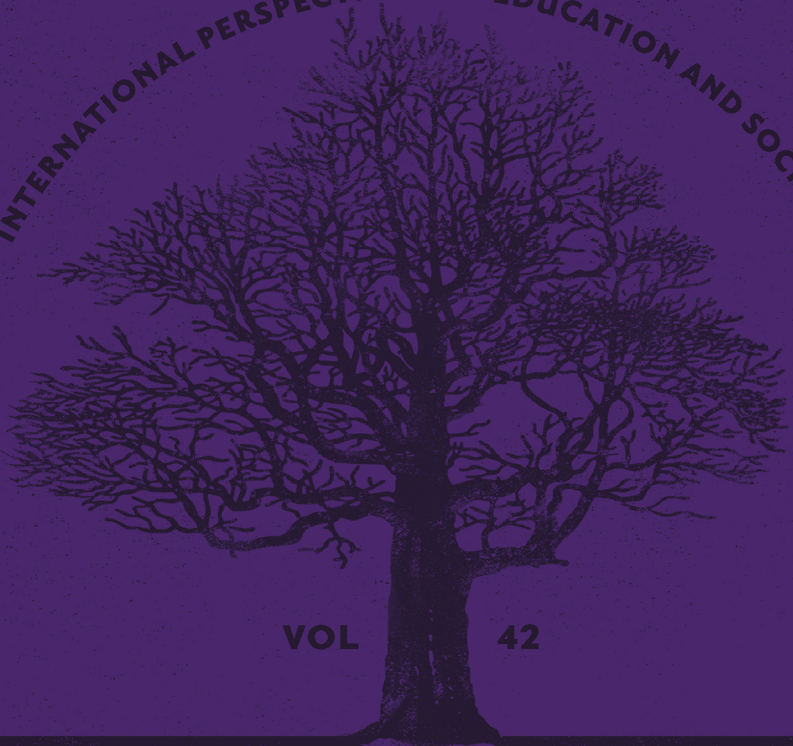


INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY



VOL

42

---

**ANNUAL REVIEW OF  
COMPARATIVE AND  
INTERNATIONAL  
EDUCATION 2021**

Part B

---

Edited by

**ALEXANDER W. WISEMAN**

ANNUAL REVIEW OF  
COMPARATIVE AND  
INTERNATIONAL EDUCATION 2021

# 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

INTERNATIONAL PERSPECTIVES ON EDUCATION  
AND SOCIETY VOLUME 42B

**ANNUAL REVIEW OF  
COMPARATIVE AND  
INTERNATIONAL  
EDUCATION 2021**

EDITED BY

**ALEXANDER W. WISEMAN**

*Texas Tech University, USA*



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

Emerald Publishing Limited  
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2022  
Editorial Matter and Selection © 2022 Alexander W. Wiseman  
Published under exclusive licence by Emerald Publishing Limited

Individual chapters © 2022 Emerald Publishing Limited.

**Reprints and permissions service**

Contact: [permissions@emeraldinsight.com](mailto:permissions@emeraldinsight.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: 978-1-80382-618-9 (Print)  
ISBN: 978-1-80382-617-2 (Online)  
ISBN: 978-1-80382-619-6 (Epub)

ISSN: 1479-3679 (Series)



ISOQAR certified  
Management System,  
awarded to Emerald  
for adherence to  
Environmental  
standard  
ISO 14001:2004.

Certificate Number 1985  
ISO 14001



INVESTOR IN PEOPLE

# CONTENTS

<i>About the Volume Editor</i>	vii
<i>About the Authors</i>	ix
<i>Preface</i>	xix

## CONCEPTUAL AND METHODOLOGICAL DEVELOPMENTS

<b>The COVID-19 Pandemic as Potential Catalyst for Comparative and International Education</b> <i>C. C. Wolhuter and L. Jacobs</i>	3
<b>Reimagining a Broader Framework for Education in Emergencies within Comparative and International Education</b> <i>Andrew Swindell, Kathlyn Elliott, and Brian McCommons</i>	25
<b>Critical Realism in Comparative and International Education</b> <i>Liyun Wendy Choo</i>	43
<b>White Diaspora, Anti-Blackness, and Universities in the Global South</b> <i>Christopher B. Newman, Alexander Jun, and Christopher S. Collins</i>	59
<b>Learning in a Time of Corona: A Comparative Perspective on Mumbai &amp; Houston</b> <i>Laurel Bingman and Gauravi Lobo</i>	79
<b>Postcolonial Perspectives of International Educational Development Interventions in Countries of the Global South</b> <i>Daniel Henry Smith and Tanja Carmel Sargent</i>	99
<b>Forging Queer Solidarities in Trinidad and Tobago and New Brunswick, Canada through Cellphilm Method</b> <i>Alicia F. Noreiga and Casey Burkholder</i>	119

## RESEARCH-TO-PRACTICE

- SEVIS, Surveillance, and International Students: New Avenues for International Education Surveillance Studies**  
*Max Crumley-Effinger* 141
- Pedagogical Practices in the Context of the Global COVID-19 Pandemic: Implications for Inclusive Quality Education for All**  
*Edith Mukudi Omwami, Andrea Gambino, and Joseph Wright* 163
- Educational Leadership and Supporting Refugee and Forced Immigrant Youth: A Review of Policy in Canada and the United States**  
*Ericka L. Galegher, Petrina M. Davidson, Joseph Elefante, Guadalupe Bright, and Lisa Damaschke-Deitrick* 181

## NEW DEVELOPMENTS IN COMPARATIVE AND INTERNATIONAL EDUCATION

- Community College Career and Technical Education Internationalization: Diversifying Comparative and International Education**  
*Dawn Wood and Rosalind Latiner Raby* 205
- Beyond the Hue and Cry: Exploring the Challenges and Benefits of Educator Acculturation in Overseas International Schools**  
*Rebecca Stroud Stasel* 225
- Index* 247

## ABOUT THE VOLUME EDITOR

**Alexander W. Wiseman**, Ph.D., is a Professor of Educational Leadership and Policy in the College of Education and Director of the Center for Research in Leadership and Education at Texas Tech University, USA. He holds a dual-degree Ph.D. in Comparative and International Education and Educational Theory and Policy from Pennsylvania State University, a M.A. in International Comparative Education from Stanford University, a M.A. in Education from The University of Tulsa, and a B.A. 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 AUTHORS

**Laurel Bingman** is an educator and researcher from Houston, TX, USA. She is a recent graduate from the Ontario Institute for Studies in Education at The University of Toronto. There she earned her Masters of Education in Curriculum and Pedagogy with a specialization in Comparative International and Development Education. Previously she has presented on cultivating anti-oppressive science skills in STEM classrooms. Before starting graduate work, she worked as a high school science teacher for four years at YES Prep Public Schools in Houston, TX, where she was also the District Science Fair Coordinator. She was first inspired to start her current podcasting project, *Learning in a Time of Corona*, through listening to her friends who are teachers talk about their challenges during the pandemic and realizing that there should be a platform for their voices to be heard. As an educator-activist, she advocates for the acknowledgment and dismantling of implicit biases and systemic injustices that exist in our school systems and classrooms and works to develop tools for educators to use in order to challenge normative assumptions and support student voice. Her research interests include decolonial and anti-oppressive pedagogies, restorative justice practices, and STEM education.

**Guadalupe Bright** is a Ph.D. student in the Educational Leadership Policy program at Texas Tech University. She received her M.A. in Liberal Arts and Sciences from San Diego State University and her B.A. in Public Affairs with a minor in communication from The Ohio State University. In 2015, she presented her academic paper “High School Dropouts – An Issue for the Individual and the Economy” in Japan at the Asian Conference on Education and International Development. Afterward, she joined AmeriCorps and the New Teacher Project and went on to teach 1st grade in Nevada. Her research interests are in Latino/immigrant and low-socioeconomic educational policies and programs that are put in practice to help underrepresented students succeed in pre- and post-secondary education.

**Casey Burkholder** is an Associate Professor at the University of New Brunswick, interested in critical teacher-education, and participatory visual research. In choosing a research path at the intersection of resistance and activism, gender, inclusion, DIY media-making, and Social Studies education, she believes her work may contribute to “research as intervention” through participatory approaches to equity and social change.

**Liyun Wendy Choo** is a Professional Teaching Fellow at the Faculty of Education and Social Work, University of Auckland. Her research seeks to understand young Myanmar citizens' citizenship and investigates how Myanmar citizenship is produced. It takes a broad view of education and examines the educative process of citizens beyond formal schooling. She has been working with a Yangon-based NGO Teach for ASEAN since 2017 to develop training programs for the youth volunteers and the English curriculum for T4A's beneficiaries.

**Christopher S. Collins, Ph.D.**, studies the function of higher education and the production of knowledge in diverse and global settings. His research projects on this topic have included studies of the World Bank and poverty reduction, the social value of higher education in the Asia Pacific region, and indigenous sciences in Hawaii. He works closely with dissertation students to think deeply about cognitive justice and the interdependence and ecology of knowledges. He graduated from UCLA and is currently Professor of Higher Education at Azusa Pacific University. He has completed more than 50 scholarly products (books, journal articles, and chapters), including his latest book, *White Evolution: The Constant Struggle for Racial Consciousness* (Peter Lang Publishing, 2020), coauthored with fellow APU Professor Alexander Jun.

**Max Crumley-Effinger** is a Ph.D. candidate in Loyola University Chicago's Cultural and Educational Policy Studies program and has an M.Ed. in International Higher Education from Loyola University Chicago and a B.A. in German Language and Literature from Earlham College. His research focuses primarily on international students, student mobility policy, international educational exchange, and sustainability in international education. He is an International Student Advisor at Virginia Tech a former Fulbright grantee, a former study abroad program administrator, and has led high school, undergraduate, and graduate study abroad programs in Europe and Asia.

**Lisa Damaschke-Deitrick** is a Senior Lecturer and Researcher at the Institute of Political Science at the University of Tübingen, Germany. Prior, she worked as a Professor of Practice of Comparative and International Education at Lehigh University, Pennsylvania, PA. She holds a Doctorate in Social Sciences from the University of Tübingen, a M.Sc. in International Relations from the Free University Amsterdam, The Netherlands, and a B.A. in Political Science from the University of Bielefeld, Germany. In her research, she focuses on how education policy is used as a solution or cure-all for societal issues in an international and comparative perspective. Currently, she conducts research on educational policies and practices designed to facilitate refugee youth's participation in their new host societies. Her research areas further include refugee integration in schools and higher education, and educational poverty policies and programs for school dropouts. She brings extensive experience in projects related to teacher training for the education of refugees.

**Petrina M. Davidson** has extensive experience in secondary education, education for peace and non-violence, and education for diverse populations. She completed her Ph.D. in Comparative and International Education at Lehigh University, PA. She has an M.S. in Teaching, Learning, and Leadership with a focus on Curriculum and Instruction from Oklahoma State University, and a B.A. in English and Education from the University of Tulsa. She was also a member of the Lehigh Education Advancement and Development Team which conducted work with Agahozo-Shalom Youth Village in Rwanda and Teach First Deutschland in Germany. She was awarded the Graduate Student Life Leadership and College of Education Graduate Student Leadership and Service Award in 2017. Her research interests include the institutionalization of education, curriculum in post-conflict societies, education for refugees and marginalized populations, measures of teacher quality, and the internationalization of higher education.

**Joseph Elefante** is currently a student in the Ph.D. program in Educational Leadership Policy at Texas Tech University. He received his M.A. in Educational Leadership from Montclair State University under advisor Dr Katrina Bulkley. His research interests primarily center on arts and whole child education advocacy and holistic methods of measuring student success, teacher evaluations, and school quality. He is also interested in investigating the long-term outcomes of arts and noncognitive skill development and developing methods of measuring quality arts and noncognitive education in school settings. In addition to his doctoral studies, he is currently the Supervisor of Fine and Performing Arts, Family and Consumer Science, and Technology Education for a small urban school district in northeastern NJ.

**Kathlyn Elliott** is a Ph.D. student at Drexel University in the Education Leadership and Policy track. Her research interests are preventing violent extremism through education, education in emergencies, gender and education, and global citizenship. She is a Fulbright Scholar in Finland for the 2021–2022 calendar year researching teacher's perceptions of educating to prevent violent extremism. She also works as a Managing Editor for *Education Research in Global Contexts* and is the Feminist Mentoring Workshop Coordinator for the Gender and Education Stating Committee at the Comparative and International Education Society. She holds a B.S. in International Culture and Politics, specifically religion and politics, from Georgetown University (2007), and a M.Ed. in Curriculum and Instruction (2009) from the University of San Diego. Prior to starting her Ph.D., she taught high school history for 10 years in Houston, Shanghai, and San Diego; she is certified to teach both English and History grades 6–12. She speaks proficient Spanish and beginner Mandarin and Finnish.

**Ericka L. Galegher** has a Ph.D. in Comparative and International Education from Lehigh University. Using qualitative and quantitative methods, she conducts research on international and private education, internationalization/localization

in curricula and education policies, and teacher preparation and education for diverse and marginalized populations. She is a member of a research collaborative focusing on education for refugee and immigrant students and conducts research on host country nationals in international schools. She has a M.A. in Middle East Studies from the American University in Cairo, Graduate Diploma in Secondary Education from the College of New Jersey, and a B.A in International Affairs from the George Washington University. She has worked in the education sector in Egypt for over 14 years as a teacher, administrator, and researcher. She resides in Egypt as an independent researcher and provides professional development seminars to educators using her research on international schools and humanitarian im/migrants.

**Andrea Gambino** is a Doctoral candidate in Comparative and International Education at the University of California, Los Angeles. She received a B.S. in Middle Grades Education and a M.Ed. in New Literacies and Global Learning at North Carolina State University. Her passion for inclusive quality education and embedding critical theories of education at the practitioner level is grounded in her work for the past 10 years as a public middle and high school English/social studies teacher in North Carolina. Her personal research interest is informed by her desire to endeavor toward the sustainable development goals (SDGs).

**Lynette Jacobs** is a Comparative and International Education scholar at the University of the Free State. Her own research, which evolved from being post-positivist to post-qualitative, focuses on marginality and inclusivity at an individual and systemic level, and on ways to overcome barriers within education systems. She is one of the workgroup leaders in the iKudu project (co-funded by European Commission Erasmus+ Programme) that seeks to develop capacity for curriculum transformation through internationalisation and development of COIL. She has successfully supervised 30 Doctoral and Master's students from diverse countries, including from the USA, China, Lesotho, Zimbabwe, Nigeria and Ethiopia. She has inter alia taught research methodology and Comparative and International Education at undergraduate and postgraduate level, and has been involved in mentoring young researchers for more than a decade.

**Alexander Jun**, Ph.D., conducts research on equity and justice in higher education around the world. A TEDx speaker in 2012, he was also a Global Fellow with the Center for Khmer Studies in Cambodia in 2010, an International Research Fellow at Curtin University in Perth, Australia, in 2016, and a 2018 Scholar in Residence at Belmont University in Tennessee. He is the Associate Editor of the *Journal of Behavioral and Social Sciences*, and author of *From Here to University: Access, Mobility, and Resilience among Urban Latino Youth* (RoutledgeFalmer, 2001). He also co-authored two books recently: *White Out: Understanding White Privilege and Dominance in the Modern Age* (Peter Lang Publishing, Inc., 2017), and *White Jesus: The Architecture of Racism in Religion and Education* (Peter Lang Publishing, Inc., 2018). Another book, *White Evolution: The Constant Struggle for Racial Consciousness*, was published in 2020. A ruling elder at New Life

Presbyterian Church in Fullerton, California, he was elected moderator for the 45th General Assembly of the Presbyterian Church in America in 2017. He is married to Jeany and they have three active teenagers.

**Kristy Kelly**, Ph.D., is a sociologist specializing in policy and politics; transnational feminisms; and gender, education, and development in Southeast Asia. She is jointly affiliated with Drexel University and Columbia University. She has written on higher education in Vietnam, women and leadership, feminist mentoring, gender training, organizational learning, gender and corruption, and inclusive virtual conferencing. Her most recent books include: *Gender and Practice: Insights from the Field* and *Gender and Practice: Knowledge, Policy, Organizations* both co-edited with Marcia Texler Segal and Vasilikie Demos. She chairs the Global Education Colloquium at Drexel University and edits the associated book series, *Education Research in Global Contexts*, for Emerald Press. She is the Co-chair of the CIES Gender and Education Committee and a founding member and Co-president of Society of Gender Professionals.

**Gauravi Lobo** is an educator and researcher from Mumbai, India. She is a recent graduate student from the Ontario Institute for Studies in Education at the University of Toronto. She earned her Masters of Education in Social Justice Education with a specialization in Comparative International and Development Education. Prior to starting her graduate degree, she has spent several years working in different contexts of education, in research and community engagement. She has facilitated courses on socio-emotional development, gender and sexuality, and sex education across multiple states in India. As a co-host of Learning in a Time of Corona she provides insights using a critical decolonial lens, working to bridge two seemingly different cross-colonial contexts. She has also presented on post-secular perspectives to education in India, and she continues to work in interrogating colonial structures and conceptualizing alternative pedagogical practices. Her theoretical interests include exploring the role of religion in social identity construction and decolonial praxis in education.

**Brian McCommons** is a Ph.D. candidate at Drexel University in the Education Leadership and Policy track. His research is primarily on higher education and language policies. Prior to Drexel, he spent several years in Bolivia working to start a US community college overseas. He continues to be involved in higher education in Bolivia through his ongoing research in the region. He received an MEd in Globalization and Education Change from Lehigh University (2013) and an M.A. in Applied Linguistics from the University of Massachusetts – Boston (2016). In addition to his research, he teaches courses in the Drexel University Global and International Education program as well as in the Global Studies department.

**Christopher B. Newman** is an Associate Professor at Azusa Pacific University in the School of Behavioral and Applied Sciences. His research focuses primarily on equity and undergraduate student experiences in STEM fields. He also studies

college readiness and pathways into postsecondary education for students of color. Additionally, he investigates multicultural education and equity in global contexts. He has presented over 35 papers and symposia at well-regarded National and International Conferences. He is a co-editor of 3 books and has authored or co-authored 20 articles and book chapters. He was awarded the “Carlos J. Vallejo Memorial Award for Exemplary Scholarship” by the American Education Research Association’s Multicultural Education Special Interest Group. He has also been recognized for his excellence in teaching and mentorship and was awarded the University of San Diego School of Leadership and Education Sciences “Outstanding Faculty Recognition for Teaching Award” in 2014. He earned his Bachelor’s degree in Sociology from the University of California at Santa Barbara and his Master’s and Ph.D. in Higher Education and Organization Change from UCLA.

**Alicia F. Noreiga** is a Ph.D. candidate at the University of New Brunswick: Faculty of Education, where she pursues studies that promote social justice and equity. Through her academic focus and advocacy, she hopes to raise awareness and assist in transforming inequitable systems that disadvantage marginalized groups. As such, her research path includes critical participatory methodologies that amplify the voices of queer, Black, and rural communities, and among people experiencing the intersections of these characteristics.

**Keiichi Ogawa** is a Professor/Department Chair in the Graduate School of International Cooperation Studies at Kobe University in Japan. He is also a Governing Board Member in the UNESCO International Institute for Educational Planning. He has served in various graduate schools and international organizations, including Honorary Professor at Kyrgyz National University, Visiting Professor at Columbia University/the University of Dhaka, Bangladesh Affiliate Professor at the University of Hawaii at Manoa/George Washington University, and Education Economist at the World Bank. His research interest lies in the economics of education, education finance, and education policy. He has worked on development assistance activities in over 30 countries and has authored or co-edited eight books and over 90 journal articles/book chapters. Many of them are issues related to educational development and cooperation in national and international settings. He holds his Ph.D. in Comparative International Education and Economics of Education from Columbia University, USA.

**Edith Mukudi Omwami** is an Associate Professor of Comparative and International Education at the University of California, Los Angeles. She teaches courses on theories in comparative education, inclusive education, social context of learners, and research methods in education. Her research interest is in sustainable development goals (SDGs) and the context of a global public health emergencies with respect to issues pertaining to education access, participation, education finance, gender and education, empowerment of women, and nutrition and cognition. Her research examines the diverse learning context for diverse

populations of learners with a focus on equity and inclusion for marginalized and vulnerable populations, including children and youth, ethnic minority, women, populations in rural, and those in conflict-impacted spaces. She is also involved in development intervention programming in the areas of education and food security in Africa. Her most recent publications are on comparative perspectives on international early childhood education in the context of SDGs, liberal feminism in comparative education and the implications for women's empowerment, and globalization, nationalism, and inclusive education for all.

**Rosalind Latiner Raby**, Ph.D. is a Senior Lecturer at California State University, Northridge in the Educational Leadership and Policy Studies Department of the College of Education and is an affiliate faculty for the ELPS Ed.D. Community College program. She is also the Editor-in-Chief of the *Journal of Comparative and International Higher Education*. She also serves as the Director of California Colleges for International Education, a non-profit consortium whose membership includes 91 California community colleges. She received her Ph.D. in the field of Comparative and International Education from UCLA and, since 1984, has been publishing in the field of community college internationalization since 1985 and has pioneered research on community colleges and global equivalents. She has published in numerous higher education journals including the *Comparative Education Review*, *Journal of Further and Higher Education*, and *Research in Comparative and International Education*. She serves on the editorial advisory board for *Journal of Further and Higher Education*, *Journal of International Students*, and *Universal Journal of Educational Studies*.

**Tanja Carmel Sargent** is an Associate Professor and Program Coordinator of Education, Culture, and Society at the Rutgers Graduate School of Education. She was born and raised in Zimbabwe and grew up experiencing colonial education in Africa. She now has an academic interest in coloniality and education in sub-Saharan Africa. She has spent much of her academic career researching educational development in rural China. She is an Associate Editor of the journal, *Chinese Education and Society*. From 2015 to 2018, she was a Shanxi Province 100 Talents Fellow and is a 2020–2021 Longview Foundation Global Teacher Education fellow.

**Daniel Henry Smith** is the founding Executive Director of the Teaching and Learning Center at the University of Liberia. He is a Ph.D. candidate in Education at the Rutgers Graduate School of Education. As a teenager, he experienced Liberia's civil war and escaped on foot to Guinea where he was educated in a school organized by the International Rescue Committee. He went on to complete his studies at the University of Liberia where he was the student president. His academic research focuses on the extent to which international intervention in educational development in the Liberia fosters or hinders innovation among Liberian educators and has implications for the effective collaboration between international organizations and local stakeholders in educational development.



**Rebecca Stroud Stasel** recently completed her Ph.D. at Queen's University. Her research interests include educational leadership and policy, international education, arts-based pedagogies and research methodologies, and Indigenous ways of knowing and learning. Her K-12 teaching career has spanned 20 years and 5 countries, primarily as a teacher of language and theater arts. While overseas as an early-career teacher, she observed acculturation hurdles with students, teachers, and leaders, and soon after her arrival, found herself in the middle of a policyscape, a pool of contrasting policies and practices. When pursuing her Ph.D., she worked on several projects examining factors for teacher thriving, teacher induction and mentoring, and programs for at-risk youth. Her Doctoral research took her to Southeast & East Asia to collect the "sojourning" stories of some teachers and school leaders, in order to explore educator acculturation. She writes poetry and short works of fiction, and she enjoys spending time outdoors and traveling with her family.

**Andrew Swindell** is a Doctoral candidate in Social Sciences and Comparative Education at the School of Education & Information Studies, UCLA. He currently works as an Instructor for the International Institute at UCLA, an Editorial Assistant for the *Global Commons Review*, and serves as the Co-chair for the Education, Conflict, and Emergencies special interest group of the Comparative and International Education Society. His research interests include how community-based schooling promotes universal access to quality and inclusive education for people in emergency settings, critical digital literacy, and global citizenship education. He holds a M.Ed. in Learning, Teaching, and Curriculum from the University of Missouri and a B.A. in Economics and Religion from Bucknell University. Prior to his Doctoral studies, he worked as a K-12 teacher in Myanmar and Thailand.

**C. C. Wolhuter**, Ph.D., studied at the University of Johannesburg, the University of Pretoria, the University of South Africa and the University of Stellenbosch. His doctorate was awarded in Comparative Education at the University of Stellenbosch, South Africa. He is a former junior lecturer of History of Education and Comparative Education at the University of Pretoria and a former senior lecturer of History of Education and Comparative Education at the University of Zululand. Currently he is Comparative and International Education professor at the Potchefstroom Campus of North-West University, South Africa. In the winter semester of 2012, he taught Comparative and International Education as visiting professor at Brock University, Canada. He is the author of several books and articles in the fields of Comparative and International Education and History of Education, and has served as President of SACHES, the Southern African Comparative and History of Education Society.

**Dawn Wood** serves as the Dean of Global Learning for Kirkwood Community College, located in the state of Iowa in the USA and is currently pursuing her Ph.D. work at the Università Cattolica del Sacro Cuore Centre for Higher Education Internationalization in Milan, Italy. Her research is focused on

the impact of intercultural experiences on community college students, with particular attention to how under-served populations are impacted by global learning experiences. With over 20 years of experience in international education, she is responsible for forwarding the international vision and global commitment of Kirkwood Community College. She has served as a professional leader in the field of international education and has presented at many international conferences including involvement in NAFSA: Association of International Educators, Association of International Education Administrators, Phi Beta Delta, Professional International Educators Roundtable, StudyIowa, Community Colleges for International Development and Global Education Network.

**Joseph Wright** is a Doctoral candidate in Comparative and International Education and Masters in Public Health student in Community Health Sciences at the University of California, Los Angeles. His research and expertise are on the impact of domestic and international policy related to whole child equity – including education, health, nutrition, caregiving, and safety – on the lives of families and children. He received a B.S. from Brigham Young University, M.Sc. from Oxford University, and has done work for USAID, UNESCO, and UNICEF. His most recent publications are on comparative perspectives on international early childhood education in the context of SDGs.

*This page intentionally left blank*

# PREFACE

The *Annual Review of Comparative and International Education 2021* examines the intersection of several important and transformational phenomena in education worldwide. These phenomena are a combination of both unique and recurring events, systems, behaviors, and attitudes about education filtered through social, political, and economic contexts. Specifically, the confluence of the COVID-19 pandemic and the embedded and resurgent issues of racial, ethnic, and gender inequality during 2021 created a situation where there was much educational change worldwide, but also where the field of comparative and international education needed to change and adapt both to new needs and concerns, but also to create new opportunities and options. As such, the 2021 volume of the *Annual Review of Comparative and International Education* requires an expanded table of contents to fully discuss the issues and activities that converged following the pandemic and other events shaping new conceptualizations and challenges related to racial and gender equality in 2021.

As a result, and for the first time in its history, the *Annual Review of Comparative and International Education* is divided into two volumes in 2021. Volume A presents key research and discussion essays related to trends and directions in the field of comparative and international education related to the pandemic, race, and gender, and then moves into deeper examinations of area studies and regional developments in the field of comparative and international education. Volume B more closely examines the heart of the field by addressing conceptual and methodological developments in comparative and international education research, investigating the research-to-practice relationship in field-based applications of comparative and international education research, and finally provides a space for reflection on the newer developments in the field of comparative and international education.

This volume, Volume B, begins with a close examination of conceptual and methodological developments in comparative and international education. C. C. Wolhuter and L. Jacobs set the foundation for understanding how the field shifted conceptually and methodologically in 2021 as a result of the COVID-19 pandemic and discuss ways that the pandemic can be a catalyst for change and growth in the field of comparative and international education more broadly. Laurel Bingman and Gauravi Lobo introduced a comparative approach to understanding how learning shifted and adapted to the COVID-19 pandemic restrictions, school closures, and altered approaches to mass schooling by comparing experiences in Mumbai and Houston. Building on the idea that the landscape of education is fundamentally changing as a result of the specific crises converging in 2021, Andrew Swindell, Kathlyn Elliott, and Brian McCommons introduce a broader framework for education in emergencies worldwide. Liyun Wendy Choo

conceptualizes how critical realism is a workable and appropriate framework for understanding comparative and international education phenomena in this 2021 moment. Christopher B. Newman, Alexander Jun, and Christopher S. Collins take a more focused approach to the problems of inequality related to race and ethnicity in their examination of white diaspora, anti-blackness, and universities in the Global South. Daniel Henry Smith and Tanja Carmel Sargent examine related issues from post-colonial perspectives in their chapter on international educational development interventions in the Global South. And, Alicia F. Noreiga and Casey Burkholder focus attention and evidence on a fresh methodological approach (i.e., the cellphilm method) and challenges to forging queer solidarities in Trinidad and Tobago and New Brunswick, Canada.

The next section of Volume B addresses the research-to-practice relationship as seen in 2021 through comparative and international education research and field-based implementation. Max Crumley-Effinger begins this section with a close examination of SEVIS, surveillance, and international students in higher education contexts. Edith Mukudi Omwami, Andrea Gambino, and Joseph Wright create a deeper understanding of pedagogical practices in the context of the global COVID-19 pandemic by framing it within the context of inclusive quality education for all. Ericka L. Galegher, Petrina M. Davidson, Joseph Elefante, Guadalupe Bright, and Lisa Damaschke-Deitrick comparatively examine the role of educational leaders in school campus contexts and the ways that they meet the needs of refugee and immigrant students, especially given the challenges of doing so during the COVID-19 pandemic. Finally, Volume B of the *Annual Review of Comparative and International Education 2021* investigates new developments in the field. Dawn Wood and Rosalind Latiner Raby shift the spotlight to the internationalization of community college career and technical education, while Rebecca Stroud Stasel explores the challenges and benefits of educator acculturation in the context of overseas international schools.

The complementary intersection of conceptual and methodological developments, research-to-practice, and new developments in the field of comparative and international education provide a bevy of information, perspectives, evidence, and direction for both scholars creating new research and practitioners implementing or influencing the practice of education to reflect productively and meaningfully on comparative and international education and their role in it. The *Annual Review of Comparative and International Education* was established both as a review and as a fundamental tool for reflective practice among comparative and international education scholars and practitioners worldwide. The content from both Volumes A and B of the *Annual Review of Comparative and International Education 2021* provides those working in comparative education, international education, and the broader “conjoined” to reflect on the changes and their relevance and application in both field of comparative and international education the opportunity to learn about the most significant events and updates in the field while also providing the opportunity research and practice.

Alexander W. Wiseman  
Series Editor