

PREFACE

The *Annual Review of Comparative and International Education* (ARCIE) was first published in 2013 as a compliment to the International Perspectives on Education and Society Series (IPES). Now in its second year, ARCIE has the unique designation of being the only publication forum to systematically and annually review issues and perspectives in comparative and international education research. The often amorphous field of comparative and international education has long searched for a separate and unique identity among the disciplines represented by scholars, students, and professionals working in or with education in international and comparative contexts. As asserted throughout the inaugural volume of ARCIE, one of the benefits of an annual review is that it provides an opportunity to reflect on the historical, future, and ongoing directions of the field and to celebrate the scholarly and professional diversity of its members. It is also an opportunity to reflect, celebrate, and critique those elements and conditions that contribute to the continuous development of research, theory, policy, practice, and evaluation of education both comparatively and internationally.

Another hallmark characteristic of the *Annual Review of Comparative and International Education* is that it continues to be developed under the guidance and recommendations of an experienced advisory board. The *Annual Review's* advisory board is comprised of both established and emerging leaders in the field of comparative and international education, who are active in related scholarship and professional practice themselves. We especially would like to recognize and thank the advisory board for giving their time and expertise to support the *Annual Review*. The 2014 *Annual Review of Comparative and International Education* advisory board are:

Monisha Bajaj
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Many advisory board members specifically supported the *Annual Review* by working closely with chapter authors as development reviewers. Development reviewers work with the chapter authors to make revisions to their full manuscript in preparation for sending a complete revised version to the volume editors for final review and publication in the finished volume. This may involve one read through and review correspondence with the chapter author, or it may involve more than one cycle of review. That is left to the development reviewers' discretion and the limitations of time. We especially thank the many advisory board members who served as development reviewers for chapters in the 2014 *Annual Review*.

These advisory board members supported the *Annual Review* authors in the critical and constructive development of the following chapters. Shirley Miske and Daniel Kirk served as development reviewers for Shawana Fazal, Muhammad Ilyas Khan, and Muhammad Iqbal Majoka's chapter on "Teacher Education in Transition: A Reform Program in Initial Teacher Education in Pakistan." Diane Napier served as the development reviewer for Cheryl Hunter and Tsooane Molapo's chapter on "Current Challenges and Future Trends for Teacher Training in Southern Africa: A Focused Look at Botswana and Lesotho." Nikolay Popov and Steven Hite served as development reviewers for Anthony Cerqua, Clermont Gauthier,

and Martial Dembélé's chapter on "Education Policy, Teacher Education, and Pedagogy: A Case Study of UNESCO." Shoko Yamada served as the development reviewer for Rohit Setty's chapter on "India's 'Cascade' Structure of Teacher Education: Its Past and Its Future Prospects." And, Lihong Huang and David Turner served as development reviewers for Rita Zamzamah Nazeer-Ikeda's chapter on "Reforming Teacher Education through Localization-Internationalization: Analyzing the Imperatives in Singapore."

Finally, we are proud to announce that two of our advisory board members contributed chapters to the conceptual and methodological developments section of the 2014 *Annual Review*. In particular, John C. Weidman (with W. James Jacob and Daniel Casebeer) authored the chapter, "Conceptualizing Teacher Education in Comparative and International Context," and David P. Baker (with Daniel Salinas) authored the chapter on "The Schooling Effect on Neurocognitive Development: Implications of a New Scientific Frontier for Comparative Education." As premier experts in the field of comparative and international education, these advisory board members represent the cutting edge of theoretical development and methodological innovation in the field.

Again, we extend a sincere and heartfelt thank you to the many supporters who made the *Annual Review of Comparative and International Education 2014* possible, and who contributed to enhancing the quality and rigor of each chapter, the *Annual Review*, and the International Perspectives on Education and Society series as a whole. The development of an annual review in the field of comparative and international education is not only important to those of us who do research and professional work relevant to the field, but to all who are invested in youth and dedicated to the development and improvement of education worldwide. It is our sincere wish that this *Annual Review* and all that follow it will serve the field and all who participate in it as a tool for meaningful reflection, understanding, critique, and development of both scholarship and professional practice in comparative and international education.

Alexander W. Wiseman
Series Editor and Annual Review Co-Editor

Emily Anderson
Annual Review Co-Editor