

Open Lectures in Educational Research Methods, University of Glasgow

Conducting literature reviews: An example of a scoping review

19th February 2025

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Thank you

- ❖ Paul Lynch, Christopher Hand & Amy Sutherland (School of Education)
- ❖ Xavier Dumay (UCLouvain)

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OPEN LECTURE SERIES
VIA ZOOM

Open Lectures in Educational Research Methods

This series is aimed at PGT/PGR students and staff members within the School of Education and the College of Social Sciences.

Sessions will run for fifty minutes (including a Q&A session), spread over the academic year.

The live presentations will focus on research methods which are not necessarily in a “textbook” manner, but more oriented towards relative ‘novice’ researchers in the field of social sciences.



Briefly about different types of literature reviews

Example of a scoping review focused on the research literature concerning teachers and teaching in the context of globalisation (part of the TeachersCareers Project 2017–2022)

Summary: Relevance of scoping reviews for students

Q&A

The TeachersCareers Project has received funding from the European Research Council (ERC) under the European Union's Horizon 2020 research and innovation programme (grant agreement N° 714641)



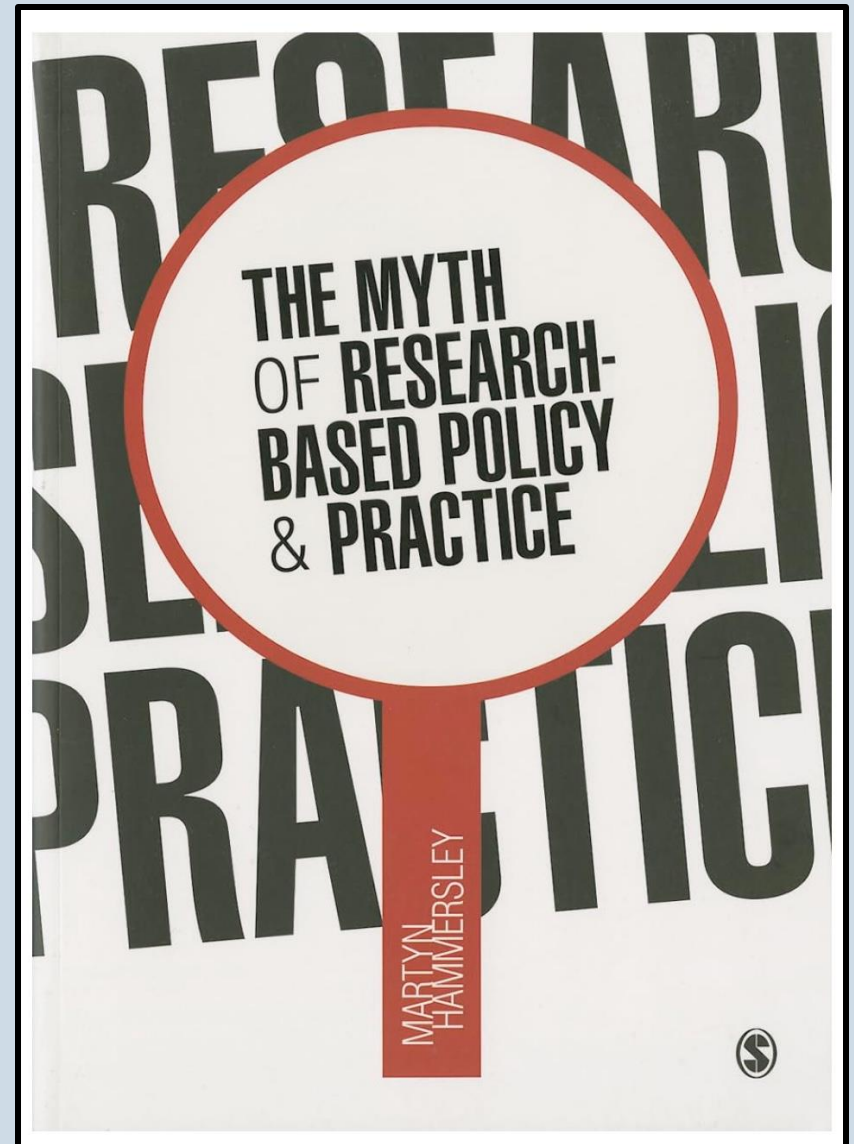
Objectives of this session

- Develop knowledge and skills about scoping reviews and how to conduct them
- Build awareness more generally about the features of different types of literature reviews, including that there are always decisions involved
- Introduce an example of a scoping review and provide literature references for further studies

Hammersley, M. (2013). *The myth of research-based policy & practice*. SAGE Publications.

*“Producing reviews cannot be reduced to the following of explicit procedures: it always involves **skilled judgement** on the part of the reviewer, about what is and is not likely to be valid, what is and is not significant, and so on.”*

(Hammersley, 2013, p.115)



Check out Dustin Hosseini's (20 November) talk in this seminar series

- Distinction between literature reviews/scoping reviews/systematic literature reviews/systematic narrative reviews
- Use of search strategies in databases
- Dustin's talk does not address scoping reviews

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SCHOOL OF EDUCATION

- 20th November 2024: Conducting a Systematic Narrative Review in Qualitative Research: A Case Study Using EPPI Reviewer

Wednesday 20th November 2024
Dustin Hosseini



Conducting a Systematic Narrative Review in Qualitative Research - Open Lectures 20 Nov 2024

Tracking your process



- The PRISMA 2020 checklist and flow diagram can help
- <https://www.prisma-statement.org/> has both of these
- Good read:
 - Page M J, McKenzie J E, Bossuyt P M, Boutron I, Hoffmann T C, Mulrow C D et al. (2021) The PRISMA 2020 statement: an updated

MANY TYPES OF LITERATURE REVIEWS

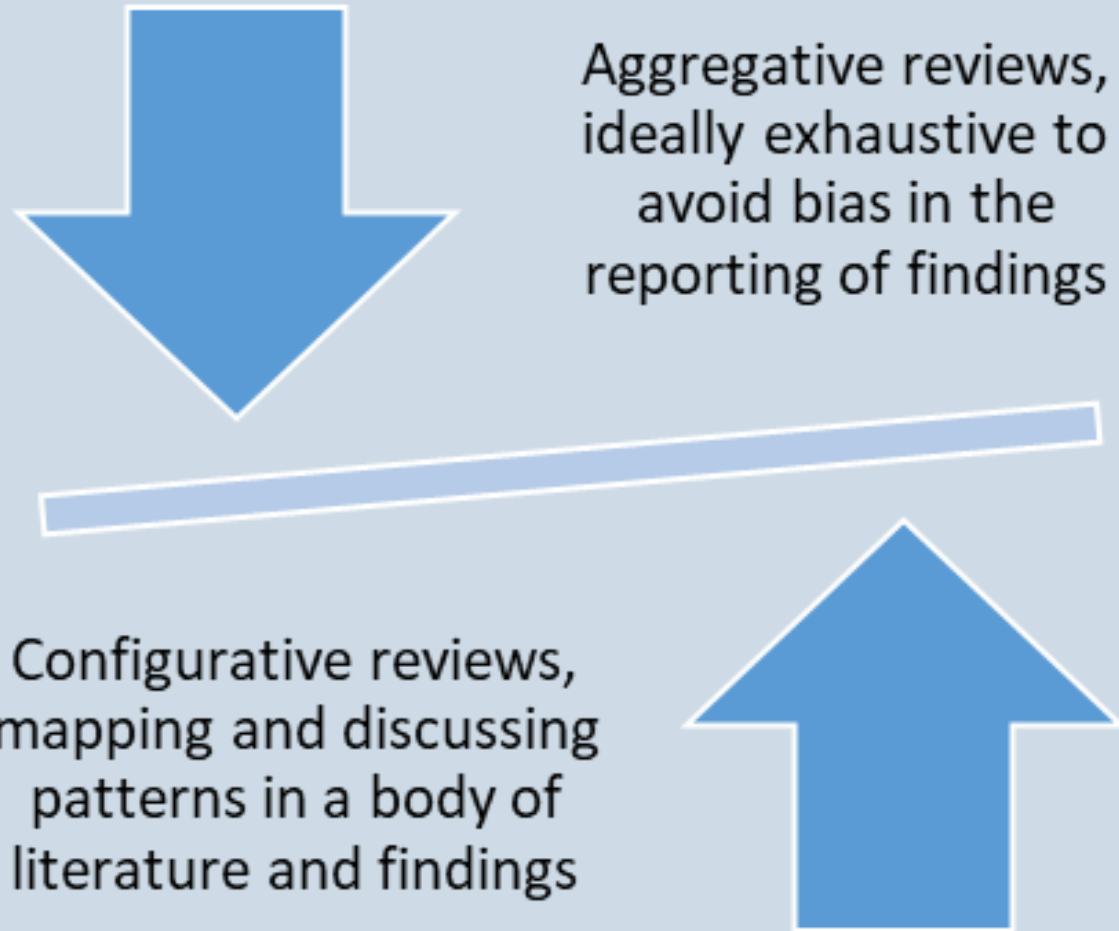
Reviews serve the purpose of organising and prioritising the most relevant information in a larger pool of information.

- Different purposes in terms of theoretical development and/or policy purposes

“Advocates of systematic reviews tend to label all other reviews as nonsystematic, a term that implies deficiency. But there are many other approaches to literature reviews, and each makes its own contribution to the field.”

- Integrative, theoretical, methodological and historical reviews (reference to American Educational Research Association)

Kennedy, M. (2007). Defining a literature. *Educational Researcher*, 36(3), 139–147.



Gough, D., Oliver, S., & Thomas, J. (2013). *Learning from research: Systematic reviews for informing policy decisions—A quick guide*. London: Nesta.

WHAT IS A SCOPING REVIEW?

Scoping reviews address broader topics, subject to different methodologies, and aim to take stock of a body of literature in terms of its nature, extent, features and conceptual boundaries.

Arksey, H., & O'Malley, L. (2005). "Scoping Studies: towards a methodological framework." *International Journal of Social Research Methodology*, 8(1): 19-32.

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- Preliminary assessment of potential size and scope of available research literature.
- Aims to identify nature and extent of research evidence.
- The analysis characterizes quantity and quality of literature, perhaps by study design and other key features.

Grant, M.J., and Booth, A. (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal*, 26(2), 91–108.

SOME EXAMPLES OF SCOPING REVIEWS IN EDUCATION

Verger, A., Moschetti, M.C., & Fontdevila, C. (2020). How and why policy design matters: understanding the diverging effects of public-private partnerships in education. *Comparative Education*, 56(2), 278–303.

*“Building on a **scoping literature review**, this paper aims at **identifying patterns of effects** of main PPP modalities on education [...] by considering the mediating role of policy-design variables.*

Camphuijsen, M., Levantino, A.L., Mentini, L. & Parcerisa, L., (2022). Teaching as affective labour in a datafied world: a scoping review of the relationship between performance-based accountability and teachers’ emotions. *Foro de Educación*, 20(2), 61–84.

*“Our review, which is based on a final sample of 63 articles published between the years 2000-2021 obtained from the SCOPUS database, **identifies two main bodies of research.**[...]”*

Kotsiou, A., Fajardo-Tovar, D.D., Cowhitt, T., Major, L., & Wegerif, R. (2022). A scoping review of Future Skills frameworks, *Irish Educational Studies*, 41(1), 171-186.

*“This scoping review utilises thematic analysis and Social Network Analysis to **develop meta-categories representing clusters of future skills reported by extant research.** [...] **our review identifies nine categories** that provide a valuable overview of the field to inform the conceptualisation of Future Skills.”*

How comprehensive is a scoping review?
How much literature should be included?
How much time and effort?



- It depends on your research interest.
- Remember that scoping reviews are not exhaustive of the entire literature.
- As a research exercise, a scoping review has value on its own
- Like all good research, scoping reviews also raise further questions

OUR SCOPING REVIEW ABOUT TEACHING PROFESSIONS AND GLOBALISATION

- The review forms part of the TeachersCareers Project (2017-2022)
- **Background:** Stronger political and research attention directed towards teachers and teaching since the 1990s on a global scale, nationally and transnationally
- **Review objective:** To identify and discuss **patterns** in the burgeoning research literature about teachers in international and global contexts, as they have unfolded since the 1990s, in terms of **major theoretical traditions and themes** - and in particular, whether and how this literature theorises globalisation.

Sorensen, T. B. and Dumay, X. (2021). The teaching professions and globalization: a scoping review of the anglophone research literature. *Comparative Education Review*, 65(4), 725-749.



< PREVIOUS ARTICLE

NEXT ARTICLE >

🔒 • SPECIAL SECTION ON TEACHERS, TEACHING, AND GLOBALIZATION

The Teaching Professions and Globalization: A Scoping Review of the Anglophone Research Literature

Tore Bernt Sorensen and Xavier Dumay

- PDF
- PDF PLUS
- Abstract**
- Full Text
- Supplemental Material



Abstract

Based on a scoping review of anglophone, peer-reviewed studies published in the period 1990–2018, we analyze and discuss the research literature on teachers, teaching, and globalization. Distinguishing between three categories of globalization theories, centered on (i) culture, (ii) political economy, and (iii) flows and systems, we trace the uses of these theories in the literature over the period, as well as their associations with specific topics concerning teachers and teaching. We argue that the theoretical trajectories of these strands have come to emphasize certain topics, while neglecting other topics such as teachers' labor markets, and call for further research into the theoretical trajectories dominating the field. Furthermore, our review highlights that a large part of the research in the field does not theorize globalization at all, leaving several issues concerning teachers and teaching undertheorized.

- Details
- Figures
- References
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SPECIAL SECTION ON TEACHERS, TEACHING, AND GLOBALIZATION

The Teaching Professions and Globalization: A Scoping Review of the Anglophone Research Literature

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Supplemental Material

- Appendix A
- Appendix B



Comparative Education Review
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Article DOI

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Appendix to Sorensen, Tore B., and Xavier Dumay. 2021. "The Teaching Professions and Globalization: A Scoping Review of the Anglophone Research Literature." *Comparative Education Review* 65(4).

Appendix A. Methodology of the scoping review

This appendix complements the article section about the methodology used in the scoping review. The sections below clarify in more detail the design of the search strategy, and the screening criteria to differentiate between relevant and irrelevant studies.

Design of search strategy

We developed the search strategy in order to strike a balance between drawing on our existing knowledge about the literature, trace references to other works, and using electronic databases as a resource to challenge our intuitions and preconceptions. Consistent with the aim of scoping reviews, we aimed to identify a substantial part of the relevant literature without trying to be exhaustive. In this respect, two key concepts are sensitivity (the proportion of all studies retrieved by the search) and specificity (the proportion of retrieved studies found to be relevant). There is generally a tradeoff between sensitivity and specificity; more thorough and exhaustive searches lead to higher numbers of relevant studies to take into account and thus fuller accounts of the field, but they are also likely to result in higher numbers of irrelevant pieces of literature to be excluded. In short, higher degrees of sensitivity tend to lower the specificity of the search (Gough et al. 2013; Petticrew and Roberts 2006, 81-83).

Electronic databases have come to serve as valuable resources in the undertaking of literature reviews. Whilst the coverage of books in databases has expanded in recent years,

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65, NO. 4 NOVEMBER 2021

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EXPLAINING THE PURPOSE OF OUR SCOPING REVIEW

‘Configurative’ (Gough et al. 2013)

- Identifying patterns, major themes and schools of thought in the research literature as a basis for theory building and synthesis.

‘Conceptual’ (Kennedy, 2007)


- Gaining insights into a research problem, how people have thought about it, and blind spots in the literature

‘Systematic’ (Petticrew & Roberts, 2006)

- Our review has involved a series of stages to reduce bias and increase transparency of decisions taken.
- But *not* driven by a single well-defined question or aspiring to identify best practices and effective interventions based on an exhaustive review of all relevant studies.


(Sorensen & Dumay, 2021, p.729)

STAGES IN SYSTEMATIC LITERATURE REVIEWS

- 
1. Need – who is doing the review and what are the findings used for?
 2. Review question and underlying assumptions, including conceptual framework
 - 3. *Scope and inclusion criteria***
 - 4. *The design of a search strategy***
 - 5. *Screening to differentiate between relevant and irrelevant studies***
 - 6. *Coding to collect information and findings as a basis for mapping the field***
 7. Mapping by describing the nature of the research field defined by the inclusion criteria
 8. Appraise by judging the relevance, quality and contributions of the studies
 9. Synthesise by bringing together the findings to address the research questions
 10. Communicate by presenting the review, including methodology, findings and synthesis

Gough, D., Oliver, S., & Thomas, J. (2013). *Learning from research: Systematic reviews for informing policy decisions—A quick guide*. London: Nesta.

Petticrew, M., & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Blackwell.



Each of these stages require decisions and skilled judgement

- and you're in charge!

SCOPE AND INCLUSION CRITERIA

4 dimensions

The social dimension: teachers as diverse yet distinctive social group, working in primary and (lower and upper) secondary education

The work dimension: work and practices going on inside schools as well as labour markets and careers of teachers.

The political dimension: political processes concerned with the control, regulation or management of teachers.

The scalar dimension: the intensification of processes across sub-national, national and international scales.

- **The 4 dimensions central for subsequent stages of search strategy design, screening, and coding of relevant literature.**

(Sorensen & Dumay, 2021)

INCLUSION/EXCLUSION CRITERIA (I)

Literature *explicitly* addressing internationalising, globalising or regionalising processes and teachers

- **EXCLUDING** literature which does not theorise or address globalising processes yet is influential in promoting globalising processes of teacher policy (often cited in publications by the OECD, the European Union institutions, etc.)

(Sorensen & Dumay, 2021)

INCLUSION/EXCLUSION CRITERIA (II)

Strict concept of peer-reviewed literature

- Priority given to articles in academic journals and book contributions issued by publishing houses
- EXCLUDING GREY LITERATURE - publications from organisations affiliated with state authorities and intergovernmental organisations, conference papers, working papers, commissioned papers written by university-based scholars, reports from consultancies, foundations and think tanks, news reports, and websites.

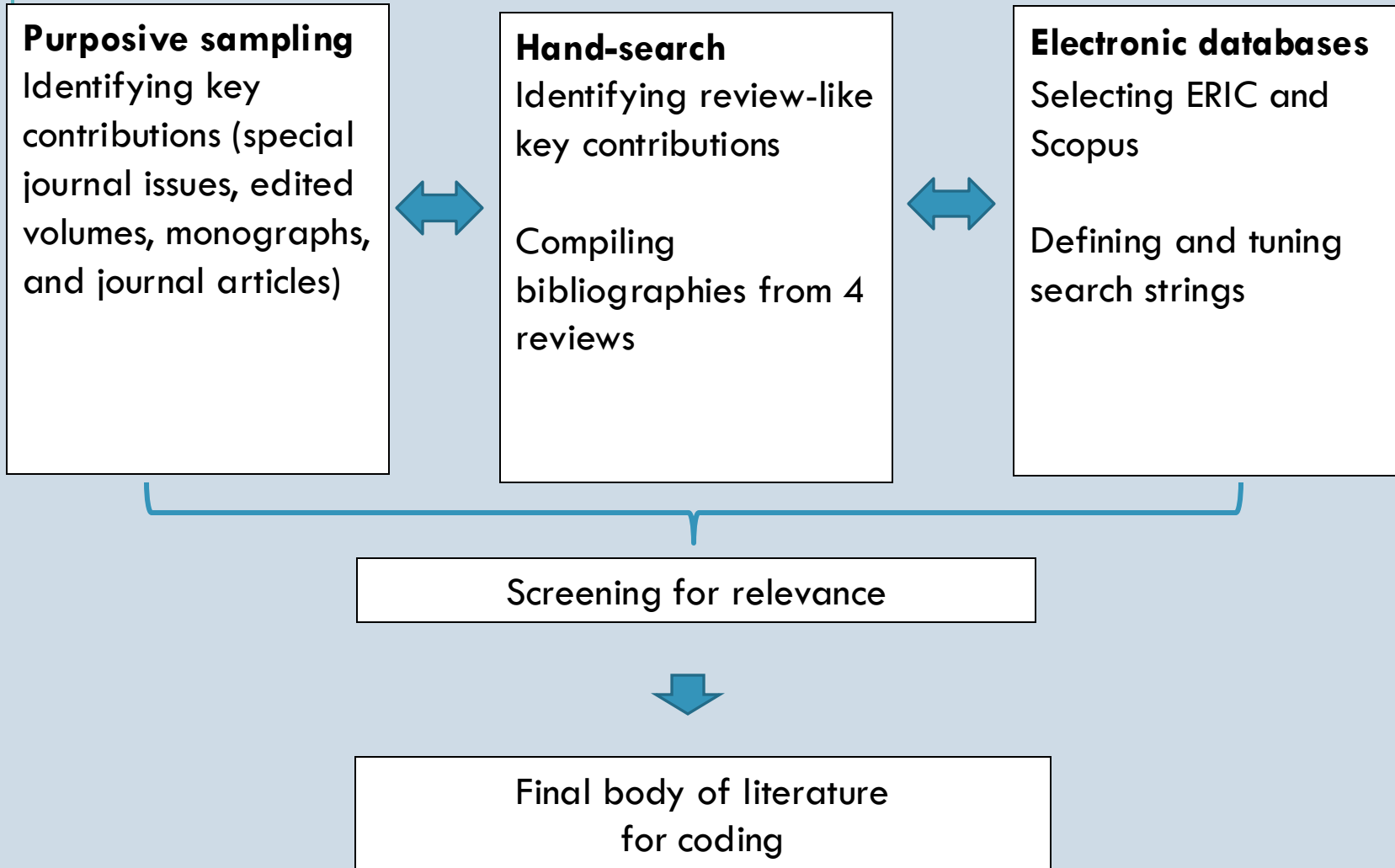
(Sorensen & Dumay, 2021)

INCLUSION/EXCLUSION CRITERIA (III)

And ... language?

- We decided to focus on the **anglophone literature**

SEARCH STRATEGY



CONSIDERING SEARCH STRATEGY

Sensitivity - the proportion of all studies retrieved by the search

Specificity - the proportion of retrieved studies found to be relevant

- higher degrees of sensitivity tend to lower the specificity of the search
- How do search components complement each other?
- The content selection policies of ERIC and Scopus databases focused on journal articles, rather than books (monographs and edited volumes)
- The 'tuning' of search strings in databases
- The search strategy (with the inclusion of books) had major implications for how we analysed/coded the literature due to file formats

See Appendix A (available online) to Sorensen & Dumay (2021)

SCREENING

The entire pool of 990 references screened using 4 dimensions defining the review's scope.

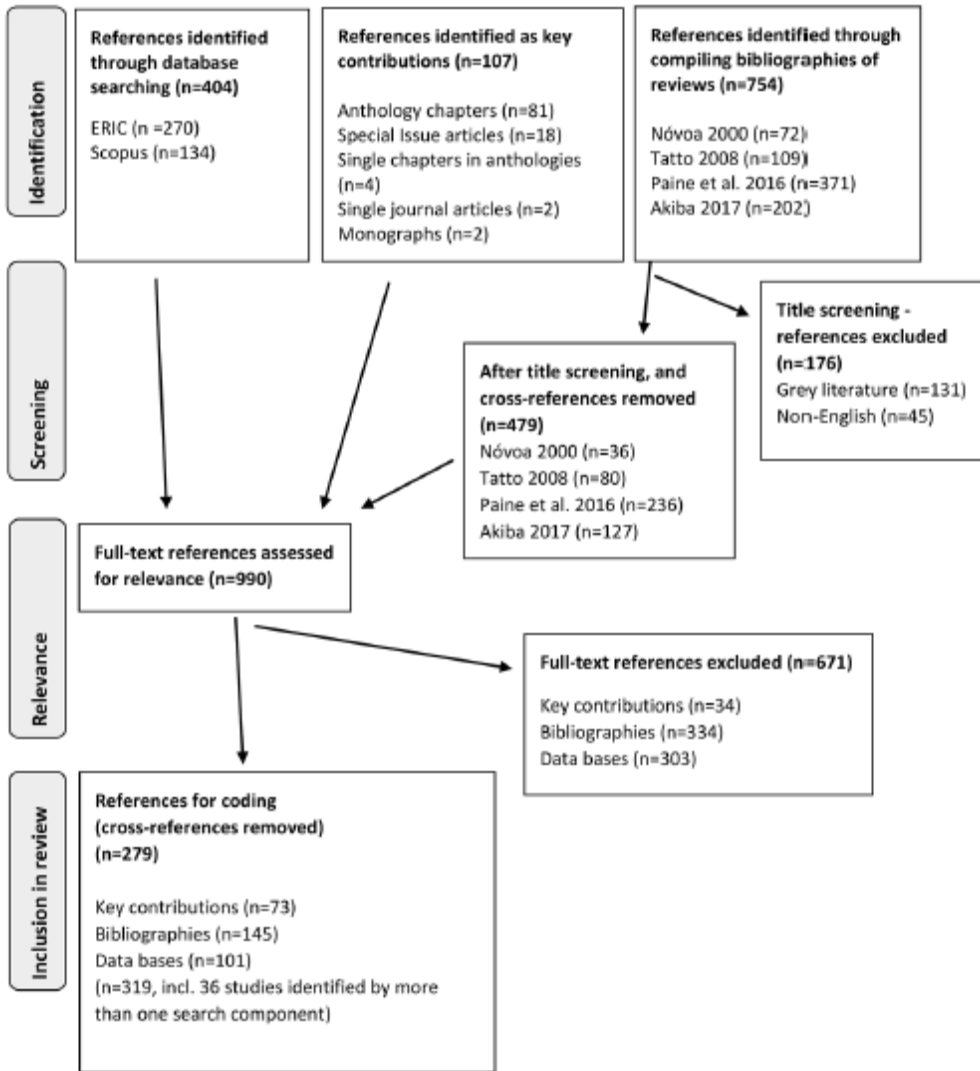
More nuanced criteria were developed to screen a small share of the references.

No quality screening – but exclusion of a few pieces that did not include any research references

Exclusion:

- Studies focusing on other professions
- Studies of international or global education governance, without clear focus on teachers
- Teaching and curriculum policies without clear focus on teachers
- International comparative studies without focus on teachers
- Comparative studies of nationally bounded case studies without international or global contextualization (methodological nationalism)
- National/local studies of teachers not considering international, regional or global dimensions

THE TEACHING PROFESSIONS AND GLOBALIZATION



PRISMA diagram
(Sorensen & Dumay
2021, p.731)

FIG. 1.—Flow diagram of screening process

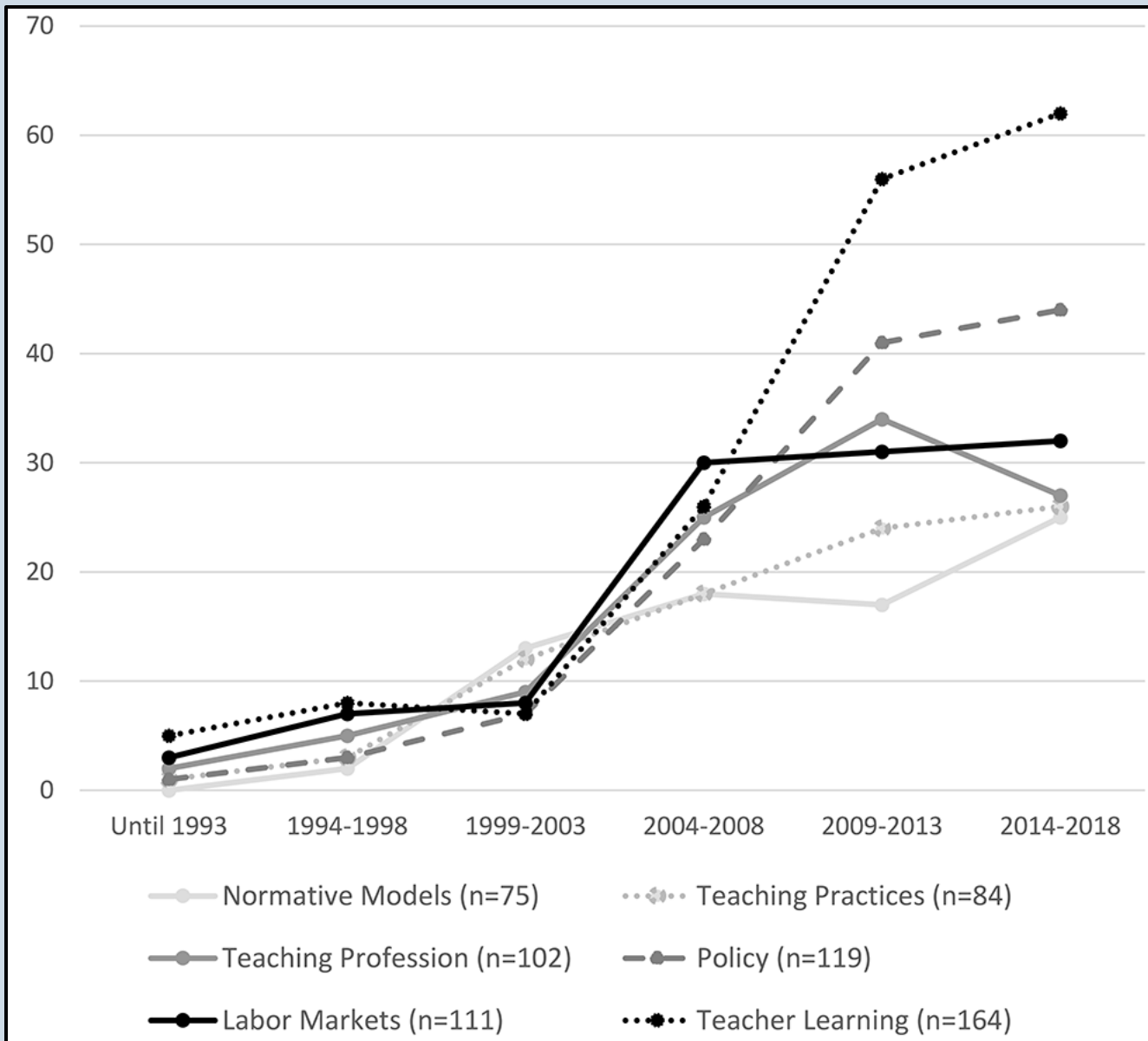
TWO CODING STEPS

	Extraction of basic characteristics	Numbers-based coding system
Geographical coverage, systems and the scalar dimension	Spaces and/or systems: <ul style="list-style-type: none"> • Geographical (sub-national, national, international, regional or global systems) • Organizational 	Types of studies: <ol style="list-style-type: none"> 1. General outlook (either global, regional, Anglophone systems, low-income countries) 2. Contextualised single system studies (subnational or national) 3. Two system comparisons 4. Multi-case comparison (three or more systems) 5. Organizational studies
Teacher key topics	Topics related to teachers	Teacher key topics: <ol style="list-style-type: none"> 1. Policy 2. Normative Models of Teachers 3. Teaching Practice - Pedagogy, Teaching and Classroom Practices 4. Teachers' Education, Learning and Knowledge Bases 5. Teaching Profession 6. Labor Market Regulation, Dynamics, and Outcomes
Globalisation theory	Use of globalisation theory and theorists	<ol style="list-style-type: none"> 1. Culture-centered approaches 2. Political economy-centered approaches 3. Flows and systems-centered approaches 4. Combination of globalisation theories 5. No use of globalisation theory
Methodology and data	Methods and nature of data	<ol style="list-style-type: none"> 1. No empirical data 2. Based on international large-scale assessments (ILSA) 3. Other empirical data

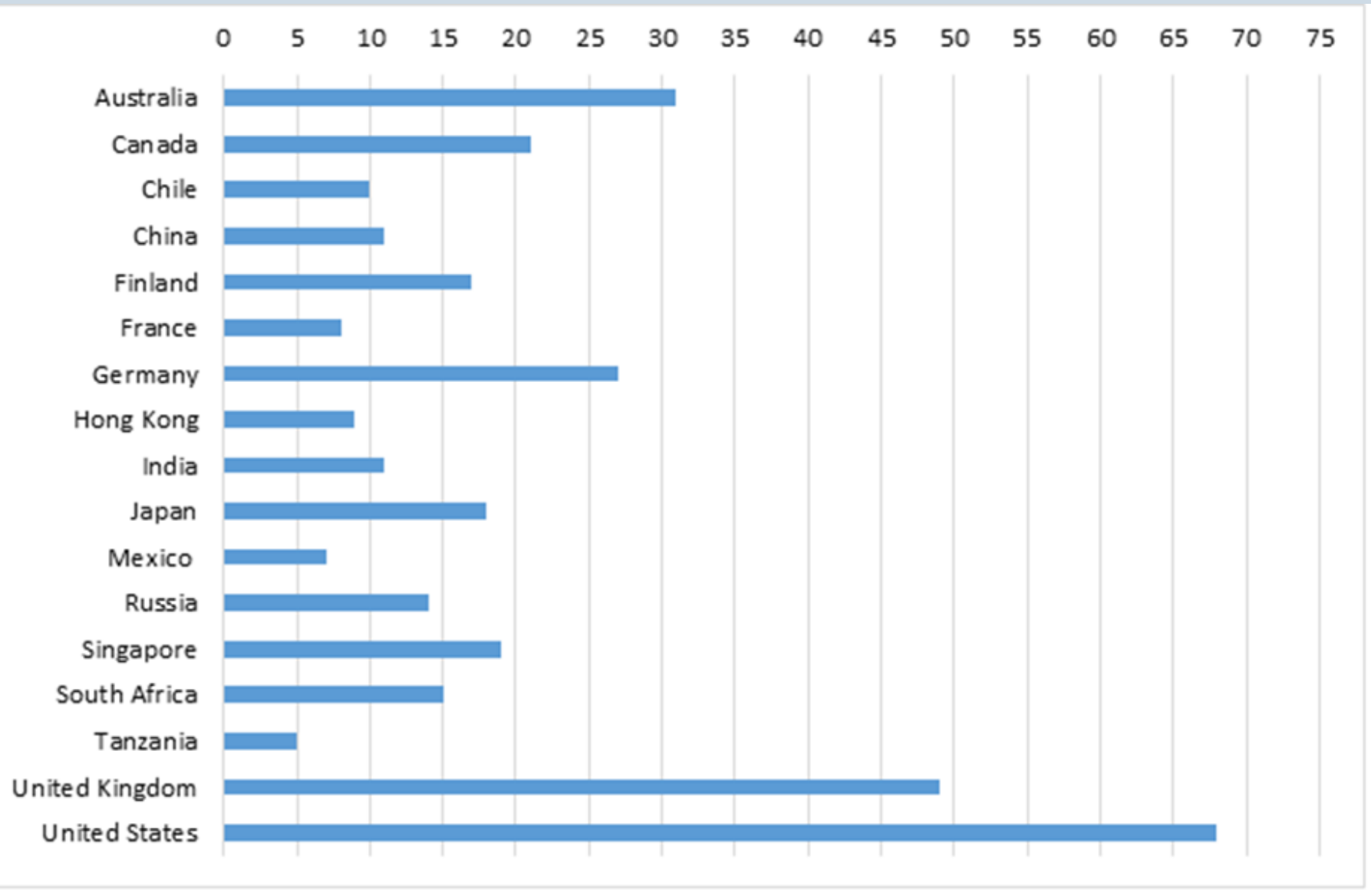
Table modified from Sorensen & Dumay (2021, p.732)

SELECTED REVIEW FINDINGS

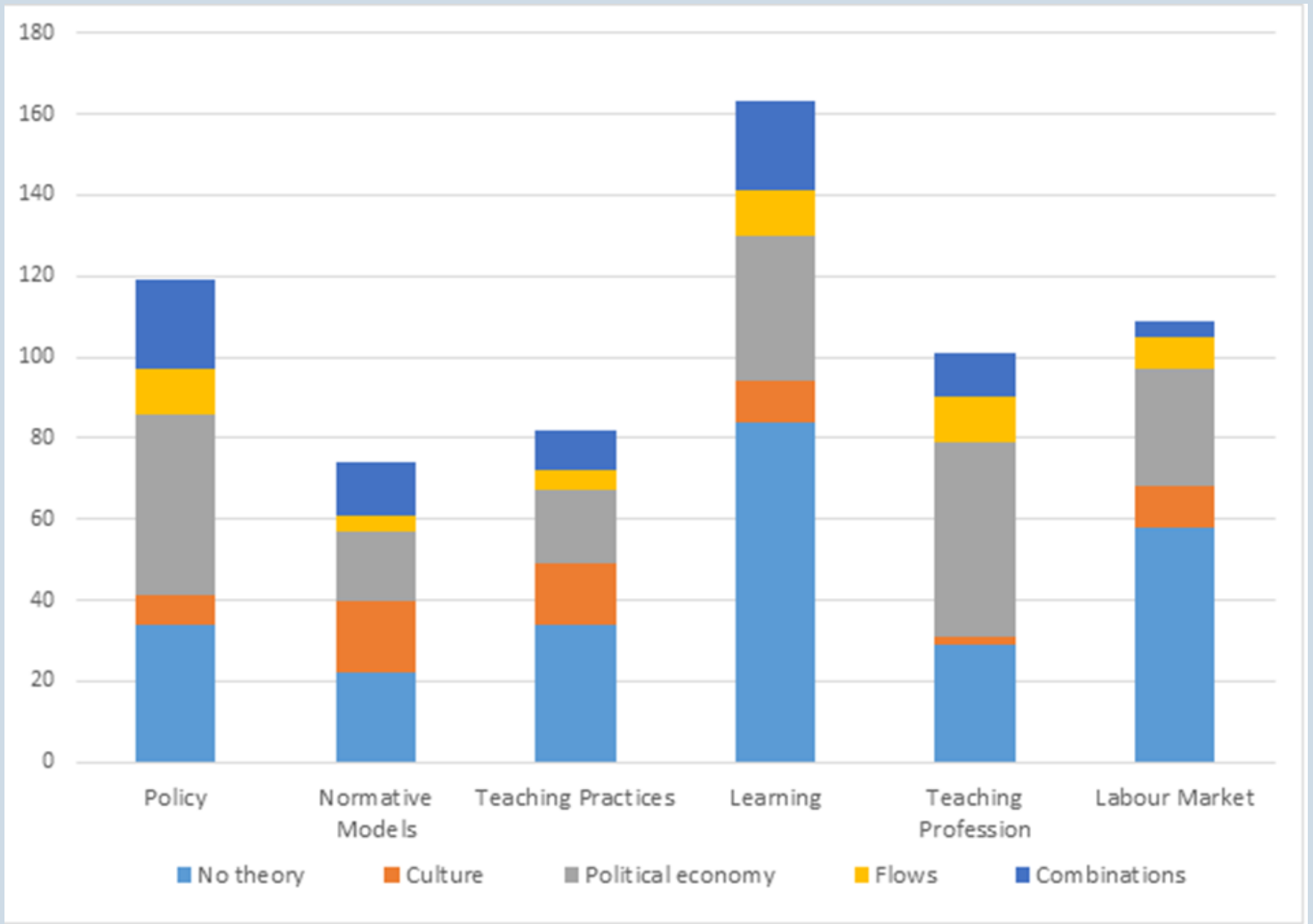
- Over 1990-2018, a steady increase in number of references about teachers and teaching in international and global contexts.
- The reviewed body of literature includes 46 titles issued in the period 1990-2005, and 233 titles in 2006-2018.
- 6 teacher key topics, with increasing number of titles, except for Teaching Profession (recent decline) and Labor Market Regulation and Outcomes (stagnation since the mid-2000s).
- Theoretical developments in the literature with regard to globalisation – and some blind spots too.
- Around 45 percent of titles did **not** theorise globalisation - despite having an international outlook.
- **Geographical bias** and Western outlook (also due to our focus on Anglophone literature) in the reviewed body of literature.



Teacher key topics in reviewed body of literature (n=279) over time
(Sorensen & Dumay, 2021, p. 736)



Total system representation in reviewed body of literature (n=279) across 5 study types



Cross-tabulation of globalisation theories and teacher key topics

SKILLED JUDGEMENT AND LITERATURE REVIEWS

- Conducting a (scoping) review is not only a matter of ticking boxes or following a checklist
- Let your research interest and research questions guide you
- Explain your choices
- The excitement and comfort of knowing that you're in charge

SUMMARY: HOW ARE SCOPING REVIEWS RELEVANT FOR STUDENTS? (I)


General lessons for postgraduate course work:

- ‘Setting the scene’ literature reviews also involve numerous decisions
 - Use your review as an opportunity to demonstrate that you’re aware of (some of) the choices you’ve made
 - Critical awareness of how you have engaged with parts of the existing literature (e.g. search strategy)
 - Your review will lead you to ask more pertinent, critical, and exciting questions
- **Consider the assignment format**

SUMMARY: HOW ARE SCOPING REVIEWS RELEVANT FOR STUDENTS? (II)

Scoping reviews for dissertation work:

- Talk with your supervisor
- Doing a scoping review will give you possibilities to demonstrate critical awareness and meaningful decision-making in your engagement with the existing literature
- Situate your contribution in the literature
- Mapping and tracing research debates related to the issue you're interested in
- Treating literature as 'data'
- Depending on your interest, a scoping review might be the focus of your entire dissertation, or inform parts of it.



Thanks for your time!

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