

INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY | VOLUME 39

ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION 2019

Edited by
Alexander W. Wiseman

ANNUAL REVIEW OF
COMPARATIVE AND
INTERNATIONAL EDUCATION 2019

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EDITED BY

ALEXANDER W. WISEMAN

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PREFACE

Serving as the “collective memory of the field” since its inaugural volume (Wiseman & Anderson, 2013), the introductory chapters in the *Annual Review of Comparative and International Education* have reported the results of systematic, empirical examinations of relevant research published in both comparative and international education (CIE) and non-CIE publications (e.g., Wiseman et al., 2015; Wiseman, Davidson, & Stevens-Taylor, 2016; Davidson et al., 2017, 2018). The 2019 volume’s introductory chapter (Park et al., 2020) continues this tradition by examining not only the trends in CIE research, but also the ways that gender permeates the CIE professional field as well as its scholarship. Yet, the *Annual Review* delves deeper than trends to give voice to professionals and scholars in the CIE field through discussion essays published in Part 1: Comparative Education Trends and Directions. In Part 2: Conceptual and Methodological Developments, the newest and most impactful conceptual developments or methodological approaches being used in CIE are discussed. In Part 3: Research-to-Practice, connections between theoretical-driven research and field-based practical needs and projects are examined. Part 4: Area Studies and Regional Developments specifically focuses on individual educational developments and phenomena in national education systems or regions of the world. And, finally, Part 5: Diversification of the Field addresses new directions and developments in CIE, which promise to carry CIE forward in both professional and scholarly directions.

This year Part 1: Comparative Education Trends and Directions includes voices from those working in international education, international development, local schools, international research organizations, and national or area studies. These voices highlight both the strengths and contributions CIE makes to learning, development, and change as well as the weaknesses of CIE in some areas of professional and scholarly life, which create challenges for connecting scholarship and practical applications or needs.

Part 2: Conceptual and Methodological Developments has more contributions to it than ever before in the history of the *Annual Review*. Thapa, Panigrahi, and BenDavid-Hadar’s (2020) chapter reviews recent conceptual and methodological developments in the field of economics and finance of education that are relevant to and used in CIE-related work. Seeberg’s (2020) chapter builds on human development and capability approach (HDCA) to develop a multidimensional view of human development, with implications for education policy. Eloundou-Enyegue, Tenikue, and Giroux (2020) examine the economic convergence of countries worldwide and how that influences national education systems in terms of equity and equality of education. Salajan and Jules (2020) build on assemblage theory to interrogate the role of Big Data and its impact on CIE as a field. Anderson, Khurshid, Monkman, and Shah (2020) examine opportunities to interrogate

culture in qualitative data through ethnographic and discourse approaches in gender-focused research in CIE.

The chapters in Part 3: Research-to-Practice explore challenges to early childhood education from three different perspectives and in different situations. King, Crouch, Wils, and Baum (2020) examine the accuracy of the adjusted net enrollment ratio, one year before the official age of primary entry, as a measurement of SDG 4.2. Ralaingita and du Plessis (2020) develop the concept of “satisficing” as a way to understand how early grade reading impacts are decoupled from anticipated outcomes. And, Omwami, Wright, and Swindell (2020) examine how context influences the implementation of the global commitment to early childhood education within the framing of the sustainable development goals under SDG 4.2.

Part 4: Area Studies and Regional Developments includes chapters that examine education in specific countries like Nepal as well as regions including the Pacific region and Oceania. Fillmore (2020) reviews the history, languages, ideologies, beliefs, and trends that influence multilingual education in Nepal. Sanga and Reynolds (2020) review emerging Indigenous Pacific educational research from 2000 to 2018. Odugu (2020) explores how education and social change are impacted by linguistic changes and intersections. And, Gottau (2020) dives deeply into the causes and consequences of school choice in Buenos Aires, Argentina.

Finally, Part 5: Diversification of the Field includes two chapters that examine topics that have a history in CIE research, but are leading in new directions in the early 20th century. Mosselson and Chinkondenji (2020) propose new directions in education for newcomer/migrant populations, and examine promising practices in schools for migrant youths, their peers, and their school communities. Osipian (2020) investigations how corruption in higher education in the United States and Russia is reflected in the media and draws both insightful contrasts and comparisons between these two systems.

As the summaries of each section in the 2019 *Annual Review of Comparative and International Education* suggest, the *Annual Review* is consistently and strategically committed to examining current perspectives on both research and practice in the field, while also dedicated to examining debates and directions for the field to head in the future. The goal since the inaugural volume of the *Annual Review* has been to provide a venue for review, examination, and reflection on CIE research, practice, and the connection between the two. There has also been a consistent purpose of supporting and encouraging reflective practice among CIE scholars and professionals as a way to further professionalize the field of CIE. With these goals and purpose in mind, the editorial team and the authors who contributed to this volume not only contributed to the scholarship in and professionalization of CIE, but they serve as an example for future scholars and professionals in the field.

ACKNOWLEDGMENTS

There is a tremendous amount of collaboration and hard work that go into every volume of the *Annual Review of Comparative and International Education*. The *Annual Review* is supported by one of the most committed, professional, and insightful team of scholars and educators I have ever had the opportunity to work with. The 2019 editorial team consisted of Dr. Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma C. Okogbue. Their dedication to the development of the 2019 volume through hours and hours of communicating with authors, reviewing and commenting on submitted chapter manuscripts, formatting and finalizing chapters, and planning for the next *Annual Review of Comparative and International Education* is the reason why this 2019 volume exists and why the 2020 volume will build on its strengths and contribute as much or more to the professionalization of the field and the growing corpus of comparative and international education research.

Not only are Petrina, Maureen, Nino, and Obioma editorial assistants with the *Annual Review of Comparative and International Education*, but they are also original authors and scholars contributing to the advancement of knowledge in the field by conducting original research. Their research on published scholarship in comparative and international education looks at the historical trends in content, foci, authorship, institutional affiliation, and publication type. Their research builds on a growing data set of published research related to comparative and international education in both print and online journals published all over the world. And, through their scholarship, the evidence has shown that the field of comparative and international education and the research published by professionals and others associated with the field is of a decidedly different nature than many popular accounts suggest. This is especially meaningful when the direction that the professionalization of the field takes depends in part on what expert knowledge is valid and validated as well as the ways that scholars and professionals interact and share information.

Finally, as both the *Annual Review of Comparative and International Education* volume editor and the *International Perspectives on Education and Society* series editor, I would like to commend each of them individually for their intelligence, their insight, their commitment, their professionalism, and their scholarship. They have worked selflessly and without much rest to give the field of comparative and international education a great gift. And, on behalf of scholars, educators, and professionals working in the field of comparative and international education, thank you again to Dr. Petrina M. Davidson, Maureen F. Park, Nino Dzotsenidze, and Obioma C. Okogbue.

Alexander W. Wiseman
Volume and Series Editor