

INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY



VOL

40

ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION 2020

Edited by

ALEXANDER W. WISEMAN

ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL EDUCATION 2020

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ALEXANDER W. WISEMAN
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The purpose of *Annual Review of Comparative and International Education* is to provide a forum for reflective practice in the field among both scholars and professionals. The field itself is a combination of comparative and international education, which are both distinct as well as symbiotic areas of study and professional practice. As such, the collaborative and professional effort of comparative and international education specialists in the field and in research and teaching contexts worldwide is an important goal of the *Annual Review*. Not surprisingly, the planning, development, and publication of each volume of the *Annual Review of Comparative and International Education* is the result of a vibrant professional collaboration among the *Annual Review's* editorial team. This team is comprised of Dr. Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma Okogbue. This team has collaborated productively on several volumes of the *Annual Review of Comparative and International Education* as well as scholarly presentations, academic publications in peer-reviewed journals, grant proposals, and many other pursuits. But, it is their commitment and tireless service to the *Annual Review* that makes each volume both a work of high scholarly caliber as well as a cohesive narrative and review of the research published in the field of comparative and international education.

It is because of Petrina, Maureen, Nino, and Obioma's diligence and scholarly rigor that there is ongoing data collection, which provides the basis for the introductory chapter analysis of publishing trends in the field. They have committed to planning, collecting, and participating in the analysis of comparative and international education research publication data that is now in its sixth year of data collection and expands in scope annually. This team of incredible researchers also contribute their time and effort to working one-on-one with chapter authors to ensure that each chapter contributed to the *Annual Review* is accurate, eloquent, and impactful for individual readers as well as the field at large.

2020 has been a difficult year to work on the *Annual Review of Comparative and International Education* for many reasons, and this team has sacrificed time with their families and work on other projects in order to bring the 2020 *Annual Review* to fruition. As both the International Perspectives on Education and Society series editor and the editor of the *Annual Review of Comparative and International Education*, I would like to not only acknowledge the irreplaceable contributions that these four women have made to the volume, but also thank them for being fun to work with, trustworthy and independent, and the most intelligent and insightful team I could have ever asked to have working on the *Annual Review*. It is with the most sincerity that I acknowledge and thank Dr. Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma Okogbue.

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Volume and Series Editor

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Learning and the Internet of Things in Education (with Florin D. Salajan, Emerald 2019); *Educational Transitions in Post-Revolutionary Spaces: Islam, Security and Social Movements in Tunisia* (with Teresa Barton, Bloomsbury 2018); *Re-Reading Education Policy and Practice in Small States: Issues of Size and Scale in the Emerging Intelligent Society and Economy* (with Patrick Ressler, Peter Lang 2017); and *The New Global Educational Policy Environment in the Fourth Industrial Revolution: Gated, Regulated and Governed* (Emerald 2016).

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PREFACE

The *Annual Review of Comparative and International Education* is in its eighth year of serving both as the “collective memory of the field” as well as providing the opportunity to scholars and professionals working in comparative and international education to engage in reflective practice. This is a core activity in the professionalization of the field as well as in the development of comparative and international education as a distinct field of study. Every volume of the *Annual Review* includes an introductory chapter that reviews the trends in published research in the field, and then this introductory chapter leads into the main content divided into five distinct sections. While trends are important to understand the field broadly speaking, they do not comprise the total voice and vitality of the field. For this reason, Part 1: Comparative Education Trends and Directions contains essays written by individuals from both the academic and professional corners of the field. This is then followed by Part 2: Conceptual and Methodological Developments, which focuses on both new and impactful conceptual developments and methodological approaches in the field. Part 3: Research-to-Practice makes connections between theoretical foundations and field-based projects, including their implementation and evaluation. Part 4: Area Studies and Regional Developments examines educational phenomena, policies, and activities by region and national education system. And, finally, Part 5: New Developments in Comparative and International Education reviews or highlights those areas of the field that are unusual or unique to either a particular year or situation. The goal of Part 5 is to look forward at what the potential of the field is.

The Part 1: Comparative Education Trends and Directions section of the 2020 *Annual Review of Comparative and International Education* includes essays that address the field of comparative and international education itself as well as international schools, higher education worldwide, the commercialization of education, and the role of language in comparative and international education. This section on comparative education trends and directions provides a voice to diverse perspectives and ideologies involved in unique comparative and international education communities worldwide, and brings them into the global discourse on comparative and international education. Florin D. Salajan and Tavis D. Jules examine ways that professional associations and conferences serves as incubators of academic work in the field. Teneshia A. Taylor confirms and discusses ways that racism is experienced in international schools. Aray Saniyazova discusses the practical significance of comparative and international education research in the Global South. Swetal Sindhvad looks at ways that school leadership capacity can be understood through comparative and international education approaches. Joe Tin-yau Lo and Suyan Pan rethink “Chinese characteristics” in relation to China’s internationalization of its higher education system. Hanaa

Almoaibed critiques the global education industry in Saudi Arabia. And, Carol Benson, Kara D. Brown, and Bridget Goodman discuss relevant language issues in comparative and international education.

In Part 2: Conceptual and Methodological Developments research methods, liberal arts education, big data, liberal feminism, brain drain, and the role of language in comparative and international education research are examined more fully. The conceptual and methodological developments section provides a systematic approach to articulating the challenges, concerns, and reflections of both newer and established approaches involved in the development and framing of comparative and international education research. Max Crumley-Effinger, Tavis D. Jules, and Syed Shah discuss sustainable research methodologies in comparative and international education research. Leping Mou looks at the ways liberal arts education has developed in East Asia, North America, and Western Europe. Florin D. Salajan and Tavis D. Jules compare the ways that the European Union (EU) and Caribbean Community (CARICOM) countries have used big data in educational analysis. Edith Mukudi Omwami examines liberal feminism through a comparative lens. Veronika Rozhenkova investigates the institutional and national dimensions of brain drain. Carol Benson, Kara D. Brown, and Bridget Goodman review language issues in early twenty-first century comparative and international education research.

The chapters in Part 3: Research-to-Practice explore philanthropy in education and the sustainability of international scholarships. The chapters in this section emphasize the importance of translating research to practical applications and situations in educational systems, schools, youth programs and classrooms worldwide. First, Marvin Erfurth and Natasha Ridge review the emerging field of philanthropy in education. Next, Anne C. Campbell engages the sustainability of international scholarships, which are important both for national development as well as the reproduction of international educational and economic agendas. As these two chapters demonstrate, this section encourages discussion, development, and reflection on the many ways that comparative and international education theories, methods, and the resulting empirical or conceptual evidence are translated to practical applications.

Part 4: Area Studies and Regional Developments includes chapters that examine Bhutan, Japan, Turkey, Romania, Kuwait, and China. The chapters in this section examine the ways that local contexts and national situations shape education as they interact with the pressures and effects of increasingly globalized social, political, cultural, and economic factors. Riho Sakurai reexamines inclusive education in a comparative study of Bhutan and Japan. Yakup Oz analyzes how Turkey has emerged as a regional hub for international students. Roxana Maria Ghițău reviews international research on academic dishonesty in Romanian universities. Fatimah Alhashem and Ibrahim Alhouthi give an incisive review of “endless” educational reform in Kuwait. And, Jun Teng and Na An investigate curriculum development in international schools in China. As the diversity of topics, areas, and regions examined in this section suggest, regional dynamics are constantly shifting and this has unique implications for the development of

comparative and international education research and the effects of education in local contexts.

Finally, Part 5: New Developments in Comparative and International Education includes two brief, but insightful, essays examining two key topics in 2020: racism and the pandemic. As 2020 has shown, not only is education constantly changing and developing, but the comparative and international examination of education worldwide and in local contexts is constantly shifting. Sometimes these shifts are purposeful and planned; other times these shifts are unexpected and are accompanied by dire consequences. The two essays in this section look at the challenges that 2020 brought from an international schools perspective. First, Courtney Bailey, Ashley Parnell, and Rana Harouny bring an international schools perspective to the crisis of diversity, inclusion, and equity in education. Next, Nicole Ifi focuses on the intersection of both the pandemic and racial equality protests in international schools. These essays provide a frame for understanding and further examination of the diversification of education worldwide, often due to forces that are unplanned and that evoke a wide variety of responses at every level of education and across communities.

2020 has been a year that will not soon be forgotten. The COVID-19 pandemic changed not only the format of schooling from face-to-face to online only in schools around the world, but also gave in-person education the added challenge of potential infection and the resulting consequences not only for students, but for educators, families, and whole communities. There have been so many different responses to the pandemic from schools, districts, states, provinces, regions, and nations worldwide that summarizing them all is difficult, if not impossible. But, this volume of the *Annual Review of Comparative and International Education* sets the stage for what 2020 brought to educational systems, schools, educators, and affiliated organizations by showing how the movement of people, ideas, services, and educational products both intranationally and internationally operated and was developing on the eve of the pandemic.

Likewise, 2020 became a year when diversity, racial equality, and the legacies of colonialism came to the foreground. Although the inequalities associated with race and socioeconomic status, in particular, have been a topic of investigate in comparative and international education for decades, the events of 2020 pushed the efforts for equity and equality ahead in many ways. Students and educators were both challenged and encouraged by the changes that this re-awakening presented to them. The events and phenomena documented in this volume provide the foundation for examining the emergence of diversity, inclusion, and equity as key factors in education and society.

Since the inaugural volume of the *Annual Review of Comparative and International Education* the goal has been to provide content that spurred critical and honest review, examination, and reflection on comparative and international education research and practice by scholars and professionals alike. As mentioned above, encouraging reflective practice and supporting the professionalization of the field of comparative and international education are key objectives for every volume of the *Annual Review*. In this unique year where so many global events

have had an effect on education in every community worldwide, the importance of reflection and examining the preparation and implementation of education from comparative and international perspectives is even more important.

With these goals and objectives in mind, the editorial team and the authors who contributed to this volume have laid the groundwork for understanding how 2020 evolved and the ways that the actions and reactions of educational policy-makers, educators, communities, and affiliated organizations either addressed and resolved or exacerbated and ignored the challenges they year brought. Although many new and interesting ideas arose in 2020 only time will tell which of those contributed to or supported the development of productive teaching, learning, policy, and planning in education worldwide, and the 2021 *Annual Review of Comparative and International Education* will review them all.

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