



British Association for International
and Comparative Education



Studying Comparative and International Education (CIE) during Global Emergencies and Uncertainties

OVERVIEW

This BAICE funded event seeks to bring together undergraduate and/or postgraduate students who are pursuing a course related to comparative and international education (CIE) or where an aspect of their course is related to CIE. The event will offer a platform for students to share their learning journeys, their academic viewpoints, and/or ongoing projects focussed on the field of CIE.

The intention is to provide a platform:

- for sharing experiences and understanding of studying and/or researching in the field of CIE and for exploring students' reasons for pursuing a study in international education;
- to call attention to the role and value of the subject area as understood by CIE students and how this may be evolving in the changing international contexts;
- to consider the challenges experienced and opportunities offered to students in pursuing a postgraduate degree in CIE.

Further, the forum intends to highlight the challenges posed by the pandemic and other global emergencies/uncertainties for students pursuing studies/research in this area.

The long-term aim of the event is to establish a network for taught degree students in this field to sustain these conversations and exchange of ideas amongst undergraduate and postgraduate students of CIE.

Event Organising Team

Dr Tingting Yuan, Bath Spa University
Dr Vandana Singh, Bath Spa University

Supported by:

Dr Namrata Rao, Liverpool Hope University
Professor Ming Cheng, Edge Hill University
Professor Jun Teng, Beijing Normal University

PROGRAMME

11-1 (GMT) 29th November 2021

11.00 - 11.10 Introduction

11.10 - 11.40 ***Guest Speaker Presentations***

- 11.10 to 11.20 - Rafael Mitchell, University of Bristol
- 11.20 to 11.30 - Michael Fertig, University of Bath
- 11.30 to 11.40 - Q&A with Rafael and Michael

11.40 - 12:30 ***Student Presentations***

- 11:40 to 11:50 - Phuong Tu Nguyen (Tu) , Institute of Education, University College London
- 11:50 to 12:00 - Alan Jerry Pan, Beijing Normal University
- 12:00 to 12:10 - Chansomey Chheang, University of Warwick
- 12:10 to 12:20 - Evan Zheng, University of Warwick
- 12:20 to 12:30 - Rona Luo, University of Edinburgh

12:30 - 12:55 Panel Discussion

12:55 - 13:00 Concluding Remarks

Zoom Meeting Link

<https://us02web.zoom.us/j/84854642202?pwd=eVdCNnZ2TENGSR2V0daQ1k4d0VNUT09>

Meeting ID: 848 5464 2202

Passcode: 657506

KEYNOTE SPEAKERS AND ABSTRACTS

Rafael Mitchell, University of Bristol

Bio: *Rafael is a lecturer in Comparative and International Education at University of Bristol and has a special focus on education in Africa. He has previously worked at the University of Cambridge where he co-founded the African Education Research Database. He serves on the leadership team of the UKRI GCRF-funded research network Transforming Education for Sustainable Futures, which is funding 60 Southern-led projects in Rwanda, Somalia/Somaliland, South Africa and India. His research and teaching focuses on the processes of schooling and school improvement for disadvantaged groups (particularly with respect to inclusive pedagogies, curricula and leadership), and addresses inequalities in knowledge production on education.*

Title: *Teaching Comparative and International Education in the UK: purposes, coverage and omissions*

Abstract: *This presentation reports on a BAICE-funded study of the status of CIE in undergraduate programmes in the UK based on analysis of curriculum documents and interviews with teachers on CIE units.*

Michael Fertig, University of Bath

Bio: *Michael is a Senior Lecturer in Education at the University of Bath. His research interests are in areas of comparative educational leadership, both in terms of exploring educational leadership within comparative contexts as well as within the context of International Schools. As a researcher in the DfID-funded EdQual Project (2005-2011), he was involved in working with a sample of primary school headteachers in Ghana seeking to bring about improvements in pupil learning through action research. More recently, he has been involved in exploring issues related to leadership within International Schools, and is currently developing a research proposal looking at the impact of Covid-19 on school leadership across four countries.*

Title: *Researching in Comparative and International Contexts: Ethical Issues*

Abstract: *This presentation will explore the research ethics issues that can impact upon research carried out in comparative or international contexts, including those which have appeared as a result of the Covid-19 pandemic.*

STUDENT SPEAKERS AND ABSTRACTS

Phuong Tu Nguyen (Tu), Institute of Education, University College London

Bio: Phuong Tu Nguyen (Tu) is an educator who cares about gender equality and development issues. Born and raised as a boy in a middle-working class family from Vietnam, Tu has always been questioning how and why boys and girls are treated and taught differently; he advocates for a reimaged education where everyone is empowered to reach their own potential and well-being without barriers. Currently, Tu is studying education, gender and international development at University College London with a Chevening Scholarship award for his Master's degree. Tu's interests include post-structuralism and post-colonialism in gender, education and development.

Title: *Comparative and International Education - the chance to promote equality via reimagining knowledge production*

Abstract: Regarding the universal yet contextualized, contemporary yet structural inequalities in today's postcolonial world, comparative and international education research (CIE) proves powerful in addressing the complex, global and cross-cultural issues which characterise the twenty-first century (Crossley, 1999). As a Vietnamese scholar coming to study in the UK under the UK government-funded scholarship, I could see the colonial legacy and power imbalance in knowledge production, and simultaneously examine it via access to diverse academic works and respectful, critical, cross-cultural dialogues at the university. I believe "there's no such thing as neutral education" (Freire, 1996), and advocate for a reimaged education that promotes equality and freedom, starting from the postcolonial/decolonial perspective of knowledge.

Alan Jerry Pan, Beijing Normal University

Bio: Alan Pan is a PhD candidate at Beijing Normal University with over twenty peer-reviewed publications. Started in the natural sciences, developed into the study of business systems, and is now pursuing further education through international and comparative perspectives. He is currently studying for teacher certification in the state of Texas.

Title: *Detecting Misinformation and Falsehoods using International and Comparative Education Methods*

Abstract: This presentation discusses four methods from international and comparative education research that can help detect misinformation and falsehoods. Six possible scenarios for misinformation and falsehoods are presented, and some examples and motives for such are introduced.

Chansomey Chheang, University of Warwick

Bio: Chansomey Chheang has been working in the development sector for the last five years on education programmes in Cambodia. She is currently studying MA in Global Education and International Development at University of Warwick. Her research focuses on education and development with a particular focus on children's education.

Title: *Reflections of pursuing higher education in Cambodia and in the UK*

Abstract: My experience of studying at higher education in two different parts of the world has allowed me to observe and appreciate the differences in learning and teaching practices in these countries. In Cambodia, I was a passive student whose learning experiences depended mostly on teachers; however as a graduate student I became proactive and engaged in learning in many ways such as readings, discussions, personal research, and much more. In addition, pursuing Global Education and International Development has provided me opportunities to learn about educational issues in a global context and has helped to develop a more critical approach and thinking when analysing and researching educational issues.

Evan Zheng, University of Warwick

Bio: Evan Zheng is a PG student in the University of Warwick, pursuing a major in Global Education and International Development. She completed a Bachelor's Degree in Applied Psychology from East China Normal University. Evan has worked for over two years with Education First, sending students for short-term and long-term language studies all over the world. She has also worked for five years in college admission counselling firms working closely with high school students who intended to go to the US, the UK, Canada and Australia for college.

Title: *Understanding the Challenges for International Curriculum High Schools in China*

Abstract: I worked in China for a few years as a college admission consultant for high school children. Before I started the MA in Warwick I already had an appreciation of the international curriculum such as International Baccalaureate or A-level, which provided an alternative choice to Chinese students' in place of the deeply test-oriented local track. The establishment of international curriculum schools though locally well received can potentially be problematic. Therefore, I have chosen to research this area to identify better ways for contextualizing foreign curriculum into a local setting.

Rona Luo, University of Edinburgh

Bio: Rona Luo is currently a PGT student in Comparative Education and International Development in Moray House, University of Edinburgh. She has previously taught English for Chinese GaoKao, delivering IELTS and TOEFL to Chinese students. She also has sixteen years of experience of working in the international education field in China, specializing in curriculum development, integrating international curriculum (IB, A-LEVEL, AP, OSSD) into Chinese context.

Title: *Value offered by postgraduate programmes in International and Comparative Education for Teachers teaching in International Schools: A Case study from China*

Abstract: The researcher will share her experiences of working in international schools in China. She will focus on her expectations and experiences of her current postgraduate programme and reflect on the value it presents and how this may align to her future career aspirations. This presentation will highlight the value offered by postgraduate programmes in International and Comparative Education for teachers teaching in international schools.
