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Nota di contenuto	Intro -- ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION 2017 -- Contents -- List of Contributors -- CIE Trends and Issues -- Acknowledgments -- Introduction: Reflecting on Trends in Comparative and International Education: A Three-Year Examination of Research Publications -- Introduction -- Conceptual Framework -- Methodology -- Coding Process -- Limitations -- Summary of Previous Research -- Findings -- Authorship -- Level or Unit of Analysis -- Methodological Approach -- Keywords -- Trends in CIE -- Authorship -- Level or Unit of Analysis -- Methodological Approach -- Keywords -- Discussion -- Future Research Directions and Potential -- Conclusion -- References -- Part 1: Comparative Education Trends and Directions -- Chapter 1: Understanding Students' Academic Engagement in Learning Amid Globalising Universities -- Creating Engaging University Learning Communities for All -- Dimensions of Academic Engagement -- Factors Affecting University Students' Academic Engagement -- Emerging Perspectives and Future Trends --

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Sommario/riassunto

This year's Annual Review of Comparative and International Education surveys the field from several globally representative perspectives. Contributors include scholars, policymakers and development consultants and cover comparative and international education trends

and issues unique to Africa, Asia, Europe, North America, Oceania, and South America. This volume is representative of a wide range of recent trends and important concerns in the CIE community worldwide and within particular regions or specific communities. Additionally, the Annual Review celebrates its fifth year of continuous publication this year, which highlights the ongoing interest in and importance of reflective practice and the professionalization of comparative and international education.

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Nota di contenuto	Cover; Half Title; Title Page; Copyright Page; Original Title Page; Original Copyright Page; Table of Contents; Editor's Preface; Acknowledgments; Introduction; Chapter I: Scholarly Heritage from the Prerevolutionary Period; Introduction; A. Centers of Folkloristics in St. Petersburg (Leningrad) and Moscow; B. The Development of Performer Studies, 1908-1918; C. The Political Character of Folkloristics and Folkloristics on the Eve of the Revolution; Chapter II: Critical Experiences: Revolution, Regional Studies, Radical Pressures, and Government Policy; Introduction

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 C. Personal Experience Accounts: A Challenge to the Definition of Folklore as Traditional Collective Art
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 A. The First All-Union Folklore Conference, 1936: The Criticism of Fascist Folkloristics in Europe and Its Influences upon Soviet Work
 B. Public Criticism of Bylina Scholarship and the Rejection of the "Theory of Aristocratic Origin"; C. Reclaiming "Popular" Culture: Soviet Folklore and National Traditions; Conclusion; Appendix A. Reference Guide to Institutions; Appendix B. Reference Guide to Journals; Selected Bibliography; Index

Sommario/riassunto

Crucial to the world history of folkloristics is this key study, first published in 1992, of the development of folklore study in the Soviet Union. Nowhere else has political ideology been so heavily involved with folklore scholarship. Professor Howell has examined in depth the institutional development of folkloristics in the Soviet Union in the first half of the twentieth century, concentrating especially upon the transition from pre-revolutionary Russian to Soviet Marxist folkloristics. The study of folklore moved from narrator studies to the description of the relationship of lore to large
