

日本比較教育学会第 58 回大会

The 58th Japan Comparative Education Society (JCES) Annual Conference

公開シンポジウム(オンライン)

Open Symposium (Online)

教育研究の国際化と比較国際教育学の役割

Internationalization of Education Research and the Role of Comparative and International Education

2022 年 6 月 25 日(土) 15:10-17:25(日本時間)

15:10-17:25 (JST), Sat 25 June 2022

English/Japanese simultaneous interpretation

日英同時通訳

Comparative and international education has contributed to the education research communities with its international and comparative theories, frameworks and methodologies, and is now recognized as a mainstream of educational research. At the same time, the various fields of education research are also activating their international activities, international exchanges with global and regional education research associations as well as education associations with other countries. If we identify this phenomena as the internationalization of educational research, what would be the unique role of comparative and international education research from now? In this symposium, we invite speakers with deep and wide insights to discuss the future direction of comparative and international education.

比較国際教育学は、国際・比較の理論や枠組み、方法論において教育研究コミュニティに貢献し、現在は教育研究のメインストリームのひとつと認識されています。同時に、教育研究の各専門領域において、国際的な活動、世界や地域の教育関連学会、他国との教育学会との国際交流が活発になされています。このような現象を教育研究の国際化と位置づけるならば、比較・国際教育研究は今後どのような独自の役割を担うことになるのでしょうか。本シンポジウムでは、この問題に広く深い見識をお持ちの研究者にご登壇いただき、今後の比較国際教育学の方向性について議論していきます。

Chair: Yoshifumi Shimizu (Miyagi Gakuin University)

清水禎文(宮城学院女子大学)

Kazuhiro Sugimoto (Tohoku University)

杉本和弘(東北大学)

15:10 – 15:25

Opening remarks and introduction

開会挨拶及びイントロダクション

Akiyoshi Yonezawa (Tohoku University)

米澤彰純(東北大学)

15:25-15:45

Comparative education and education research: Histories, theory construction and futures

比較教育と教育研究 ー歴史・理論構築・将来展望

Maria Manzon (Sophia University)

マリア・マンゾン(上智大学)

15:45-16:05

How has Comparative Education research contributed to the internationalization of education research and its academic societies under globalization?

比較教育研究は、グローバル化のもとで、教育研究およびその学会の国際化にどのように貢献してきたのか？

Terri Kim (St Antony's College, Oxford)

テリ・キム(オックスフォード、聖アントニー・カレッジ)

16:05-16:20

(break)

(休憩)

16:20-16:35

Comparative education engaged in the regional and local context

リージョナル及びローカルな文脈への比較教育によるエンゲージメント

Edward Vickers (Kyushu University)  
エドワード・ヴィッカーズ(九州大学)

16:35-16:50

What can Japan's Comparative Education contribute towards the internationalization of research?

日本の比較教育が研究の国際化に貢献できることは何か？

Jeremy Rappleve (Kyoto University)  
ラプリー ジェルミー(京都大学)

16:50-17:15

Discussants:

指定討論者

Yuto Kitamura (University of Tokyo)  
北村友人(東京大学)

17:15-17:20

Closing Remarks

閉会挨拶

Miki Sugimura (Sophia University)  
杉村美紀(上智大学)

## Comparative education and education research: Histories, theory construction and futures

Maria Manzon  
Sophia University

### **abstract**

As the opening paper for this symposium, this presentation will offer a global history of comparative education, both in its institutional and intellectual forms. 'Histories' are in the plural to connote the co-existence of multiple historical narratives of the field in different parts of the world. Theories of Bourdieu on the intellectual field and Becher and Trowler on academic tribes and territories will inform this analysis. They will illuminate the question on the unique role, if any, of comparative education in educational research. The field's histories demonstrate that internationalization as well as competition for academic space are not new. It is hoped that a deeper understanding of the field's diverse trajectories can offer some comfort and optimism about the current challenges that the field faces and help us rediscover our identity and mission in contributing to sustainable present and futures locally, regionally, and globally.

### **biography**

Maria Manzon is associate professor at the Department of Education, Sophia University, Tokyo. She is a core faculty of the Sophia Program for Sustainable Futures (SPSF). She researches on comparative education histories, and religions and education for sustainability. She has worked at the University of Hong Kong, National Institute of Education in Singapore, and the Education University of Hong Kong. Her publications include *Comparative Education: The Construction of a Field* (2011), *Origins and Traditions in Comparative Education* (2019), and *Comparative Education as a Field in Asia: Retrospect and Prospect* (2017).



How has Comparative Education research contributed to the internationalization of education research and its academic societies under globalization?

Terri Kim  
St Antony's College, Oxford

#### **abstract**

Globalization and internationalization have been popular terms in educational studies and important frameworks of thinking for education research and many academic societies' conference themes contemporaneously. Comparative Education research, with a mixture of both practical and theoretical agendas, has always involved 'border-crossing' mobility. 'Border-crossing' is arguably an essential act in doing comparative education research and has both actual and symbolic significance with direct relevance to globalization and internationalization. Comparative education researchers themselves are those who have moved out of their comfort zones and think and research more globally, assuming the position of a stranger employing 'comparative gaze'. As well evinced in the history, however, Comparative Education research is axiomatically conditioned by geopolitics and international relations of the contemporary times. The agenda of attention in doing comparative education has also shifted accordingly. Against the backdrop, this paper discusses the meanings and implications of 'border crossing' in doing Comparative Education research contemporaneously and its impact - to think about how Comparative Education research has contributed to the internationalization of educational research and its academic societies under globalization.

#### **biography**

Terri Kim (PhD London; PFHEA) is Professor of Comparative Higher Education (honorary full professor at UEL; Visiting Professor at Yonsei University, Seoul); Academic Visitor at St Antony's College, Oxford; and Honorary Senior Research Fellow at the UCL Institute of Education. Previously she worked as an OECD CERI consultant; Visiting Research Scholar in International Relations at LSE in London; Brain Korea 21 Contract Professor at Seoul National University; Lecturer at Brunel University London; Visiting Scholar at Collège de France in Paris, and Distinguished



Visiting Scholar at Monash University in Melbourne. As a specialist in Comparative, Intercultural, and Higher Education, she serves on the editorial board of Comparative Education, Intercultural Education and Policy Reviews in Higher Education. Her scholarly interests center on comparative

historical sociology of higher education, transnational academic mobility/migration, knowledge and identity capital; international relations, diaspora, internationalization and EDI in HE policy and practice; state-university relations, the academic profession and leadership in HE; Comparative Education theory and methodology. She has published one book, five edited volumes (Special Issues) and over 50 articles. Many of her invited talks and publications have addressed future directions and related them to the needs of the relevant governments as well as to the interests of academic community and civil society: e.g., OECD, EMN, Academia Europaea, Universities UK, Public Policy Exchange, Times Higher Education, etc.

## The centrality of history and politics to Comparative Education - in Asia and beyond

Edward Vickers  
Kyushu University

### **abstract**

Education across much of modern and contemporary Asia has typically been treated as the handmaiden of the developmental state - tasked with fostering 'skills' and values considered conducive to achieving state-defined developmental goals. In this context, policymaking elites have expected educational researchers to fulfil a primarily technical role, offering advice on how to improve the efficiency of education systems rather than critiquing the goals those systems are designed to serve. This has led to a chronically depoliticised culture of educational research across the region, often exacerbated by formal or informal sanctions on scholars who dare to criticise the official 'line'. But a Comparative Education that ignores or avoids politics is neutered and ineffectual. From xenophobic nationalism to unsustainable economic practices, rampant social inequality and the oppression of women and minorities, education is intimately involved in causing many of the pathologies that blight our world today. Educational comparativists therefore have an urgent duty to move beyond analyses of 'effectiveness' to critique the political goals and ethical assumptions underlying established approaches to education. Offering such a critical analysis requires understanding where these goals and assumptions have come from, what alternatives have been neglected, and why - which impels us to recognise the importance of history in educational research.

### **biography**

Edward Vickers is UNESCO Chair in Education for Peace, Social Justice and Global Citizenship at Kyushu University, and President of the Comparative Education Society of Asia. He researches the history and politics of education in contemporary Asia, especially in Chinese societies (the PRC, Hong Kong and Taiwan). He also researches the politics of conflict-related heritage in East Asia. His books include *Education and Society in Post-Mao China* (2017; with Zeng Xiaodong), *Constructing Modern Asian Citizenship* (2015; with Krishna Kumar), and *Remembering Asia's World War Two* (2019; with Mark Frost and Daniel Schumacher). He co-chaired a working group on 'Context' for the UNESCO report *Reimagining Education* (2022), coordinated by the UNESCO Mahatma Gandhi Institute in New Delhi.



What can Japan's Comparative Education contribute towards the internationalization of research?

Jeremy Rappleve

Kyoto University

### **abstract**

As mainstream educational research becomes increasingly international, the role of comparative education - worldwide - should shift towards “cultural critique”. Cultural critique implies a move beyond the polarity of promoting a universal model of educational development or descriptive studies of local specificity. A cultural critique approach returns to the middle. It seeks to surface the taken-for-granted logics in education, utilizing the educational worldview of Others as an opportunity for mediation and unlearning of past parochialisms. It becomes a place that helps those without deep international experience recognize their presumptions and imagine a fuller range of educational possibilities, thus catalyzing cultural creativity. Within this shift, Japan’s comparative education community has a crucial role to play. Not only does the enduring cultural ‘gap’ between Japan and Western countries create a deep sensitivity towards difference, but Japanese philosophy has richly theorized the relationship between cultural critique, self-knowledge, and cultural creativity. Focusing on Kimura Motomori’s (1945) notion of “mediated creativity” (媒介的創造性), the presentation concludes by suggesting that Japan’s comparative education community return to its historical and philosophical roots, and in so doing, lead the world in elaborating a new methodological approach to comparative education.

### **biography**

Jeremy Rappleve is Associate Professor, Kyoto University. He studied Comparative Education at Oxford University, and Comparative Sociology of Education (比較教育社会学) at Tokyo University. His research spans the fields of comparative education, sociology of education, education policy, and the philosophy of education. He publishes frequently - and now almost exclusively in collaboration with Japanese scholars - in leading journals of comparative education, including several recent pieces in the





Comparative Education Review (Student-Centered Learning and Sustainability: Solution or Problem? (2021), A PISA Paradox? (2017)), Comparative Education (Comparative Education as Cultural Critique (2020)), and Compare (Is Knowledge Capital Theory Degenerate? PISA, PIAAC, and Economic Growth (2019)). His co-authored piece entitled “Between Faith and Science: World Culture Theory and Comparative Education” was awarded the George Bereday Award from CIES in 2012. Recent works outside the field include Education Equality, and Meritocracy in a Global Age: the Japanese Approach, co-authored with Takehiko Kariya (Teachers College Press, 2020) and 日本教育はダメじゃないー国際比較データで問い直す, with Hikaru Komatsu (Chikuma Shinsho, 2021). He has worked in-country for major projects of the World Bank and UNESCO. He has lived in China, Taiwan, and elsewhere across East and Southeast Asia for over 20 years.