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Research Hotspot and Front Visualization of the Shadow Education System: Data from Web of Science

Pu YU, János Gordon Győri

Abstract: This scientometric review takes 351 documents from 1992–2021 as the research object based on the Web of Science database. With the help of CiteSpace, this study aims to construct visualization mapping knowledge domains, display the research status in shadow education more intuitively, contribute opportunities for further research, and provide a more visual basis for dialog among researchers, policymakers and interested actors in the field. This study, by building coauthor, coword, and cocitation knowledge visualization maps, demonstrates cooperation among authors, research hotspots and frontiers in the field. Our results show that shadow education has experienced a rapid expansion over the last decade but that the scope of the collaborative circle of academia needs to be further expanded. Furthermore, because of shadow education's variable forms, researchers need to pay extra attention to the scope of its definition. Parents are involved in too many of their children's educational choices; learning requires more self-drive and improved self-learning ability.

Keywords: shadow education, visualization, hotspot, frontier

Introduction

Regarding shadow education, which is widely known as private supplementary tutoring, the term 'shadow' has been used as a metaphor for how the curriculum changes as mainstream education changes (Bray, 2017); as schooling becomes increasingly global, so does shadow education (Yung & Bray, 2021). Almost one-third of all students aged 15 years from 64 societies worldwide are involved in shadow education (Entrich, 2020), a phenomenon that has become an inevitable and universal integral part of the learning culture worldwide and progressively evolved into an important sector that can share the functions of the mainstream education system (Kim & Jung, 2021). East Asia is probably the most notable shadow education region worldwide (Zhang & Yamato, 2018); for example, South Korea has the highest participation rate for shadow education globally, though such education is also especially prominent in Japan, Chinese territories, Singapore and so on (Kim & Jung, 2021). Shadow education in Western societies has also expanded visibly, for instance, in Australia (Watson, 2008), North America, and Europe (Kim & Jung, 2019). It is noteworthy that Denmark, which places a strong emphasis on equality in its pedagogy, has also witnessed recent growth in the use of shadow education (Mikkelsen & Gravesen, 2021). Although this phenomenon dates back centuries, its continuous growth is unavoidable (Baker, 2020).

Relevant research has become explosive and profound across societies, although this field has been neglected for quite some time (Gordon Győri, 2020).

Zhang and Bray (2020) took the first global comparative study of shadow education as a starting point and summarized the changes in focus and research methods in the associated research worldwide, characterized by an increasing refinement of research themes and scientific approaches. However, given the global diversity of shadow education, which varies across contexts and cultures, more than 20 related terms describe the phenomenon in English only (Kobakhidze & Suter, 2020). Moreover, regulations for shadow education vary, with many governments adopting a laissez-faire approach (Bray & Kwo, 2014). However, the rapid expansion of shadow education and its increasing diversity, in some cases going beyond the 'shadow' metaphor itself, poses the threat of more multifaceted impacts and complexity (Bray, 2021), such as those on educational ecology (Luo & Chan, 2022). Furthermore, learning culture is also affected, as Kim and Jung (2021) pointed out, with students acting like nomads, learning across the boundaries of mainstream schooling and shadow education. Shadow education is now an essential subfield of educational research, with a broad range of sub-disciplines associated (Hajar & Karakus, 2022), which is one of the focal points that need to be increasingly confronted by all actors.

A systematic review and analysis of the literature on shadow education can help us understand the existing research findings and provide ideas for further research, especially concerning insights into research frontiers and trends, which helps narrow the gap between the rapidly proliferating and changing reality of shadow education and subsequent research. However, traditional literature review methods are labor intensive and somewhat subjective, lacking a more visual mapping of the current state of shadow education research and its development. By analyzing and visualizing the scientific literature with the help of CiteSpace +- a free Java application, the rapidly growing study topic identification and research trends presented through the automatically labeled clusters' terms of cited articles (Chen, 2004) not only helps improve time efficiency and enhance visual readability but also provides researchers with more solid evidence of the interpretation and evaluation of research dynamics in the field. Big data plays an essential role in education; for example, Ye (2018) provided a scientometric visualization of the development profile and latest trends of big data research in education with the help of CiteSpace, not only showing the dynamics of the category of big data technology in the education sector but also pointing out the relative lack of research related to educational management, which provides a reference for which future topics need to be strengthened in the field. Moreover, Rawat and Sood (2021) applied CiteSpace and conducted visualized knowledge mapping on information and communications technology (ICT) applications in educational research. The structure of education research using ICT is demonstrated, indicating that higher education (categorized by formal education), distance education (categorized by nonformal education), and mobile devices are presently the most active topics in the field, contributing to the relevant personnel to further grasp the appropriate research path.

Given this, we present the research agenda through a more visual knowledge map based on the database with which we are working and through objective scientific bibliometrics with the help of CiteSpace and answer the following questions. (1) How is the research on shadow education progressing? (2) What does the research focus on regarding shadow education and its evolution? (3) What are the cooperation trends among authors in the shadow education field? (4) What are the research fronts, intellectual base and emergent trends of the shadow

Mechanisms of Persisting Inequality – Case Studies of Norwegian Daycare Facilities for Children

Joakim Caspersen, Ingrid Holmedahl Hermstad

Abstract: In this paper, we analyse mechanisms of exclusion in Norwegian daycare facilities for children ("Skolefritidsordning – SFOs), which provide after-school care. Such mechanisms are analysed and discussed as unanticipated consequences of reform policy initiatives or simply as accepted trade-offs left to the SFO staff's discretion. The data are taken from a re-analysis of a national evaluation of Norwegian SFOs. The results show several examples of new exclusion mechanisms occurring as old inequalities are addressed through social policy reforms. Examples from case studies are used to highlight and discuss the staff's reactions and actions when faced with dilemmas of meeting demands from the system while taking care of demands from the children.

Keywords: unanticipated consequences, reform policy initiatives, inequality, inclusion, exclusion

Introduction

Inequality in education is a persistent problem and remains a relevant topic for research. This also holds true for extended education provisions, as they are instrumental in fighting social and educational inequalities in many countries (Bae & Stecher, 2019). However, recent research (e. g. Entrich, 2021) points out that the relation between inequality and different forms of extended education is not straightforward, and empirical and theoretical clarifications are needed in order to shed light on the relation. In this article, we re-analyse a large qualitative dataset gathered as part of the results of a national evaluation of Norwegian daycare facilities for children (Skolefritidsordning – SFOs) (Wendelborg et al., 2018). Informed by the sociological concept of unintended consequences (Merton, 1936), we aim to identify how different mechanisms of exclusion work despite an inclusive mandate. The policies themselves, intended to result in more equality, create new divisions and demarcations instead, contributing to the subtle processes of exclusion of linguistically, culturally and socioeconomically diverse (LCSD) students in schools (Paniagua, 2017). For children, these subtle exclusions potentially mark them as visitors to the community of children in an SFO, not its members (Antia, Stinson, & Gaustad, 2002), leaving much work to the SFO staff to deal with the consequences. The main research questions addressed in this article are as follows:

1. Are there visible exclusion mechanisms in Norwegian SFOs?
2. Are there unintended consequences of the policy initiatives taken to deal with the exclusion mechanisms?
3. If so, how do the SFO staff deal with the unintended mechanisms of exclusion resulting from the policy initiatives?

As we see it, Norwegian SFOs constitute an interesting case for addressing questions of inequality. The Norwegian education sector has long been given the responsibility for a large variety of tasks, of which promoting social equality and providing equal opportunity are two of the most important tasks, as stated in the Education Act (1998), as well as in government white papers and research for decades. However, Norwegian SFOs have been paid less attention although they are formally organised under the responsibility of school leaders and the municipality. Studying mechanisms of inequality in Norwegian SFOs not only adds to the empirical, international body of literature on inequality in extended education but also sheds light on extremely relevant policy issues when further developing the national educational system in Norway.

Norwegian Daycare Facilities for Children and the Inclusive Mandate

Norwegian SFOs were first established in the 1950s but were developed in their modern form in the late 1980s. An SFO provides school children in grades 1 to 4 with a place to stay before and after regular school hours, as the parents leave for work or other activities. In 1997, the starting age for compulsory school was lowered from seven to six years, creating an increased demand for providing care for the youngest school children. This was evident in the participation rates, which increased from about 50 % of the first graders in 1999 to 82 % in 2019–2020 and from 50 % to 76 % for the second graders (Utdanningsdirektoratet, 2021b). For third and fourth grades, the increase was smaller, from 40 % to 59 % and from 25 % to 31 %, respectively. The growth highlights an SFO as now more or less part and parcel of the start of school for most children in Norway.

The law (the Education Act) obliges all municipalities to provide daycare facilities for children from first to fourth grade, but the curriculum content, organisational setup and staffing are left to the municipalities' discretion. Until the fall of 2021, there have been no national curriculum guidelines, and different municipalities have chosen different ideological directions for the content, on a continuum ranging from emphasising school preparation and support to emphasising children's autonomous decision making and play, by simply providing the children with a place to stay between the end of the school day and their parents' work day (Wendelborg et al., 2018). Furthermore, the cost of using the daycare facilities varies from 4250 NOK (slightly more than 400 euro) per month, 20 hours per week in one municipality, to nothing at all in another, with an average cost of 2263 NOK per month (230 euro).

There are neither national competence demands nor established educational programmes to qualify the staff for employment in Norwegian SFOs, although a degree in a vocational programme in Child Care and Youth Work (upper secondary school) is regarded as the preferred qualification in many municipalities. However, this group of vocational programme graduates only comprises one-third of the SFO staff. In 2018 a little less than 30 % held different bachelor's degrees and national equivalents, but they did not necessarily have a pedagogical/educational background (Wendelborg et al., 2018).

Moreover, inclusion is listed as a fundamental principle of the Norwegian government's work to improve the educational system, together with early intervention and well-adapted provision (Kunnskapsdepartementet, 2019). The national framework plan for an SFO states:

When one Wants More than the Other: Multi-Professional Cooperation between Staff in Extended Education and Teachers

Jasmin Näpfli, Kirsten Schweinberger

Abstract: In 2021 the Swiss Teachers' Association (LCH) demanded that extended education offerings (EEO) should be the responsibility of schools and not outsourced, which in turn also implies a new cooperation partner for the schools. Till today not much is known about this cooperation. This study investigates this cooperation from the perspective of the cooperation partners – the teachers (N=233), school leaders (N=64), staff (N=349) and leaders (N=67) of the EEO by means of a quantitative survey in a pioneering canton in Switzerland. The findings show that cooperation is rated as "good"—but for different reasons—by the cooperation partners and that cooperation is linked to job satisfaction.

Keywords: cooperation, teacher, staff of extended education offerings, job satisfaction

Introduction

For some years now extended education has been expanding in Switzerland. This has been triggered by societal developments such as demographic change, changes in the labour market and family structures as well as the sobering PISA results (Schuepbach et al., 2017; Schuepbach, 2018a). The expansion of extended education is not a unique feature of the Swiss education system or of other European countries such as, for example, Germany (Kunze & Reh, 2020; Mattes & Reh, 2020) or Sweden (Klerfelt & Stecher, 2018). In fact, it is flourishing all over the world (Bae, 2018). Expectations associated with this expansion are high, ranging from improved equity, inclusion and educational outcomes to a better work-life balance (Herzog, 2009). However, studies show that extended education in its current form does not always have the expected effect (Sauerwein et al., 2019; Schuepbach et al., 2012) and that the effects that do occur depend on its quality and its structure (e. g. its linkage to the school) (Zuechner & Fischer, 2014). If the EEO is more closely linked to the school a higher degree of cooperation and participation occurs (Forrer Kasteel & Schuler, 2010) and the EEO can contribute even more to equal opportunities, as more time is available, to support (disadvantaged) children in the integration and educational development. EEO represents a different learning arrangement and allows children to be perceived differently than in school, thus enabling a more "holistic perception" of the child (Lago & Elvstrand, 2019; Näpfli & Strittmatter, 2021).

In Switzerland the cantons and municipalities are responsible for implementing EEO, and therefore a multitude of structurally different offerings can be identified, the different emphases of which are also expressed in the various terms used (Schuepbach, 2018b). We will follow the proposition of Schuepbach et al. (2017, p. 58) and will consequently use the term "extended education offerings". The Swiss Teachers' Association describes the advancement

and expansion of EEO as one of the most significant current developments in the Swiss education system alongside the introduction of inclusive education and digital transformation (LCH, 2021). The LCH demands that EEO should be the responsibility of schools in terms of both content and organization and that together they should form a "school living space". If the EEO are organized by others then the school the quality of EEO can't be (equally) guaranteed and a systematic coupling of the two systems isn't possible (LCH, 2021) which are, as mentioned before, both key conditions for the EEO's effect (Chiapparini et al., 2018; LCH, 2021).

With the increasing importance of learning in extracurricular and out-of-school educational contexts (Kielblock, et al., 2020), multi-professional cooperation is becoming crucial (Olk et al., 2011) and an essential requirement for successful school development, especially in the implementation of all-day schools (Jutzi et al., 2016; Jutzi & Woodland, 2019; Maag Merki, 2015) and in the discourse on school quality (Fend, 2006; Speck et al., 2011). Even though regular teaching and EEO are usually considered as two distinctive organisations, EEO often serve as a bridge between home and school for children and their parents, which is another reason why cooperation between the two organisations is essential.

Findings on teacher cooperation indicate that teachers who do cooperate are less stressed and report higher job satisfaction, as cooperation is seen as a reflection of the social climate in school (Olsen & Huang, 2019; Toropova et al., 2021). Notwithstanding the higher levels of difficulty in multi-professional collaboration, Valentin, Fischer, and Kuhn (2019) demonstrate that aspiring professionals can be taught to understand collaboration as a form of professional and emotional support and to recognize the benefits of collaboration for improving school and classroom practice.

To date there has been little research on multi-professional cooperation between teachers and staff of EEO in Switzerland and there is a particular need for further research on opportunities for multi-professional cooperation (Schuler et al., 2019, p. 94; Boehm-Kaspar et al., 2016). Initial findings suggest that a lack of understanding of the other profession is an impeding factor for symmetrical professional collaboration in Switzerland (Schuler Braunschweig et al., 2019).

This study investigates multi-professional cooperation between teachers at primary schools and the staff engaged in EEO in a pioneering canton in Switzerland. Results from teacher cooperation shows that cooperation is linked to job satisfaction. We would like to find out whether this effect can also be found in multi-professional cooperation settings. Higher job satisfaction and the accompanying lower turnover rate would lead to lasting relationships between children and the staff of EEO, which also has an influence on the well-being of the children (Bloechliger & Bauer, 2016). So, this study examines the relationship between multi-professional cooperation and job satisfaction.

Context of the Study and the Situation in Switzerland

The education system in Switzerland is federally governed, and the 26 cantons are responsible for the schools. So, not surprisingly, there are no national guidelines on the organization of EEO. There is only an obligation that all cantons provide "a demand-oriented offer for the care

Meeting the Needs of Young People During the COVID-19 Pandemic Through Program Adaptations in Creative Youth Development Programs

Denise Montgomery

Abstract: Creative Youth Development (CYD) is a holistic approach to engaging young people through the arts and creativity to support them in thriving in all aspects of their lives. Young people consistently rank culminating events – performances, exhibitions, youth summits, screenings of their films – as a powerful motivator and key aspect of their involvement in creative youth development programs.

This article features insights from a qualitative research study in the United States that explored how CYD programs adapted culminating events to the largely virtual program environments of 2020. Findings include challenges organizations faced in 2020; strategies for adapting culminating events during the COVID-19 pandemic, ranging from centering core principles of youth leadership and prioritizing connection with young people to creative strategies for engaging youth, including positioning new event formats as opportunities for youth to co-create entirely new experiences and events; and implications for the youth development field.

Keywords: adapt, arts, culminating, holistic, pandemic

Introduction

Creative Youth Development (CYD) is a holistic approach to engaging young people, typically ranging from ages 8 through 18 and up to age 24, through the arts and creativity to support them in thriving in all aspects of their lives. Creative youth development is distinct from arts exposure programs and traditional conservatory programs in a number of ways, including: the emphasis on youth leadership and amplification of youth voice; immersion in a creative community with traditions and rituals that support a sense of belonging; the deep relationships with caring adults that includes reciprocal learning; hands-on skill building and original creative expression; provision of wraparound services such as mental health counseling that are commonly part of CYD; and in dosage, with CYD programs often involving 6 or more hours per week of involvement by young people. Many CYD programs in the United States enjoy longevity of participation among youth, regularly spanning three to seven years of active participation. Creativity and belonging are central components of creative youth development, and participation in CYD programs is transformative in the lives of young people.

Some exemplary creative youth development programming in the United States includes programs at these organizations: 1Hood Media in Pittsburgh, PA; A Reason to Survive (ARTS) in National City, California; Artists for Humanity in Boston, Massachusetts; David's

Harp Foundation, in San Diego, California; Destiny Arts Center in Oakland, California; Mosaic Youth Theatre of Detroit in Detroit, Michigan; Spy Hop in Salt Lake City, Utah; and VOX ATL in Atlanta, Georgia.

In 2020, the COVID-19 pandemic forced CYD programs to rework their program models, and organizations that maintained programming largely did so in virtual settings. A key consideration for many organizations in adapting CYD programming was that young people consistently rank culminating events – performances, exhibitions, youth summits, screenings of their films – as a powerful motivator and key aspect of their involvement in creative youth development programs (Montgomery et al., 2013). The essence of the challenge was how to adapt CYD programs' culminating events to online programming while maintaining what is powerful and engaging about these events: the excitement of reaching a focal point in the creative process; the thrill of performing live or of showing creative work at a public event; the gratification of audience connection; and the sense of shared endeavor in working toward a common goal with peers.

Through their innovative approaches to adapting programming to the realities of the COVID-19 pandemic, CYD programs demonstrated the creativity that is in their DNA. These programs also demonstrated steadfast commitment to maintaining connection with young people at a time when connection was tenuous and constrained in many realms of young people's lives.

Even prior to the COVID-19 global pandemic, students in the United States experienced among the highest rates of loneliness in the country, with 47.9% of students reporting loneliness (*U.S. Loneliness Index*, 2018). Globally, anxiety and depressive symptoms among young people doubled during the pandemic, as 20% of youth experienced anxiety symptoms and 25% of youth experienced depressive symptoms (Racine et al., 2021).

CYD's holistic approach is particularly needed and powerful at this moment with the ongoing, as of this writing, COVID-19 global pandemic and with the aftereffects of a pandemic characterized by heightened social isolation and incidence of mental health diagnoses and challenges among youth (Murthy et al., 2022). Creative youth development programs foster belonging and connection among youth participants and with artist mentors as central components of CYD. Belonging is an essential component of mental health (Allen, K. et al., 2022). CYD programs' prioritization of and approaches to supporting connection and belonging among young people contribute to youth mental health and well-being, making the strategies identified through this research useful in ongoing efforts to support youth mental health and well-being through creative youth development programs.

Methodology

This applied research project sought to understand the challenges CYD programs faced during the COVID-19 pandemic and to identify strategies for CYD programs and other youth programs with regard to adapting events to virtual environments. The research was designed in consultation with CYD practitioners, funders, and others involved in the field of creative youth development.