

Review of Education

Vol. 9, No. 1, February 2021, pp. 159–160

DOI: 10.1002/rev3.3237

Context and Implications Document for: A comprehensive view of trust in education: Conclusions from a systematic literature review

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This guide accompanies the following article: Niedlich, S., Kallfaß, A., Pohle, S., & Bormann, I. (2020). A comprehensive view of trust in education. Conclusions from a systematic literature review, *Review of Education*, <https://doi.org/10.1002/rev3.3239>

Authors' Introduction

In recent years, research has often focused on single areas of society in which trust is emerging. But the preconditions and consequences of trust in complex education systems have not yet been extensively considered. Based on a systematic literature review of 183 articles, this paper aims to provide insights into recent research on trust in different domains of education. Drawing on these findings, the paper introduces a comprehensive model of trust. It discusses what governance approaches and tools are associated with trust, what trends in generalised trust are found, and how they are linked with education. Moreover, the paper identifies context factors that influence the creation and maintenance of trust in different domains, as well as approaches used to measure and analyse trust in multi-level (education) systems. Through the substantial synthesis of recent findings, the paper opens up perspectives for theoretically driven, interdisciplinary comparative research that may in the future shed light on the role of trust in education systems.

Implications for Policy

The most significant finding to emerge from the present literature review is a broader and more systematic perspective on the complex phenomenon of trust in education. The paper contributes to a better understanding of inherent trust by differentiating three domains of trust (trust in educational settings, trust in educational governance and generalised trust) and discussing their specific interconnections. The paper will

therefore be of use for policy-makers in shedding light on the role of educational governance measures for the development of trust within education.

Author Recommendations

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Useful Links

- <https://www.youtube.com/watch?v=XWwTYy9k5nc>
- https://www.ted.com/talks/onora_o_neill_what_we_don_t_understand_about_trust

Acknowledgement

We would like to thank the Freie Universität Berlin for funding the publication. Open access funding enabled and organized by Projekt DEAL.