

**Reviewing Reviews of Research in
Educational Leadership:
Asia Leadership Roundtable 2013**



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Dr. Philip Hallinger

Asia Pacific Centre for Leadership and Change

Hong Kong Institute of Education

hallinger@gmail.com



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ILEA Review of Research in East Asia

- ✦ EDLM publications have been dominated by 'Western' literature
- ✦ Our project is conducting 'national reviews of research'
- ✦ Goal is to identify the '**boundaries**' of the knowledge base in EDLM in East Asia



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Goals of the Presentation

- ✦ To share a framework for conducting systematic reviews of research
- ✦ To critically review the approaches used in reviewing research in educational leadership
- ✦ To set the stage for conducting reviews in the ILEA project



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Review of Reviews of Research in EDLM

- ✦ Identified full sample of 38 reviews of research in EDLM published in 9 key journals between 1960-2012
- ✦ Analyzed the reviews according to a set of descriptors and with an analytical rubric focused on methods of review
- ✦ Also analyzed the above trends by change over time, societies, scholars

1. **Ed Admin Quarterly**
2. **Journal of Ed Admin**
3. **SESI**
4. **Leadership & Policy in Schools**
5. **SLAM**
6. **Int'l Jnl of Leadership in Ed'n**
7. **Ed Man Admin & Leadership**
8. **Int'l Journal of Ed Man**
9. **Review of Ed Research**



Emergence of Systematic Reviews in 1990s

Systematic reviews aim to find as much as possible of the research relevant to the research questions, and use explicit methods to draw conclusions from the body of studies. Methods should not only be explicit but systematic with the aim of producing varied and reliable results. (<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=67>)



Conceptual Framework for Reviews

1. What are the central topics of interest, guiding questions, and goals?
2. What conceptual perspective guides the review's selection, evaluation, and interpretation of the studies?
3. What are the sources and types of data employed for the review?
4. How are data evaluated, analyzed and synthesized in the review?
5. What are the major results, limitations and implications of the review?



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Descriptors and Analytics

Descriptors

- ✦ Goal Orientation
- ✦ Theme
- ✦ Locus
- ✦ Author
- ✦ Year
- ✦ Journal
- ✦ Search type
- ✦ Data analysis
- ✦ Search Type
- ✦ Citations

Analytics

- ✦ Purpose: Goals or Questions
- ✦ Conceptual Framework
- ✦ Search Sources & Method
- ✦ Data Extraction
- ✦ Data Analysis
- ✦ Presentation of Findings, Limitations and Implications



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Lit Review Rubric Part 1

#	Criteria/Level	Does Not Meet Standard	Partially Meets Standard	Meets Standard
		0	1	2
1	Statement of Purpose	No clear definition of the research problem or questions behind the review.	The reviewer has articulated a topical focus, but this is not clearly defined in terms of research goals, outcomes, or questions.	The research problem and specific research goals or questions are clearly articulated with appropriate rationale for its importance.
2	Conceptual Framework	There is no conceptual framework used in the review and no justification for its omission.	The review applies a conceptual framework but it lacks either articulation or justification.	An explicit conceptual framework to guide the review is articulated and justified or a clear rationale is offered for why a conceptual framework is not used.
3	Sources and Search Procedures	No discussion of source selection procedures or rationale.	Either the sources used in the review are not described and justified, or the procedures used to identify the specific set of sources is unclear.	Sources and procedures used to identify them are clearly described and justified.
4	Data Extraction	Procedures for extracting and evaluating information from the studies are not discussed and unclear to the reader.	Procedures for extracting and evaluating information from the studies are implicit but can be ascertained by the reader.	Procedures for extracting and evaluating information from the studies are clearly stated.



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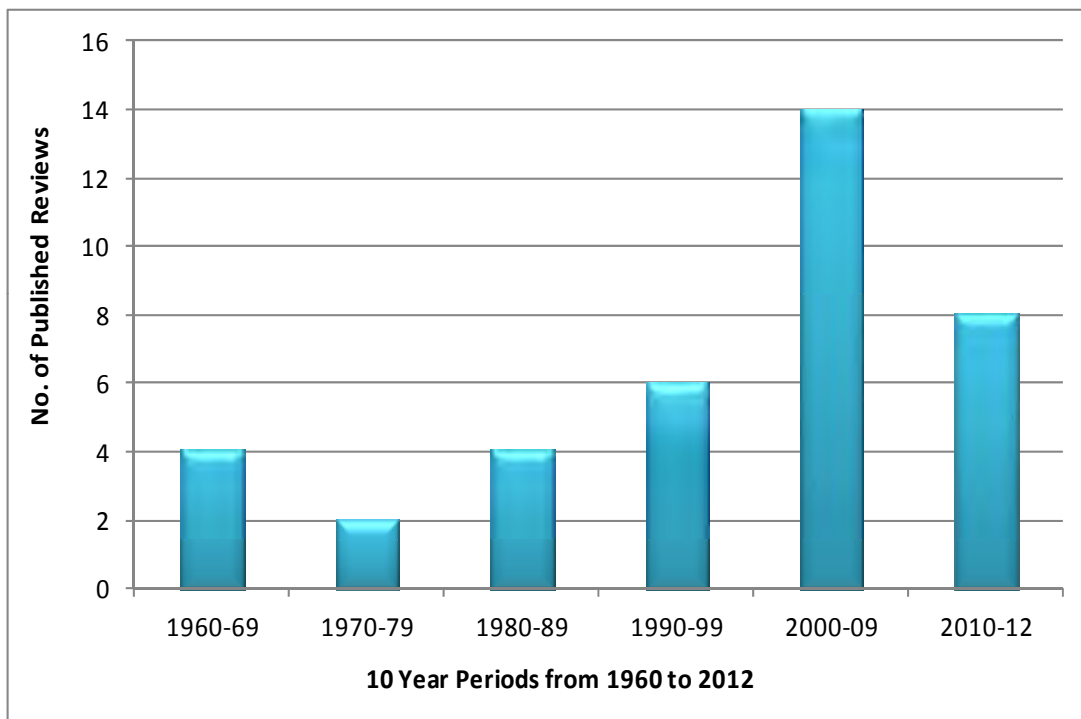
Lit Review Rubric Part 2

5	Data Analysis	Procedures for analyzing and synthesizing data from the studies are unknown to the reader.	Procedures for analyzing and synthesizing information from the studies are implicit but can be ascertained by the reader.	Procedures for analyzing and synthesizing data from the studies are clearly stated and executed.
6	Presentation of Findings	Presentation of findings does not clarify how the results advance our understanding of the research problem.	Presentation of findings emphasizes analysis more than synthesis and/or only partially clarifies how the results advance our understanding of the research problem.	Synthesizes findings across studies and clearly communicates what was learned and how this advances our understanding of the research problem.
7	Limitations of the Review	No explicit discussion of how the findings are limited by the methodology of the review.	Limitations of the review are mentioned but not directly linked to interpretation of results.	Limitations of the review are described and linked to interpretation of results.
8	Implications of the Review	No explicit discussion of implications.	Discussion of implications could be vague, overstated or incomplete (i.e., omits implications for a <u>relevant</u> audience).	Comprehensive set of implications is described for <u>all relevant audiences</u> of the review (e.g., scholars, policymakers, practitioners).



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More Reviews Published in the Past Decade



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Historical Map

- ✦ First reviews in 1960s by Campbell, Erickson and Lipham at 'birth of the field'
- ✦ First systematic reviews appeared in the 1980s (Bridges, Leithwood)
- ✦ More reviews conducted in the past decade but use of systematic methods remains uneven and inconsistent

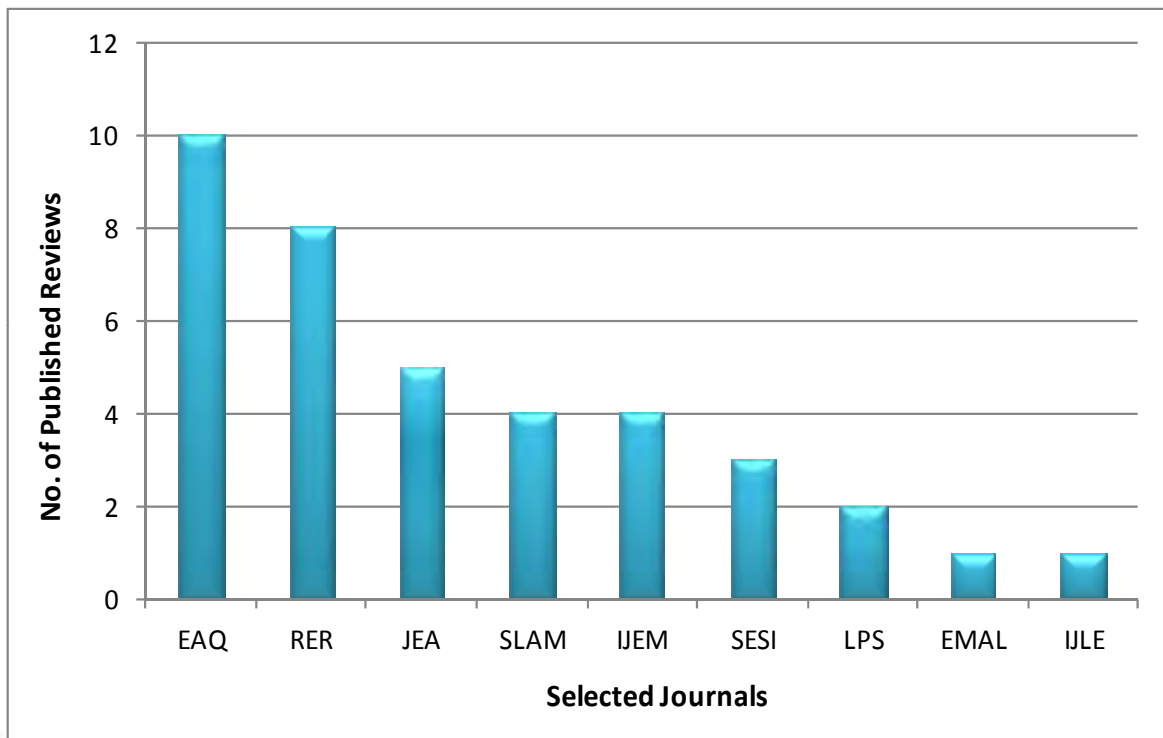


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Publication by Journals Varied Widely



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General Descriptive Findings

- ✦ **Only 38 reviews'**
- ✦ Majority of reviews focused on substantive findings
- ✦ Prior to 1990s, all reviews were authored in the USA/Canada, more diversity in past decade
- ✦ Trend towards more explanatory reviews over time
- ✦ Analysis included critical synthesis, to quantitative synthesis, to meta-analysis
- ✦ Multiple authors involved in multiple reviews



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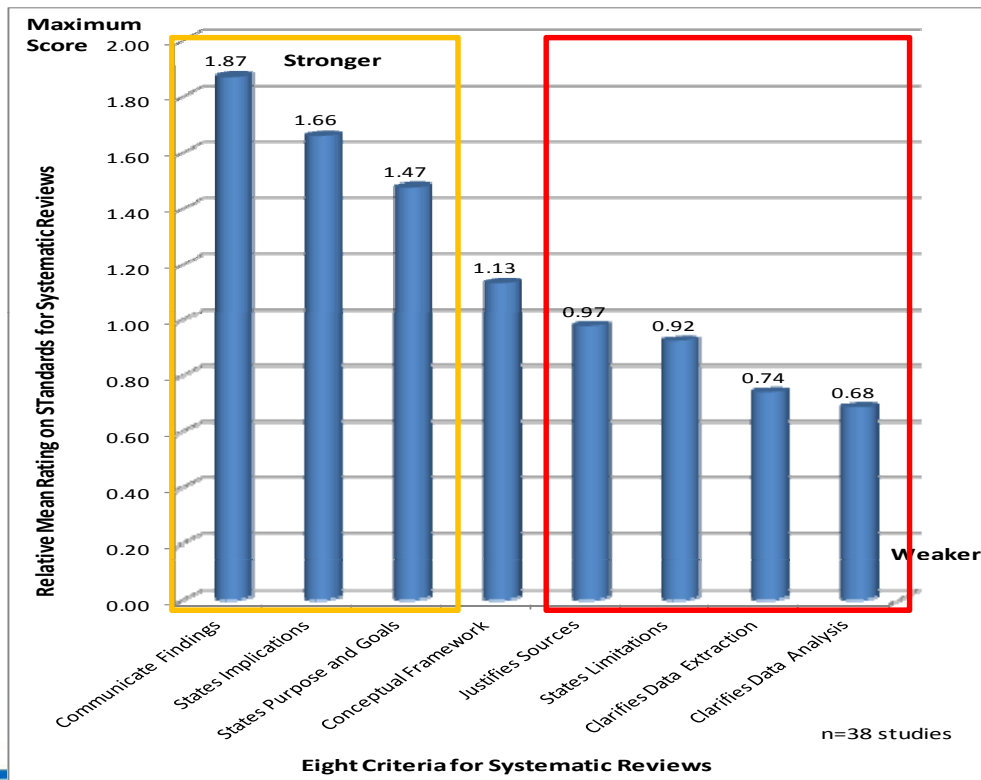
#	Author(s)	Year	Review Type	Jrnl	Total Cites	Goals	Con Frame-work	Search and Sources	Data Extrac-tion	Data Analysis	Communi-cate Findings	States Limita-tions	States Implic-ations	Total Rubric Score
1	Eagly et al.	1992	Standard	EAQ	108	2	2	2	2	2	2	2	2	16
2	Hallinger	2011a	Standard	EAQ	8	2	2	2	2	2	2	2	2	16
3	Leithwood & Sun	2012	Standard	EAQ	0	2	2	2	2	2	2	2	2	16
4	Leithwood et al.	1982	Standard	RER	349	2	2	2	2	2	2	2	2	16
5	Leithwood et al.	1990	Standard	JEA	130	2	2	2	2	2	2	2	2	16
6	Robinson et al.	2008	Standard	EAQ	262	2	2	2	2	2	2	2	2	16
7	Walker et al.	2012	Standard	SESI	-	2	2	2	2	2	2	2	2	16
8	Witziers et al.	2003	Standard	EAQ	342	2	2	2	2	2	2	2	2	16
9	Bridges	1982	Standard	EAQ	172	2	2	2	2	1	2	2	2	15
10	Hallinger & Heck	1996	Standard	EAQ	889	2	2	2	2	1	2	2	2	15
11	Hallinger & Heck	1998	Standard	SESI	715	2	2	2	1	1	2	2	2	14
12	Leithwood & Jantzi	2005	Standard	LPS	152	2	2	2	1	2	2	1	2	14
13	Campbell	1979	Analysis	EAQ	22	2	0	2	2	1	2	2	2	13
14	Murphy	2008	Standard	JEA	7	1	2	2	2	2	2	0	1	12
15	Leithwood	2001	Commentary	IJLE	96	2	2	2	0	0	2	1	2	11
16	Murphy et al.	2007	Analysis	EAQ	12	2	0	2	2	1	2	1	1	11
17	Hallinger	2011b	Standard	JEA	16	2	2	0	0	0	2	1	2	9
18	Oleszewski	2012	Standard	JEA	1	1	2	1	0	1	2	0	2	9
19	Bossert et al.	1982	Standard	EAQ	535	1	2	0	0	0	2	1	2	8
20	Hall & Southworth	1997	Standard	SLAM	56	1	0	1	0	0	2	2	2	8

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Criteria						1	2	3	4	5	6	7	8	9
#	Author(s)	Year	Review Type	Jrnl	Total Cites	Goals	Con Frame-work	Search and Sources	Data Extrac-tion	Data Analysis	Commu-nicate Findings	States Limita-tions	States Implic-ations	Total Rubric Score
21	Adkinson	1981	Standard	RER	151	1	1	1	0	0	2	0	2	7
22	Jacobson	2011	Standard	IJEM	3	2	0	0	0	0	2	1	2	7
23	Kantabutra	2010	Commentary	IJEM	3	1	2	0	0	0	2	0	2	7
24	Riehl	2000	Standard	RER	247	2	1	0	0	0	2	0	2	7
25	Turner	2003	Standard	SLAM	22	1	2	0	0	0	2	0	2	7
26	Erickson	1979	Standard	RER	56	1	1	0	0	0	2	0	2	6
27	Heck & Hallinger	2005	Standard	EMAL	100	2	0	0	0	0	2	0	2	6
28	Muijs	2011	Standard	IJEM	5	0	0	0	0	0	2	2	2	6
29	Southworth	2003	Standard	SLAM	171	1	0	0	0	0	2	1	2	6
30	Hallinger	2005	Commentary	LPS	117	1	0	0	0	0	2	0	2	5
31	Harvey	1994	Commentary	IJEM	18	2	0	0	0	0	2	0	1	5
32	Leithwood et al.	2008	Commentary	SLAM	326	2	0	0	0	0	2	0	1	5
33	Murphy	2004	Standard	SESI	13	1	1	2	0	0	1	0	0	5
34	Harris	2008	Standard	JEA	63	1	0	0	0	0	2	0	1	4
35	Campbell & Faber	1961	Standard	RER	6	0	1	0	0	0	1	0	1	3
36	Lipham	1964	Standard	RER	17	1	0	0	0	0	1	0	1	3
37	Briner & Campbell	1964	Standard	RER	3	1	0	0	0	0	1	0	0	2
38	Erickson	1967	Standard	RER	32	0	0	0	0	0	1	0	0	1
Total Criterion Scores						56	43	37	28	26	71	35	63	
Mean Criterion Scores						1.47	1.13	0.97	0.74	0.68	1.87	0.92	1.66	

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Substantial Variation on Rubric Criteria



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Weaknesses in Reviews

- ✦ Describe the search procedures, and nature of sample of studies
- ✦ Clarify method of data extraction
- ✦ Explicate method of data analysis/synthesis
- ✦ State limitations of the review

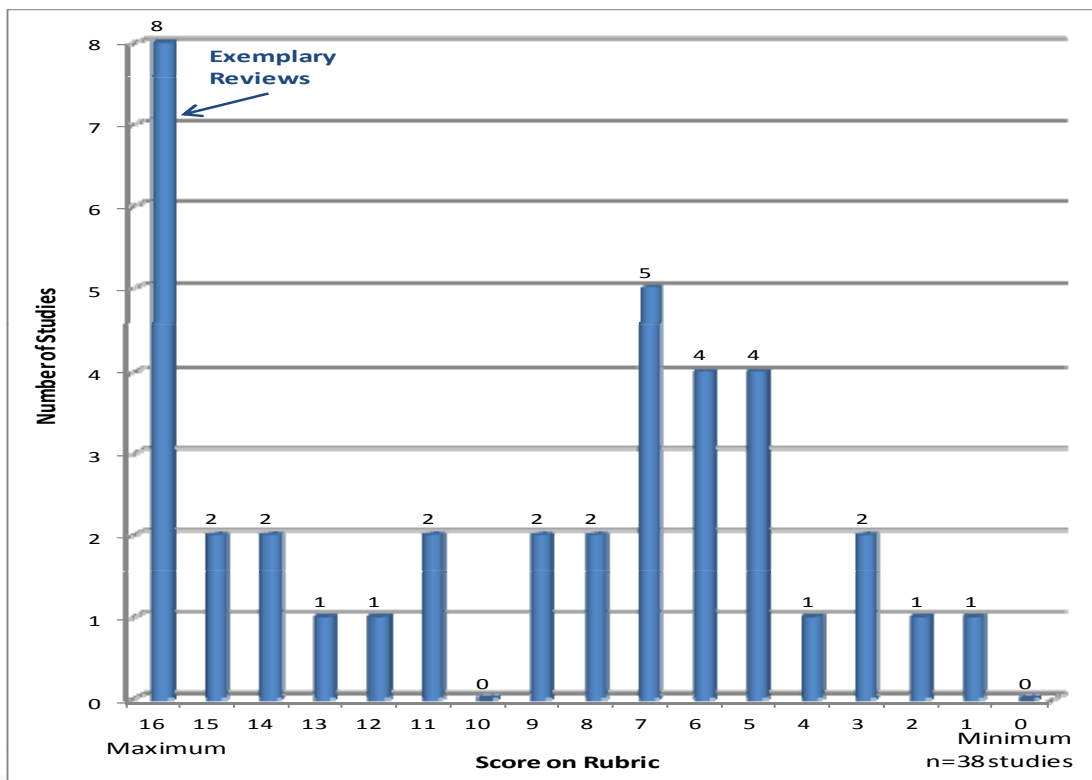


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Identification of Exemplary Reviews



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Exemplary Reviews in EDLM

- ✦ Eagly et al. (1992)
- ✦ Hallinger (2011)
- ✦ Leithwood & Sun (2011)
- ✦ Leithwood et al. (1982)
- ✦ Leithwood et al. (1990)
- ✦ Robinson et al. (2008)
- ✦ Walker et al. (2012)
- ✦ Witziers et al. (2003)



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Conclusions

- ✦ We have a body of exemplary reviews in EDLM that should be used as models
- ✦ These included substantive, method & conceptual reviews
- ✦ Some highly-cited reviews scored low on the rubric
- ✦ Non-quantitative reviews were less explicit in describing their methods of review
- ✦ Reviewers are not taking advantage of new methods of data synthesis (see *Research Synthesis Methods*)



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ILEA Reviews Should Employ the Framework

- ✦ Enable higher quality of and greater comparability
 - ✦ Nonetheless reviews must be tailored to the context
 - ✦ Earlier finding suggests that only Hong Kong would have a substantial English language literature
 - ✦ The other countries must rely more on indigenous language studies and graduate research reports
- ✦ **Goal orientation: substance and method**
 - ✦ **Exploratory reviews**
 - ✦ **Exhaustive search and identification of sources**
 - ✦ **Systematic data extraction using template**
 - ✦ **Varied methods of synthesizing information**
 - ✦ **Audience: scholars, policymakers, practitioners**



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Project Goals for ILEA Roundtable 2014

Process

- ✦ National Lit Review Papers completed and submitted for publication in special issue of journal
- ✦ Synthesis paper in process or completed
- ✦ All country-level interview data collected and analyzed
- ✦ Interview data submitted for central synthesis
- ✦ Case studies being planned

2013-14 Output

- ✦ Proceedings from Roundtable 2013
- ✦ Special Issue Journal of Educational Administration
- ✦ Possible Special Issue SLAM
- ✦ APCLC Monograph Series



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Thank you!



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