However, for Chinese scholars this creates the impossible situation seen in this volume where there are literally 16 Wangs, eight Lis and six Chens listed, while the all important given names that distinguish them, usually having two syllables, are hidden behind a single initial. This is enormously frustrating for readers who have some interest in and knowledge of the Chinese educational literature. I would challenge all publishers engaged with Asian scholarship to rethink this disrespectful practice. I am thankful I was able to include in my reference list and index for *China through the Lens of Comparative Education*, a 2015 Routledge book, the full names of such iconic educational thinkers as Cai Yuanpei, Gu Mingyuan, Li Bingde, Liu Fonian, Pan Maoyuan, Wang Chengxu, Wang Fengxian, Xie Xide, and many others.

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Learning to teach with assessment: A student teaching experience in China. Heng Jiang. New York, NY: Springer, 2015. xviii+124 pp., (paperback), \$54.99, ISBN: 978-981-287-271-5.

Based on her ethnographic study of eight pre-service teachers' undertaking of a four-month practicum in a rural school in China, Jiang's 124-pagebook vividly portrays the learning-to-teach process of such novice teachers with a concrete focus on assessment.

Among studies on pre-service teacher learning, this study excels in its truthful and elaborate description of how assessment guides and shapes pre-service teachers' learning and teaching in the rural schooling system. The book engages readers with an easy-to-read authenticity, while also provoking concern about the relationship between teaching and assessment, teacher learning, student learning

and social equity.

In this hierarchically-structured rural school, students were divided into *shiyang ban* (advanced classes) and *putong ban* (general education classes) according to their exam scores. Randomly assigned into different classes within these streams, the student teachers learned to teach with different methods: teaching *with* assessment, teaching subject contents by catering to a deeper understanding and aspiration for exams; and teaching *to* assessment, instruction through the memorization of test items to exclude students from more complex learning.

This book clearly shows how pre-service teachers' (and teachers') assessment orientation shapes their conceptions and practices of teaching in disparate contexts. These pre-service teachers' learning experiences again reinforce the notion that assessment is an integral part of teaching and learning.³ Despite criticism of the exam-oriented educational environment, Jiang shows how pre-service teachers in a test-driven context navigate while using assessment tools to inform the ways they teach. It also demonstrates that even in a context where assessment is used mainly for accountability purposes, rather than for broader educational standards, teachers find ways to turn the assessment examples into teaching vehicles to deepen students' understanding.

In the book Jiang categorizes these pre-service teachers' acts of assessment into two categories: the *technical* act of assessment, that is, the concrete assessment tools; and the *evaluative* act of assessment, namely, the pre-service teachers' personal judgments of students' overall quality. Embedded in the theoretical framework of boundary work⁴, Jiang argues that the evaluative assessment is based on three symbolic boundaries that pre-service teachers have consciously or unconsciously formed through their learning-to-teach experiences: the intellectual boundaries (referring to how academic achievement indicates intelligence or ability); the moral boundaries (the distinction between students

³ P. Black & D. Wiliam (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21, 5–31. doi: 10.1007/s11092-008-9068-5; D. R. Sadler (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119–144. doi: 10.1007/BF00117714

⁴ M. Lamont & V. Molnar (2002). The study of boundaries in the social sciences. *Annual Review of Sociology*, 28, 167–195. doi: 10.1146/annurev.soc.28.110601.141107

who behave in a steady and diligent manner and those who do not); and the cultural boundaries (the different cultures of rural and the urban students in terms of manners, language, and appearance). How teachers learn from the technical aspects of assessment has been given detailed attention but the effects and consequences of the symbolic boundaries seem less explicit and would have benefitted from further illustration. That said, it is through the symbolic boundaries that Jiang digs deeper to expose the great pressure of high-stakes entrance examinations which permeates the story: Students from *shiyang ban* were considered more intelligent with greater potential and thus teachers had higher expectations of them entering key secondary schools. And students from rural areas had to make every effort to work their way out of the cultural, moral, and intellectual boundaries by entering urban schools, and subsequently urban universities, to secure a decent job in the city. In this way, rural students could eventually live as urban residents and shake off the symbolic boundaries. However, the reader is left pondering the fate of the students in *putong ban*; what chances do the forms of assessment and teaching they encounter provide for a hopeful future? Jiang's book documents the ways student teachers learn through assessment, but perhaps even more importantly, it gives insight into a more critical social issue, which is pertinent to societies across the globe.

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Learning, identity and narrative in the late modern age: Towards a theory of reflexive learning. Zhao Kang. Hangzhou, China: Zhejiang University Press, 2014. 189pp., (paperback), ¥36, ISBN: 978-730-813-553-5.

This theoretical work has been written by a young Chinese scholar, mainly based