

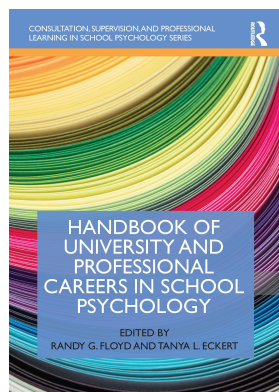
This article was downloaded by: 10.3.97.143

On: 11 Dec 2023

Access details: *subscription number*

Publisher: *Routledge*

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Handbook of University and Professional Careers in School Psychology

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Engaging Internationally to Produce Scholarship in School and Educational Psychology

Publication details

<https://www.routledgehandbooks.com/doi/10.4324/9780429330964-20>

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Published online on: 30 Dec 2020

How to cite :- John C. Begeny, Gertina J. van Schalkwyk, Eui Kyung Kim, Jesus (Jess) Alfonso Datu, Rahma Hida, Jiayi Wang, Maria del Pilar Grazioso. 30 Dec 2020, *Engaging Internationally to Produce Scholarship in School and Educational Psychology from: Handbook of University and Professional Careers in School Psychology* Routledge

Accessed on: 11 Dec 2023

<https://www.routledgehandbooks.com/doi/10.4324/9780429330964-20>

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14 Engaging Internationally to Produce Scholarship in School and Educational Psychology

A Critical Perspective

John C. Begeny, Gertina J. van Schalkwyk, Eui Kyung Kim, Jesus (Jess) Alfonso Datu, Rahma Hida, Jiayi Wang, and Maria del Pilar Grazioso

Fostering greater success and opportunities for children and adolescents around the world is a complex goal for everyone working within the international field of school and educational psychology. Intercultural and multicultural variability demands that school and educational psychologists search for new forms of understanding and ways of serving the diverse school communities in which we work. Adding to the complexity of working in the field is sharing our scholarship internationally, something that cannot be separated from the realization that we are faced with special challenges and assumptions—often presented by the unique circumstances, institutional constraints, and cultural diversities within which we function. There are, for example, different cultural variables, value systems, and norms—both within and across country borders—that present traditions of understanding and rules prescribing what constitutes acceptable scholarship. Institutional and disciplinary conventions can also affect how research findings are reported. These conventions (and often constraints) require critical consideration of several complex issues (e.g., perceptions of what constitutes truth and quality scholarship as well as the extent to which scholarship is influenced by bias or subservience to one way of knowing over another).

In the past century and even now in the 21st century, academic neo-colonialism has thrived, often suppressing innovative interventions across borders, the exploration or transfer of new forms of understanding, and the best interests of the populations we serve. Internationalization of school and educational psychology, however, demands us to engage with moral, intellectual, and professional imperatives to explore the intent of our research, to share what and how we know, and to provide best practices that would minimize vulnerabilities and enhance the well-being of the youth and community members with whom we work. In this chapter, we embrace the challenges and complexities of engaging internationally to produce scholarship for school and educational psychology. In discussing these complexities, we hope to emphasize the importance of indigenous knowledge and practice coming from cross-cultural work, erode barriers between psychology and other fields working with and for children, and enhance opportunities for dialog and collaboration that are viable, harmonious, and inclusive.

With these factors in mind, the central goals of this chapter are to discuss the potential benefits, challenges, and opportunities that come with producing international scholarship related to school and educational psychology. We will also describe key concepts and considerations one should be aware of if engaging internationally. For example, we will discuss what it may mean to professionally identify as a school or educational psychologist in different countries around the world and what it may look like to engage in processes of internationalization versus simply producing scholarship in more than one country. Additionally, this chapter will present recommendations intended to support international scholars in achieving their own definition of success.

Finally, the chapter offers some critical perspectives about engaging internationally. We state this explicitly because, in our collective experiences, we have observed international engagement activities that lack cultural sensitivity or a critical analysis of contexts (e.g., historical, economic, racial, religious, socio-political, sex, and gender). Such contextual insensitivity naturally influences the production of scholarship and the practice of school and educational psychology within a respective country or region.

Overview of Terminology and Considerations

Before we discuss the importance of working and collaborating internationally to produce scholarship that is relevant to the discipline, we must first discuss key considerations and concepts relevant to engaging internationally. We hope this overview will better elucidate the content in the chapter and foster increased understanding, reflection, and critical analysis of what it means to engage internationally within a professional context.

Conceptualizing School and Educational Psychology

One estimate suggests there are more than 80 countries that employ professionals within school and educational psychology (Jimerson, Skokut, Cardenas, Malone, & Stewart, 2008). Yet, when considering what it means to engage internationally to produce scholarship in this discipline, it is important to highlight that research, practice, and training within the discipline (broadly defined) will look somewhat different. It is also necessary to understand that (a) *school psychology* and *educational psychology* are not necessarily synonymous in national or international contexts; (b) there are other appropriate descriptors that professionals within this broadly defined discipline may use (e.g., *school counseling* and *practicing psychology in the schools*) depending on global region or context; and (c) more work and critical dialog is needed to understand these terms according to context- or nation-specific practices (Bernardo et al., 2018).

With the aim of fostering international collaboration among school and educational psychologists, the International School Psychology Association (ISPA) (<https://www.ispaweb.org/a-definition-of-school-psychology>) provides a definition, which states,

The term school psychology is used in a general form to refer to professionals prepared in psychology and education and who are recognized as specialists in the provision of psychological services to children and youth within the contexts of schools, families, and other settings that impact their growth and development. As such, the term also refers to and is meant to include educational psychologists and others who display qualities this [ISPA] document associates with school psychology.

However, some (e.g., Bernardo et al., 2018; Farrell et al., 2014) have commented on a lack of representation of international perspectives within the ISPA definition and standards. It is also important to note that these terms—school psychology and educational psychology—primarily refer to the context of practice (i.e., school and educational settings) and not to specific services and practices. Psychological services within the context of the school are not yet a recognized activity in some countries, as their departments of education do not support such services within schools. In those countries, similar services and practices may be provided in non-educational settings and may not be referred to as school or educational psychology practice.

Although previous research found that many graduate programs and national organizations across the globe use either or both of the terms, *school psychology* and *educational psychology* (Kim et al., 2018), the use of these terms does not necessarily indicate that training,

scholarship, and practice are the same within or across cultures. For instance, when directly translated into English, South Korea and Japan use the term *school psychologist* to refer to psychologists working in school settings. Nigeria also uses the term, *school psychology*, but with a broader meaning that may include school guidance counseling, special education, and general psychology. Additionally, requirements for licensure and the level of training offered within school and educational psychology vary across countries (Jimerson, Oakland, & Farrell, 2007).

Collectively, although there are numerous similarities in the training, practice, and licensure of psychologists who work within the context of school and education, the definition of school psychology provided by ISPA does not fully describe the nature and scope of the discipline across all countries and cultures. These differences across nations lead to several questions related to international scholarship in our field. For instance, is it necessary or possible to develop a global definition of school and educational psychology? How might the location of practice (e.g., in schools and outside of schools) or the general characteristics of populations most often served (e.g., infants, school-aged children, adults with learning difficulties, teachers, parents, etc.) influence the definition? Is a globally encompassing definition a prerequisite to understand and further international scholarship in our field? In our view, if individuals in the field aim to develop a global definition reflecting diverse national perspectives, roles, and training requirements, the definition likely needs to be very broad in scope. Additionally, such a definition would only be possible once a diverse and globally representative group of individuals have thorough knowledge and understanding about different cultural perspectives that influence scholarship, training, and practice in school and educational psychology.

This chapter does not aim to propose answers to the above questions or summarize all global similarities and differences in school psychology training, practice, or licensure. Rather, we want to highlight these issues and suggest three main ideas. First, continued dialog regarding terms and definitions is necessary to develop a more critical lens to understand international scholarship related to school and educational psychology. Second, those engaged in international scholarship within the discipline should be well informed about the diversity and variability in roles and practices of school psychologists in the specific countries in which they are working or collaborating. Third, those involved with publishing school and educational psychology scholarship (e.g., journal editors and editorial board members) should be cognizant of the challenges across cultural and geographic contexts and attempt to be more inclusive.

Despite the importance of thinking critically and needing more professional discussion about appropriate terminology related to the field, for concision and consistency with other chapters within this book, we will often use the term *school psychology* to refer to our collective discipline. However, we occasionally use *educational psychology* or simply *psychology* to remind readers that (a) these terms connote similarities and differences, and (b) when working in international contexts, one should not make assumptions about a school psychologist's practice or professional priorities.

A Focus on Scholarship through International Engagement

A central focus of this chapter is the production of scholarship, and for this chapter we consider *scholarship* to be all forms of scholarly writing that both (a) relate to one's research, practice, and training in school psychology and (b) appear in a professional book, journal, conference proceeding, instructional manual, or assessment manual. Our definition includes but is not limited to reports of qualitative research, quantitative research, summaries of previously published research, written commentaries, teacher manuals, books, and book chapters. We do not contend that this is a comprehensive or globally agreed upon definition of scholarship, but it incorporates many important forms of written scholarship and allows us to be clear with those who read this chapter.

The other focus of our chapter is *international engagement* (for purposes of producing scholarship). Of course, international engagement within school psychology can include a range of activities—beyond producing scholarship—that importantly contribute to the discipline and its international growth. For example, cross-national support and advocacy work (e.g., collaborating to develop or enhance a national professional organization outside of one’s primary country of employment as well as advocating for otherwise underrepresented groups to hold leadership positions that influence international dialog or activities) can meaningfully enhance school psychology internationally. Ng and Noonan (2012) and Begeny (2018b) offered deeper discussion and more examples related to cross-national advocacy as well as its importance for a discipline. Beyond advocacy efforts, there are many other ways one can engage internationally. One might participate in professional forums focused on international issues, practice or receive applied training in more than one country, or help to edit or translate written materials so they reach a more international audience. Although the aforementioned examples involve important types of international engagement, these types of activities are not discussed within our chapter because they are not activities directly aimed at producing scholarship. In other words, for the purposes of this chapter, *engaging internationally to produce scholarship* means that an individual is working in some capacity (individually or collaboratively) within more than one nation in order to produce scholarship relevant to school and educational psychology.

Engaging Internationally in Ways that Align with Internationalization

The concepts, processes, values, and goals of *internationalization* are essential to our discussion because engaging internationally to produce scholarship has the potential to produce negative consequences or impacts, even if unintended. For example, exploitation, paternalism, neoliberalism, language differences, and inequitable resources have all been described as barriers or negative impacts resulting from international work that does not strive to integrate internationalization processes and values (Begeny et al., 2018b; Bernardo et al., 2018; van de Vijver, 2013). Engaging internationally in ways that align with processes of internationalization should minimize potential negative impacts and enhance possible advantages we will discuss later (also see Begeny, Levy, Hida, & Norwalk, 2018a, Begeny et al., 2018b).

There is no one agreed upon description or definition of internationalization within psychology or other fields, but many have conceptualized it as having an organizational emphasis, a representational emphasis, or a combination of the two (Arfken, 2012). With an organizational emphasis, psychologists use values and processes of internationalization to better ensure international expansion, such that psychology research and practice extend beyond a particular nation, region, or culture. As an illustration of an organizational emphasis, van de Vijver (2013) proposed the following definition for internationalization: “the approach in which existing or new psychological theories, methods, procedures, or data across cultures are synthesized so as to create a more culture-informed, inclusive, and globally applicable science and profession” (p. 761).

With a representational emphasis, internationalization is contextualized as a need for a discipline, such as psychology, to adequately represent the global population. This emphasis also attends more to the ethical and social justice dimensions of internationalization. For example, internationalization efforts might be made to analyze or improve geographic proportionality of authors and participants who are represented within the scholarship of a discipline’s academic journals (Arnett, 2008; Bajwa & König, 2019; Begeny et al., 2018b). Additionally, a representational emphasis attends to particular values such as cultural sensitivity, ensuring equal partnership during scholarly collaboration, and efforts to ensure that research and practice are grounded in the local culture versus simply being exported from the global west (Begeny et al., 2018a; Leung et al., 2009). Recently, Begeny (2018a, 2018b) detailed how internationalization

has been described within and outside of psychology. This work also summarized previously proposed goals and potential benefits of internationalization, and the following content serves as one working definition and description of internationalization for school psychology that incorporates both organizational and representational emphases:

Internationalization within school and educational psychology [is] an intentional, intercultural, collaborative, and ongoing process involving transparent communication, representative stakeholders, a commitment to social justice, and various forms of data to inform decisions and strategic actions aimed at achieving context-relevant, equitable support and opportunities for professionals in the discipline. As an essential part of this definition and collaborative process, practices should also reflect cultural respect, reciprocity, inclusivity, value for all contributions, and co-creation of knowledge. In addition, the ongoing process should, at minimum, involve the following: (1) periodically identifying strengths and needs (e.g., by completing needs assessments) that are culturally relevant and relate directly to determining or achieving specified goals; (2) identifying representative stakeholders that align with the assessments and/or goals; and (3) articulating clear and stated benefits for stakeholders, including but not limited to school and educational psychology professionals

(Begeny, 2018b, p. 927)

Begeny expanded on the above content to offer a working definition and conceptual model of internationalization for school psychology and emphasized that much more work and dialog are needed to critique, refine, and revise such a definition. In this chapter, we further describe the types of processes, values, and concepts embedded within international engagement practices that align with internationalization. With such processes and values, many advantages can come from engaging internationally in school and educational psychology.

Advantages of Engaging Internationally to Produce Scholarship

The advantages of engaging internationally to produce scholarship are far reaching, especially when considering the potential benefits of internationalization. Several individuals have described these advantages (e.g., Arfken, 2012; Begeny, 2018a; Ng & Noonan, 2012), but we will focus our discussion on three imperatives for internationalization in psychology. According to van de Vijver (2013), these imperatives are moral, intellectual, and professional.

Morally, the internationalization of scholarship helps to promote inclusiveness and social justice within the field of psychology. By using processes and values of internationalization, the involvement of researchers, authors, and participants affiliated with otherwise underrepresented countries or global regions helps to promote greater cross-cultural understanding and makes the collective scholarship more representative of different cultures and global regions (Arnett, 2008; Begeny et al., 2018a). Several studies reveal that the scholarship published in many psychology journals, including school and educational psychology journals, disproportionately reflect researchers, authors, and participants who are affiliated with countries in North America and Western Europe (e.g., Arnett, 2008; Bajwa & König, 2019; Begeny et al., 2018a, 2018b; O’Gorman, Shum, Halford, & Ogilvie, 2012). Internationalization could shift this toward being more inclusive of scholarship from non-Western countries (e.g., low- and middle-income countries and previously underrepresented peoples). In addition, internationalizing psychology scholarship helps to highlight culturally relevant issues, problems, and needs (e.g., the need for traditionally underrepresented populations to be sufficiently reflected in scholarship and practice) and is a social justice effort that aims for equitable distribution of resources and appropriate recognition of different identities and cultures (Arfken, 2012; Begeny, 2018b).

Internationalization is furthermore an intellectual imperative because it makes psychology a better science (van de Vijver, 2013). Advancing internationalization contributes not only to more culturally informed scholarship and contextually relevant psychology but also to more acceptance of diverse forms of research and practice. More specifically, internationalization enables a deeper analysis and understanding of cross-cultural differences, similarities, and nuances, allowing for a better synthesis of theories and procedures to be created with cultural elements factored into the constructs (Leung et al., 2009). It is worth noting that a synthesis of theories does not imply searching for a “one-size-fits-all” set of theories that allow for complete generalizability across cultures. Rather, with an intellectual imperative to improve upon psychology as a science, internationalization should strive to consider, understand, and evaluate scholarship in terms of the various cultural factors and contexts in which it originated. In addition to being more internationally representative and culturally informed, internationalization of scholarship in school psychology should also embrace non-Western psychology and original studies that apply context-specific theories and methods and that could address the potential risks of inappropriately applying theories generalized from Western populations (Bernardo et al., 2018). As an intellectual imperative, internationalization should encourage reflection and critical discussion regarding ontological, epistemological, and methodological advances that might have to step outside of the traditional empiricism and criteria promoted by mostly Western countries.

Last but not least, internationalization produces professional benefits because it allows for better practice. Specifically, internationalization enables professionals to develop knowledge and understanding of others and the unique circumstances experienced by other groups and cultures; thus, they are likely to become more capable of helping others reach their potential and be more supportive of individuals and communities (Begeny, 2018a; Leung et al., 2009). Knowledge and awareness of different groups and cultures are an important component of the cross-cultural consciousness and international perspectives that professionals are expected to develop (Begeny, 2018b; Nastasi, 2017). In general, engaging in the internationalization of scholarship is critical in promoting professional development among researchers and practitioners as well as trainers and trainees in locations around the globe. In this regard, engaging internationally to produce scholarship can also promote international communication and collaboration (Bernardo et al., 2018), enhance representation within leadership, and facilitate more cross-cultural conferences. Such engagement not only provides opportunities to strengthen critical, multicultural consciousness but also helps to ensure quality experiences for professionals in marginalized communities who might otherwise feel their perspective and values are neglected or devalued.

Internationalization is also crucial for the identification, development, and evaluation of contextually relevant evidence-based practices (e.g., assessments, interventions, and systems of practice). With better representation of global populations and context-specific practices in collaborative scholarship, researchers and practitioners will be able to better support peoples and communities with more culturally appropriate and context-relevant tools and practices (Begeny et al., 2018a; Nastasi, 2017; van de Vijver, 2013).

Challenges of Producing International Scholarship and Advancing Internationalization

Along with the potential benefits and advantages of engaging internationally to produce scholarship, there are also many challenges and barriers that should be carefully considered by scholars and professionals wishing to collaborate with peers from around the world. Such challenges include but are not limited to issues of power and postcolonialism; linguistic barriers across countries and regions; the overrepresentation of scholars from Western Europe and North America in journal editorial boards; and some scholars' preoccupation with journal rankings

and impact factors. In addition to these overarching challenges and barriers, we also specify some practical barriers to international research collaboration.

Academic Neo-colonialism

Internationalization and the advancement of international scholarship and collaboration cannot be discussed without considering the context of colonialism in general and, more specifically, academic colonialism (sometimes also discussed as *academic imperialism*, *scientific imperialism*, *academic neo-colonialism*, or similar terms). Within this section, we provide a brief overview of this concept and offer relevant examples, but interested readers can find a fair amount of scholarship that more specifically focuses on the topic and considers several practical and philosophical implications (e.g., Alatas, 2003; Fumagalli, 2018; Mäki, 2013).

Although colonization has looked differently over time and in different regions of the world, imperial powers relied upon colonialism to acquire or maintain authority over land and people for economic gain. Colonial regimes imposed significant influence in political, religious, cultural, and educational realms, among other areas. Even though many former colonies obtained independence, vestiges and extensions of imperialism remain. One example is the perpetuation of the ways in which knowledge—including that originating within psychological science—is produced, transmitted, analyzed, and interpreted (Fumagalli, 2018; Mäki, 2013). Alatas (2003) referred to this phenomenon as academic neo-imperialism or academic neo-colonialism and described it as “the West’s monopolistic control of and influence over the nature and flows of social scientific knowledge” (p. 602). Alatas identified four ways in which the “contemporary social science powers” (including the United States, Great Britain, and France) pursued academic neo-colonialism through (a) the production of vast amounts of research in outlets such as peer-reviewed journals and books, (b) the transmission of knowledge on an international scale through these outlets, (c) influencing scholars from low- and middle-income countries who consume their academic work, and (d) commanding domestic and international prestige. Consistent with Alatas’ critique, studies in psychology evidence a positive correlation between wealth intensity and research performance, indicating that disproportionately more scholarly publications come from those working in high-income countries than low- and middle-income countries (e.g., Begeny et al., 2018a, 2018b; O’Gorman et al., 2012).

In the context of engaging internationally to produce scholarship, there are several undesirable byproducts of academic neo-colonialism. One example is the savior complex, a phenomenon sometimes studied in the context of academics from primarily high-income countries in North America and Europe who (a) undertake a relatively brief period of teaching or research in low- and middle-income global regions and (b) fail to demonstrate the values and perspectives that have been identified as fundamental to cross-cultural exchanges and our previously discussed concepts of internationalization. The savior complex phenomenon is often attributed to those who fail to exhibit communitarian viewpoints and values aligned with “cultural humility, social justice, advocacy, multicultural competence, critical intercultural consciousness, equity, and complementarity and integration of local perspectives” (Bernardo et al., 2018, p. 988). Indeed, this phenomenon is perpetuated by a perceived value placed on scholars from high-income regions to transfer knowledge and practices from their own contexts to so-called host countries and institutions (e.g., low- and middle-income regions). In the recommendations section of this chapter, we will return to these types of challenges by highlighting some ways to counter negative impacts of academic neo-colonialism.

Linguistic Barriers

A common barrier to collaborating internationally and producing cross-national scholarship is the language barrier between scholars from different countries and regions. Such linguistic

barriers often make cross-cultural exchanges challenging when, for example, concepts and theories are difficult to translate. In addition to linguistic barriers posing challenges to cross-cultural exchange, lack of English proficiency can also prevent many scholars and collaborative teams of scholars from contributing to journals devoted to international audiences. It is widely argued that English is the *lingua franca* and primary language of science (see a more detailed discussion by Begeny et al., 2018b). For instance, in a statement specifically to Brazilian scholars and more generally to other scholars around the world, Fradkin (2017) argued that publishing in English in order to disseminate science is “non-negotiable” (p. 8).

Although there is great incentive for scholars to publish in English and to an international audience (Kim et al., 2018), publishing in English often creates practical and financial difficulties for scholars for whom English is not their first language (e.g., cost-prohibitive resources for English language proofing and potentially less scholarship or databases that can influence one’s work). Van de Vijver (2013) also argued there are “numerous tacit conventions” that scholars must follow when reporting psychological studies, including what should be mentioned, where it should be mentioned, which methodologies to use, and which theories are currently most favored, to name a few. Similar to the dominance of Western theories in psychology, the *Publication Manual of the American Psychological Association* (American Psychological Association, 2020) has become the dominant standard by which manuscripts are judged and valued, representing yet another byproduct of academic neo-colonialism. These challenges reveal biases that (a) can arise for reviewers and journal editors about what constitutes “good” or “correct” writing or research and (b) ultimately pose great challenges to the production of international scholarship and advancing internationalization.

Editorial Board Representation

Previous research has revealed a lack of geographic representation of editorial members in psychology journals (e.g., Arnett, 2008), which poses another possible barrier to internationalization. In a recent review of 45 journals around the world devoted to school and educational psychology, Wang, Begeny, Hida, and Oluokun (2020) found that (a) after assessing the country associated with an editorial board member’s work affiliation, most global regions outside of those typically described as Western world countries are underrepresented in editorial boards, and (b) the geographic representation of authorship is generally consistent with the geographic representation of editorial boards. Although achieving representative editorial board membership and authorship will not guarantee more internationally accessible and culturally informed knowledge and practice, ignoring geographic representation within journals and scholarship will most likely undermine the benefits of internationalization. Indeed, this challenge is multifaceted. Practical realities, such as a scholar’s perception of how much English proficiency would be needed to contribute as an editorial board member, may limit journal editors from recruiting editorial board members from non-Western regions. Yet, options for overcoming these challenges will likely emerge when scholars in the field work toward assessing and enhancing aspects of internationalization. As one approach to addressing the aforementioned challenge, Wang et al. documented editorial board members’ affiliations for each of the 45 journals reviewed, which could help journal editors identify and recruit more geographically diverse scholars who also have editorial board experience. Later in this chapter, we describe additional ways that journal editors and editorial boards could support the internationalization of scholarship.

Perceptions of Journal Quality

Another potential challenge of engaging internationally to produce scholarship and promoting internationalization in school psychology is the internationally observed preoccupation with journal impact factors and journal rankings. Many have noted scholars’ inclination—often

reinforced through institutional policies associated with tenure and promotion—to mainly read, cite, and publish in journals that have a high impact factor or top ranking (Bernardo et al., 2018; Gruber, 2014; Krell, 2012). This inclination can pose several problems in light of the fact that a disproportionate majority of authors and participants included in journals with relatively higher impact factors or rankings are affiliated with countries in North America and Western Europe (e.g., Arnett, 2008; Bajwa & König, 2019; Begeny et al., 2018b). On the contrary, many countries that produce a lot of research—but are underrepresented in so-called top-tier journals (e.g., Argentina, Brazil, Colombia, Japan, Mexico, South Korea, and South Africa)—are more internationally visible in journals considered to have relatively lower impact (Adair, Kashima, Maluf, & Pandey, 2009). Before providing examples of how perceptions of journal quality can negatively impact the internationalization of scholarship, we first give some additional context about journal rankings, impact factors, and alternative outlets for scholarly work, so that readers who are new to these topics can consider its relative complexity.

Journal rankings and alternative outlets or metrics for scholarship. Many will contend that an impact factor can serve as an appropriate means to evaluate journal performance and quality (Krell, 2012), but it is not necessarily the case that articles published in lower impact journals are of a lower quality—especially considering that impact factors are far from a perfect science (see Gruber, 2014, and Li et al., 2015 for a discussion of the limitations of impact factors). Furthermore, a journal’s impact factor does not reveal the actual impact a journal or article has among practitioners, as many practical works are broadly used but rarely cited in academic scholarship (Krell, 2012; Price, Floyd, Fagan, & Smithson, 2011). It is also important to consider that for a journal to obtain a high impact factor, the articles published in the journal must be widely cited. Because a journal with a lower (or non-determined) impact factor might be more open to publish scholarship produced within or about underrepresented regions, existing research suggests that such papers will be less read or cited (e.g., O’Gorman et al., 2012), and thus, the journal will not achieve a higher ranking or impact factor. The scenario becomes an example of a “rich get richer” kind of situation because many higher education institutions in underrepresented regions require their scholars to only read, cite, and publish in journals with high impact factors. Thus, it is particularly difficult for lower impact factor journals to advance in the ranking systems, even if they embrace the values of internationalization and aim to improve representation in scholarship.

Although academic journals and books seem to reflect the predominant outlets for scholarship, some publish their research findings through avenues other than peer-reviewed journals, such as government documents, websites, newspapers, nonprofit materials, or social media (Adair et al., 2009; Zahedi, Costas, & Wouters, 2014). These latter outlets—specifically social media and website blogs—often publish reports from scholars and lay persons without the academic peer-review process required in scholarly journals. These types of alternative outlets do not easily allow other academics to apply formulae intended to estimate the “impact” of the outlet, but some scholars report “altmetrics,” social web metrics that measure the online impact of academic work on platforms such as *Mendeley*, *Twitter*, and *Facebook* (Sud & Thelwall, 2014). The reporting of altmetrics is meant to address some of the limitations associated with more conventional means of measuring scholarly impact, which do not take into account (a) the online presence of academic work, (b) the impact of scholarly outputs that are not peer-reviewed journal articles, and (c) the extent to which applied scholarship is actually used by practitioners (Zahedi et al., 2014). These approaches also have limitations, but they illustrate ways to dismantle preconceived ideas about the meaning of “impact” and “influence” that are deeply rooted in academic neo-colonialism. In order to espouse and embrace values connected with internationalization, it is important to understand and appreciate the goals of scholars around the globe, which can vary greatly and can serve different purposes at different times and in distinct contexts.

How preoccupations with journal rankings can negatively impact the internationalization of scholarship. Awareness of the aforementioned points is necessary to enhance the

internationalization of scholarship in school psychology. Without such awareness and efforts to combat the academic neo-colonialism embedded within perceptions of journal quality, school and educational psychologists in many non-Western countries may feel pressure—and may even be incentivized by their institutions—to emulate research that is often published in higher-ranked journals and disproportionately conducted by scholars working in the West (Bernardo et al., 2018; van de Vijver, 2013). This happens when institutions that wish to elevate their global rankings and statuses may place pressure, especially on early career scholars, to publish in the so-called “high-impact” international journals. Alatas (2003) contextualized this phenomenon according to academic dependency theory, describing the tendency of scholars in low- and middle-income countries to rely on ideas about the social sciences and standards for excellence from institutions in the Western world. This can result in scholars from low- and middle-income countries being judged according to Western European and North American criteria when reporting their scholarship in pursuit of career development and promotion. Bernardo et al. (2018) highlighted this problem in the context of school and educational psychology, arguing that scholars from outside of Western Europe and North America often experience stronger performance evaluations in their careers (e.g., tenure and awards) when they adopt a Western lens when conducting and publishing research, and they are likely to maintain this Western lens when serving on editorial boards and reviewing manuscripts. Preoccupations with journal rankings therefore hinder the internationalization of scholarship, particularly when scholars seek to engage in international collaboration around shared interests. If scholars from any part of the world experience explicit or implicit pressures to read and cite work that is published predominantly in high-impact journals, this will significantly limit their exposure to potential collaborators who, for any of the reasons stated previously, mainly publish their work outside of journals deemed as “high-impact.” Thus, opportunities for cross-cultural exchanges are mitigated and many advantages of internationalization may be lost.

Other Potential Barriers to International Collaboration and Scholarship Production

In an article discussing key considerations and concerns of internationalization related to research, Woldegiyorgis, Proctor, and de Wit (2018) outlined additional factors and potential barriers affecting international research collaboration. These factors included graduate education (e.g., the skill and training developed during one’s graduate career to collaborate internationally); mobility (e.g., mobility of graduate researchers and faculty for short-term or long-term travel and collaboration); disciplinary differences (e.g., the extent to which discipline-specific practices influence international research and international collaboration approaches); changes in international research communication (e.g., the increasing role of technology and its potential to strengthen and facilitate collaboration); funding opportunities (e.g., grants and awards that specifically foster international collaboration); regional initiatives (e.g., the extent to which certain regions prioritize and support cross-national collaborations); and, finally, multilateral and independent organizations (e.g., international organizations such as the United Nations, the United Nations Educational, Scientific and Cultural Organization [UNESCO], and the World Bank). Depending on an individual scholar’s circumstances, these factors can be significant barriers, and those interested in engaging internationally to produce scholarship should therefore be aware of them. However, as we describe next, some of these potential barriers can be addressed and, in turn, create helpful opportunities.

Recommendations to Support Efforts to Produce International Scholarship

Producing international scholarship, especially when focusing on values and processes of internationalization, requires a considerable amount of time, effort, intentionality, and (usually)

resources (Woldegiyorgis et al., 2018). What can make this work even more challenging is the varying intensity of demands and constraints at different stages of one's career. Recognizing that scholars at various career phases have different challenges, needs, and responsibilities, this section discusses multiple strategies to support the overall production of international scholarship. In particular, we focus on some recommendations for individual scholars, leaders within professional organizations, as well as journal editors—all of whom can play an important role in the production of international scholarship.

Recommendations for Scholars

There are several strategies for individual scholars to cultivate and sustain international scholarship. In this section, we use *scholar* to refer to any individual interested in producing international scholarship. Although evidence suggests that university faculty and graduate students are most often the individuals who publish scholarship in academic journals (e.g., Begeny et al., 2018a), our use of *scholar* includes any professional interested in producing international scholarship, regardless of job title, primary work responsibilities, or the geographical location of one's professional setting. In the succeeding sub-sections, we discuss suggestions and strategies that can support an individual's production of international scholarship, particularly in ways that align with values, processes, and concepts associated with internationalization.

Collaborate internationally. Scholars (which we will sometimes also refer to as researchers) at any phase of career development can gain valuable insights into the science and practice of school and educational psychology through initiating or joining collaborative projects with researchers from other countries. Undoubtedly, authentic cross-cultural collaboration requires considerable time and effort from all parties to successfully cultivate it, but such collaboration can start fairly simply with one professional (e.g., university researcher, psychology practitioner, graduate student, etc.) initiating contact with one or more professionals in other parts of the world and then generating discussion about shared scholarly interests. To identify scholars working in other parts of the world and who may have shared interests, a few concrete suggestions include (a) browsing official websites of universities around the world with school and educational psychology programs (see <https://sites.google.com/ncsu.edu/johnbegenyteam/projects/current-projects/internationalization>), (b) looking for authors of chapters in international handbooks related to psychology (e.g., Jimerson et al., 2007), or (c) exploring recent scholarly publications in the more than 40 journals around the world that are devoted to school and educational psychology (see Begeny et al., 2019) and looking for authors publishing work in overlapping areas of interest. Technology—whether email, social media, or free virtual meeting platforms (e.g., Skype and Zoom)—can be leveraged to exchange research ideas and could serve as potential opportunities for interacting with prospective international scholars. After successfully building scholarly connections, it is essential to clarify the goals of collaboration, timeline of activities, expected responsibilities, anticipated authorship arrangements, and target scholarly outputs. Of course, we also encourage scholars to carefully consider the content within this chapter in an effort to build collaboration around values and concepts aligned with the internationalization of scholarship.

Another opportunity to generate cross-national collaborations is to attend international conferences that cover topics of interest and allow scholars to meet and connect with conference attendees doing similar work. As just one example for scholars early in their career, graduate students (e.g., master's degree and doctoral candidates) can maximize the scholarly benefits of attending international conferences by talking to fellow graduate students or early career scholars from other universities on how they can collaborate on specific research topics. Informal discussion with other researchers at conferences can often serve as a springboard toward establishing long-term projects with appealing cross-national impacts. We also encourage scholars

to avoid disciplinary silos and consider that the highly interdisciplinary nature of school and educational psychology means there are many international conferences (and professionals attending those conferences) that likely align with one's interests—even if the conference is not formally for school psychologists. In short, we encourage scholars to connect with interest-similar professionals within and outside of school and educational psychology. The following offers some examples of organizations relevant to school psychology that facilitate international conferences: Association for Behavior Analysis International, Interamerican Society of Psychology, International Union of Psychological Sciences, and Oxford Symposium for School-based Family Counseling.

Although it is sensible to encourage scholars at any career stage to attend international conferences for the previously stated reasons, it is imperative to remind readers that conference attendance is financially and logistically much more feasible for some (e.g., those working at universities that provide travel funding and those attending an international conference that is relatively closer in geographic proximity and facilitated in a language in which one is fluent). We highlight this fact because disproportionate access and opportunity to attend international conferences will only maintain the types of challenges and limitations described previously as some key barriers to advancing internationalization. Later in this chapter, we make recommendations for organizational leadership that could help to reduce challenges and barriers associated with attending conferences.

When collaborating, consider contextual, systemic, and individual factors. An important consideration when engaging in cross-cultural exchanges and collaborating with scholars around the world is to be considerate of potential structural barriers (e.g., academic neo-colonialism) as well as each individual scholar's goals for research, practice, professional development, and publication—including being mindful of one's own goals. As we noted earlier, a byproduct of academic neo-colonialism is the overvaluing of Western research and theories and the undervaluing of local, indigenous, and community-based research and phenomena (Alatas, 2003; Bernardo et al., 2018; Leung et al., 2009). In considering these points, it is important for scholars in school and educational psychology to work as co-constructors and co-generators of research, practice, and knowledge in order to minimize problems of academic neo-colonialism. Routinely reflecting upon and, when needed, explicitly discussing the types of values and perspectives aligned with internationalization offers one approach to mindfully addressing structural or individual factors that can shape the success of a cross-cultural collaborative relationship. This may require critical reflection upon topics such as positionality, power, reciprocity, and possible assumptions or unawareness about others' cultural history, norms, and values.

We stated at the beginning of this chapter that professional engagement activities sometimes lack cultural sensitivity or a critical analysis of contexts (e.g., historical, economic, racial, religious, socio-political, sex, and gender), and this type of contextual insensitivity naturally influences how scholarship is produced as well as the practice of psychology within a respective country or region (Nastasi, 2017; van Schalkwyk, 2017). Thus, consistent with our recommendation to consider values and concepts aligned with internationalization when collaborating, we also highlight that we all have room to deepen our knowledge and critical consciousness of contexts that are outside of our own experiences. With respect to this chapter and collaborative work, this proposition calls for ongoing efforts (e.g., reading, listening, conversing, observing, and reflecting) that may fall outside the scope of a specific collaborative project, but such efforts should enhance communication, understanding, and reciprocity among international collaborators.

Consider ways to overcome possible language barriers. Earlier we discussed how linguistic barriers pose challenges to producing international scholarship and advancing internationalization. We feel such barriers should be conceptualized and addressed with a critical and equity-focused framework. However, the disproportionately large number of journals and

international conferences that operate in English encourages us to offer at least some suggestions for those who desire to publish their work in English but do not feel proficient to write scholarship in English.

First, Curry and Lillis (2004) suggested working with literacy brokers (i.e., disciplinary specialists familiar with core knowledge within the discipline) rather than language brokers (e.g., translators). As noted previously, local, national, and international academic research networks or conferences offer opportunities to identify multilingual scholars who can serve as literacy brokers. Second, while being mindful to avoid plagiarism, some suggest trying to imitate the rhetorical styles of work published within journals of interest (Liu, 2004). Third, online proofreading and grammar-checking tools (e.g., Grammarly) can help to detect typos and grammatical errors as well as provide tips and suggestions on writing style. Fourth, researchers should inquire about free writing support or materials from journal editors and one's work institution. Later we describe examples of possible support from journals. Fifth, scholars should explore more comprehensive resources (e.g., Curry & Lillis, 2004; Lillis, Magyar, & Robinson-Pant, 2010) that supplement and elaborate upon the aforementioned suggestions. Finally, we highlight that many of our previous suggestions also apply to those who desire to publish in a language other than English and do not feel proficient to write scholarship in that language.

Recommendations for Leaders of School and Educational Psychology Organizations

We offer a few recommendations for individuals involved with school and educational psychology organizations. Oftentimes, it is organizational leadership (e.g., those with a formal leadership role or responsibility) that can enact new programs, policies, or enhancements, but we also consider *leadership* as a broader term to include any person or group of professionals within an organization who can advocate for and enact change. With respect to discipline-focused organizations, our recommendations may be applicable to international organizations (e.g., ISPA) as well as national or regional organizations.

Enhance opportunities for conference attendance and other opportunities for professional collaboration. We discussed previously how conference attendance is financially and logistically more feasible for some. In an attempt to address this type of disproportionate opportunity for conference attendance, we contend that conferences should develop or strengthen ways to involve researchers and graduate students who are typically underrepresented, which most often include those working within low- to middle-income countries. For example, organizations that host international conferences could offer a larger number of travel grants, reduced or no-cost registration and accommodation, free webinars, and other well-structured types of cyber-conferencing for geographically underrepresented psychologists. Organizations could even hire one or more individuals to focus on fostering these types of opportunities and, in general, making it easier for professionals in the field to engage and collaborate with international scholars anywhere in the world. The Taos Institute (<http://www.taosinstitute.net>) is one example of an organization that hires staff for these types of responsibilities. For additional recommendations to foster international connections among school and educational psychology professionals, see Begeny et al. (2018a).

Enhance access to professional resources. International and resource-rich national organizations should consider the extent to which scholars from underrepresented countries or geographical regions have access to the types of resources that will help them maximize their work and cross-national collaboration opportunities. Specialized grants or cross-national professional exchanges could be offered for scholars working in underrepresented regions (e.g., low- and middle-income countries) in order to support scholarly activities, including but not limited to travel, training, supplies, and equipment. International organizations might also try

to establish internationally developed guidance and recommendations related to cross-national collaboration and mentorship. Implicit from the content we have discussed throughout this chapter, increased support and resources from professional organizations should ensure cultural sensitivity and avoid what can inadvertently promote academic neo-colonialism (Arnett, 2008; Begeny et al., 2018a).

Recommendations for Editors and Reviewers of Discipline-relevant Journals

Given our earlier discussion about journal rankings and disproportionate geographical representation within the scholarship, the following recommendations are mainly intended for the many journals publishing scholarship that collectively overrepresent participants and authors from the Western world. We summarize two key suggestions, though Begeny et al. (2018b) offered several other recommendations for journal editors and board members.

Make greater efforts to publish scholarship from regions that are currently underrepresented. As we discussed earlier, the majority of published studies in psychology were carried out with participants belonging to Western, educated, industrialized, rich, and democratic (WEIRD) societies (Henrich, Heine, & Norenzayan, 2010). As such, these studies perpetuate the academic neo-colonialism mentioned earlier and may limit the development of non-Western theories, tools, and practices. Without cautiously examining the generalizability of Western-derived constructs, psychometric tools, and interventions to non-WEIRD societies, we are increasing the risk of generating culturally biased scientific conclusions, countering the internationalization process, and inaccurately capturing the unique experiences of the peoples we serve as school and educational psychologists (Arnett, 2008; Begeny, 2018b; Nastasi, 2017; van de Vijver, 2013). Addressing this issue entails, for example, researchers in different parts of the world (a) designing methodologically rigorous qualitative, quantitative, and mixed-methods investigations that can specifically deconstruct aspects of existing theories that are culture-specific or potentially universal and (b) pursuing replication and validation studies on theories that will strengthen such non-Western frameworks. In turn, this may advance the theoretical value of indigenous models relevant to school psychology and prevent overdependence on theories, tools, or practices originating from WEIRD settings (Begeny et al., 2018a; Maluf & Sargiani, 2018).

Increasing scholarship from underrepresented global regions may also require journals to develop mechanisms to address language barriers like those previously discussed. For instance, journal editors and editorial board members could provide a “Writing for Publication” type of program (Lillis et al., 2010) that offers scholars free access to language-related resources (e.g., written materials on academic writing) and mentoring by designated scholars affiliated with the journal. Whether through a formal program or informal support mechanism, journal editors might try to recruit writing support or mentoring from scholars who perceive value in increasing geographically underrepresented research and have demonstrated proficient academic writing skills. Later career or retired (but professionally active) scholars could be particularly good candidates to provide this type of help.

Increase representativeness of non-Western contexts on journal editorial boards. Several have argued that one of the major issues that can limit internationalization of psychology and its subdisciplines is the dominance of professionals affiliated with the Western world serving on the editorial boards of academic journals (e.g., Chattopadhyay, Myser, & De Vries, 2013; Wang et al., 2020). Although reviewing scholarship should focus on the quality of the research conducted and reported, many have suggested that a reviewer’s lack of understanding about context (e.g., historical, socio-political, and religious) or biases (often implicit) can unfairly disadvantage manuscripts that use approaches to inquiry that are less conventional in

Western contexts (Arnett, 2008; van de Vijver, 2013). Because this problem can widen the gap between the quantity of published studies involving researchers from Western and non-Western cultural contexts, existing literature has emphasized the importance of recruiting qualified reviewers and editorial board members familiar with non-WEIRD societies (e.g., Arfken, 2012; Begeny et al., 2018b; Chattopadhyay et al., 2013). Indeed, many editors of school and educational psychology journals need to improve their efforts to geographically diversify the pool of editorial board members and reviewers (Wang et al., 2020) and do so while being cautious of tokenization (see Begeny et al., 2018b). We also acknowledge that international scholars, particularly from non-Western regions, may need to get more involved as members of editorial boards. According to some editors of internationally focused journals, scholars from non-Western countries tend to claim a lack of proficiency in English as a reason for not reviewing research reports. Even so, we suggest in this case that editors, in accordance with the expressed values and processes of internationalization, should communicate their expectations clearly and explain to these reviewers that language proficiency—either that of the reviewer or that of the author—should not be the primary criterion for judging the quality of someone’s scholarship.

Additionally, one’s geographic work affiliation (e.g., within a country in North America or Western Europe) does not mean the scholar has or does not have substantial international experience or a deep knowledge about cultural diversity issues across borders. In this way, a list of editorial board members’ geographic work affiliations does not fully capture each person’s ability to review geographically or culturally diverse scholarship. Yet, journal editors should still be mindful when selecting editorial board members or guest reviewers and acknowledge that a reviewer’s knowledge or experience of cultural diversity across nations and global regions can influence editorial recommendations.

Conclusion

This chapter summarized key concepts, potential benefits, challenges, and recommendations that school and educational psychologists should consider when engaging internationally to produce scholarship. Throughout, we emphasized the importance of values, processes, and concepts aligned with internationalization, and in doing so, encouraged scholars to engage internationally in ways that are intentionally just and cognizant of both structural inequities (e.g., those resulting from academic neo-colonialism) and individual-level factors (e.g., each professional’s goals, knowledge, perspectives, culture, and resources). The importance of equity and contextual understanding served as dominant themes throughout our discussion of international engagement; we hope that readers can recognize that the overall values, concepts, and challenges highlighted in this chapter are also likely to be applicable when professionals engage nationally to produce scholarship.

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