

**Education in the Global Uncertainties and the Field of Comparative and International  
Education (CIE): The Way Forward**

*Date: 14th July 2023*

*Time: 10.45 to 2pm UK time*

**Agenda**

**10:45 to 11 am - Welcome and introductions**

**11 to 11.30 am - Visions on Paradigm Shifts of Comparative Education Studies in China** (*Professor Jun Teng, Beijing Normal University*)

*Chair: Vandana Singh*

**11.30 to 12 noon - Re-orientating teaching and research: reflections from a southern perspective** (*Associate Professor Kerry Dixon, University of Nottingham*)

*Chair: Vandana Singh*

**12 to 12:15 - QA for the keynote speakers**

*Chair: Vandana Singh*

**12.15 to 12.25 - Comfort break**

**12.25 to 1 - Students' and Staff perspectives (Panel Discussion)**

*(Student/staff panel members: Alice (Bing) Lu, Warwick University; Ahmad Akkad, Oxford University; Patrick Kavenuke, University of Dar es Salaam)*

*Chair: Dr Tingting Yuan*

**1 to 1.15 - QA student/staff panel members**

*Chair: Dr Tingting Yuan and Dr Namrata Rao*

**1.15 to 1.35 - Educational Emergencies and the field of CIE: What do we know so far?**

*Project Team: Dr Tingting Yuan, Dr Namrata Rao, Vandana Singh, Professor Ming Cheng*

**1.35 to 1.45 - What are key take away messages?**

*Break out room to discuss key take away messages from the workshop.*

*Chair: Dr Tingting Yuan and Dr Namrata Rao*

**1.45 - Plenary** (*Professor Ming Cheng*)

**Keynote speaker 1: Professor Jun Teng**

**Title: Visions on Paradigm Shifts of Comparative Education Studies in China**

**Abstract:** The end of COVID-19 didn't bring the world back to 2020, human society is now at the turning point. As a Chinese comparative education researcher, it is urgent for us to think where is the way forward? Based on the observation on the current world system shifts and reflections on traditional Chinese comparative education paradigm, three suggestions are proposed for future studies:

- (1) Shift from macro-policies to micro-practices for better people to people understandings,
- (2) Link China to the world to promote better local, international and global studies, and
- (3) Integration of empirical studies and theoretical reflections for more conscious Chinese education theory production and dissemination. The presentation will also consider in particular the impact the global emergency has had (and continues to have) on the learning and teaching of Comparative and International Education.

**Bio:** Professor Jun Teng is an Associate Dean of the Institute of International and Comparative Education at Beijing Normal University and is currently also the Secretary General of Chinese Comparative Education Society. Teng has long been engaged in comparative education research. Her main research areas include 21st century skills, global competence, global education governance, international education and development education. She has maintained close exchanges and cooperation with UNESCO, the World Bank, the United States, Finland and other countries. She has published more than 100 papers in peer reviewed journals and newspapers. Her latest three monographs on international education have been published by Shanghai Education Press.

**Keynote speaker 2: Dr Kerry Dixon**

**Title: Re-orientating teaching and research: reflections from a southern perspective**

**Abstract:** Re-orientating teaching and research: reflections from a southern perspective

In a context of growing inequalities and global turbulence, in this talk I reflect on the value of taking on a southern perspective and the possibilities it presents for shifting knowledge and practice in CIE. A southern perspective acknowledges the complex conditions under which people live as a result of colonial inequalities but also the ways in which creativity and resilience are an embodied part of communities. The talk aims to firstly disrupt ways of knowing that are entrenched in research designs. I draw on an international research project on children's play whose design was predominantly conceptualised in the global north and implemented in the global south. I show how universalised assumptions about children and the supposed 'neutrality' of research instruments place children in deficit, erasing their creative and playful acts of expression. The second example focuses on a decolonial pedagogy in an undergraduate course. It addresses the criticism that teacher education programmes do not adequately prepare students to work with cultural and linguistic diversity. It demonstrates how foregrounding narratives and multilingual linguistic repertoires displaces dominant, monoglossic forms of knowledge construction in the academy. Other ways of knowing and being emerge through students' critical readings of their lived experience.

**Bio:** Kerry Dixon is an Associate Professor in the School of Education at the University of Nottingham. Her teaching and research are in the field of language and literacy studies. She specialises in early childhood literacies and critical literacy. She is particularly interested in the interrelationships between language, literacy and power in contexts of poverty. Some of her publications include *Literacy, power and the schooled body* (2011), *Doing Critical Literacy* (2014), and *Language Narratives and Shifting Multilingual Practices: English Teaching from the South* (2023).