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Editorial Introduction

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Editor's Note:

I recently asked the CIE editorial board to reflect upon our title and mandate of our journal, which were originally written in 1972, and whether or not we need to think about revising and updating one or both of them. There was consensus around updating our mandate and CIESC members will receive an email about that in the upcoming months, but there was no consensus, as of yet, about updating our title. In many ways, I think the title of our journal is unique in the field of comparative and international education with its focus on a specific country within which comparative studies can take place. Indeed, as Shiu L. Kong wrote in the first editorial of *Canadian and International Education*, the journal's:

birth signifies the readiness of Canadian comparative educators to share their thoughts, research findings, and insights with educators abroad, and to invite interchange of ideas and experiences...It is hoped that the present journal will serve as a vehicle for disseminating insights into Canadian education and, in so doing, cultivate an exchange of views amongst educators at home and abroad that will ultimately enhance educational and human understanding on a global scale (Kong, 1972, p. 1).

This brief excerpt sheds some light on why our journal is named *Canadian and International Education* as the focus was to be on both Canada and the international. A recent conversation with Suzanne Majhanovich, the former editor of the journal, helped me to understand further the reasons for the word 'Canadian' in the title of our journal. She told me that when the *Comparative and International Education Society of Canada* (CIESC) was founded, Joseph Katz, our first President, believed that comparative research could be as much about Canada (e.g. comparing educational systems within the country), a country of great educational diversity, as about comparing settings abroad. This dual purpose is reflected clearly in the range of articles we have in the June 2013 issue.

We begin with my presidential address, “**(Im)possibilities of Courageous Creativity in Comparative and International Education Research**”, given at the CIESC conference (as a part of the Canadian Society for the Study of Education Congress) in Victoria earlier this month. We then have two articles that deal with the concepts of global citizenship. In Steve Sider and Mary Ashun's article “**‘My classroom is a bigger place’: Examining the Impact of a Professional Development Course on the Global Perspective of Experienced Teachers**”, the authors use Guskey's model of teacher change as a framework to understand how experienced teachers develop a global perspective through a global education professional development course. Our other co-authored article “**Challenging Problematic Dichotomies: Bridging the Gap Between Critical Pedagogy and Liberal Academic Approaches to Global Education**” is by Michael O'Sullivan and Harry Smaller, and it examines two case studies involving secondary school students' involvement in experiential education programs. Like Sider and Ashun, they demonstrate in their case study the importance of the teachers' role in encouraging the development of both “globally aware” and “globally active” citizens amongst their students.

Both of these articles direct CIE readers' attention to both Canada and the world at large. Sue Winton, in her article "**How Schools Define Success: The Influence of Local Contexts on the Meaning of Success in Three Schools in Ontario, Canada**" directs our attention directly to the Canadian educational landscape. Her study, a comparison of 3 elementary schools in Canada aligns with our first President Joseph Katz's idea that *Canadian and International Education* includes articles that focus on comparative studies within Canada. Winton draws on policy enactment theory to explain similarities and differences between the 3 schools' understandings of success, which differ from commonly held school success discourses that define success narrowly and use large-scale assessments as indicators of success.

Our last two articles turn our eyes directly towards the international. Grace Karram, in "**International Students as Lucrative Markets or Vulnerable Populations: A Critical Discourse Analysis of National and Institutional Events in Four Nations**" draws upon Fairclough's notion of critical discourse analysis to explore the relationship between two different discourses on foreign students: national-level economic competitiveness and institutional-level student support. The final article, "**Voices of youth in an Ethiopian NGO's educational program: A holistic view at enabling factors**", takes us outward to Ethiopia and inward to Canada as the author, Natalie Piquemal explores the impact that a Canadian NGO has on orphaned and vulnerable children in Ethiopia.

So we have here, and I would argue in all of the articles in this issue, a blurring of the boundaries between what we might consider local (or Canadian) and what is global (the international). Indeed, as many other authors now claim, the global is (re)created in local settings and vice versa so it is impossible to separate the two. This brings us back to the issue of our title. Perhaps (dare I say) it might be time to rethink our title, which positions Canada and the international as being separate and apart from one another. Many would argue that Canada has been 'international' for a very long time now and that it is time to rethink the discursive dichotomy between the local and the global.

I encourage you all, as members of the CIESC, to see this as YOUR journal. Please submit manuscripts, offer to write book reviews and engage in dialogue with your colleagues, both far and near, about the articles we publish in our journal.

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References

Kong, Shiu L. (1972) Editorial Introduction. *Canadian and International Education*, 1(1).