

INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY | VOLUME 37

# ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION 2018

Edited by  
**Alexander W. Wiseman**

ANNUAL REVIEW OF  
COMPARATIVE AND  
INTERNATIONAL EDUCATION 2018

# INTERNATIONAL PERSPECTIVES ON EDUCATION & SOCIETY

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EDITED BY  
**ALEXANDER W. WISEMAN**  
*Texas Tech University, USA*



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# PREFACE

The 2018 volume of the *Annual Review of Comparative and International Education* marks the beginning of a new era for scholarship and professional development in comparative and international education. It was a year in which university academic programs in comparative and international education grew outside of their traditional homes in Colleges of Education into other disciplines and fields and in which highly-respected and productive academic programs were inexplicably shuttered. The introductory chapter by Davidson et al (this volume) suggests that comparative education research often originates outside of the field of comparative and international education (CIE), and perhaps receives more visibility and has more impact when conducted outside of the field of CIE. This suggests a new challenge for comparativists of education to consider and is even more reason for the importance of the *Annual Review* as a tool for professional reflection and evaluation of the goals, strategies, plans, and relationships that CIE professionals both in and out of the academic enterprise advance.

The 2018 *Annual Review* is again divided into distinct sections, which are preceded by an introductory chapter. In the introductory chapter, Davidson and her coauthors suggest a new framework for examining the impact and scope of comparative and international education research. Rather than look at the CIE field discretely, they propose a framework of “osmosis”, which examines the external development of the field by considering what, where, and why CIE-related research appears outside of the field itself.

Comparative and international education research, trends, and issues are more widely varying in 2018 than in previous years. In Part 1: Comparative Education Trends and Directions, contributors examine approaches to CIE using a less singular lens than in previous years. International organizations, special interest populations, and the importance of teachers and teaching in CIE were the focus of the trends and directions in 2018. The second section, Part 2: Conceptual and Methodological Developments, is represented by a sole chapter from one of the most important voices in comparative and international education scholarship and reflection, David A. Turner. In his chapter, Turner asserts that much of the research and other work done in comparative education in recent years has been ‘atheoretical’. His suggestion is that while theoretical assumptions are made, they are not thoroughly interrogated or examined in comparative education research. This is a key assertion, which warrants the complete attention of *Annual Review* readers, and is the reason for it being the sole chapter in Part 2 in the 2018 volume. The third section, Part 3: Research-to-Practice, and fourth section, Part 4: Area Studies and Regional Developments, provide content related to the impact of international organizations on educational interventions – whether it is public schools in Latin America or ICT in African higher education – and the impact

of gender, early childhood education, or academic mobility on educational outcomes at the primary, secondary, and higher education levels.

Of particular note, in the final section, Part 5: Diversification of the Field, is the ongoing attention to special needs education in communities that are also addressing educational access and equity issues at the system level, and the addition of gender and sexual minorities to the CIE discussion. While work on gender and sexual minorities is not new, it is also not often highlighted as a major area for research and discussion in comparative and international education. Part of the challenge is that gender and sexual orientation discussions are culturally taboo in some communities worldwide, especially when society, culture, tradition, and religion are closely entwined. Meadows closes the volume with her discussion of ‘context paralysis’, which she introduces to the literature, and how it is related to gender and sexual minority (GSM) children worldwide. This is representative of the kind of boundary-pushing work that the *Annual Review* strives to highlight and introduce to the CIE community for reflection, discussion, and even debate.

It should be noted that as the *Annual Review of Comparative and International Education* enters the second half of its first decade, each *Annual Review* since the inaugural volume has examined both current perspectives and identified future directions for the field of CIE. The *Annual Review* continues to begin with reflective essays by both established and new leaders in the field, which serve to create the context for the chapters in the sections that follow. It is also notable that the *Annual Review* continues to serve as an international forum for discussing matters of comparative and international education theory, research, policy, and practice. Although the field may not have exclusive ownership over CIE-related research, there is room enough for CIE professionals and scholars to interact around a shared vision of open discussion, innovative thinking, and empirically-rooted research. This is the goal of the *Annual Review of Comparative and International Education* moving forward and will be a guide for future volume editors to both follow and develop further.

# ACKNOWLEDGMENTS

There are many voices that come together to create each volume of the *Annual Review* of Comparative and International Education. The 2018 volume is no different in that respect. The *Annual Review* of Comparative and International Education 2018 would not be possible without the unwavering commitment, professionalism, expertise, intelligence, and insight of the editorial team. The 2018 editorial team consisted of Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma C. Okogbue. Not only are these four members of the *Annual Review* editorial team, they are also scholars and colleagues. They dedicated countless hours working through every stage of the volume's process, from our first meeting discussing the potential chapter authors and strategizing how to build a strong volume with contributions from all disciplines and professional backgrounds, to the nitty-gritty details of formatting, emailing with chapter authors about revisions, and finalizing the documents to be sent to the publisher. Every reader of the *Annual Review* of Comparative and International Education owes them a word of gratitude for their encouragement, guidance, rigor, and vision in not only creating this volume, but in building on past volumes and setting a fruitful and meaningful path for future volumes. As both the *Annual Review* volume editor and the International Perspectives on Education and Society series editor, I owe them a special note of thanks from the depths of my heart – not only for what they have created professionally and academically, but for the gift they have both literally and figuratively given to our professional and scholarly communities and to me personally. Truly thank you, Petrina, Maureen, Nino, and Obioma.

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*Volume and Series Editor*