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Author

KOSMÜTZKY, Anna

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Anna Kosmützky

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Abstract

In recent years, more and more international comparative research has been conducted in internationally and geographically spread project teams and international research networks, and comparative research has become a fundamentally collaborative effort. Accordingly, research in such projects has to cope with a higher level of methodological complexity than non-comparative research as well as with a particular sociocultural complexity. This complexity can have an influence on the research process and therefore on the quality and validity of the results, an issue that has so far not been discussed much, either in Higher Education research or beyond. Thus, this article refers to studies that provide empirical insights into comparative collaborative research teams and illuminates why international collaboration in comparative research projects is both a source of better solutions and of amplified complications and how they are interrelated. On this basis it provides a conceptual reflection and delineates dimensions of task-related, methodological complexity and team diversity. While comparative research has specific methodological challenges that can be alleviated by

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international team collaboration, collaborative research has particular social challenges that can be aggravated in comparative research. The conclusion makes propositions for further analyses, discusses lessons for comparative Higher Education research and sets out implications for its institutional development. (HRK / Abstract übernommen)