**BAICE funded Online Forum**

**Academics’ Perspectives on the Impact of Global Emergencies and Uncertainties: Voices from UK and China**

**Time:** 11am-1:30pm Tuesday 7 June

**Forum partners:** Edge Hill University, Bath Spa University, Liverpool Hope University, and Beijing Normal University

**Registration:** tinyurl.com/VoicesUKChina

**Forum programme**

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| **Time** | **Topic** | **Speakers** |
| 11-11:10am | Introduction of the Forum | Prof Ming Cheng, Edge Hill University, UK |
| 11:10-11:40am | Comparative Education in an Era of Retreating Globalisation | Professor Andy Green, UCL Institute of Education, UK |
| 11:40am-12:10pm | Dialectic Reflections on Chinese Comparative Education in the Post Pandemic Era | Professor Jun Teng, Beijing Normal University, China |
| 12:10-12:40pm | Pandemia: The Personal and Professional Costs of Universities' Response to COVID-19. | Professor Richard Watermeyer, University of Bristol, UK |
| 12:40pm-13:10 | **Learning from the Triple Margin: An American-trained Chinese Scholar's Journey in Comparative and International Education** | Dr Xin Xiang, Beijing Normal University, China |
| 13:10-13:30 | Panel discussion |  |

**Presentation One**: Comparative Education in an Era of Retreating Globalisation

**Speaker:** Professor Andy Green, UCL Institute of Education, UK

**Biography**

**Andy Green** is Professor of Comparative Social Science at the UCL Institute of Education, and Director of the ERSC-funded Research Centre on Learning and Life Chances (LLAKES) since 2008. He was formerly co-founder and co-director of the DFES-funded Wider Benefits of Learning Centre and has directed a number of major comparative research projects addressing both economic and social impacts of education and training. His publications, translated into Chinese, French, German, Japanese and Spanish, include: Education and State Formation: Europe, East Asia and the USA, Palgrave, 2013; Regimes of Social Cohesion: Societies and the Crisis of Globalisation, Palgrave 2011; and The Crisis for Young People: Generational Inequalities in Education, Work, Housing and Welfare, Palgrave, 2017.

**Abstract**

Today’s world is increasingly characterised by authoritarian-populist nationalism; economic inequality and geo-political polarisation; and a general retreat from globalisation. These trends - which predate the pandemic - should remind us that globalisation is not historically inevitable and that political forces may reverse the process, as in the three decades after WW1. This has implications for the way we conduct comparative research. At a theoretical level we should be more sceptical about approaches which stress world cultural homogenization and be more alert to the large and growing differences in ideologies and educational practices across countries. We should question comparative approaches which focus on global policy rhetoric, rather than on practice, which shows less signs of convergence. In the face of the endemic rise in fake news – not least over the war in Ukraine - we should be more aware of education’s role in promoting critical thinking and be doing more to research this comparatively. Above all, we should attend to the crucial role of education in promoting active democratic citizenship.

**Presentation Two:** Dialectic Reflections on Chinese Comparative Education in the Post Pandemic Era

**Speaker**: Professor Jun Teng, Institute of International and Comparative Education, Beijing Normal University, China

**Biography**

**Jun Teng** is Professor and Associate Dean of the Institute of International and Comparative Education, Beijing Normal University; and Secretary General of the 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 for peer-reviewed journals and newspapers. Her latest three monographs on international education have been published by Shanghai Education Press.

**Abstract**

The outbreak of COVID-19 and its spread all over the world have profoundly changed the geopolitical pattern and inherent cultural logic of today's world development. With an inherently cross-cultural and global nature, the development of Comparative Education is also deeply influenced by these changes. In China, it is more obvious when intertwined with the internal development and transformation of Chinese society, showing multiple contradictory and dialectical relations. How to deal with the relationship between domestic and international, sovereignty independence and the transfer of consensus, humanities and technology, theory and practice, and so on, are all fully embodied in the purpose, content, methods and application of Comparative Education research. These questions can hardly be answered in the short term. This talk calls for extensive and long-lasting discussion and reflection on practices among Chinese comparative education scholars.

**Presentation Three:** Pandemia: The Personal and Professional Costs of Universities' Response to COVID-19.

**Speaker:** Professor Richard Watermeyer, University of Bristol, UK

**Biography**

**Richard Watermeyer** isProfessor of Higher Education and Co-Director of the Centre for Higher Education Transformations at the University of Bristol. He is by training and orientation, a sociologist of higher education with expertise related especially to academic praxis; institutional and research governance; scientific accountability and engagement; and higher education policy reform. His recent books include: *Competitive Accountability in Academic Life*: *The struggle for social impact and public legitimacy* (Cheltenham: Edward Elgar) and *The Impact Agenda*: *Controversies, Consequences and Challenges* (Bristol: Policy). Over the last two years, much of Richard’s work has focused on the transformational challenges of the COVID-19 pandemic on university communities around the world, with a special focus on the issues of health and wellbeing for academic and professional service staff. He is currently leading an international team of researchers exploring the experience of ‘long-COVID’ faced by university staff in countries spanning the Global North and South.

**Abstract**

In this talk I will present findings from empirical research undertaken over the course of the last two years in multiple international higher education settings that reveal the professional and personal impact of universities' response to the COVID-19 pandemic on their staff. I will showcase the experience of academic and professional service staff in transitioning (both in an emergency and longer-term context) to remote working practices and in adjusting to or resisting crisis-management conditions. The pandemic will be shown to have laid bare and exacerbated an underlying crisis of higher education, particularly in aggressively marketised (and internationalised) systems. 'Pandemia' is accordingly presented as a clarion call for universities to privilege an ethic of care, too often neglected if not lost in higher education's hyper-competitive prestige and performance culture and yet core to the ongoing transformation of universities as educational institutions in a milieu of unprecedented change.

**Presentation Four**: **Learning from the Triple Margin: An American-trained Chinese Scholar's Journey in Comparative and International Education**

**Speaker:** Dr Xin Xiang, Beijing Normal University, China

**Biography**

**Xin Xiang** is currently a postdoctoral fellow at Harvard Graduate School of Education and will soon join Beijing Normal University (Zhuhai) as an Assistant Professor in comparative education. Her primary line of research examines how social and cultural contexts shape the dynamics of education and the production of inequalities. She also has research interest in migrant education policies, parenting, comparative education, and public health. Her writing has appeared in English as well as Chinese language journals including Harvard Educational Review, Human Nature Behavior and Youth Studies (Qingnian yanjiu). Xin Xiang obtained her B.A. in psychology from Harvard College and PhD in Education from Harvard University. She received the Gail P. Kelly Award for Outstanding Doctoral Dissertation from the Comparative and International Education Society in 2021.

**Abstract**

As a scholar concerned with social and educational issues in China yet training and working in the United States, I became an active member of the Comparative and International Education Society in 2016, during the second year of my doctoral program at Harvard. Throughout this six-year journey, my engagement in CIES has been propelled and characterized by three layers of marginalization: within the American academia, within CIES, and now within Chinese academia. Through unpacking the causes and implications of these three layers of marginalization, I examine my positionality as a comparative and international education researcher and instructor as well as the changing dynamics of the field. I then explore the possibilities for transformative dialogue and action from the margins to confront the global challenges of our times.