

ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL EDUCATION 2022

INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY

Series Editor: Alexander W. Wiseman

Recent Volumes:

Series Editor from Volume 11: Alexander W. Wiseman

- | | |
|------------|--|
| Volume 15 | The Impact and Transformation of Education Policy in China |
| Volume 16 | Education Strategy in The Developing World: Revising the World Bank's Education Policy |
| Volume 17 | Community Colleges Worldwide: Investigating the Global Phenomenon |
| Volume 18 | The Impact of HIV/AIDS on Education Worldwide |
| Volume 19 | Teacher Reforms Around the World: Implementations and Outcomes |
| Volume 20 | Annual Review of Comparative and International Education 2013 |
| Volume 21 | The Development of Higher Education in Africa: Prospects and Challenges |
| Volume 22 | Out of the Shadows: The Global Intensification of Supplementary Education |
| Volume 23 | International Education Innovation and Public Sector Entrepreneurship |
| Volume 24 | Education for a Knowledge Society in Arabian Gulf Countries |
| Volume 25 | Annual Review of Comparative and International Education 2014 |
| Volume 26 | Comparative Sciences: Interdisciplinary Approaches |
| Volume 27 | Promoting and Sustaining a Quality Teacher Workforce Worldwide |
| Volume 28 | Annual Review of Comparative and International Education 2015 |
| Volume 29 | Post-Education-For-All and Sustainable Development Paradigm: Structural Changes with Diversifying Actors and Norms |
| Volume 30 | Annual Review of Comparative and International Education 2016 |
| Volume 31 | The Impact of the OECD on Education Worldwide |
| Volume 32 | Work-integrated Learning in the 21st Century: Global Perspectives on the Future |
| Volume 33 | The Century of Science: The Global Triumph of the Research University |
| Volume 34 | Annual Review of Comparative and International Education 2017 |
| Volume 35 | Cross-nationally Comparative, Evidence-based Educational Policymaking and Reform 2018 |
| Volume 36 | Comparative and International Education: Survey of an Infinite Field 2019 |
| Volume 37 | Annual Review of Comparative and International Education 2018 |
| Volume 38 | The Educational Intelligent Economy: Big Data, Artificial Intelligence, Machine Learning and the Internet of Things in Education |
| Volume 39 | Annual Review of Comparative and International Education 2019 |
| Volume 40 | Annual Review of Comparative and International Education 2020 |
| Volume 41 | Building Teacher Quality in India: Examining Policy Frameworks and Implementation Outcomes |
| Volume 42A | Annual Review of Comparative and International Education 2021 |
| Volume 42B | Annual Review of Comparative and International Education 2021 |
| Volume 43A | World Education Patterns in the Global North: The Ebb of Global Forces and the Flow of Contextual Imperatives |
| Volume 43B | World Education Patterns in the Global South: The Ebb of Global Forces and the Flow of Contextual Imperatives |
| Volume 44 | Internationalization and Imprints of the Pandemic on Higher Education Worldwide |
| Volume 45 | Education for Refugees and Forced (Im)Migrants Across Time and Context |

INTERNATIONAL PERSPECTIVES ON EDUCATION
AND SOCIETY VOLUME 46, PART B

**ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL
EDUCATION 2022**

EDITED BY

ALEXANDER W. WISEMAN
Texas Tech University, USA



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Emerald Publishing, Floor 5, Northspring, 21-23 Wellington Street, Leeds LS1 4DL.

First edition 2024

Editorial Matter and Selection © 2024 Alexander W. Wiseman.
Individual chapters © 2024 The authors.
Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service

Contact: www.copyright.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83797-485-6 (Print)
ISBN: 978-1-83797-484-9 (Online)
ISBN: 978-1-83797-486-3 (Epub)

ISSN: 1479-3679 (Series)



INVESTOR IN PEOPLE

CONTENTS

<i>About the Editor</i>	vii
<i>About the Contributors</i>	ix
<i>Preface</i>	xv

Chapter 1 10 Years of Reflection on the Field of Comparative and International Education: What's Difference Does it Make? <i>Alexander W. Wiseman</i>	1
---	---

PART 3 RESEARCH-TO-PRACTICE

Introduction to Part 3: Research-to-Practice <i>Alexander W. Wiseman</i>	21
--	----

Chapter 2 Stakeholder Perspectives on Barriers for Equitable Higher Education Admissions: Cases of Turkey and China <i>Burcu Erdemir and Qiuxiang Wu</i>	25
--	----

Chapter 3 Learning for Sustainability Action Model: Lessons Learnt from Community Living Labs <i>Chanita Rukspollmuang, Jaratdao Reynolds and Praphan Chansema</i>	49
--	----

Chapter 4 A Comparative Inquiry of Teaching Strategies in New Zealand and Canadian High Schools: A Global Quest for Improved Educational Outcomes for Indigenous Students <i>Theresa (Therri) A. Papp</i>	73
---	----

**PART 4
AREA STUDIES AND REGIONAL
DEVELOPMENTS**

- Introduction to Part 4: Area Studies and Regional Developments**
Alexander W. Wiseman 93
- Chapter 5 The Conflict Between Centralization and Decentralization of Higher Education: The Case of Educational Development in Japan**
Keiichiro Yoshinaga 97
- Chapter 6 Inclusive Education as a Challenge for German School Systems. An Analysis of the Federal State of Schleswig-Holstein**
Robert Kruschel 117
- Chapter 7 Tracking the Research on the Internationalization of Higher Education in Turkey: A Bibliometric Analysis**
Cahit Erdem and Mustafa Polat 135
- Chapter 8 Emerging Geopolitical Barriers to the Realization of International Policies for Collaboration in Higher Education and Research: The Case of Scandinavia**
Agnete Vabø and Evanthia Kalpazidou Schmidt 163
- Chapter 9 Education for Securitization and Neoliberalization: A Cultural Political Economy Analysis of Pakistan's Single National Curriculum**
Syed Amir Shah and tavis d. jules 183

**PART 5
DIVERSIFICATION OF THE FIELD**

- Chapter 10 What Happened to Diversification in the Field of Comparative and International Education?**
Alexander W. Wiseman 205
- Index* 211

ABOUT THE EDITOR

Alexander W. Wiseman is Professor of Educational Leadership & Policy in the College of Education and Director of the Center for Research in Leadership and Education (CRLE) at Texas Tech University, USA. He holds a dual-degree PhD in Comparative & International Education and Educational Theory & Policy from Pennsylvania State University, a MA in International Comparative Education from Stanford University, a MA in Education from The University of Tulsa, and a BA in Letters from the University of Oklahoma. He conducts comparative educational research on educational policy and practice using large-scale education datasets on math and science education, information and communication technology, teacher preparation, professional development, and curriculum as well as school principal's instructional leadership activity. He is the author of many research-to-practice articles and books, and serves as Senior Editor of the online journal, *FIRE: Forum for International Research in Education*, and as Series Editor for the *International Perspectives on Education and Society volume series* (Emerald Publishing).

This page intentionally left blank

ABOUT THE CONTRIBUTORS

Praphan Chansema is a Faculty member in the Department of General Management and Entrepreneurship, Faculty of Business Administration, Siam University, Bangkok, Thailand. He received a bachelor's degree in Engineering and graduate degree in Industrial Education and also has experiences as an invited lecturer in basic education schools and colleges. At present, he is appointed as a member of sustainability committee of the university and has played an active role in sustainable development projects. Besides teaching courses in business department, he is responsible for general education course – Sufficiency Economy Philosophy for Sustainable Development or SEP for SD – which is a required course for undergraduate students. He has worked with many communities which serve as social living labs for Siam University, mainly Lertsuksom Community and Wat Champa Community. In addition, he has been a part of research projects relating to campus and community sustainable development as well as proposing guidelines for developing virtual museum relating to the implementation of the late King Rama IX's Sufficiency Economy Philosophy in communities.

Cahit Erdem received his BA in English Language Teaching Department at Bogazici University, Turkey (2009) and his PhD in the Curriculum and Instruction department at Anadolu University, Turkey (2018). He is currently an Assistant Professor in the Curriculum and Instruction department at Afyon Kocatepe University, Turkey. His academic interests include teacher education, educational technology, curriculum, instruction, academic achievement, and media literacy.

Burcu Erdemir received her BA (Hacettepe University) and MA (Atılım University) in English Language and Literature, MS (Middle East Technical University/METU) in European Studies, and PhD (METU) in Educational Administration and Planning. She worked for many years as an English language instructor teaching general and academic English at different universities in Turkey. During her MS, as a Jean-Monnet Scholarship student, she carried out studies at University of Rome, La Sapienza, and during the PhD, as an Erasmus student at UCL, IOE Center for Leadership. She is currently working as an Assistant Professor at Bahcesehir University Educational Sciences Faculty. She has given under(graduate) courses on various topics. In the recent past, she completed her post-doctoral studies on higher education at New York University, Steinhardt Institute, School of Culture, Education, and Human Development. Her academic interests are on leadership, higher education and educational policies, social justice, equity, and

access in (higher) education, organizational ethics and culture, and psychological abuse (mobbing) in academia.

tavis d. jules is Professor of Cultural and Educational Policy Studies at Loyola University Chicago, USA, specifically focusing on comparative and international education and international higher education. His professional and academic experiences have led to research and publications across the Caribbean and North Africa. He is the author of 9 books and more than 60 refereed articles. He is the immediate past-President of the Caribbean Studies Association, co-editor (with Florin D. Salajan) for the *Comparative Education Review*, an International Institute of Islamic Thought Fellow, and a Senior Fellow at NORRAG.

Robert Kruschel is currently a University Teacher and Researcher in the Department of Special Education at the University of Leipzig (Germany). Since 2010, he has been working intensively on the implementation of inclusive education in the school system and conducting national and international research in this area, lastly with regard to urban districts with special development needs.

Theresa (Therri) A. Papp is a researcher and instructor at the post-secondary level. She has been designing and delivering unique programs for youth and adults since the 1990s. These programs initially gained recognition on the North American stage and led to various invitations internationally to share her instructional approaches. Her passion is to create classroom and learning experiences that are student-driven and improve engagement. In 2016, she earned the President's Innovation Award for implementing gamification techniques in classrooms for adults as well as middle school classrooms. In 2021, she was awarded the Saskatchewan Polytechnic Faculty Award for Excellence in Teaching. Her research has extended from Canada to New Zealand with her primary focus on improving educational attainment levels for indigenous students. She currently is conducting research at two post-secondary institutions in Saskatchewan on student and employees' perceptions about working and learning remotely during the COVID-19 pandemic in Canada. Most of Dr Papp's research has been funded by the Social Sciences and Humanities Research Council (SSHRC).

Mustafa Polat received his BA from the English Language Teaching Department (2010), International Relations (2021) and his PhD (2019) in the Curriculum and Instruction Department at Anadolu University, Turkey. He has been teaching at the tertiary level for 10 years, and he is currently working as an Assistant Professor at the School of Foreign Languages, Karabuk University, Turkey. His research interests lie in curriculum, instruction, foreign language teaching, language anxieties, effective learning, and internationalization of higher education. Dr. Polat has presented a number of papers in national and international congresses, prepared European Union projects and published several book chapters and articles in national and international scientific journals.

Jaratdao Reynolds is Assistant Professor and Assistant Dean for International Relations, Faculty of Nursing, Siam University, Bangkok, Thailand. She received her bachelor's degree in Nursing from Assumption University, Thailand and a doctorate in Education Administration from the University of Newcastle, Australia. She has served twice as the Committee of International Affairs, Nursing Association of Thailand (from 2016 to 2018). At present, she is responsible for community development projects of the faculty and the university and was appointed a member of the university research committee. Currently, she is working on research projects on identifying needed competencies of the nursing graduates for competition in ASEAN communities, health technology for nursing education in the 21st century, roles of private sector in the production of health workforce, and transformative health professional education in five countries: namely, Bangladesh, China, India, Thailand, and Vietnam. She also works as one of the leaders of the research projects on Development of Thonburi Canal Communities Through Local Think Tank Networking and Ecological Spatial Planning for Sustainable Green Local Economy.

Chanita Rukspolmuang is Professor Emeritus, Vice President, and Dean of the Graduate School of Education, Siam University, Bangkok, Thailand. She is responsible for academic development, general education program, and sustainable development projects. Prior to join Siam University, she was Dean of Faculty of Education, Chulalongkorn University. Examples of her research projects on sustainability are virtual museum on implementing sufficiency economy philosophy in communities, Thonburi canal communities local think tank networking, and global citizenship education. At present, she was appointed an Associate Fellow of the Royal Institute and committee members of many national organizations such as Office of the Education Council, Office for National Education Standards and Quality Assessment, Teachers' Council of Thailand, Office of the Teacher Civil Service and Educational Personnel Commission, and Office of the Secretariat of Senate. She is also an elected President of Thai Association of University Women (TAUW) and a steering committee of National Council of Social Welfare of Thailand (NCSWT). Internationally, she has served twice as an elected President, Comparative Education Society of Asia (CESA) and member organization of the World Council of Comparative Education Societies (WCCES). She also has worked with UNESCO, Bangkok office, APCEIU and has been appointed a SEAMEO-ESD Fellow since 2019.

Evanthia Kalpazidou Schmidt is Associate Professor and Research Director at the Department of Political Science, the Danish Centre for Studies in Research and Research Policy, Aarhus University, Denmark. She specializes in higher education policy and governance; research and innovation policy; gender in knowledge production and research organizations; European gender policies and strategies; and research evaluation. She has been involved in a number of research projects on higher education funded by the European Union (EU), and has been frequently engaged by the European Commission (EC) as expert in the evaluations of the

EU's research funding programmes projects. She was member of the EU group of experts working on the *ex ante* impact assessment of the research funding programme Horizon 2020 in the area of Environment and Climate Change, and on the *ex post* evaluation of the 7th Framework Programme in the area of International Cooperation. She is the EC appointed Danish expert member of the European RTD Evaluation Network and former expert member of the Horizon 2020 Advisory Group on Gender.

Syed Amir Shah is a Lecturer in the Department of Political Science, University of Balochistan, Pakistan. Currently, he is doing his doctoral research in Cultural and Education Policy Studies at the School of Education, Loyola University Chicago. With a major in comparative education, his academic interests lie in the field of education in emergencies, with a particular focus on the role of higher education in the conflict-affected context of Pakistan.

Agnete Vabø holds a dr. polit degree in Sociology. She is Associate Professor at Oslo Metropolitan University where she teaches in Public Governance and Administration. She holds an adjunct position as Research Professor at the Nordic Institute for Studies in Innovation, Science and Education, NIFU. She has published numerous research reports, books, and articles in higher education and science studies. She is the PI of the project Gender, Academic Power, and Citizenship, funded by the Norwegian Research Council, and she participates in a range of research projects investigating changes in higher education and research. She is widely used as an Advisor and Evaluator, as in the Swedish Research Council's program for educational research. Currently, she contributes to a report on academic autonomy and freedom of expression commissioned by the Norwegian Ministry of Education and Research.

Qiuxiang Wu received his BA in Management Science from Renmin University of China (RUC), and PhD in Educational Economics and Management from RUC. He works as an Assistant Professor in the RUC School of Education, and a researcher in the RUC Center of Education Development and Public Policy. He was also a Visiting Scholar in Higher Education Policy at the Steinhart School of Culture, Education, and Human Development, New York University. He focuses on higher education economics and public policy, education equity, individual education choice, and development studies.

Keiichiro Yoshinaga is a scholar of Higher Education Policy Study in Japan. He is committed to comparative higher education study as a scholar and educational reforms as a practitioner. He travels extensively Europe, North America, and Asia, and understands the close relationship among higher education systems, cultural traditions, and social structures. He critically examines the American higher education system which is rapidly spreading all over the world. He has served several governmental committees and is an active member of the Japan Association for College and University Education, the Japanese Association of Higher Education Research, and the Japan Comparative Education Society. He

gave many talks at academic societies and universities, which include the Council of Graduate Schools, European Higher Education Society, Ghent University, Flinders University, and Bandung Institute of Technology. Currently, he is working on the transformation of the concept of learning in Japan through the reform of university admission systems and is looking for a way to improve the output skills of Japanese students with online technology.

This page intentionally left blank

PREFACE

This is the 10 annual volume of the *Annual Review of Comparative and International Education*! As the first and only *Annual Review of Comparative and International Education* as a field, the 10th anniversary is a special milestone. The original goal of the *Annual Review* was to examine perspectives and identify directions for the field of comparative and international education grounded in the voices and perspectives of both scholars and professionals working in related research, careers, and communities. After 10 years of reviews covering education systems, phenomena, issues, and topics from every continent (except for Antarctica) and every major culture, society, political system, and economic context, and publishing almost every possible combination of comparative analysis, theoretical framework, political perspective, and professional scenario, the *Annual Review of Comparative and International Education* has definitely achieved its original goal.

Now after 10 years of reviewing the field, this 10 anniversary volume of the *Annual Review of Comparative and International Education* implements the most fundamental purpose of any review of the field and its work, which was a key goal of the *Annual Review* since the inaugural volume back in 2013: reflective practice. The introductory chapter as well as short introductions to each section reflect on the content of the chapters within each section in this volume as well as on the development of the field of comparative and international education in relation to each section's focus. This reflective component especially highlights any significant changes in the field during the past 10 years, and speculates on the role that the *Annual Review* may have played in documenting and perhaps influencing those changes, at least to some minor extent.

The readers of the *Annual Review of Comparative and International Education* comprise a diverse group of scholars and professionals. Stakeholders in the field of comparative and international education include researchers and academics (i.e., traditional scholars), but also include professionals working in or related to comparative and international education contexts, issues, and other purposes. These same stakeholders are the target audience of the *Annual Review*, and their priorities are reflected in the chapters that are among the most downloaded and most cited from the past decade of the *Annual Review of Comparative and International Education*. For example, the top 10 most downloaded chapters from all years of the *Annual Review* are (in reverse order):

10. "Conceptualizing Teacher Education in Comparative and International Context" by John C. Weidman, W. James Jacob, and Daniel Casebeer (2014)
9. "Psychological and Academic Adjustment Among Resettled Refugee Youth" by Mary E. Brenner and Maryam Kia-Keating (2016)

8. “Doing Mixed Methods Research in Comparative Education: Some Reflections on the Fit and a Survey of the Literature” by Qiang Zha and Derreck Tu (2015)
7. “Comparative Education in Egypt: Trends, Directions, and Aspirations” by Ahmed Ismail Heggi (2015)
6. “Cross-Cultural Approaches to the Study of ‘Inclusive’ and ‘Special Needs’ Education” by Simona D’Alessio and Steven Cowan (2013)
5. “What Is Comparative Education?” by David A. Turner (2018)
4. “Teacher Education and Professional Development in Global Mathematics” by Deepa Srikantaiah and Wendi Ralaingita (2014)
3. “Schooling Inequality in South Africa: Productive Capacities and the Epistemological Divide” by Patricia K. Kubow (2017)
2. “The White Saviour in the Mirror” by Christopher J. Frey (2016)
1. “Rethinking Refugee Education: Principles, Policies, and Practice from a European Perspective” by Lutine de Wal Pastoor (2016)

These top 10 most downloaded chapters from the *Annual Review of Comparative and International Education* suggest that the readers (i.e., stakeholders) in the field are looking for information about what comparative and international education experts in the field have to say about refugee education (Brenner & Kia-Keating, 2016; Pastoor, 2016), race and inequality (Frey, 2016; Kubow, 2017), and teacher education (Srikantaiah & Ralaingita, 2014; Weidman et al., 2014) as well as the state of the field (Heggi, 2015; Turner, 2018), inclusive education (D’Alessio & Cowan, 2013), methodology in comparative and international education (Zha & Tu, 2015).

Another snapshot of *Annual Review* stakeholder interests and readership trends is in the top most cited chapters published in the *Annual Review of Comparative and International Education* over the past decade. The most cited chapters are (in reverse order):

7. “Rethinking Refugee Education: Principles, Policies and Practice from a European Perspective Abstract Note” by Lutine de Wal Pastoor (2016)
6. “A Synthesis of Published Comparative Education Research, 2014–2015: Further Data for Reflection in Comparative and International Education Abstract” by Alexander W. Wiseman, Petrina M. Davidson, and Calley Stevens-Taylor (2016)
5. “Reflecting on Trends in Comparative and International Education: A Three-Year Examination of Research Publications Abstract” by Petrina M. Davidson, Calley Stevens Taylor, Maureen Park, Nino Dzotsenidze, and Alexander W. Wiseman (2017)
4. “Psychosocial and Academic Adjustment among Resettled Refugee Youth” by Mary E. Brenner and Maryam Kia-Keating (2016)
3. “Reflections on the Field of Comparative and International Education, and the Benefits of an Annual Review Abstract” by Alexander W. Wiseman and Emily Anderson (2013)

2. “Shifting the Discourse on Neo-Institutional Theory in Comparative and International Education Abstract” by Alexander W. Wiseman and Audree Chase-Mayoral (2013)
1. “The Role of Teachers in Quality Education in Latin America and the Caribbean: Exploring New Forms of Horizontal Cooperation Abstract” by Laura C. Engel, Michaela Reich, and Adriana Vilela (2014)

There are some familiar titles and names across both lists, which suggests that these are the areas where most stakeholders are both reading and applying the information, at least within the scholarly community. In particular, Pastoor’s (2016) chapter on refugee education within Europe and Brenner and Kia-Keating’s (2016) chapter on resettled refugee youth adjustment are both highly downloaded and highly cited. This may be a reflection of the key events of the decade in which the *Annual Review* has been publishing, but it still shows that there is a lot of attention being paid to annual reviews of refugee education and refugee youth situations, especially given the Syrian civil war, which highlighted a massive and highly visible forced migration of refugees worldwide, and other refugee-related crises taking place on the world stage during the *Annual Review of Comparative and International Education*’s first 10 years.

All of the other most highly cited chapters from the first decade of the *Annual Review of Comparative and International Education* reflect the ongoing importance of reviews and reflections on the field of comparative and international education itself (Davidson et al., 2017; Wiseman & Anderson, 2013; Wiseman et al., 2016) and the theoretical and conceptual developments in comparative and international education (Wiseman & Chase-Mayoral, 2013). This suggests that, unsurprisingly, the most relevant work published in the *Annual Review* is comprised of reflections on the field itself. Although critics may call this “navel-gazing,” there is a genuine relevance of reflections on the field, especially during this period of pre-professionalization. So, it is a positive sign for the field that stakeholders reading and citing the *Annual Review of Comparative and International Education* are paying special attention to the reviews of work published in the field, syntheses of the topics and issues being addressed by research published in the field, and critical examinations and developments of theoretical frameworks relevant to and used in the field.

This tenth anniversary volume of the *Annual Review of Comparative and International Education* also signals a shift in editorship and perspective, which is relevant and important for the development of a healthy field. After 10 years at the helm of the *Annual Review*, I am transitioning out of the chief editorship role and Emily Anderson (Florida International University) is transitioning into the role. Changes in leadership of any component of a scholarly and professional field can be potentially unsettling, but this transition is both important and significant. As a researcher and scholar in the field of comparative and international education, my specialties and field-specific background is in quantitative analysis and cross-national comparisons. I also have brought my own cumulative experiences to the editorship of the *Annual Review*, which are unique to my race, class,

gender, nationality, educational path, among other details. Emily Anderson's background and path are unique to her as well, and signify an important contrast with my own. This kind of plurality in theory, method, and experience in the editorship is an important detail that undoubtedly will bring the *Annual Review* into new territory, but this is an important shift. And, perhaps a decade from now, Emily Anderson will transition out and someone else with different perspectives, background characteristics, and educational pathways will move into that role. Although I am personally going to miss my role as editor, this move is healthy and good for the field, and the *Annual Review* could not be in better hands than those of Dr Anderson moving forward.

At the 10-year mark, it is also time to thank the *Annual Review of Comparative and International Education's* advisory board for their service. The responsibilities of the advisory board were heavy in the first few years of the *Annual Review's* existence. Developing the structure of the *Annual Review* along with the details of organization, content, publication process, and other items were among the issues that this advisory board provide expertise, advise, and frankly some of the most valuable direction and recommendations that I have ever experienced professionally. So, it is with sincere gratitude and appreciation that I thank the outgoing advisory board comprised of the following scholars and professionals in the field: Monisha Bajaj, David P. Baker, Steven J. Hite, Lihong Huang, Nancy Kendall, Daniel Kirk, Shirley Miske, Diane Napier, Nikolay Popov, Francisco O. Ramirez, David Turner, Frances Vavrus, John Weidman, and Shoko Yamada. I owe all of you a drink for your service to the *Annual Review of Comparative and International Education* and to the field itself. Thank you!

I want to give credit to David P. Baker for making the *Annual Review of Comparative and International Education* an idea that became a reality. Originally, David Baker was the series editor of the *International Perspectives on Education and Society* (IPES) volume series when it was with another publisher, but as I transitioned into the role of series editor of IPES, Baker shared with me his vision of creating an annual review of the field of comparative and international education within the volume series. It was this vision that I and the advisory board developed into the first and only *Annual Review of Comparative and International Education*. When the volume series moved to Emerald Publishing, the development editors at Emerald were, have been, and continue to be instrumental in supporting both the vision of the series and the *Annual Review*, in particular. As the *Annual Review* moves into this next phase of its publication and the field's ongoing development, I know that David Baker and our colleagues at Emerald Publishing continue to support the mission, vision, and purpose of annually reviewing the field of comparative and international education that Emily Anderson will carry forward as the next chief editor of the *Annual Review of Comparative and International Education*.

Finally, the most personally important part of editing the *Annual Review* has been the ability to work with the following individuals on many years of the *Annual Review's* chapters, publication syntheses, and beyond. These stellar individuals are: Dr Petrina Davidson, Dr Maureen Park, Dr Nino Dzotsenidze, and

Ms Obioma Okogbue. Truly thank you, Petrina, Maureen, Nino, and Obioma. You have been and always will be among the most incredible colleagues I've ever had the pleasure of working with.

To celebrate the depth and diversity present in the field of comparative and international education and in honor of the *Annual Review of Comparative and International Education's* 10th anniversary, this year's annual review is divided into two full volumes as follows:

- Volume A, includes Part 1: Comparative Education Trends and Directions and Part 2: Conceptual and Methodological Developments.
- Volume B, includes Part 3: Research-to-Practice, Part 4: Area Studies and Regional Developments, and Part 5: Diversification of the Field.

I would be remiss if I did not personally thank Emerald for allowing these adjustments in support of the publication as well as the field as a whole. Thank you!

Alexander W. Wiseman

This page intentionally left blank

CHAPTER 1

10 YEARS OF REFLECTION ON THE FIELD OF COMPARATIVE AND INTERNATIONAL EDUCATION: WHAT DIFFERENCE DOES IT MAKE?

Alexander W. Wiseman

Texas Tech University, TX, USA

ABSTRACT

After a decade of comparative and international education research, evaluation, reflection, and introspection, there still may not be a clear answer to the question: What difference does an Annual Review of Comparative and International Education make? Bereday's questions regarding the field from the 1960s largely remain unanswered, and what answers there are remain relatively unchanged from the initial review of the field in 2013. In this reflective piece, the editor of the Annual Review of Comparative and International Education provides a retrospective look at what the Annual Review of the field has produced as well as what has not been accomplished over the first 10 years of the Annual Review's publication. Key points are that (1) comparative and international education continues to be an affiliation-oriented rather than independent, well defined field of study and practice; (2) annual reflection on the field is meaningful even when the field seems resistant to change; and (3) comparative and international education scholars and professionals alike tend to under emphasize reflective scholarship and practice and over

Annual Review of Comparative and International Education 2022
International Perspectives on Education and Society, Volume 46B, 1–17
Copyright © 2024 by Alexander W. Wiseman
Published under exclusive licence by Emerald Publishing Limited
ISSN: 1479-3679/doi:10.1108/S1479-36792023000046B001

emphasize critique or critical commentary; (4) there is promise for the field related to unity, debate, clarification, understanding, and encouragement; (5) the field is persistently under-professionalized; (6) the state of the field is largely unchanged since the 1960s; and (7) the organization and content of the Annual Review itself – much like the field itself – is subject to reflection and change.

Keywords: Comparative education; international education; annual review; professionalization; area studies; methodology; theoretical frameworks; reflective practice.

Ten years ago, the inaugural *Annual Review of Comparative and International Education* was published. In that first *Annual Review*, the aim of reviewing the field every year was to provide consistent and systematic reflection among the scholars and professionals working in comparative and international education, broadly speaking. A result of this reflective practice was envisioned as a way for comparative and international education scholars and professionals to both better understand and exchange ideas relevant to the field as well as to understand the field's past and future research, teaching, practice, and implementation. It was also noted that although those active in the field were good at providing focused reviews and general critiques, there was a decided lack of consistent and systematic reflection among the various communities that comprise the amalgam of disciplines, professions, perspectives, and values broadly defined as comparative and international education.

And so, for the past decade in the pages of the *Annual Review of Comparative and International Education*, comparative and international education scholars and professionals have reflected on what their definitions of the field are and what regional foci are related to comparative and international education. They have contributed chapters showcasing research studies representative of unique initiatives and changing education policies. And, they have reviewed and summarized most of the different methodologies, theoretical frameworks, educational policy reforms, and values or ethics related to comparative and international education that the field has to offer. Now, 10 years later, the question naturally arises: What difference has a decade of purposeful, consistent, and systematic reflection on the field of comparative and international education made? Or, more succinctly, what difference does it make?

The difference that the *Annual Review of Comparative and International Education* makes is dependent upon a few factors. Those factors include who reads the *Annual Review's* chapters, which content people are reading, how well or how much the content is cited, and most importantly whether scholars and professionals in the field are understanding and reflecting on their and others' contributions to the field in a consistent and systematic way because this is one of the key components to comparative and international education; moving beyond being a "field" of study to being a professional as well as a scholarly

“discipline”. It is difficult, if not impossible, to know who exactly is reading the *Annual Review*’s chapters, but we can discover which content from the last 10 years of the *Annual Review* is being read most frequently, and which content is cited, and how much. What we cannot know is the degree to which readers are academic scholars or in-the-field practitioners and professionals. We also cannot discover who is reflecting on their own practice without individuals reporting on their reflective practice and linking it back to the *Annual Review of Comparative and International Education*.

THE COMPARATIVELY GOOD, BAD, AND UGLY

Director Sergio Leone’s classic epic (*The Good, the Bad, and the Ugly*) is a genre-defining Western film as much as a gripping story and morality tale. If *The Good, the Bad, and the Ugly* were an analogy for the field of comparative and international education, the characters representing these three archetypes would not be as easily stereotyped, but they would likely fall along the following lines: The Good = improved educational excellence and equity; The Bad = falling achievement or increased inequity; and The Ugly = the contradictions and siloing embedded in much comparative and international education scholarship and practice. Evidence continues to point toward the influence that the “ugly” in comparative and international education has on emphasizing what either is or is labeled the “bad” and ignoring or criticizing the “good” rather than eliminating the “bad” to expand the “good” (Lee, 2020; Takayama, 2020).

Like Leone’s 1966 film, the *Annual Review of Comparative and International Education* is also a genre-defining body of work, which tells the story of the comparative and international education as an academic and professional field and addresses both the functions and ethics of education across vastly different cultures, communities, organizations, and outcomes. Ten years ago, the *Annual Review* editors lamented the “yearning to dichotomize” that threatened “the development of comparative and international education into a progressive and functional discipline” (Wiseman & Anderson, 2014, p. 10). This remains exceedingly true 10 years later. The one thing that consistent and systematic reflection on the field published in the *Annual Review of Comparative and International Education* confirms is that there is little in the realm of comparative and international education that is black and white. Ten years of reviewing the field has exposed how the field remains siloed into broad but distinct communities focused on (1) economics and development, (2) critical politics and power, (3) empirical research – both qualitative and quantitative, and (4) program implementation and practical evaluation. Comparative and international education is also siloed into academic disciplines outside of the academic discipline of education itself, where even education is not the chief among disciplines examining, researching, and implementing comparative and international education (Biesta, 2011; Wiseman & Anderson, 2014).

The 10 years since the first *Annual Review of Comparative and International Education* was published has seen a proliferation – or perhaps a resurgence – of

edited volume series as well as both new and open access journals in the field of comparative and international education. In fact, the past decade has seen so much development like this that it would not be feasible to list all the new edited series or new journals here. Regardless, a review of the edited books and journals publishing in the field or closely adjacent to the field of comparative and international education quickly shows that although these edited book series and journals may provide reviews, none annually review and reflect in consistent or systematic ways meant to engender professional reflection among scholars as well as practitioners working in the field. Journals in the field tend to publish research with either an empirical, policy, or theory focus on a topic of regional, programmatic, or other special interest, while edited volumes and books provide much of the same in long-form. These approaches to research and dissemination of information related to comparative and international education are both needed and meaningful. But it is possible that a few of these edited books and volumes or journals are publishing with the intention of examining trends in the field and progress toward a goal of furthering the field itself (or professionalizing the field to the point where it transitions to a discipline in its own right).

THE PURPOSES OF THE ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION

So, what is the point of an annual review in a field that is flooded with publications and content claiming to be “comparative and international education” scholarship or professional reporting, yet remains so incredibly diverse across varying – often conflicting – research paradigms, policies and politics, practical needs, and sociolinguistic contexts? Put simply, the continued point of reflection that the *Annual Review of Comparative and International Education* attempts to engender is to unify, debate, clarify, understand, and encourage. Unity is a particularly important goal of the *Annual Review* in a field that is as diverse as comparative and international education is, and which is often significantly influenced by the work of experts and others who themselves do not align themselves with the field of comparative and international education at all (see e.g., much of the comparative and international education work coming out of sociology, political science, and economics, e.g., [Becker, 2019](#); [Bradley & Green, 2020](#); [Ross Schneider, 2022](#); [Schofer et al., 2021](#)) or who see their international or comparative interests as a personal specialization rather than membership in or affiliation with a broader community of scholars and professionals.

Debate is another goal of the *Annual Review of Comparative and International Education*, but not in the sense of non-negotiable conflict. A hallmark of scholarly and professional development is that not everyone will approach topics and issues vital to the field from the same context, perspective, values, or expected outcomes. But, in the field of education, which is tied so closely to so many parts of both individual and collective life around the world, there is often a *de facto* assumption that all scholars and professionals share the goal of improving education and its outcomes. Sometimes that means focusing on the individual students

or communities, and sometimes it is more about program implementation or cost effectiveness, but overall the assumption is that education is a good that has the potential to provide a variety of benefits both individually and collectively (Fongwa, 2019; Locatelli, 2018; Noddings, 2020). But, of course, in comparative and international education as well as in many other fields of study, disagreements and differences often arise.

When disagreements and differences arise among scholars or professionals in the field, it is not unusual for a debate to arise among individuals or factions around these issues or topics, but that debate to be clearly one-sided without representation of all relevant perspectives (e.g., Addey et al., 2017). Often there are published forums or conference panels developed to provide an opportunity for debates to occur, but in those debates it is often most productive when the intentions of all participants are recognized as supporting the overall perspective that education is an individual benefit as well as a public good (The Editors, 2004), which all who participate in the debate are attempting to develop and support regardless of the other differences that may arise. But, in comparative and international education there seem to be strands which personally attack and politicize the research and, more surprisingly, the motives and agendas of scholars and professionals conducting the research or implementing the programs (Wiseman et al., 2014). Some have accused colleagues as well as whole organizations and institutions in the field of nefarious intent (intentional as well as unintentional). This is no longer debate, but is accusation, and is not the type of debate that the *Annual Review* seeks to provide.

Debate when included in the pages of the *Annual Review of Comparative and International Education* contributes to the broader goal of the annual review, which is to clarify and understand. The synthesis of ideas, theories, research, and programmatic or project implementation and outcomes in the field is a much more productive way to clarify and build broader understanding of new methods, theories, policies, and projects to develop or build education worldwide, whereas, it is much less productive to critique without providing evidence or alternatives (Wiseman et al., 2013). Clarification in an annual review of any field of study or academic discipline is a process of identifying the intended meaning of a policy, project, or publication and comparing it to the implemented activity and eventual outcome of the policy, project, or publication. This cannot be done with supposition alone, but must be subject to the same rigorous process that empirical journals frequently use: double-blind peer review. So, the responsibility of authors publishing in the *Annual Review* is to identify the intended and implemented meaning or agenda and then either align or contrast the two (Wiseman & Anderson, 2014).

For example, the field of comparative and international education is filled with concepts and terms that are sometimes confusing or difficult to comprehend beyond the small group of scholars or professionals who engage with those concepts or terms regularly. One example is the concept of “isomorphism”. This is a concept that is frequently used in organizational and institutional analyses and describes slow change over time that leads to increasing similarities of things, processes, structures, or outcomes without those things, etc., becoming

identical (Wiseman, 2022). Work has been repeatedly published by different authors throughout the past several decades that has clarified what isomorphism is, how it can be interpreted, and what it does and does not imply (DiMaggio & Powell, 1983; Mizruchi & Fein, 1999; Wiseman et al., 2013, 2014). Yet, there are those who persist in claiming that isomorphism is the same as homogenization (e.g., Kauko & Wermke, 2018). Why is that? It is either a refusal of some to accept the explanation of experts or it is an ignorance of some to recognize the information provided by the experts.

Another example is the term and concept of neoliberalism. Neoliberalism is the boogeyman of international educational development, assessment, curriculum, and economics as they related to educational systems and campus and classroom-level applications. Yet, it is difficult to find a consistent or coherent definition of neoliberalism in the comparative and international education research literature. There are many assumptions about what it means and the negative connotation it brings with it (e.g., Mirowski, 2009), but there is also no clear or singular definition of what neoliberalism means (Wiseman & Davidson, 2021). Instead, much of the work published in comparative and international education related edited books and journals, which is related to neoliberalism and its effects on education, relies upon the notion that neoliberalism is the primary force driving most educational change (Klees, 2017; Lakes & Carter, 2011). The *Annual Review of Comparative and International Education*, however, is a venue where an understanding about neoliberalism and its role in educational change and development can be discussed, synthesized, and documented for the community of comparative and international education scholars and professionals alike to learn from their colleagues and peers about what any of these concepts, topics, and issues are.

And, with clarity and understanding comes the ability to encourage colleagues both near and far through direct and indirect interaction, response, and application. For a field that is as diverse as comparative and international education, it is needed and necessary for those researching, publishing, teaching, and otherwise “practicing” in the field of education worldwide to encourage and be encouraged. Evidence suggests that both the role and impact of emotional intelligence (EI) and socio-emotional learning (SEL) are highly impacted by encouragement, and in a field that purports or aspires to be comprised of comparative and international education professionals, the ability to encourage one another is paramount. The *Annual Review* is the ideal venue to engage in encouragement that is both professional and beneficial to individuals and the field. Encouragement through the *Annual Review of Comparative and International Education* has occurred through the editors, authors, and content. A first step to encouragement is to ask individuals or groups what they need and give them the authority to both define their needs, decide whether or not and the ways in which others might support or provide for those needs. This has been done consistently over the past 10 years by requesting comparative and international education society presidents and leaders to define the field from their perspectives and explain what the key issues, topics, and unique characteristics of the field in their regional and among their communities are in the first section of every *Annual Review* called “Comparative Education Trends and Directions”.

Professional encouragement within the pages of the *Annual Review of Comparative and International Education* also comes through the work of clarification and understanding explained above. When editors and authors take the time to synthesize and explain the key issues in the field, especially those issues that are either new or have generated some debate, then an outcome is encouragement because it helps colleagues reading the *Annual Review* to discover choices, recognize elements of the topic or issue that they are familiar with in light of new information and then make adjustments as needed to garner small victories in creating unity among otherwise distant communities in the field. For example, evidence published in previous *Annual Reviews of Comparative and International Education* shows that most of the published research in the field leans to the qualitative methods, in particular, and that a much smaller percentage relies on quantitative approaches (Wiseman et al., 2015, 2016, 2021). Yet, critiques and debates in the field are often driven by a misunderstanding that qualitative methods continue to dominate empirical research published in the field of study (Marginson, 2022; Vickers, 2020). By publishing evidence-based information about research in the field, which contradicts critiques of the field, the *Annual Review* is providing a way for readers to stretch their understanding and capacity for change. This itself is a form of encouragement because it provides the platform upon which change can be made and implemented for the same of all involved.

So, the purposes of the *Annual Review* are to unify, debate, clarify, understand, and encourage. But, the underlying goal of each of these purposes is to provide a platform for scholars and professionals in the field to engage in reflective practice and to build a more professionalized field, which may lead to comparative and international education becoming an academic and professional discipline rather than continuing to be a hodgepodge of universities, organizations, and individuals who are simply willing to work more and create more for less recognition and compensation.

THE PROFESSIONALIZATION OF COMPARATIVE AND INTERNATIONAL EDUCATION

Ten years later it is salient to revisit the importance and challenges of professionalization of the field of comparative and international education. CIE continues to be a field comprised of part-time comparativists of education, especially outside of academia. Economics, political science, sociology, and international relations are all disciplines that have professionalized to a degree beyond comparative and international education. But, as a field comprised of scholarly academics as well as professionals and practitioners, establishing CIE as an academic discipline is only one piece of the puzzle. As a reminder, comparative and international education is not a profession because it has not been professionalized. To professionalize, a field needs to demonstrate the following: (1) control over expert knowledge, (2) control over professional education and credentials, (3) self-policing and ethical codes, (4) the ability to protect the occupational domain, and (5) full and massive control of the workplace (Wiseman & Anderson, 2014, p. 14).

There are several components of professionalization of the field that are not possible with comparative and international education because the occupational domains in the field are not exclusively comparative and international education. They overlap significantly with careers in education, economics, development, administration, research, and others. Likewise, there is no unified authoritative or central accrediting or credentialing body in comparative and international education like there is in medicine or law. As a result, there are no uniform self-policing or ethical codes in comparative and international education other than what is available in distinct organizations that fall within the scope of comparative and international education. For example, schools and universities have ethical codes related to working with children and the confidentiality and obligation to protect the privacy of those students in most organizations where youth are present.

In addition, there is no ability to protect the occupational domain in comparative and international education because the domain itself is quite broad, stretching at least across teaching, research, administration, and consulting. And, across these several broad occupational domains, the ways that comparative and international education is approached depends largely upon the specific social science discipline or regional school district or university system or administrative organization, and the list goes on. It is not possible to exclude certain occupations from entering the same space and serving the same purpose as occupations that would be focused on comparative and international education because the occupations themselves are not unique to the field.

Finally, full and massive control over the workplace is not possible due to the education component of the field in general. Education is a public affair, typically, and therefore the general public and children's parents, in particular, have access to and may both contradict or disrupt the typical day-to-day activities of professionals working in comparative and international education if they have a vested interest in the education their children are receiving or have some other reason to question the validity of what is being taught. In addition, those working in comparative and international education often do not have control over all of the workplace resources and spaces that they use. Instead, they rely on the provision of the organization where they work or funding and other resources from external entities. An example of this is especially clear in the education sector where school as well as universities do not have the right to expel or deny access to anyone, especially if they are parents or community members of that particular school or university.

Where the professionalization of comparative and international education must focus, therefore, is on the creation of knowledge and the training of skills related to the field. This most often occurs in university-based comparative and international education programs, where there is a specific curriculum as well as degrees or certificates that may be awarded to those who complete the designated curriculum. Although there are relatively few programs with curriculum and degrees specific to comparative and international education in universities worldwide, they do exist. However, when they do exist there is often no widespread continuity to the curriculum, readings, activities, and other elements of the knowledge, professional education, or credentials (Wiseman & Matherly, 2009).