indicates progress toward the recommendation of collecting the global community. Many of the recommendations relate back to expert knowledge and occupational domain, specifically establishing a unique identity, becoming the experts, and articulating a collective identity for individual belonging. Two recommendations relate to the connection of theory and practice, with scholars encouraged to be visible and active in bridging theory to practice and to find a balance between theory, policy, and practice. Current findings suggest that there may be a greater gap than expected between theory and practice in the field, as only approximately 10% of authors' institutions were not universities. The misalignment between funded projects and keywords is also indicative of a gap between theory and practice. Future cycles of data collection will further reveal any progress, or lack thereof, toward these recommendations.

One previously identified strength of CIE is that it occupies the intersection of a variety of methodological and theoretical approaches. However, this strength of the field may also be positioned as a weakness, as there are no theories or methods, or even any combination of theories and methods, that are unique to the field of CIE. The conceptual and methodological distinctiveness of CIE includes the unique way it uses a variety of other fields to develop approaches appropriate for whichever content and topics are

under examination. The ownership of expert knowledge presented here is messy. Journals seem to include everything, as evidenced by the wide range of keywords, so the question becomes does CIE own all of this knowledge or none of it? If everything is inclusive to CIE, what is exclusive to CIE? What makes CIE a field separate from educational foundations, the sociology of education, or any other of the myriad approaches used to student education worldwide? Although [Wiseman & Anderson \(2013a, 2013b\)](#) and [Wiseman and Matherly \(2009, 2016\)](#) argue that these wide-ranging and all-inclusive approaches to CIE are a strength of the field, it is difficult to outline a clear future without a solid foundation. Therefore, considering how CIE combines theories and methods from other fields in ways that are unique to CIE or what makes certain topics and not others as examples of CIE scholarship are two ways to further the discussion on the professionalization of CIE.

FUTURE RESEARCH DIRECTIONS AND POTENTIAL

Many of the previous attempts at defining and clarifying the field of CIE have included commentary on the functional and critical approaches, arguing that there should be a balance of critique and recommendations. Although the data set explored here does examine empirical versus theoretical and goes into some detail regarding the research methods used, it does not distinguish between articles that indicate which articles serve as disruptive discourse compared to those which provide solutions and approaches to resolving difficult issues or conflict ([Wiseman & Anderson, 2013a](#)). Collecting data related to the specific theories and methods used in published literature may reveal further insight into which specific methods and, more challengingly, theories characterize the field of CIE; however, doing so would increase the subjectivity of the data collected as coders would be forced to categorize the theoretical approach for each research article, which is not always clear or apparent.

Gathering this information would be necessary to answer the final question posed by [Wiseman & Anderson](#) in the initial *Annual Review* (Does a critique or do critical voices in the field balance disruptive discourse with solutions and approaches to resolving difficult issues or conflict?), and could provide a foundation on which to base an answer to [Bereday's \(1967\)](#) final question: If we are to aid planning, what is the place of recommendations in comparative analysis and how do we preserve the line of demarcation between recommendations and moralizing? However, coding an article as purely disruptive or purely solution-oriented would introduce more subjectivity into the coding

process, thus, while these results may be interesting, they may not be as highly valid or reliable as the objective data currently collected.

In examining where the field of CIE has been and where it is going, this research contributes to the body of existing literature about the development of the field. In order to fully address questions related to what makes the field unique, an examination of data collected here and elsewhere across the field, in comparison to similar data reflecting the historical development of other fields would be necessary. A mapping of the topics and methodological and theoretical approaches used in CIE against the same characteristics from similar fields, such as the sociology or economics of education or educational foundations, would be necessary to distinguish the fields. However, it is likely that CIE sits at the intersection of a variety of fields, as evidenced by the variety of theoretical and methodological approaches used by scholars, and even such an historical comparison would not significantly refine understandings of the field.

CONCLUSION

In the introductory chapter of the first *Annual Review of CIE*, [Wiseman and Anderson \(2013a\)](#) positioned this volume series as the collective memory of the field of CIE, and since this initial volume, the *Annual Review* has sought to achieve this goal by a variety of means. The discussion essays at the beginning of each volume provide understandings of the historical, current, and future development of the field by leading researchers and practitioners, including the perspectives of lead editors of major journals and authors of recently published and frequently read articles. Additionally, the *Annual Review* has recently sought out authors who are willing to critique, expand, or respond to the frequently read articles from the last year, which provides a snapshot of both what is being published as well as what is being read. At the conclusion of the initial *Annual Review*, Wiseman and Anderson further refined how the volume series could contribute to the field's collective memory by providing systematic and consistent reflection, including by defining the state of the field, specifying the goals and purposes, and evaluating the field's development, progress, and changes. The data examined here provides yet another perspective of the published work of the field, providing additional empirical data to chronicle the development of CIE.

In examining where the field of CIE has been and where it is going, this research contributes to the body of existing literature about the development

of the field. However, in order to fully address questions related to what makes the field unique, an examination of data collected here and elsewhere across the field in comparison to other fields would be necessary. A mapping of the topics and methodological and theoretical approaches used in CIE against the same information from similar fields, such as the sociology of education or educational foundations, would be necessary to distinguish the fields. However, it is likely that CIE sits at the intersection of a variety of fields, which is evidenced by the variety of theoretical and methodological approaches. The findings from an examination of three years of data from CIE journals echo the findings from [Wiseman and Matherly's \(2009, 2016\)](#) study of CIE-related professional organizations and in introductory CIE courses in finding that there is no cohesive base of expert knowledge. As suggested in [Wiseman and Anderson \(2013a\)](#), CIE scholars should consider ways to become more exclusive without becoming inflexible.

Expert knowledge and occupational domain cover a limited area of professionalization. The data examined here can provide insight on the content of CIE; therefore, additional methods that explore other aspects of CIE, such as [Wiseman and Matherly's \(2009, 2016\)](#) examination of introductory CIE course syllabi and membership in international education organizations, are necessary to further explore the development of the field. Such research can not only support – or refute – the findings suggested here, but it can also address some of the unanswered questions regarding the development of the field.

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