

## Article

# Examining Divergent Sustainable Trends in Textbook Research: A Comparative Study Between Chinese and International Perspectives

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**Abstract:** Textbook research has long been a critical area within the educational academic community. With the ongoing spread of globalization, the significance of educational globalization has become increasingly apparent. Comparative analyses of textbooks from different countries have thus emerged as a popular and critical research topic. In recent years, there has been a growing interest in cross-cultural textbook studies, highlighting the need for a deeper understanding of global disparities in this field. This study compiles essential findings from both domestic and international textbook research, aiming to uncover differences and trends. Using CiteSpace software (V.6.2.R4), a comprehensive visual analysis was conducted through bibliometric and knowledge graph methods, comparing Chinese and international textbook research over the past decade (2013–2023). This paper presents an intuitive visual map of the key dynamics in textbook research. Utilizing a quantitative approach, this study analyzed 1644 and 1478 relevant articles from the Web of Science (WoS) and the China National Knowledge Infrastructure (CNKI) databases, respectively. It examined the annual distribution, core contributors, and institutional co-occurrence of textbook research from 1 January 2013 to 31 December 2023, identifying the distinctive characteristics of textbook research both in China and internationally. Additionally, CiteSpace's built-in algorithm was used to extract keywords and highlight primary research areas, while keyword burst detection was utilized to illustrate developmental trends. The analysis revealed key differences between Chinese and international textbook research in terms of research focus, organizational forms, focal areas, and future development trends. This study also discusses potential future directions in this area, such as establishing a systematic framework for textbook research, fostering a global community of textbook scholars, and integrating localized elements into textbook research. Additionally, it highlights the importance of sustainability in textbook research, emphasizing the need for educational materials that support long-term global educational goals.

**Keywords:** textbook research; CiteSpace; bibliometric analysis; comparative education; educational sustainability



**Citation:** Qu, X.; Chen, X. Examining Divergent Sustainable Trends in Textbook Research: A Comparative Study Between Chinese and International Perspectives. *Sustainability* **2024**, *16*, 9731. <https://doi.org/10.3390/su16229731>

Academic Editor: Rosabel Roig-Vila

Received: 15 October 2024

Revised: 6 November 2024

Accepted: 6 November 2024

Published: 8 November 2024



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## 1. Introduction

Textbooks, as a central focus of curriculum research, are considered “one of the most important areas of research” in educational theory and practice [1]. In China, textbook research is influenced by various factors, including ideology and cultural concepts, resulting in distinct characteristics when compared to research in other countries, with a more uniform set of versions that play a crucial role in classroom teaching across all educational levels. Given this situation, it is essential to determine China’s position in the knowledge graph of world textbook research, understand the current status and emerging trends of international textbook research, and conduct a comparative analysis of textbook research in China. The objective is not only to keep China informed about the development of international textbooks but also to acquaint foreign scholars with new directions in China’s

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