Recommended Readings in Extended Education

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At the first conference of the Network on Extracurricular and Out-of-School Time Educational Research (NEO ER) in 2010 in Giessen (Germany), a common vision was agreed upon, namely the conduct and international exchange of research on pedagogically structured provisions that go beyond the classes of the regular school curriculum and support the social, emotional and academic development of children and young people. In the following years, for this kind of research on extracurricular activities, afterschool programs, leisure time centres, out-of-school time provisions, private tutoring, and many more, the term *Extended Educational Research* gained more and more acceptance around the world. Since its initiation, the international Extended Education community made progress towards an international exchange, such as the publication of an edited book with authors from a variety of countries (Ecarius et al., 2013), the launch of the International Journal on Extended Education (IJREE), several international conferences, amongst them a workshop with experts specific for junior researchers, and to forth. Recently the network became an International Research Network (IRN) of the World Educational Research Association (WERA). Researchers within the WERA-IRN Extended Education have various backgrounds in different disciplines with a focus on diverse topics and methods, and their work is situated in different educational systems. Hence, the question appears, if there is a shared perspective on extended educational phenomena, or if there is a shared theoretical or conceptual foundation. In this short paper, we briefly investigate if the previously published papers within the past issues of the IJREE indicate such shared ideas by giving reference to the same records. The aim of the following investigation is to find out if such common references exist, and if so, what they are, and we would like to carefully recommend that these reference might be worth to study furtherly.

The reference lists of the papers that were published in the first eight issues (1/13, 1/14, 2/14, 1/15, 2/15, 1/16, 2/16, and 1/17) of the IJREE were analysed. Besides the peer-reviewed papers, all other papers that contained references were included, too, such as the introductions to the main topics, or for example articles in the Section Developments in the Field of Extended Education. 47 peer-reviewed papers and 10 non-peer-reviewed papers were analysed, which results in an overall number of 57 analysed papers. For analysis, all these references were copied in an Excel sheet and the origin of each paper was noted. The list contained 2,054 references. These

references were ordered with regard to the authors and year of publication. During this step, each reference was checked for spelling of the author names and general correctness of the record. If for example one book was referenced by several authors, but the references contain different editions, this was coded as one book. This applied to translations, too. For example the "Vigotsky, L. S. (1979). El desarrollo de los procesas psicológicos superiores. Barcelona: Grijalbo." was identified as the Spanish version of "Vygotsky, L. S. (1978). Mind in society: The development of higher mental processes. Cambridge, MA: Harvard University Press." As a *second* step, all references that appeared only within one single line in the list, were deleted. In other words, these references were only cited by one single paper, and were not a reference that was shared by different papers. After deletion, 488 single records remained in the dataset. *Third*, each reference was coded using the same code for the identical references and different codes for different references. This step revealed that in the data set there were 190 different references that were cited by at least two different papers. The *fourth* step was to consider that the same authors and author teams might have written several IJREE papers. A number of authors have published more than one paper in the IJREE. That one and the same author would use more or less a comparable set of references when writing different papers seems reasonable. Yet, this would mean that their references would appear several times in our list. Hence, at this stage the differentiation into different IJREE papers was changed into differentiate different authors/author teams. *Fifth*, only those references that were cited by minimum four *different* authors or author teams remained in the data set. This reduced the number of relevant references to 15. *Sixth*, the number of different authors or author teams citing each reference was counted and used as an indicator of its relevance. This indicator ranges from 4 up to 8 different authors or author teams citing one reference.

Table 1. Relevant Literature According to the Examination of Reference Lists

No. of different citations	No. of papers (n)	References
8	1	Eccles & Gootman (2002)
6	2	Durlak, Weissberg, & Pachan (2010) Vygotsky (1978)
5	2	Durlak & Weissberg (2007) Vásquez (2002)
4	10	Cole & The Distributed Literacy Consortium (2006) Ecarius, Klieme, Stecher, & Woods (2013) Fischer & Klieme (2013) Freire (1970) *(Kielblock & Monsen, 2016)*** Klerfelt & Haglund (2014)** Larson (2000) Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn (2006) Lave & Wenger (1991) Saar, Löfdahl, & Hjalmarsson (2012)

Note: ** = These articles were published within the IJREE. Italics = This article was the introduction to a Special Issue, which was circulated amongst the authors of the different Special Issue papers.

The result is depicted in Table 1. Most commonly extended education researchers referred to the work by Eccles and Gootman (2002) on 'Community Programs to Promote Youth Development'. Also common books are 'Mind in Society' (Vygotsky, 1978) and 'La Clase Mágica' (Vásquez 2002). Other common references are the meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents by Durlak, Weissberg, & Pachan (2010) and the analysis of the impact of after-school programs that promote personal and social skills by Durlak & Weissberg (2007). The literature review indicated 'The Fifth Dimension' (Cole & Distributed Literacy Consortium, 2006), the 'Pedagogy of the Oppressed' (Freire, 1970), and the 'Situated Learning' (Lave & Wenger (1991) as being of importance, too. The edited book by Ecarius, Klieme, Stecher, & Woods (2013) on 'Extended Education – an International Perspective' is also in the list of relevant records. Within this book, particularly the chapter written by Fischer & Klieme (2013) was referenced separately by different authors/author teams, too. Other important topics were school-age educare in Sweden (Klerfelt & Haglund, 2014), Kunskapsmöjligheter i svenska fritidshem (Knowledge opportunities in Swedish school-age educare centres; Saar, Löfdahl, & Hjalmarsson, 2012), psychology of positive youth development (Larson, 2000), out-of-school-time programs (Lauer et al., 2006), and practitioner's use of research (Kielblock & Monsen, 2016).

The topic of this short paper was 'recommended readings in extended education', and we presented a number of fifteen references that has been referenced by different researchers, whose research was published within the IJREE. The 'recommendation' was not supposed to mean that these references are of any major importance per se. Yet, we wanted to demonstrate that there are particular references that were used by different authors. Hence, we suggest examining these references critically in future investigations, and asking the question, what each of them might contribute to a deeper and shared understanding of extended education.

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