BOOK REVIEW

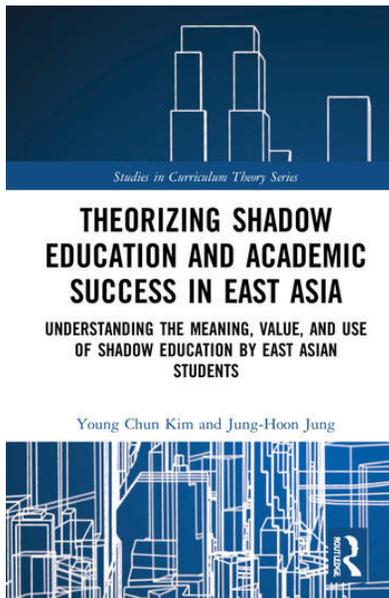|	
Title:	Theorizing Shadow Education and Academic Success in East Asia: Understanding the Meaning, Value, and Use of Shadow Education by East Asian Students
Authors:	Young Chun Kim, Jung-Hoon Jung
Publisher:	Routledge
Year:	2022
No. of pages:	278
ISBN:	9780367564605
Reviewers:	Entika Fani Prastikawati, *Universitas PGRI Semarang, Indonesia* & Fadhila Yonata, *STAIN Sultan Abdurrahman Kepulauan Riau, Indonesia*

This book contributes to curriculum studies by refining and revisiting the role of shadow education in modern education systems. In the last decade, shadow education has garnered significant attention in the scholarly literature due to its increasing popularity among parents and learners (Bray, 2009; Byun & Baker, 2015). While its existence has been variously characterized as either benign or evil (Baker, 2020), shadow education has become a significant determinant of educational success (Han & Suh, 2020). To explore this phenomenon in-depth, the editors of the volume, Young Chun Kim and Jung-Hoon Jung, both emphasize the conceptual foundation of the subfield and share empirical reports on the role of shadow education in South Korea, Japan, China, Taiwan, and Singapore.

This thoughtful compendium of chapters is structured into three parts acting as major themes: (1) the fundamental concepts of shadow education, transboundary learning culture, and academic success; (2) empirical reports from the practice of shadow education; and (3) curriculum implications and the future of shadow education. This book covers both theoretical and empirical discussions, over a scope wider than the editors' previous work (Kim, 2016; Kim & Jung, 2019). Its 13 chapters are authored by seasoned scholars in curriculum studies and sociology of education. Still, the book will be valuable and accessible to a wide audience, including novice researchers, established scholars, policymakers, parents, and learners.

At the outset, the editors clearly show their stance that shadow education is "a crucial space that affects students' development'' and that education research must take it into account as an indispensable component of "students' learning and success" (p. 8). The opening chapter by the editors uses a theoretical approach to present a critical analysis of the "prejudices and fixed images of entities and concepts in the discourse concerning shadow education" (p. 23). Challenging obsolete conceptions of the phenomenon, they offer instead what they call a

'learning capital' theory, "a property that a learner uses to obtain subject knowledge, information, and learning strategies and attitudes that enable them to achieve academic success" (p. 31). The curriculum of shadow education is flexible and tailored to student needs. Thus, students can choose how and what to learn based on their own conditions. In the following chapter, Kim, McVey, and Jung focus on shadow education in South Korea as a case study, starting with its history, existence, and controversies, and ending with its status as an indispensable dimension of the society's educational needs. From this case study, there are four pedagogical practices identified: namely preview learning, mastery learning, training skills, and tutelage, which become the mandatory concerns applied in mainstream schools.

Chapter 3, authored by Kim, Jo, and Jung, highlights students' views of their experiences and suggests a "transboundary culture" in which the boundaries between public schooling and shadow education become blurred. Rooted in an ethnographic study, they theorize four concepts in a transboundary learning culture: "(1) complex of learning spaces, (2) consilience of learning materials, (3) fusion of the concepts of a good learner, and (4) coexistence of the two paths for academic success" (p. 62); and call for scholars to consider these emerging features of the learning culture. In keeping with the expansion of the shadow education space, the fourth chapter, "Learners as Nomads" by Min and Jo, looks at the dynamic learning culture in East Asians from a nomadism perspective. They argue that students are "creating optimal transboundary learning spaces, deterritorializing the school curriculum, nomadic selection across teachers, and rhizomatic academic achievement (p. 88)".

In Part II, the book presents shadow education practices in some countries with high-ranking achievement in international tests such as the PISA (Program for International Scholastic Assessment) and TIMSS (Trends in Mathematics and Science Study). Chapters 5 to 8 offer detailed case studies of the role of shadow education in South Korea, Japan, Taiwan, and Hong Kong, while in chapter 9, Christensen reveals the links between shadow education and educational reform in Singapore.

The third part of the book, "Shadow curriculum, Race for academic success, and Winner-takes-it-all," elucidates the pedagogical implications. Kim, Jo, and Jung, in Chapter 11, dissect the learning culture of South Korean Olympiad winners as a way of learning that other learners might adopt. They focus on the mandatory gifted education system, which emphasizes special treatment for gifted students, and asks whether its approach might inspire and enlighten others interested in shadow education. In Chapter 12, Kim, Min, and Jo highlight another potential contribution of shadow education as a hidden curriculum. Like subject knowledge, it could undoubtedly encompass "the beliefs, perceptions, attitudes, and values that students often unknowingly gain through their (formal) learning experiences" (p. 213) that are either explicitly or implicitly integrated into its practices.

In the final chapter entitled "Fearful future," Entrich and Lauterbach anticipate the reconstruction of the education system globally in the coming years. They argue that in a neoliberal world, people invest in better education to gain privilege and improve employment opportunities. This condition, perhaps, leads to inequality in access to better supplementary education due

to differing socio-economic statuses (Jansen et al., 2021), and fostering excellence and equity in education becomes a paradox (Teng et al., 2019). To cope with this issue, it needs governments to respond wisely with policy to evaluate ongoing public schooling and acknowledge shadow education as part of a legitimized system. The authors are clear that policymakers should embrace "the potential of shadow education for human capital development" (p. 248).

Overall, this comprehensive volume has its strengths and shortcomings. The theoretically informed and well-grounded scholarship helps readers uncover the educational trends in high-performing systems in East Asia and use the insights as a 'launch pad' to guide system improvement. Less positively, the papers offer little in the way of original data, relying instead on empirical data from other sources. With that said, however, the book does provide new perspectives on how the public and shadow education systems might work in tandem and the theoretical and practical implications that come with it are definitely worth reading.

THE REVIEWERS

Entika Fani Prastikawati is an English lecturer at Universitas PGRI Semarang. She has worked on some research projects funded by the Ministry of Higher Education and others. Her interests lie in language assessment and technology in ELT. She has also published articles in Scopus-indexed journals, national-accredited journals, and international proceedings indexed in WOS.
entikafani@upgris.ac.id

Fadhila Yonata is a Ph.D. candidate in English language education at Universitas Negeri Semarang, Semarang, Indonesia. He is also a full-time lecturer in the English language education department at STAIN Sultan Abdurrahman Kepulauan Riau, Bintan, Indonesia. His research interests are in curriculum development studies, language material development and critical discourse studies.
fadhilayonata92@gmail.com

REFERENCES

Baker, D. P. (2020). An inevitable phenomenon: Reflections on the origins and future of worldwide shadow education. *European Journal of Education, 55*(3), 311–315. https://doi.org/10.1111/ejed.12410

Bray, M. (2009). *Confronting the shadow education system: What government policies for what private tutoring?* UNESCO Publishing.

Byun, S., & Baker, D. P. (2015). Shadow education. In R. A. Scott & S. M. Kosslyn (Eds.), *Emerging trends in the social and behavioral sciences* (pp. 1–9). Wiley. https://doi.org/10.1002/9781118900772.etrds0301

Han, S., & Suh, H. (2020). The effects of shadow education on high school students' creative thinking and academic achievement in mathematics: The case of the Republic of Korea. *Educational Studies*, 1–20. https://doi.org/10.1080/03055698.2020.1850427

Jansen, D., Elffers, L., & Jak, S. (2021). A cross-national exploration of shadow education use by high and low SES families. *International Studies in Sociology of Education*, 1–22. https://doi.org/10.1080/09620214.2021.1880332

Kim, Y. C. (2016). *Shadow education and the curriculum and culture of schooling in South Korea*. Palgrave Macmillan. https://doi.org/10.1057/978-1-137-51324-3

Kim, Y. C., & Jung, J.-H. (2019). *Shadow education as worldwide curriculum studies*. Springer International Publishing. https://doi.org/10.1007/978-3-030-03982-0

Teng, S. S., Manzon, M., & Poon, K. K. (2019). Equity and excellence in East Asian high-performing education systems – A paradoxical relationship? In S. S. Teng, M. Manzon & K. K. Poon (Eds.), *Equity in excellence: Experiences of East Asian high-performing education systems* (pp. 1–12). Springer Nature Singapore. https://doi.org/10.1007/978-981-13-2975-3