

Comparative and International Education Éducation comparée et internationale

Regimes of Belonging – Schools – Migrations: Teaching in (Trans)National Constellations

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Volume 50, Number 2, 2022

URI: <https://id.erudit.org/iderudit/1092022ar>

DOI: <https://doi.org/10.5206/cieeci.v50i2.14814>

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Publisher(s)

University of Western Ontario

ISSN

2369-2634 (digital)

[Explore this journal](#)

Cite this review

Girmohanta, S. (2022). Review of [Regimes of Belonging – Schools – Migrations: Teaching in (Trans)National Constellations]. *Comparative and International Education / Éducation comparée et internationale*, 50(2), 104–105.
<https://doi.org/10.5206/cieeci.v50i2.14814>

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Comparative and International Education / Éducation Comparée et Internationale

Volume 50 | Issue 2

August 2022

Book review of *Regimes of Belonging - Schools - Migrations: Teaching in (Trans)National Constellations*

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Recommended Citation

Girmohanta, S. (2022). [Review of the book *Regimes of Belonging—Schools—Migrations: Teaching in (Trans)National Constellations*, by Heidrich, L., Karakaşoğlu, Y., Mecheril, P., & Shure, S. (eds.)] *Comparative and International Education/Éducation comparée et internationale*. 50(2). 104-105. <https://doi.org/10.5206/cieeci.v50i2.14814>

Book Review

Heidrich, L., Karakaşoğlu, Y., Mecheril, P., & Shure, S. (Eds.) *Regimes of Belonging—Schools—Migrations: Teaching in (Trans)National Constellations*, Springer Fachmedien Wiesbaden GmbH, 2021, 455 pages, ISBN 978-3-658-29188-4

Reviewed by Sudhashree Girmohanta

This edited volume explores ways to reimagine education, especially teacher education, in an increasingly transnational world where the significance of the nation-state is subsiding while not entirely negated. As traditional school education is primarily connected with the notion of nation-state, transnationalization that creates new hybrid forms of belonging affects the national educational system and pedagogy. The chapters of this book collectively address the question “how to tackle migration-related and transnational demands placed on the school in a pedagogically professional way” (p. 18) for schools and teacher education. The contribution of authors around the world enriches the book by bringing in various perspectives from different national contexts. A combination of theoretical and empirical studies throughout this volume’s four sections provides readers with a holistic understanding of the issue.

The first section recognizes human migration as a right in and outside a state border. It emphasizes the importance of challenging the existing pedagogy often designed for a homogeneous society and thus rooted in a monolingual and monocultural structure. From a postcolonial perspective, Varela explains how a critical approach can counter pedagogy embedded in the social network built on violence and oppression. Mecheril emphasizes criticizing the educational science for challenging the existing power structure based on racial differences. On the other hand, Phoenix sheds light on the urgency of educating teachers about their contribution to reproducing social inequality. Additionally, Pries, and Bekassow suggest schools acknowledge both challenges and opportunities of super-diverse classrooms to be able to welcome multiple perspectives.

The second section takes a race-based approach to investigate schools and teacher education issues in a “migration-society” (p. 19). Gillborn argues that critical race theory (CRT) is helpful to reveal structural racism in a historically racialized society by challenging the idea of “normal” established by White people while focusing on the knowledge and experiences of racialized subjects. On the one hand, Hotam challenges the notion of secularism as universal and neutral, and on the other hand, he proposes redefining the term “integration”. The main argument of his chapter is to consider the importance of including the religious identity of the newcomers as part of the integration process, even though that contradicts the concepts of secularism. At the same time, Khakpour acknowledges the strength of “resistant practices” in classrooms to counter the reproduction of hegemony, while Krenz-Dewe and Rangger view “solidarity among strangers” (p. 157) as a practical approach to fostering “normative reflection” for teachers. Teachers are also encouraged by Nohl to go beyond classroom interaction and get involved with various mechanisms of schools as an organization to implement intercultural learning successfully. Next, Terhart states that education has an important but partial role in eradicating social problems. This section ends with Vogel and Karakaşoğlu’s recommendation for structural changes for schools to integrate students with international educational experiences.

The chapters in the third section look at the effects of migration on the education system focusing on studying educational inequality. While Lukes recommends altering the U.S. educational system to eradicate inequality, drawing examples from Greece, Chrysochou sheds light on the drawbacks of implementing radical changes. Next, Ito invites policymakers to rethink what it means to be a Japanese in a transnational world to create a truly inclusive education system.

Mahiri depicts deconstructing the current understanding of race in U.S. society as a need of the hour. Riedemann and Armijo-Cabrera advocate for a Latin America-based critical intercultural approach in the Chilean teacher training system as a first step towards quality education. Schwendowius and Terstegen reveal that transnational biographies can contribute to the deficit view if understood from a particular nation-state perspective. Szakács-Behling describes the timeliness of adopting a transnational methodology for education research.

The final section includes theoretical recommendations for teacher training organizations. This section begins with Bağcı's recommendation that teacher training programs adopt ways to educate future teachers about the migration experiences of their students as well as their educational needs and prospects. Bukus shows an urgent need for teacher educators to reflect on their practices that may discriminate against migrant teacher candidates. Similarly, Doğmuş delineates the significance of enabling future teachers as capable of reflecting on their interpretation, decisions, and judgments. The following two chapters by Gottuck, Pfaff, Tervooren and Ivanova-Chessex, Steinbach, and Wolter explore both pedagogical and theoretical paths useful for critical analysis of the construction of social hierarchy. Critical discussion on race and racism in the initial teacher education program is hopeful for Lander as it has the potential for change. In the end, Schmidt portrays that abyssal thinking, a theoretical approach, can help student teachers to move beyond self-reflection and position themselves by acknowledging their personal history.

This edited volume is well organized, the arguments of the chapters are clear and easy to follow. Although this volume claims as one of its strengths to present a global perspective of the effects of transnationalization on education from "different historical and political nation-state contexts" (p. 18), only a few chapters include countries from the Global South. My humble recommendation for the editors would be to publish the second part of this volume focusing on the countries in the Global South. This effort may expand the contribution of the current volume by adding a wide range of theories, methodologies, and pedagogy useful for deeply understanding educational issues and developing suitable approaches for "migration societies" (p. 18). This book is recommended for educators, policymakers, researchers, and school administrators to understand the problems regarding the surge of connectivity between countries worldwide and the possible ways to turn this problem into opportunities.

Sudhashree Girmohanta is a PhD student at the Ontario Institute for Studies in Education at the University of Toronto. She also holds a MA in Liberal Studies (Urban Education concentration) from CUNY, New York.