

ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL EDUCATION 2016

INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY

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PREFACE

The *Annual Review of Comparative and International Education 2016* is the fourth volume in the *Annual Review* sequence. The inaugural volume was published in 2013 as a compliment to the International Perspectives on Education and Society (IPES) volume series, and next year will be the five year anniversary of the *Annual Review*. A key objective of the *Annual Review of Comparative and International Education* (ARCIE) is to systematically, reflectively, and annually review issues and perspectives in comparative and international education research. Another, equally important goal is to support the professionalization of the field of comparative and international education both academically and in the professional field broadly speaking. This is a difficult task given the fact that comparative and international education's disciplinary, theoretical, methodological, and regional foci are diverse and storied.

Although it is asserted in the preface and introductory chapter of every volume of the *Annual Review of Comparative and International Education*, one of the benefits of an annual review is that it provides an opportunity to reflect on the past, present, and future directions of the field and to both celebrate as well as constructively critique the field and its recent accomplishments. For the 2015 *Annual Review*, we have taken this as a new direction by highlighting not only the voices of leaders in the field of comparative and international education as identified by presidencies of comparative education societies worldwide, or by focusing on special interest group (SIG) leaders in the field (e.g., ARCIE, 2014), but by focusing on the published scholarship in the field of comparative and international education that was receiving the most attention during the year. In this case that target year was 2015.

The 2016 *Annual Review* consists of chapters inspired by, responding to, or critiquing highly read articles published in comparative and international educational journals from the last 12–18 months, which included most of 2015 and the last quarter of 2014. The *Annual Review* is organized by sections, which include: (1) conceptual and methodological developments, (2) research-to-practice, (3) area studies and regional developments, and (4) diversification of the field. The rationale and contents of each of

these sections can be found in the introduction to the inaugural Annual Review (Wiseman & Anderson, 2013).

Instead of inviting authors to contribute to one of these sections in uncoordinated ways, we identified prompt articles for each section as listed below. However, if authors had an article that they preferred to respond to or had another relevant topic that would further Annual Review readers' understanding of a particular comparative and international education topic or phenomenon of importance during the year in review, we also worked with the authors to identify the best fit for that piece. Most authors, however, responded favorably to the invitation to respond to a highly read article published in comparative and international education journals from the past 12–18 months. The highly read articles posed to *Annual Review* authors were as follows:

CONCEPTUAL AND METHODOLOGICAL DEVELOPMENTS

- “The stark reality of the ‘White Saviour’ complex and the need for critical consciousness: a document analysis of the early journals of a Freirean educator” by [Straubhaar \(2015\)](#).
- “The early grade reading assessment (EGRA): Its theoretical foundation, purpose, and limitations” by [Dubeck and Gove \(2015\)](#).
- “The World Bank and the global governance of education in a changing world order” by [Mundy and Verger \(2015\)](#).

RESEARCH-TO-PRACTICE

- “The mediational role of schools in supporting psychosocial transitions among unaccompanied young refugees upon resettlement in Norway” by [de Wal Pastoor \(2015\)](#).
- “Higher education and economic development: The importance of building technological capabilities” by [Kruss, McGrath, Petersen, and Gastrow \(2015\)](#).

AREA STUDIES AND REGIONAL DEVELOPMENTS

- “Exploring the students’ perceptions regarding unethical practices in the Romanian educational system” by [Ghiațău and Măță \(2015\)](#).

- “Understanding the human capital benefits of a government-funded international scholarship program: An exploration of Kazakhstan’s Bolashak program” by Perna, Orosz, and Jumakulov (2015).

DIVERSIFICATION OF THE FIELD

- “Featured Article: Can Multiculturalism Be Exported? Dilemmas of Diversity on Nigeria’s *Sesame Square*” by Moland (2015).

All of these articles were identified as either the most downloaded or most cited in each of these comparative and international education journals during the period immediately preceding and during 2015. All of the authors of these highly read articles agreed to contribute discussion essays for this Annual Review, as well, which readers will see in the table of contents and in Part I: Comparative Education Trends and Directions. Part I also includes discussion essays from editors from *Comparative Education Review* (Nordtveit), *International Journal of Educational Development* (Heyneman), *Compare* (Rao), and *Prospects* (Popa). Journal editors were asked to respond to the following questions in their discussion essays:

- As an editor of a leading journal in the field, how do you define comparative and international education (CIE) for your professional and scholarly community’s context, needs, and perspectives?
- Which key theories, policies, development initiatives, practices, and other areas of study have shaped scholarship published in your journal in recent years? What trends do you expect in comparative and international education scholarship, policy and practice for 2016?

Authors of highly read articles were asked to respond to slightly different questions in their discussion essays:

- As the author of one of the most read articles related to comparative and international education in 2015, how do you frame your research within the field of comparative and international education? What other perspectives influence your research or scholarly work? Please explain.
- What key theories, policies, development initiatives, practices, and other areas of study have shaped scholarship in your area in recent years? What trends do you expect in comparative and international education research for 2016 and beyond?

These question prompts were designed to encourage reflection on the field from these experts and scholars in the field of comparative and

international education, as one more opportunity to engage in self-reflection about the field and on behalf of other scholars and professionals working in comparative and international education.

In the remaining sections of the *Annual Review*, authors responded to all of the highly read articles indicated above except for one. The Mundy and Verger article was not selected by chapter authors for comment or response. There is only one chapter as well in the *Annual Review of Comparative and International Education 2016* beyond the discussion essays that did not directly address or respond to one of the highly read articles. This exception is the chapter by Adrienne Henck on “Constructing Childhood in Global and Local Contexts: The Case of a Child-Friendly Schools Policy in Nepal”. This chapter represents area studies and regional developments during the preceding year, and does so by deeply investigating and explaining this Nepalese policy and the construction of childhood. It is an important and unique chapter, and although it does not directly reference one of the highly read articles from the past year, it is relevant and important for this annual review.

Of the chapters in Part II: Conceptual and Methodological Developments. Straubhaar (2015) is the subject of comment and response in the remaining three chapters in this section by Jean A. Madsen and Reitumetse Obakeng Mabokela in their chapter, “Critical Consciousness in the Cross-Cultural Research Space: Reflections from Two Researchers Engaged in Collaborative Cross-Cultural Research,” as well as by David A. Turner in his chapter, “Paulo Freire: The Comparative Educationist (or Not),” and by Christopher J. Frey in his chapter, “The White Savior in the Mirror.”

In Part III: Research-to-Practice, Moses W. Ngware’s chapter, “A Critical Assessment of “Higher Education and Economic Development: The Importance of Building Technological Capabilities,”” is a direct comment on Kruss et al. (2015); whereas, Mary E. Brenner and Maryam Kia-Keating’s chapter, “Psychosocial and Academic Adjustment among Resettled Refugee Youth,” is a comment and response to Pastoor (2015). As already mentioned, Adrienne Henck’s chapter in Part IV is not a comment on one of the highly read articles from 2015, but in Part V: Diversification of the Field, Cynthia Miller-Idriss and Elizabeth A. Worden’s chapter titled, “Beyond Multiculturalism: Conflict, Co-Existence, and Messy Identities,” is a comment on and response to Moland (2015).

This unique approach to the *Annual Review of Comparative and International Education 2016* is a direct result of the insightful and creative

suggestions and recommendations from the *Annual Review* advisory board. It should be made clear, however, that the advisory board deserves all of the credit for what is wonderful about these ideas, and the volume editor deserves all of the blame when those ideas are not executed properly. So, please keep that in mind as you read this volume of the *Annual Review*. The *Annual Review's* advisory board is comprised of global leaders in the field of comparative and international education, who are active professionals in field-related scholarship and professional practice. We especially would like to recognize and thank the advisory board of the *Annual Review* for giving their time and expertise to support the *Annual Review*. The 2016 *Annual Review of Comparative and International Education* advisory board are

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Review's five year anniversary next year, this is as good a moment as any to take the contents of this year's volume and use them to strategically and systematically reflect not only on one's own scholarship and professional practice, but on where the field is headed and what our individual and collection contributions to that development are.

Alexander W. Wiseman
Editor

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