

Mapping the Intellectual Landscape of Collaborative Educational Supervision: A Bibliometric Review

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Abstract: This study aims to map the intellectual landscape, thematic development, and research gaps in collaborative educational supervision through a bibliometric review of Scopus-indexed literature. Collaborative supervision has increasingly been discussed as an alternative to traditional hierarchical supervision because it emphasizes dialogue, shared responsibility, reflective inquiry, and professional learning. However, the development of this topic remains conceptually fragmented and has not been sufficiently mapped as a coherent field of educational research. This study employed a bibliometric analysis integrated with a narrative literature review. Data were collected from the Scopus database using the keywords “collaborative supervision” and “education” in the title, abstract, and keyword fields. After applying inclusion and exclusion criteria, 27 relevant documents published between 2000 and 2024 were analyzed. Bibliometric mapping was conducted using VOSviewer and Bibliometrix to examine publication trends, institutional and geographical contributions, keyword co-occurrence, and thematic structures, while the narrative review was used to interpret the conceptual and practical meanings of the most relevant studies. The findings show that scholarly attention to collaborative supervision has grown gradually since the early 2000s, with stronger development after the 2010s and publication peaks in 2003, 2015, and 2024. The United States appears as the most productive country, while institutional contributions remain dispersed, indicating that no single academic center dominates this field. Keyword analysis reveals several thematic clusters, including health professions education, clinical and fieldwork supervision, collaborative learning, teacher development, and professional identity formation. These findings indicate that collaborative supervision is an interdisciplinary concept applied across teacher education, higher education, social work, medical education, and allied health training. Nevertheless, the field still faces challenges related to inconsistent definitions, limited empirical validation, and underrepresentation of Global South contexts. The study concludes that collaborative supervision has strong potential to support professional development and sustainable educational improvement, but future research should develop clearer theoretical frameworks, expand comparative and longitudinal studies, and explore digital or hybrid supervision models.

Keywords: collaborative supervision, educational supervision, teacher development, bibliometric analysis, professional learning

In recent years, the growing complexity of educational demands and reforms has significantly reshaped the landscape of educational supervision. No longer confined to traditional top-down, directive models, supervision is increasingly being reimagined as a collaborative, dialogical, and reciprocal process that involves shared responsibilities between supervisors and teachers. This evolution reflects broader shifts in educational paradigms—from behaviorist and authoritative models to constructivist, participatory approaches. At the core of these shifts lies the practice of collaborative supervision, a concept that emphasizes mutual respect, shared decision-making, reflective inquiry, and continuous professional growth within an egalitarian supervisory relationship (Wiyono et al., 2021).

Despite its conceptual appeal and practical potential, collaborative supervision remains a fragmented domain within educational research. Much of the existing literature is scattered across case studies, theoretical essays, or qualitative inquiries, often grounded in localized contexts or specific institutions. There is a notable absence of comprehensive scientific mapping that can reveal the overall structure, development trajectory, thematic evolution, and key contributors in this field. This constitutes a significant research gap. Without a holistic understanding of how collaborative supervision has evolved as an academic discourse, stakeholders—whether scholars, practitioners, or policy-makers are left without a coherent framework to evaluate its effectiveness, scalability, or potential for innovation.

Collaborative supervision, as defined in the educational context, involves interactive supervision processes in which supervisors and supervisees (teachers or teacher candidates) work together in goal-setting, feedback, reflection, and pedagogical development. Rather than prescribing fixed roles, this approach builds a dynamic partnership grounded in mutual trust and shared learning (Wiyono et al., 2021; Wong et al., 2023). In recent studies, collaborative approaches to supervision have been associated with improved reflective practice, stronger supervisory alliances, and enhanced professional competence—particularly in social work and teacher training contexts (Wong et al., 2023). However, the extent of its adoption, the contexts in which it thrives, and the trends in scholarly attention toward it remain underexplored.

In developing nations, collaborative supervision has also played a pivotal role in grassroots education and health systems. For example, in China’s rural health strategy, collaborative supervision between community actors and the formal health system became essential in supporting “village doctors,” a model which sustained local healthcare for decades despite limited formal infrastructure (Hu et al., 2017). Such examples demonstrate that collaborative supervision is not merely a pedagogical preference but can be a structural necessity in decentralized, resource-limited, or participatory governance contexts.

Within higher education, the concept of collaborative supervision extends beyond classroom instruction to thesis advising, interdisciplinary project mentoring, and co-designed learning experiences. A notable illustration is provided by Castaño et al. (2024), who explored collaborative supervision in engineering education through a transdisciplinary, project-based learning model. In this context, multiple faculty members from different institutions co-supervised student-led sustainability projects, fostering innovation, real-world problem-solving, and the cultivation of transversal competencies (Castaño et al., 2024). These models resonate with 21st-century educational ideals, emphasizing flexibility, learner agency, and global citizenship.

Still, while case-based and practice-focused research has advanced our understanding of collaborative supervision’s micro-level impact, it remains unclear how this topic has evolved at the macro-academic level. Questions persist: Who are the leading scholars and institutions shaping this field? What journals and disciplines are driving discourse on collaborative supervision? How has the thematic focus shifted over time? Which regions or educational levels dominate the research? Addressing these questions requires more than a traditional literature review—it calls for a bibliometric analysis.

Bibliometric methods provide a rigorous and systematic means of mapping the intellectual structure of a research domain using quantitative analysis of publication metadata—such as co-authorship networks, co-citation patterns, keyword co-occurrences, and publication trends (Donthu et al., 2021). By applying bibliometric tools such as VOSviewer and Bibliometrix, researchers can visualize the evolution of scholarly conversations, identify emerging topics, and detect underexplored areas within a given field (Zupic & Čater, 2015). In the case of collaborative supervision in education, a bibliometric approach allows us to move beyond anecdotal understanding toward a comprehensive landscape of knowledge production.

This study aims to fill that void by presenting a bibliometric review of scholarly publications related to collaborative educational supervision from 2000 to 2024. Using Scopus-indexed publications as the data source, the review explores publication trends over time, identifies the most influential authors, institutions, and countries, and maps keyword co-occurrence networks to delineate dominant themes. The study also examines the structural patterns of co-authorship and citation to understand how collaborative supervision has been situated within broader educational discourses.

The significance of this study is manifold. First, it offers a foundational knowledge base for scholars and doctoral students seeking to enter or expand research in the field of educational supervision. Second, it provides policymakers and educational leaders with empirical evidence regarding the diffusion and reception of collaborative supervision across global contexts. Third, by identifying gaps and saturation points, the study lays the groundwork for future research agendas whether in empirical inquiry, cross-cultural comparison, or policy innovation.

Moreover, this analysis responds to the broader call for rethinking educational supervision in light of global shifts toward more democratic, inclusive, and responsive educational systems. The rise of distributed leadership, professional learning communities, and performance-based learning models has further reinforced the relevance of collaborative supervision as a strategy for continuous improvement. As shown in Wiyono et al. (2021), collaborative and collegial supervision approaches are significantly correlated with teachers' intensity in implementing performance-based learning models, especially in Indonesian schools. Yet, these innovations must be situated within a larger system of evidence-based practices, which this bibliometric study endeavors to support.

In sum, the collaborative supervision movement is rich in practice but underdeveloped in scholarly synthesis. While it has gained traction in various educational systems ranging from early childhood centers and K–12 schools to universities and community-based programs its evolution as a field of study remains opaque. This paper seeks to map that intellectual terrain. By doing so, it not only captures the historical and thematic contours of the discourse but also contributes to the consolidation of collaborative supervision as a legitimate and strategic area of inquiry in education studies.

METHOD

This study employed a bibliometric analysis integrated with a narrative literature review to map

the intellectual structure and thematic evolution of research on collaborative supervision in education. Bibliometric analysis is a quantitative method used to evaluate scientific literature through patterns such as publication trends, authorship, co-citation, and keyword co-occurrence (Donthu et al., 2021). When combined with qualitative literature review techniques, it offers both a macro and micro-level understanding of a research field.

The data source for this study was the Scopus database, which is widely regarded as one of the most comprehensive indexing services for high-quality academic publications. A targeted search using the keywords “collaborative supervision” AND “education” in the article title, abstract, and keyword fields yielded 27 eligible documents after screening. The inclusion criteria were: (1) peer-reviewed journal articles, (2) published between 2000 and 2024, (3) written in English, and (4) directly relevant to educational supervision contexts. Exclusion criteria included conference abstracts, book reviews, and non-peer-reviewed materials.

Figure 1 presents the distribution of the 27 selected publications over time. The temporal spread of articles indicates that scholarly interest in collaborative supervision has grown steadily since the early 2000s, with notable increases in the 2010s, suggesting an emerging awareness of participatory supervision models in education.

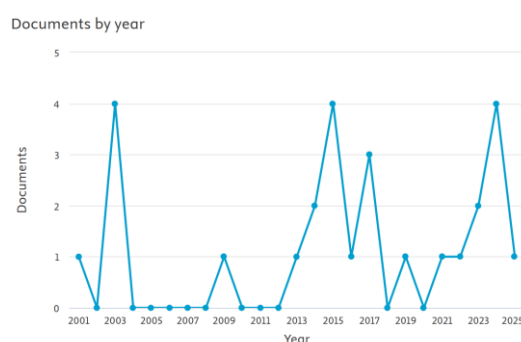


Figure 1. Distribution of Documents by Year (Scopus Dataset)
Source: Researcher, 2025

The metadata for these 27 publications comprising fields such as title, authors, year, source title, affiliations, author keywords, abstract, and citation count was exported in CSV format. This dataset was then analyzed using VOSviewer and Bibliometrix (R-tool) to generate visual representations and compute bibliometric indicators, including co-authorship networks, keyword co-occurrence, and source impact. These tools enabled the identification of key authors, institutions, journals, and the evolution of research themes over time (Aria & Cuccurullo, 2017).

The analytical process in this study followed the five-stage bibliometric procedure proposed by Zupic and Čater (2015). The first stage involved defining the research scope and objectives by determining the focus of the study on collaborative supervision within educational and professional learning contexts. The second stage consisted of retrieving relevant data from the Scopus database as a reliable source of peer-reviewed scientific publications. After the data were obtained, the third stage

involved cleaning and preprocessing the dataset to ensure that only documents meeting the inclusion criteria were analyzed. The fourth stage focused on conducting bibliometric mapping, including co-word analysis, co-authorship patterns, and thematic visualization using VOSviewer and Bibliometrix. Finally, the fifth stage involved interpreting and contextualizing the bibliometric results through a narrative literature review, allowing the quantitative mapping to be connected with broader conceptual discussions on collaborative supervision.

In addition to the quantitative mapping, a narrative literature review was conducted on the most cited and thematically central articles from the dataset. This review focused on unpacking conceptual definitions, supervisory models, implementation strategies, and empirical outcomes of collaborative supervision practices across various educational levels. This dual approach ensured both rigor and richness with bibliometrics offering objectivity and scale, and the review offering depth and theoretical insight.

This mixed-method strategy not only allowed for the identification of research trends and thematic clusters, but also helped to uncover gaps in the literature—particularly around under-represented contexts such as supervision in higher education, digital environments, or cross-national collaborations. It also revealed a need for more robust empirical validations of collaborative supervision frameworks. This methodology offers a comprehensive lens to understand how collaborative supervision in education has developed as a scientific discourse, who the major contributors are, and what future directions may be necessary to strengthen theory and practice.

RESULT AND DISCUSSION

RESULT

The bibliometric analysis of 27 Scopus-indexed documents on collaborative educational supervision reveals several important patterns regarding temporal trends, geographical distribution, institutional contributions, and thematic structures. These insights not only map the intellectual landscape of the topic but also offer guidance for future research agendas. One of the first dimensions examined was the distribution of documents over time, which helps illuminate the temporal evolution of scholarly interest in collaborative supervision within education. The analysis (see Figure 1) shows that although the earliest relevant publication in the dataset emerged in 2001, significant scholarly activity started to intensify in the 2010s. Notable peaks were observed in 2003, 2015, and 2024, each producing four publications. This trend suggests a growing concern and attention toward participatory and reflective supervisory practices in education, particularly as systems transition toward more collaborative models in both teacher training and professional development contexts. The increase in recent years also indicates a momentum in academic interest that is likely to continue.

In terms of institutional contributions, the dataset reveals a relatively dispersed authorship landscape, with no single institution dominating the field. As illustrated in Figure 2, institutions such as the University of Illinois, University of North Carolina, School of Medicine, and Rausch Rehabilitation Institute were

among those that contributed at least two articles. Other contributors appeared only once, suggesting that collaborative supervision in education is a cross-institutional topic, being explored by researchers in different contexts, including health sciences, education faculties, and social work departments. This also reflects the interdisciplinary nature of the topic, which intersects with educational leadership, teacher training, medical education, and occupational therapy.

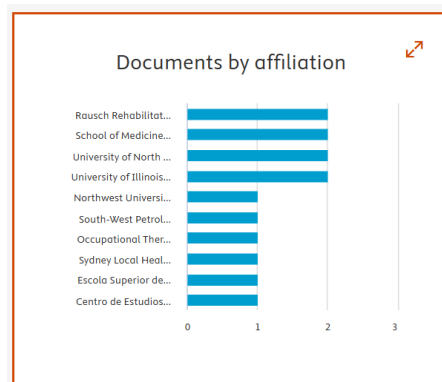


Figure 2. Documents by Institutional Affiliation
Source: Researcher, 2025

When viewed from a geographic perspective, the United States clearly leads with the highest number of publications on this topic, followed distantly by Australia, China, Portugal, and several other countries with a single publication each (Figure 3). The dominance of the U.S. may be attributed to its advanced teacher education programs, institutional investments in mentoring and supervision research, and its scholarly tradition in distributed leadership and professional learning communities. The emerging contributions from Asian and European countries show growing interest globally, but also reveal the need for more diverse geographical representation, particularly from Global South nations, where collaborative supervision might take on unique cultural or systemic characteristics.

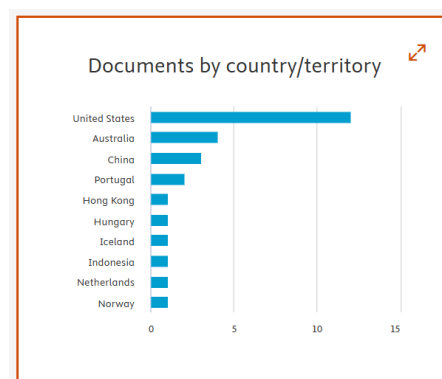


Figure 3. Documents by Country/Territory
Source: Researcher, 2025

Perhaps the most conceptually rich insights come from the keyword co-occurrence network, visualized using VOSviewer (Figure 4). The network demonstrates clear thematic clusters:

across contexts, such as comparing health education vs. school-based teacher supervision, or examining differences across countries or cultures.

Based on the bibliometric findings, future research on collaborative educational supervision needs to move toward the development of common conceptual frameworks and measurement models that can define collaborative supervision more consistently across educational contexts. The current literature shows that the concept is still used in varied ways, ranging from collegial supervision and peer mentoring to clinical supervision and professional coaching. Therefore, a clearer theoretical and operational framework is required to strengthen the academic foundation of this field. In addition, future studies should expand empirical investigations by involving larger and more diverse samples, particularly through comparative, quantitative, mixed-method, and longitudinal designs. The findings also indicate the need to include more voices and contexts from the Global South, where collaborative supervision may be shaped by different cultural, institutional, and policy conditions. Furthermore, the development of digital and hybrid supervision models should become an important research agenda, especially in the post-pandemic educational landscape where technology-mediated supervision, virtual mentoring, and online professional learning communities are increasingly relevant.

DISCUSSION

The findings of this bibliometric review indicate that collaborative educational supervision has developed as an emerging yet fragmented field of inquiry. The publication trend shows a gradual increase in scholarly attention, particularly after the 2010s, suggesting that supervision is increasingly being reconceptualized beyond hierarchical inspection toward participatory, dialogical, and developmental professional learning. This finding is consistent with Wiyono et al. (2021), who demonstrated that collaborative supervision and collegial supervision techniques positively influence teachers' intensity in implementing performance-based learning. In this sense, collaborative supervision is not merely a technical mechanism for monitoring teacher performance, but a relational and professional process that enables educators to engage in reflection, shared problem-solving, and instructional improvement. Similar evidence is found in Siagian et al. (2025), who showed that principal supervision becomes more effective when implemented through planning, classroom visits, meetings, individual discussions, and collaborative approaches that foster collegiality. Therefore, the increasing attention to collaborative supervision reflects a broader transformation in educational leadership, where professional growth is strengthened through trust, dialogue, and shared accountability.

The keyword co-occurrence analysis also reveals that collaborative supervision is not limited to school-based teacher supervision but extends across diverse disciplinary and professional contexts, particularly health professions education, social work, occupational therapy, medical education, and doctoral education. This interdisciplinary expansion supports the argument that collaborative supervision has become a boundary-spanning concept. Deaves et al. (2024) found that alternative placement models in occupational therapy and physiotherapy promote professional growth, peer learning, and identity

formation, although they may also generate uncertainty when role clarity and support structures are weak. Turner et al. (2024) similarly emphasized that collaborative fieldwork supervision strengthens peer learning and co-construction of knowledge in real-world practice settings. These findings reinforce the bibliometric pattern showing that terms such as fieldwork, preceptorship, clinical supervision, and collaborative learning appear strongly in the network. However, this also complicates the conceptual boundaries of the field because collaborative supervision is sometimes framed as peer-assisted learning, co-supervision, mentoring, coaching, or clinical preceptorship. This supports Marzi et al. (2021), who argued that collaboration research often requires stronger conceptual clarification to avoid theoretical dispersion.

The dominance of health-related and practice-based education in the keyword map suggests that collaborative supervision is especially relevant in learning environments where theory and practice must be integrated. Stoffels et al. (2024) offer a useful explanation through the concept of boundary objects, such as portfolios, assignments, assessment standards, reflection templates, and development plans that connect school-based learning with workplace practice. Their study shows that these tools can support learning continuity but may also become burdensome when school and practice settings have different priorities. This finding provides an important critical lens for interpreting the present review: collaborative supervision cannot be reduced to shared tools or formal procedures. It requires alignment between institutional objectives, flexible rules, meaningful communication, and an agreed understanding of supervisory roles. Similar implications are visible in Huang et al. (2025), who reported that student-centered curriculum co-design in anaesthetic placement was strengthened through collaboration between institutions, supervisors, departments, and students. Thus, collaborative supervision becomes most effective when institutional systems, practical learning spaces, and learner voices are connected through intentional design.

The review also highlights the importance of technology in expanding collaborative supervision. The emergence of digital and hybrid learning environments has created new possibilities for supervision that is more flexible, interactive, and accessible. Rasdiana et al. (2024) found that principals' instructional e-supervision, technology leadership, and school digital culture significantly influence teachers' professional digital competence. This is important because it suggests that digital supervision is not simply the transfer of conventional supervision into online platforms, but a culturally embedded process requiring technological leadership, digital norms, and collaborative learning habits. Davidsen et al. (2024) further showed that collaborative 360-degree virtual reality training can support medical students' learning in clinical examinations by enabling them to interact with authentic learning situations and transfer constructed knowledge into physical practice. This strengthens Maor et al. (2016) earlier argument that virtual doctoral supervision can facilitate flexibility, timely feedback, and co-regulation of learning. Therefore, the future of collaborative educational supervision will likely depend on the integration of digital tools with human-centered supervisory relationships.

Another important finding concerns the limited theoretical convergence in collaborative supervision. Although the term is widely used, its operational meaning varies across contexts. In teacher education, it

often refers to collegial support, classroom observation, and reflective dialogue; in clinical education, it is associated with preceptorship, fieldwork, and workplace assessment; in doctoral education, it refers to intellectual mentoring, co-supervision, affective support, and research guidance. Kálmán et al. (2022) showed that co-supervision in doctoral education offers benefits such as broader expertise and shared responsibility, but it also creates challenges related to coordination, role distribution, and communication. Golding (2025) similarly emphasized that doctoral supervisor development requires collaborative workshops, scholarly reflection, and communities of practice, because supervision is complex and often underdeveloped institutionally. McCormick and de Rivera (2025) extend this argument by showing that doctoral supervision is also shaped by affective, decolonial, cultural, institutional, and relational dimensions. These studies suggest that collaborative supervision should be conceptualized as a multidimensional construct involving relational trust, professional expertise, shared responsibility, contextual sensitivity, and institutional support.

The geographic pattern of the dataset, particularly the dominance of the United States and the limited representation of Global South contexts, reveals an important gap. Collaborative supervision may operate differently in countries with different educational cultures, policy systems, resource constraints, and community expectations. Ubaidillah et al. (2024), for example, demonstrated that the development of independent living skills among children with special needs in Indonesia depends on collaborative educational efforts involving principals, classroom teachers, subject teachers, and parents. This finding expands the meaning of supervision beyond formal classroom observation into school-family collaboration, routine monitoring, and continuity of support between school and home. In another Global South-related context, Hu et al. (2017) showed that the development of village doctors in China required not only supervision but also financial compensation and health system support. These studies indicate that collaborative supervision in resource-limited settings must be understood as a systemic process involving institutions, families, communities, and policy structures rather than only supervisor-supervisee interaction.

The findings also suggest that collaborative supervision contributes to motivation, retention, and professional identity. Hornyák (2025) found that teacher motivation in disadvantaged school environments is sustained by faculty cohesion, supportive leadership, student recognition, mentoring, supervision, and collaborative professional learning. Restrepo et al. (2022) likewise showed that a positive learning climate is associated with residents' self-determination, work engagement, collaborative work, and access to supervision. These findings support the view that supervision affects not only competence but also professional well-being. In doctoral education, Billsberry and Cortese (2023) argued that publication-based doctoral pathways require strong supervisory capacity, resilience, collaboration, and clear assessment of student contribution. Wong et al. (2023) further emphasized that supervision of supervisory practice is essential for strengthening reflective and ethical professional supervision. Thus, collaborative supervision should be understood as a mechanism for sustaining professional motivation, identity, and accountability across educational levels.

Finally, the review points to a need for a more unified yet flexible framework of collaborative

supervision. The framework should be broad enough to accommodate teacher supervision, clinical supervision, fieldwork supervision, doctoral supervision, digital supervision, and inclusive education, but precise enough to distinguish collaborative supervision from mentoring, coaching, and general professional learning. Zeligman (2017) argued that developmental and collaborative supervision can be integrated to provide differentiated support according to supervisees' growth stages, while Yongfeng and Daoli (2014) demonstrated that family-school collaborative mechanisms can support children with intellectual disabilities through multi-agent coordination. Wood and Mckoy-Lewens (2023) further remind us that supervision must also be responsive to inequality, intersectional identity, adaptation, and collaborative consultation. Therefore, future research should develop clearer theoretical models, stronger measurement instruments, cross-cultural comparisons, longitudinal designs, and digital-hybrid supervision frameworks. Collaborative educational supervision has strong potential to become a strategic approach for improving educational quality, but its development requires conceptual clarity, empirical validation, institutional commitment, and sensitivity to diverse educational contexts.

CONCLUSION AND SUGGESTION

CONCLUSION

Collaborative educational supervision has emerged as a transformative approach that shifts the paradigm from hierarchical oversight to participatory, reflective, and empowering relationships between supervisors and educators. This model encourages mutual dialogue, joint problem-solving, and continuous professional development, making it relevant for dynamic and inclusive educational environments. The analysis reveals that collaborative supervision fosters teacher motivation, enhances instructional practices, and supports the development of professional identity. It also contributes to creating learning cultures grounded in trust and shared accountability. Across various educational contexts, collaborative supervision demonstrates flexibility, whether implemented in face-to-face settings or through digital platforms. It has the potential to address challenges related to teacher performance, mentoring quality, and responsiveness to local educational needs. However, challenges remain in achieving conceptual clarity and operational consistency in applying collaborative supervision across institutions. The success of this model requires not only interpersonal commitment but also systemic support, institutional alignment, and adequate training for all involved parties.

SUGGESTION

In light of these findings, it is recommended that educational institutions integrate collaborative supervision into their strategic frameworks. Supervisors should be equipped with the skills to facilitate reflective dialogue and foster a culture of continuous learning. Policies should promote supervisory systems that value cooperation over control, and future research is encouraged to refine conceptual models and assess long-term outcomes. Embracing collaborative supervision is a step toward a more adaptive, inclusive, and quality-driven education system.

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