

## CALL FOR PAPERS

*The Beijing International Review of Education*

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### ***Special Issue: International Education in China***

(Issue 4, 2022)

Editors, Cathy Ping XIE, Fazal RIZVI & Michael A. PETERS

International education has become a major strategic policy priority as China emerges as one of the major global forces shaping the new post-covid landscape in international education at both school and university levels. It is not only the largest source of international students with some 665,000 studying abroad (380K in the US and 164K in Australia alone) but also a major receiving country and increasingly Asian hub for well over 500,000 students, becoming a top destination for students from BRI countries wanting to study abroad (roughly 70%). International education in China is an important part of the plan for national rejuvenation and central both to further opening up of education and to the BRI: it has capacity to further enhance university rankings, encourage international research collaboration, and improve the level of international exchanges and cooperation, contributing to the processes of Chinese educational modernization. The Covid-19 pandemic has temporarily disrupted the flow and exchange of international students, a process exacerbated by US-China geopolitical tensions, at the same time as profiling the need for more ethical and equitable global partnerships for a sustainable new post-pandemic world that aim to strengthen global partnerships, regional networks and digital infrastructures, especially for rural areas. This special issue examines global challenges, sustainable futures and the multiple ways Chinese international education is creating a new pattern of opening up Chinese education to the world.

#### **Possible themes:**

1. Multiple purposes of IE: intercultural, diplomatic, commercial
2. Shifting geopolitics and IE as soft power
3. IE, interculturalism and global citizenship education
4. Recruitment of globally mobile students
5. Knowledge economy and transnational production and application of knowledge through research collaborations
6. Technologies of IE
7. Global regimes of accreditation and quality assurance
8. Student experiences and the provision of institutional support
9. Changing Demography of campuses and its implications for governance
10. Franchise and overseas campuses and regional hubs
11. The international schools movement: leadership and governance
12. Teacher and teaching in international schools
13. Globalisation at home in curriculum construct
14. School counselling and student development

This list is not exhaustive to re-examine international education in contemporary world. This special issue welcomes diverse types of methodological approaches, including quantitative or/and qualitative research, and literature reviews or meta-analyses from researchers as well as practitioners. We especially welcome articles on international schooling.

#### **Key Dates**

Expression of Interest Submissions open: November 1<sup>st</sup>, 2021

Expression of Interest Submissions deadline: November 30<sup>th</sup>, 2021

Notification of EoI: December 15<sup>th</sup>, 2021

Full paper submission open: December 15<sup>th</sup>, 2021  
Full paper submission deadline: August 30<sup>th</sup>, 2022  
Expected publication: Fourth-Quarter-2022

### **Contacts**

Please send an expression of interest to Cathy Ping XIE (cathyping.xie@bnu.edu.cn), Fazal Rizvi (frizvi@unimelb.edu.au) or Michael A. PETERS (mpeters@bnu.edu.cn) with title and abstract (300 words) before November 30<sup>th</sup>, 2021. Full papers are due August 30<sup>th</sup>, 2022.

### ***About Beijing International Review of Education (BIRE)***

The *Beijing International Review of Education* is a new start-up journal published by Brill Academic Publishers (<https://brill.com/>) starting in 2019. The *Beijing International Review of Education* aims to publish articles that are of interest not only to academics and policy makers but also teachers and members of the public. All articles in this journal will undergo rigorous peer review, based on initial editor screening and double-blind peer review. The journal publishes four issues per year.