

Editorial: Global outreach

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Journal of Further and Higher Education Editorial: Global Outreach

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The Senior Editors of the *Journal of Further and Higher Education* (JFHE) are offering a series of editorials to celebrate the vitality of the journal. The second of these editorial essays explores the extent to which the *Journal of Further and Higher Education* reach and represents a global audience. A critical bibliometric literature review identifies two categories of articles: 1) content about Further and Higher education in countries around the world; and 2) content about programs within the field of international higher education (e.g., internationalization of the curriculum, student/faculty mobility, transnational partnerships, and virtual education). Identification of a global voice enables the journal to re-imagine the study of Further and Higher to represent diverse and diversifying communities.

Internationalization is evolving and is responding to changes in the world order, new global alliances, power balances/imbances, resurgence of nationalism, anti-immigration policies, and critical focus on who internationalization serves and who is invisibilized (Hudzik, 2025; Raby & Valeau, 2024). A critical part of JFHE's missions and values are embedded in internationalization vision and practice. This coincides with the United Nation's Sustainable Development Goal (UN SDGs) No. 4 for Quality Education that advocates cross-cultural learning and outreach to local communities in order to build educational pathways with outcomes in which graduates gain knowledge and experience beyond their borders.

This editorial essay presents a critical analysis of themes that scholars in the field are researching in the post-COVID world from 2022 - 2025. Our research question is: How do the articles in the *Journal of Further and Higher Education* present a global focus? To answer this, we explore the journal articles published in three areas: 1) institutional type; 2) country or geographic region; 3) focus of research. The global outreach of the Journal of Further and Higher Education shows a strong cross-national connection to the journal's mission.

Methods

We used a critical bibliometric literature review to present a macro view of the broader themes found in articles published in the *Journal of Further and Higher Education* from 2022 - 2025 (Cresswell & Cresswell, 2022; Donthu et al., 2021). The critical bibliometric method evaluates the articles to assess the state of the field and the intersectionality of social, political, power relations, and Further and Higher Education within published articles (Donthu et al., 2021). We used descriptive statistics to find gaps of research on various countries and the content from a global perspective.

We choose the years 2022-2025 to represent the post-COVID world. Articles were included if they had a title with the terms 'international', 'global', 'cross-cultural' or

the name of a country. While many articles in the journal focus on the United Kingdom, in order to be inclusive in the search, articles had to mention the country or geographic region in the title or abstract. OnlineFirst articles were excluded. We used deductive coding to answer the research question, inductive and iterative coding to find themes (Cresswell & Cresswell, 2022) and used repeated themes to build patterns of intersectionality (Ravtich & Carl, 2016). The literature review includes a total of 145 JFHE articles that have international lens. Of these 26 articles were published in 2022, 39 in 2023, 37 in 2024, and 43 in 2025 (does not include issues 7, 8, 9, 10, 11, 12).

Limitations

A limitation of a bibliometric literature review is that we only look at titles and abstracts and might miss data since this focus is not inclusive. There is also missing data within the articles that could add to a global context. Nonetheless, our scoping research and this editorial piece offer a glimpse of the journal’s global focus at a macro level.

Findings

From 2022 - 2025, the *Journal of Further and Higher Education* published articles that transverse the world. Three intersectional themes organize this section: institutional types, countries or geographical regions, and programs within the internationalization of higher education.

Institutional types

From 2022 – 2025, JFHE published 117 articles on Higher Education specifically in Universities in countries and geographic regions around the world and only 32 articles on Further Education and similar educational types. Table 1 shows the distribution of institutional types represented in these articles. It is important to note that some authors define Higher Education as distinct from University. The main takeaway is a severe imbalance of articles on Further Education and similar institutions such as Colleges, Community Colleges, TVET Colleges, Universities of Applied Sciences, VET Colleges, and post-secondary education (Raby & Valeau, 2024).

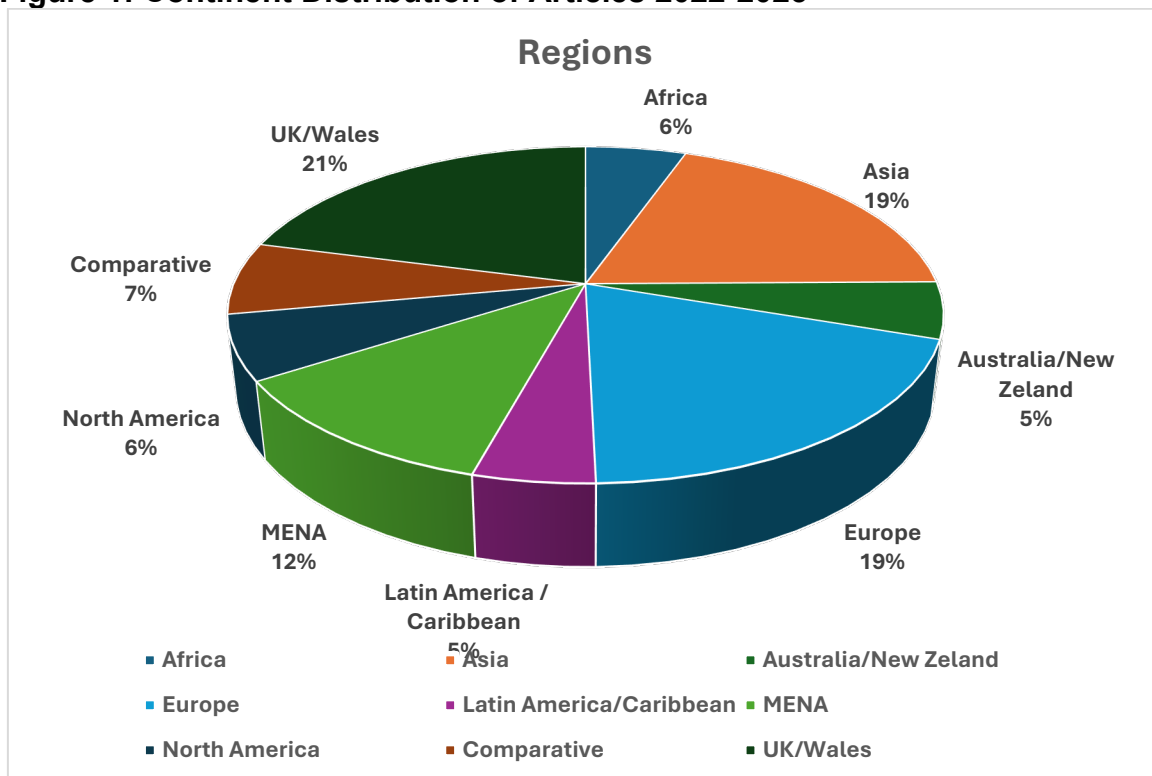
Table 1: Institutional Types 2022-2025 in Internationally Theme Articles

Type	2022	2023	2024	2025	Total
University	21	35	28	29	117
Further Education	3	4	3	2	12
Universities of Applied Sciences	1	2	1	0	4
Community Colleges / Technical Vocational Education Colleges; University College	1	0	0	3	4
Colleges	0	0	1	3	4
Postsecondary	0	0	0	1	1
Higher Education	0	0	0	7	7

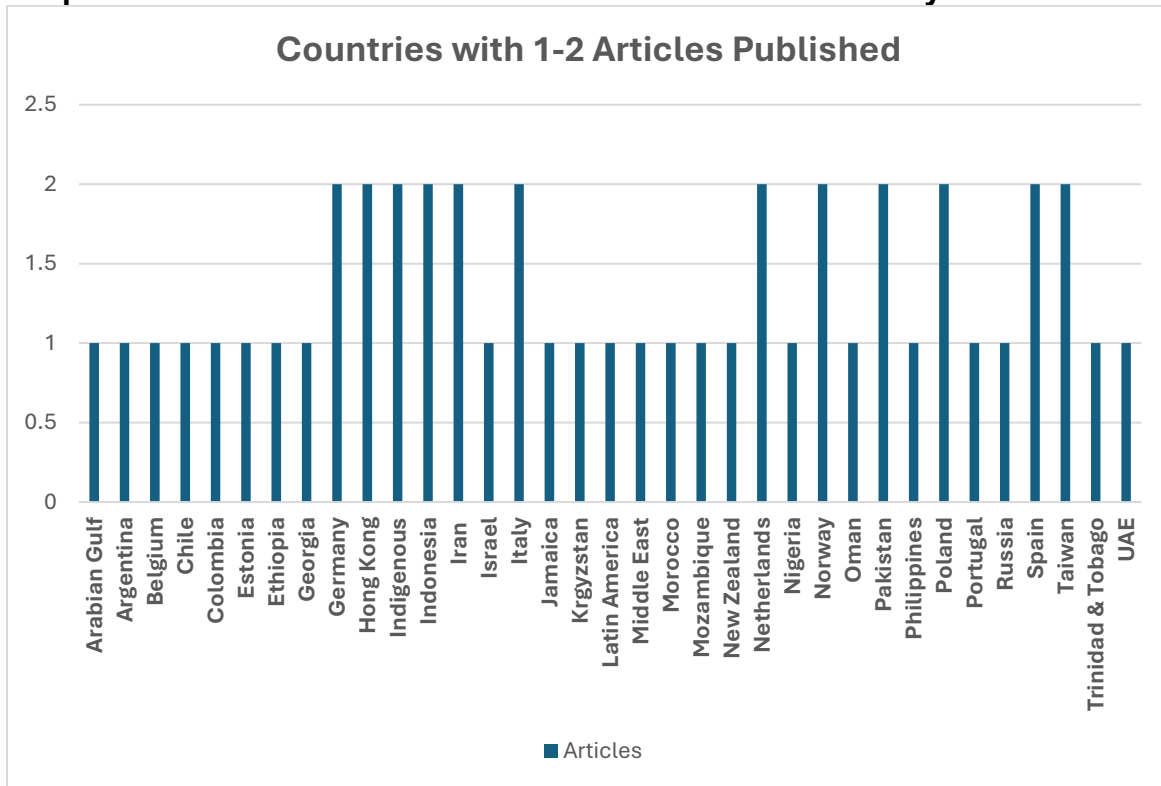
Countries

From 2022 – 2025, articles represent a range of countries and geographical regions with 80 articles (61%) on countries in the Global North and 52 articles (39%) on countries in the Global South. 26 articles are about the United Kingdom (UK) and six on Australia. Figure 1 shows the continental distribution of the articles. Graph 1 shows countries with one to two published articles and Graph 2 shows countries with three or more articles. In addition, there are 9 articles that are comparative in focus. The countries with the most articles published from 2022-2025 are UK (26); Comparative (9); Australia (6); Malaysia (5); and Vietnam (5)

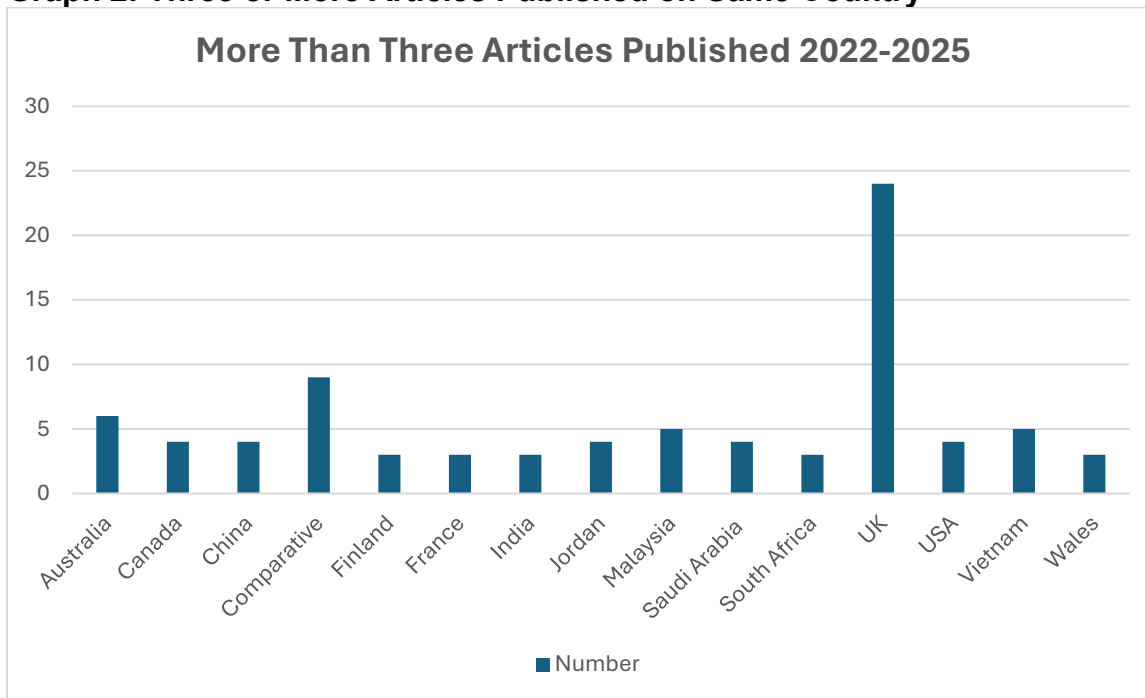
Figure 1: Continent Distribution of Articles 2022-2025



Graph 1: One or Two Articles Published on the Same Country



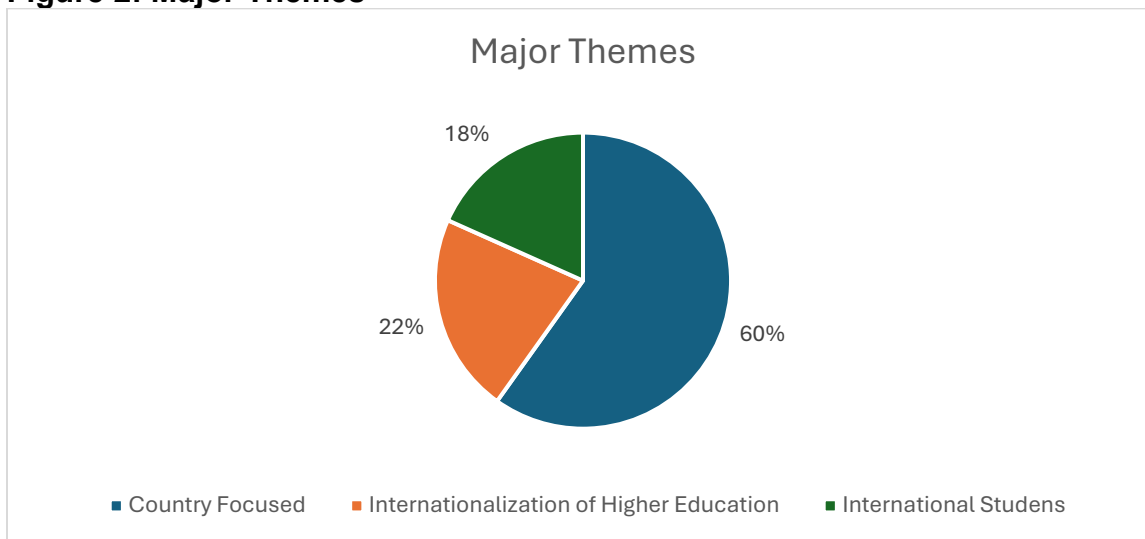
Graph 2: Three or More Articles Published on Same Country



THEMES

There are three primary themes. First, there is a country focus in which articles are about a specific issue related to Further and Higher Education in a specific country. Second, is an Internationalization of Higher Education (IHE) focus. Finally, there is a focus on International Students. While international students are a sub-category of IHE, we feel that it needs to have its own category because there are so many articles on this theme. Each theme has several sub-themes that provide context to the focus of the article. Figure 2 shows the number of articles on each sub-theme. 60% of the articles in 2022-2025 are the Country-Focused theme. Graph 3 shows the intersectionality of the sub-themes found within the articles. For example, the topic of COVID is found in each of the main themes.

Figure 2: Major Themes



Intersectionality of Themes

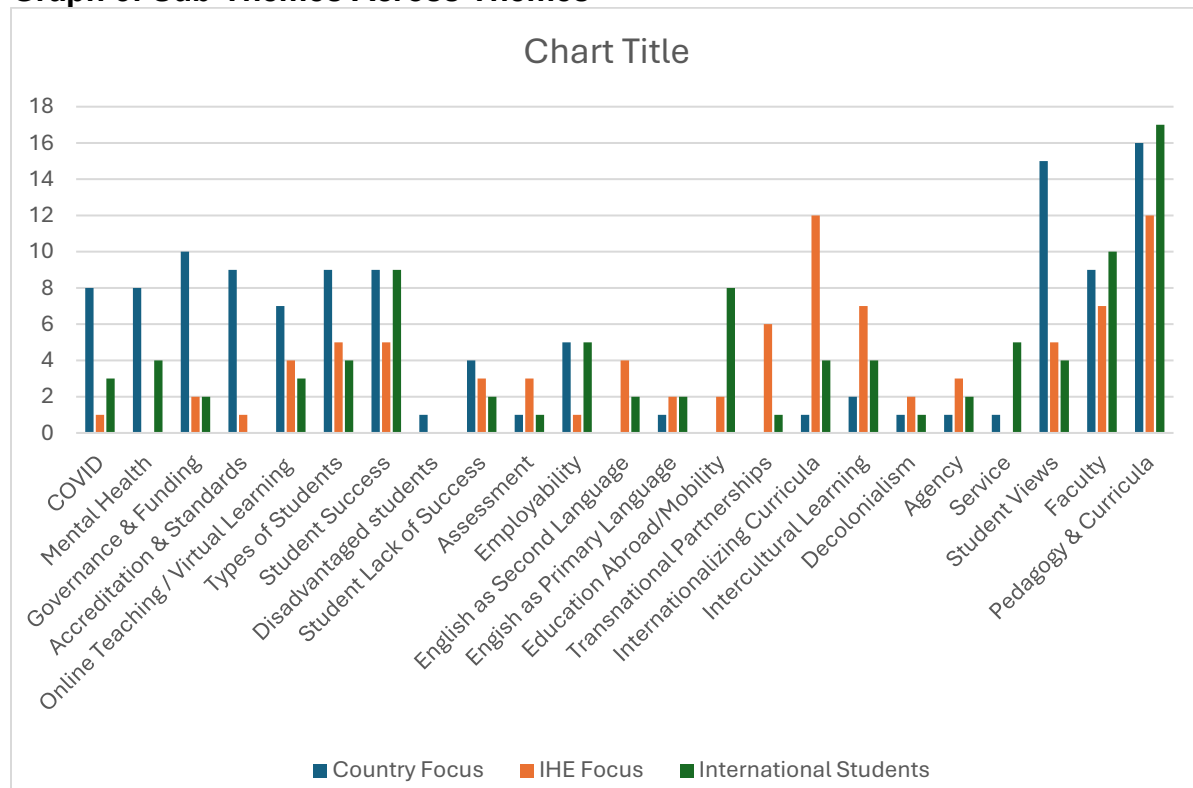
Country Focused

There are 76 articles that explore educational issues in various countries. These articles include five sub-themes.

Studies Pre, During and After COVID. There are nine articles on COVID. Three articles focus on faculty who do not like to teach online. Six articles examine student views of plagiarism and mental health during COVID with a focus on single parents' impact, 1st year student engagement, and cross-cultural validation of online learning

Governance and National Policies. There are seven articles on governance and national policies. Two articles examine how world rankings link to reputation. Two articles examine how higher educational institutions accept national standards and sustainable development goals. Two articles examine the government role in education. One article examines university governance reform efforts overtime. One article shows how academics view the impact of academic accreditation on quality.

Graph 3: Sub-Themes Across Themes



Institutional Features. There are 11 articles on the Further Education (FE) sector. Two articles examine types of students who attend FE Colleges. Two articles talk about TVET curricular change. One article each explores: a) new campus for higher education delivery; b) lecturers' quality c) teacher quality in math education d) organizational culture, e) opposition to competency-based education, f) virtual classroom challenges for psychology educators; g) PhD Scholars Program; h) using Facebook to engage college students, students response to curricular change; and i) specialty academic courses in US Community colleges that support students throughout their higher education experiences.

Universities are the focus of 30 articles. Three articles explore top-down managed reforms and how faculty view them negatively. One article each explore: a) academic policies; b) on-campus work-integrated learning activities and obstacles from university stakeholders; c) accreditation; d) departmental activities that influence pedagogy but not research; e) changing doctoral education with hybrid course as a result of academic capitalism; f) novice teacher development of self-efficacy; g) support in teaching, assessment and educational design; h) grade inflation and impact on public/private institution student recruitment; i) how supervisor alliance with employees reduces faculty turnover; j) learning styles of Australian exercise science & clinical exercise physiology students; k) PhD publication in humanities and social sciences comparing countries; l) academics who are mothers and their mental health; m) lack of

indigenous knowledges in teacher education programs; n) levels of comfort with personal and sexualized interactions between faculty and students; o) gender inequity that teachers need to address; p) university support on student entrepreneurial intentions, q) how short-professional courses can reduce low-income and gender dropout; r) sustainable development vs. sustainability, s) profiles of academic work, and t) students with invisible disabilities.

Student success. There are 24 articles on student success. Three articles examine modeling and mentoring for success and matriculation. Two articles examine food insecurity. Two articles examine anxiety and student mental health issues. One article each explore: a) student mental health issues related to withdrawal from Further Education, b) problems with task-focus & time management; c) student services, d) building emotional intelligence, e) predictors of homesickness of rural students transitioning to university; f) negative context of sleep disturbance and educational impact; g) odds of failing 2nd year criminology studies; h) psychological distress impact on GPA, i) young adult caregivers education; J) ChatGPT assignments and risks of plagiarism; k) low critical thinking skills, and low quality; l) students with invisible disabilities; m) student participation needs, innovative teaching practices & caring faculty; n) sports students and teacher education programs; o) motivational pedagogy for gifted mathematicians in Further Education; p) students with invisible disabilities; q) changing pedagogy impact on disadvantaged students, and r) students at US Community College specialty programs for success.

Employability. Two articles explore higher education and employability. One article each examine this sub-theme: a) Ph.D. employability from internship programs, and b) business graduate views on social prestige of Universities of Applied Sciences degrees and employability.

Internationalization of Higher Education (IHE)

Internationalization of Higher Education is a key change agent to what is taught, how it is learned, and how it affects student learning. At the basic level, it is the integration of international, intercultural, and global dimensions into course content and experience. It includes programs for mobility (in-and out-bound), internationalizing the curriculum, and transnational partnerships with other institutions. IHE programs are explored in 30 articles.

Globalization: Two articles examine a) evolving landscapes comparatively and b) the impact of publication limits on academic freedom & productivity of Vietnamese EFL lecturers.

English as Second Language. Five articles examine the strategies and effectiveness of teachers. One article examines peer scaffolding in reading programs and another examines use of Microsoft Teams on learning.

Education Abroad. Three articles explore education abroad in terms of a) language barriers; b) ecological adaptations of German students studying in Thailand; and c) international academics who have short-term teaching assignments abroad.

Transnational Partnerships with Other Institutions. Eight articles examine transnational partnerships. One article each explore a) leadership imbalance in a Turkish/Ethiopian Bologna program, b) transnational teachers influence education in

host countries, c) photovoice to help adult Jamaican students in self-discovery & academics, d) challenges due to English, e) career uncertainty, f) peer relationship, g) comparison of pedagogy of using Facebook with students in Israel & US; and h) comparison of faculty development and collegiality with faculty in Spain & Italy.

Internationalizing the Curriculum. Twelve articles examine aspects of internationalizing the curriculum (IOC). Two articles each explore: a) inclusion of Sustainable Development Goals in community colleges and TVET Colleges, b) use of English as part of a massification agenda, c) intercultural focus to be emancipatory from colonial knowledge, d) use of humor in EFL classes for student success, e) cultural and linguistic factors in effective feedback, g) intercultural competence of university students in navigating academic, social, ethnic and cultural transitions, g) using 5cs strategies to build IOC during COVID; h) Taiwan IOC; i) diversity by inclusion of Tribes in Indian sovereign nations in the United States; j) significance of IoC using student and faculty voices; i) how equity, diversity, and inclusion occurs in courses that have been internationalized; k) linguistic & non-linguistic modes of expression in reading needs cultural understanding; l) do college students have equal opportunities to be equipped with global competence, m) International academics short-term teaching in Chinese University; n) using Microsoft teams as curricula; and o) using Facebook as curricula between students in Israel and USA.

International Students

One IHE program focuses on international students. We added a separate category to capture this theme in 26 articles.

Funding. Two articles examine aspects of funding: a) funding of programs and b) agencies that facilitate mobility around the world.

Agency. Two articles explore agency: a) how agency contributes to success of Chinese students studying in England; and b) PhD student socialization needs acceptance to teaching culture & teaching community as equal partners

Services and Faculty. Five articles examine aspects of service and faculty: a) quality of staff and services for international students; b) quality of human resource management; c) international students studying in China and use of services; d) how academic staff provide challenges for international students, and e) effective academic advising.

Pedagogy & Curriculum. Ten articles explore pedagogy and curriculum. One article each examines: a) how assessment changes can reduce anxiety, b) how teacher autonomy leads to student engagement, c) how faculty like group-work but students do not, d) need to change curriculum with a focus on social justice; e) support strategies for Ukrainian refugees, f) use of informal networks for communication, such as Wasta; g) Chinese international students studying in the UK and who want lower class size, h) more study skill support and timely information from staff; i) Chinese Masters international studying in the UK who experience difficulties in building critical thinking skills; and j) changing faculty workload, funding, motivation in their teaching of English Language Teaching in Ph.D. programs.

COVID. Three articles examine the outcomes of teaching and learning during COVID: a) benefits of English Foreign Learning in a flexible online assessment, b) how

faculty were not ready which resulted in student anxiety, and c) how in some countries the transition to online was easy for students and faculty.

Employability. Four articles explore issues related to employability: a) benefits of learning Mandarin and future employability, b) career mentoring for medical and doctoral students, c) how employability capabilities help gain careers for international graduates in Australia; and d) symbolic, spatial, and cultural opportunities for international students to gain employment.

Critical Reflections

The purpose of this editorial essay is to celebrate the global outreach of the *Journal of Further and Higher Education (JFHE)*. One of the JFHE missions is to be an international, peer-reviewed journal . . . encouraging engagement with and around policy, contemporary pedagogic issues and professional concerns within different educational systems around the globe (Aims & Scope, 2025, para. 1-2) As this editorial essay shows, JFHE is indeed an internationally focused journal due to the diversity of authors and topics of their articles. Nonetheless, there are gaps in who publishes and on what topics. A noted gap is an unbalance of representation from geographical regions as 62% of articles on countries are concentrated on countries located in the Global North with the majority on the United Kingdom. Supporting authors from throughout the world needs to be an increasing focus of the future.

While it is clear that global outreach is being met, there is evidence that more diversity and equity need to be achieved. There is an imbalance of institutional types published in JFHE. This imbalance shows that JFHE is not quite meeting its mission of Further Education. There is a serious need for more articles on Further Education and similar types of institutions around the world. Especially a journal with a title on Further Education, it is evident that there is a need for attention to gain equity.

Conclusion

To meet these and other *Journal of Further and Higher Education* needs, we are happy to announce a new international editorial team. The senior staff has members based in two countries, the United Kingdom and the United States. The associate editors are based in six countries, Australia, Austria, Malta, Spain, United Arab Emirates, and United Kingdom. Finally, the new editorial board represents 16 countries: China, Ghana, Hong Kong, Jordan, Malaysia, Nigeria, Norway, Scotland, Singapore, Spain, Thailand, Turkey, Vietnam, United Arab Emirates, United States, and United Kingdom. There is a strong foundation from the editorial boards to enable the journal to grow its global outreach and impact.

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