Editorial

Globalization: A Shifting Context for the Canadian Education Landscape

Globalization is affecting education systems around the world, as political and economic alliances shift and information moves quickly through online pathways.   Education reflects these changes and paves the road to adulthood, career, and global citizenship. Canada has been changed by immigration as well as the exodus of our educators, students, curricula, and theory to other countries around the world. As the first CJE issue dedicated to Canadian education from comparative and international perspectives, this special issue provides a unique platform from which to critically examine the field of Canadian education as it is currently shaped and influenced by globalization. It also provides a means to share the research experiences and scholarship generated in the Canadian context with a broader international community.

This issue consists of a collection of 11 timely articles engaging with theory-driven syntheses of current scholarship, reports of new research, studies on transformative educational practices, and critical discussions of major educational issues and phenomena emerging from globalization, which brings both challenges and opportunities to the scholarly work and teaching practices in Canada and internationally.

The issue starts with Paul Tarc's "The Uses of Globalization in the (Shifting) Landscape of Educational Studies," which critically examines the term 'globalization' as a conceptual lens significantly impacting academic discourses in education and other disciplines. In this paper, Tarc summarizes the major impacts of globalization on education and examines the discourse of Globalization and Education through analyzing the key texts published around the turn of the 21st century. This paper maps out and clarifies the potential applications for, and implications of, the 'lens' of globalization for educational scholarship.

An important impact of globalization on Canadian education is reflected in the greatly increased international mobility of both educators and students between countries. Several articles collected in this special issue are concerned with educators and students' cross-border educational experiences. The article "Locating Home: Newcomer Youths' School and Community Engagement" by Chrissy Deckers and Dawn Zinga examines newcomer youth's experience in the Canadian education system and explores how diversity among newcomer youth explains the differences in their school engagement and success. This paper presents and stresses a deeper understanding of the motivations behind youths' varied levels and approaches of school engagement; it also discusses the implications of such understandings on educational practices and policy development. Similarly, the article "Learning the Way: Teaching and Learning with and for Youth from Refugee Backgrounds" by Joanne MacNevin presents a qualitative study exploring teaching and learning with and for youth from refugee backgrounds in Prince Edward Island (PEI). Reporting some of the challenges and professional development needs of teachers working with refugee youth, this study confirms the gap in educational services available to these students who have experienced trauma and stresses, as well as the need for ongoing professional development for teachers to better meet the needs of these students. Practical implications of such challenges for educational policy and practice are discussed in this paper in relation to current research literature.

An increased number of internationally educated teachers (IETs) has emerged in Canadian schools and communities as a response to the needs of students who are immigrants,

refugees, and first generation Canadians. "Diverse Teachers for Diverse Students" by Farahnaz Faez provides a context of teacher education programs in Canada with particular attention to their focus on preparing teachers for diversity and teaching English Language Learners (ELLs). This paper is based on a study that examines Canadian-born and internationally educated teachers' (IETs') self-perceived preparedness to teach ELLs. Through examining teacher candidates' level of empathy with ELLs, sense of preparedness to teach ELLs, and beliefs about their roles and responsibilities in multilingual classrooms, this paper discusses the impact of teacher preparation to teach in multilingual classrooms and suggests appropriate preparation to address the needs of ELLs. The article "Re-positioning: Internationally Educated Teachers in Manitoba School Communities" by Lee Anne Block reports on a similar study examining how teacher agency is expressed by internationally educated teachers in the context of a university-based bridging program and in school contexts where IETs were employed as teachers in the province of Manitoba. She suggests that IETs act as cultural mediators and have the potential to become agents of change, if they find teaching positions within which they choose to position themselves as critical cultural mediators. Both studies confirm that teachers' work in multilingual and multicultural contexts is a complex issue and policies need to be revised at the institutional, accreditation, and provincial levels to ensure that diversity and culturally inclusive pedagogy are integrated across teacher education programs.

The increased opportunities for Canadian educators to teach in international settings have created space for transnational conversations and reflections on identity, curriculum, and culturally responsive pedagogy. "Unveiling Third Space" by Mary Gene Saudelli highlights one aspect of a case study of examining perceptions of Canadian educators teaching female Emirati, higher-education students in the United Arab Emirates (UAE). Drawing on third space theory, this study explores the hybridity of international educators' experiences overseas and argues that educational theory and practice must be viewed through both a global and a local lens in order to avoid neo-colonialism of educational practices. Bosire Monari Mwebi, in his paper "Teaching HIV/AIDS Through a Child-to-Child Approach" reports a narrative inquiry into a teacher's experiences of teaching the HIV/AIDS curriculum using a child-to-child approach. The findings suggest that a teacher who adopted a child-to-child curriculum approach in teaching HIV/AIDS experienced a transformed classroom learning environment and concludes with recommendations for equipping teachers with the necessary skills to teach the subject.

Another aspect of the impact of accelerating globalization is reflected in the increasingly internationalized higher education with respect to the new theoretical discourses/phenomenon, diversity of students, and the demands for deepened cross-cultural understandings of curriculum and pedagogy. Three articles collected in this special issue reflect such changes from different angles. In "Globalization/s: Reproduction and Resistance in the Internationalization of Higher Education," Kumari Beck discusses the theoretical distinctions and the complex connections between globalization and internationalization within the shifting landscape of Canadian higher education. Recognizing an uncritical pursuit of internationalization can result in a reproduction of the economic dimensions of globalization in higher education, Beck advocates for a more critical analysis of internationalization informed by globalization theory and challenges the marketization of internationalization in higher education. In "Why Do Chinese Study for a Master of Education Degree in Canada?," Xiaobin Li, Tony DiPetta, and Vera Woloshyn explain the motivations and reasons of Chinese students who choose Canada as a study abroad destination country through understanding their experiences in an international program at a Canadian university. Providing recommendations for improving the international graduate

programs in Canadian higher education and enhancing students' experiences, this paper sets the context for the discussions on the possibilities and challenges emerged from cross-cultural philosophical and pedagogic conversations in global classrooms in Canadian higher education.

In "From Laoshi to Partners in Learning," myself and Michael O'Sullivan present a hermeneutic case study examining how critical thinking was conceptualized by Chinese students and the highly contested pedagogic issue of developing critical intellectuals in Canadian higher education. This paper affirms that the fundamental educational value on criticality involves complicated conversations and deep cross-cultural understandings in a globalized learning environment. The authors stress that educators who teach international students should critique the unquestioned adoption of concepts that typify the academic fields' present circumstances and engage in a continuing dialogue about how to create the critical meeting ground where criticality meets harmony.

"Education in the Age of the Information Superhighway" by Martin Illingworth concludes this special issue by summarizing the key characteristics of the initial teacher education program the author observed at OISE/University of Toronto. In this paper, the author discusses how these particular aspects of Canadian initial teacher training practices foster beginning teachers' deep learning and development of professional identity as change agents. Recognizing the difference in schools and schooling between Canada and UK, he concludes with positive comments that Canadian teacher education programs enjoy more autonomy and flourish within a supportive political environment.

It is quite encouraging to present articles by new and more established scholars who are engaged in critical examination and conversations on the complexities and possibilities globalization has brought to the education sector in a global context. I hope educators will view this special issue as a stimulation to continue such critical dialogues in the future in order to enhance the development of theory, pedagogy, and practices in both Canadian and international contexts.

Sincerely,

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