

Global Perspectives on Educational Improvement in Post-COVID-19
Call for Papers by *Beijing International Review of Education* (Brill)

The global crisis of COVID-19 has spurred radical responses from educational institutions, bringing about increasing concerns for both the short-term and long-term effects of improvement on education. Educational improvement as a field has drawn increasing global attention in recent years, with critiques of the narrowed outcomes of intended reform in an intensified era of innovation (Bryk et al., 2015; Lewis, 2015). The critiques to global mobility of improvement agendas already exist, for the failure of initiatives to address local concerns of social justice in education and for the damaging effects of standardization and rankings, including PISA, TIMMS, TALIS, ICCS, etc. Additionally, emerging approaches to research have aimed at understanding the influences of “big data” driven reforms within improvement initiatives on educational organizations, practices and professionals. Given these concerns, the unprecedented shifts in institutional responses to COVID-19 present increasing calls for policies aimed at ensuring equity, quality and diversity of education.

Beijing International Review of Education calls for a special issue in 2021 on educational improvement from a global perspective in the age of COVID-19, aiming at reflecting on state-of-the-art empirical and/or theoretical studies on the theme. The special issue will feature papers that bring disciplinary and interdisciplinary frameworks to bear on the contemporary examination of educational improvement in the wake of COVID-19 reforms: How can the sudden and systemwide shifts in policies and practices in the era of Post-COVID-19 help us to reimagine the ways in which education can lead to improvements not only in educational systems, but also in humanity? What is the role for educational institutions in leading such change?

Educational improvement is often viewed as a process as well as an approach of advancement in education at individual, institutional, systematic, national and/or global levels (Li, 2020), considering vision, mission, values, objectives, equality, diversity, effectiveness, efficiency, governance, policies, structure, financing, planning, strategies, curriculum (programs), performance, accountability, impact, status, stakeholders, networking, etc., through which challenges are taken and problems are solved. Papers in this issue may employ global, regional, national or institutional analyses of educational improvement through quantitative, qualitative, or mixed methods analyses. We also welcome comparative case studies, as well as theoretical arguments about the imaginaries of educational change that are needed at this time.

Your proposal with a tentative title, 500-word abstract and an updated CV should be sent with “*BIRE* Proposal Submission” as its subject to co-editors Dr. Melody Viczko (mviczko@uwo.ca) or Dr. Jun Li (jun.li@uwo.ca) by Aug. 31, 2020. Full papers are to be submitted by Dec 31, 2020. Please feel free to share this call with your colleagues or communities who may have the interest.