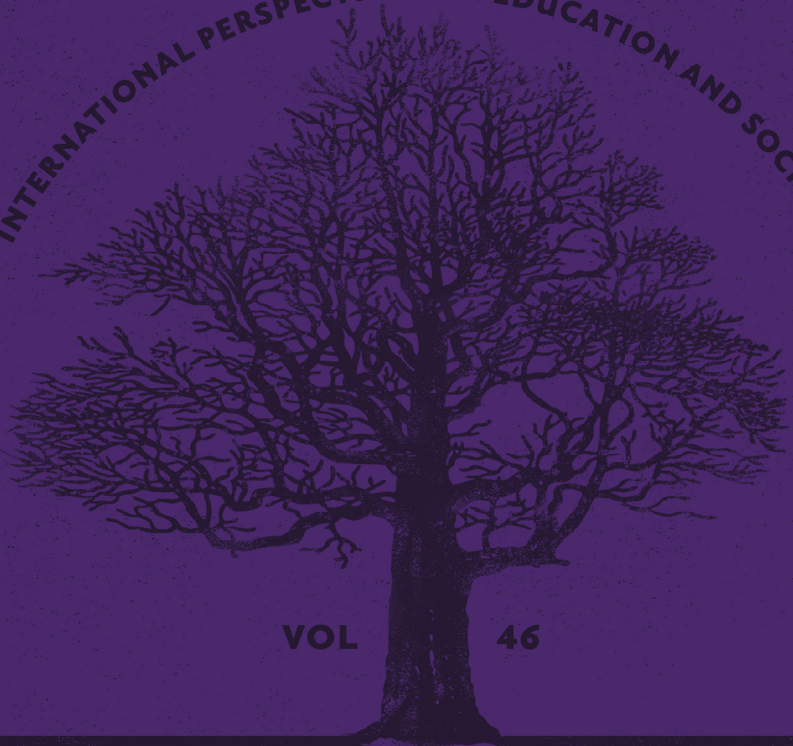


INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY



VOL

46

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

Part B

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Edited by

**ALEXANDER W. WISEMAN**

ANNUAL REVIEW OF  
COMPARATIVE AND  
INTERNATIONAL EDUCATION 2022

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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

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**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

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**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).

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**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.

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# 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