

Assembling A Broader Picture of Special Education: The Need for More Mainstream International and Comparative Special Education Scholarship

Christopher J. Cormier, PhD
Loyola Marymount University
4 September 2024



 Emerald Books

Advances in Special Education
Volume 28

Special Education International Perspectives: Practices Across the Globe

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INTRODUCTION



Misidentification, Misinformation, and Miseducation: The Experiences of Minoritized Students and Representation in Public Schools Across Three Societies Around the Globe

Christopher J. Cormier 

Loyola Marymount University, Los Angeles, CA


The aim of this themed issue is to highlight the stories of students who must contend with structural racism and marginalization at school. Some of these stories have not been told before; some may seem familiar. However, such narratives are usually only presented within what I call a “metropolitan puzzle.” By this I mean that all of the pieces that fit together to tell these stories generally render an image of only one society, typically the United States (U.S.), and sometimes even a subset of the U.S. such as its urban areas. Education journals and the organizations that sponsor them claim to be internationally focused, to seek to advance the greater good by calling attention to systemic barriers affecting educational systems across the globe. Yet published issue after published issue in academic journals contain wholly or mainly articles written by U.S. scholars who have done their research in the U.S. It is time for more globally based empirical scholarship that connects the experiences of students worldwide with those of students in that reputed melting pot or mixing bowl, the United States. In parallel to the claim of a melting pot is the belief that racial and ethnic barriers are intrinsically higher in the U.S. than in some other places, such as Canada (Mullings et al., 2016) and Europe (MacMaster, 2017). In this issue I hope to provide the tools for us all to learn from each other’s struggles by showing that no single locale is working alone to overcome structural inequality and prepare our students for the challenges of the 21st century. These challenges are formidable, and if we continue to fail to train huge portions of the population to meet them—indeed, the majority of student bodies in many countries, the United States included, are not non-Hispanic Whites—we are unlikely to survive as a species.

How Streaming (Tracking) in Eighth Grade Mathematics Reinforces Racialized Social Class Inequalities in Aotearoa New Zealand

David Pomeroy , Liam Gibson , and Richard Manning 

University of Canterbury, Christchurch, New Zealand

Hiding and Seeking: The Educational and Socioemotional Needs of Asylum Seeker and Refugee Students

Tatiana Kan^a and Christopher J. Cormier ^b


^aUniversity of Cambridge, Cambridge, UK; ^bLoyola Marymount University, Los Angeles, CA

Participation and Educational Conservatism Among Lower Secondary School Students in a Disadvantaged Neighborhood in Finland: A Request for Visible Pedagogies

Tiina Luoma ^a and Sonja Kosunen ^b

^aUniversity of Helsinki, Helsinki, Finland; ^bUniversity of Eastern Finland, Joensuu, Finland

Marginalization at the Intersection of Language, Culture, and Disability: Systemic Contradictions Perceived by Special Education Teachers in Serving Culturally and Linguistically Diverse Students with Disabilities in South Korea

Yehyang Lee^a, Dosun Ko ^b, and Sumin Lim^c

^aThe University of Texas at Austin, Austin, TX; ^bSanta Clara University, Santa Clara, CA; ^cThe University of Texas at El Paso, El Paso, TX