BRILL
SENSE

BEIJING INTERNATIONAL REVIEW OF EDUCATION

3 (2021) 121-123

Beijing
International
Review of
Education
brill.com/bire

Editorial

Reimagining the Possibilities of Resilient Pedagogies in a Post-Pandemic World

As many scholars have commented over the course of the Covid-19 pandemic education systems around the world have been disrupted affecting 1.6 billion students worldwide which has led to closures of schools and other learning institutions with a strong emphasis on social distancing and learning from home. The consequences of school closures are only now being assessed: the rise of online learning and the pressing need for digital literacy among students and parents; the development of e-learning tools and the realization that quality education depends on equal access to mobile, internet, and new platforms; the profound psycho-social distress of students and their families; the loss of learning especially for disadvantaged groups and the postponement of examinations, assessments and certification.

If there was one single aspect that Covid-19 demonstrated it was how unprepared the world was for such a disruption and how many governments were more concerned about opening up education, especially of a 'baby-sitting' ECE, in order to free parents to go to work. Countries around the world are in catch-up mode yet there are examples also where the Covid-19 pandemic has inspired education 'future-proofing' reforms. Covid-19 highlighted and turned the spotlight on inequities in education especially the digital divide and the way that in the absence of schooling many children became vulnerable to conspiracies, now a general educational problem of enormous significance tied to hate groups of white supremacists (Peters & Besley, 2020).

This is what is refreshing and new about this collection of essays by editors of Melody Viczko and Jun Li of the special issue 'Global Perspectives on Educational Improvement in Post-covid-19' that focuses on social justice in education and approaches 'aimed at ensuring equity, quality and diversity of

education. As Viczko and Li point out in their introduction ‘the crisis of the pandemic intersected with many injustices on a global scale’ especially the deepening crisis of racism in the US against Blacks and Asians and the ‘discovery’ of the history of racism against indigenous populations in Canada and elsewhere.

It is therefore fortunate that we have an issue by a distinguished group of international scholars who within a comparative context (Canada, Poland and the US) are concerned to bring to light ‘the necessity of community collaborations in supporting new student learning’; ‘organization responses’ by universities in Poland to the crisis focusing on a survey of student attitudes; ‘pandemic anti-racism education in Canada’; the ‘practice of care’ in challenging times; the investigation of US assessment decisions; the possibilities of reforming schools by reference to rural school principals; ‘improving quality physical education’;

One consequence of this group of essays and reflection on the pandemic is that educators, researchers, policy makers, and world agencies are more cognizant of the necessity of education as the means for resilience and well-being of students with the opportunity to reimagine and revitalise education¹ (Peters et al, 2020). We are beholden to the editors and to the contributors for such an enlightened approach and we wish to take this opportunity to wish Professor Jun Li congratulations for becoming Vice-President and President Designate of the Comparative and International Education Society (CIES) (<https://cies2021.org/>).

Michael A. PETERS

Beijing Normal University, PR China

Xudong ZHU

Beijing Normal University, PR China

References

- Peters, M.A. & Besley, T. (2020) *Pandemic Education and Viral Politics*. Routledge.
- Peters, M.A., Fazal Rizvi, Gary McCulloch, Paul Gibbs, Radhika Gorur, Moon Hong, Yoonjung Hwang, Lew Zipin, Marie Brennan, Susan Robertson, John Quay, Justin Malbon, Danilo Taglietti, Ronald Barnett, Wang Chengbing, Peter McLaren, Rima

¹ <https://news.un.org/en/story/2021/01/1082792>.

Apple, Marianna Papastephanou, Nick Burbules, Liz Jackson, Pankaj Jalote, Mary Kalantzis, Bill Cope, Aslam Fataar, James Conroy, Greg Misiasek, Gert Biesta, Petar Jandrić, Suzanne S. Choo, Michael Apple, Lynda Stone, Rob Tierney, Marek Tesar, Tina Besley & Lauren Misiasek (2020) Reimagining the new pedagogical possibilities for universities post-Covid-19, *Educational Philosophy and Theory*, DOI: 10.1080/00131857.2020.1777655.