



Knowledge Hierarchies in Transnational Education: Staging dissensus (Routledge Research in International and Comparative Education)

By *Jing Qi*

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Transnational education seeks equivalence in standards and/or relevance of outcomes through the transfer of Western theories, concepts and methods. Utilising a critique-interpretative approach, Jing Qi argues that equivalence/relevance-oriented approaches to transnational education assume the legitimacy of the global knowledge hierarchy. Euro-American educational theories are imposed as defaults in non-Western educational communities of imagined consensus.

Grounded in a study of a five-year transnational teacher education and community capacity-building program in Northern Chile, the book investigates the relationships between theoretical knowledge, knowledge hierarchies and critique. Transnational education communities are recognised as sites of critiques where conflictual and conceptual ‘dissensus’ disrupts global and local knowledge hierarchies. Critique is deployed by educational actors in their everyday engagement in transnational education to stage dissensus, which constantly re-draws the lines of possibility for knowledge co-construction.

A matrix mapping system is designed to chart and theorise the Chilean educational actors’ critiques along the trail of concept translation, learning, application and innovation of knowledge hierarchies, which operate at and across global, transnational, local and the newly-created local-global levels. This book examines how these critiques modulate the ascendancy of knowledge hierarchies to enfranchise non-western educational actors for theoretical knowledge production that addresses local needs.

Knowledge Hierarchies in Transnational Education will be of key value to

researchers, academics and postgraduate students in the fields of international education, teacher education and globalisation.

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Editorial Review

Review

"This is a theoretically original, provocative, and much-needed contribution to the fields of international and comparative education, international development and educational sociology." - **Dr Arathi Sriprakash, Faculty of Education, University of Cambridge**

"Qi's new book makes a refreshing and highly significant contribution to current understandings of transnational education...I would recommend this book to anyone involved in transnational education for its theoretical insights and practical strategies to value the knowledge that all actors bring to knowledge work." - **Associate Professor Catherine Manathunga, College of Education, Victoria University, Melbourne Australia**

About the Author

Jing Qi is an educational researcher at the Faculty of Education and Social Work in the University of Sydney, and in the Centre for Educational Research, University of Western Sydney, Australia.

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